



UGC-NET

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EDUCATION

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PAPER – 2 || VOLUME – 2



UGC NET - EDUCATION

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UNIT - 2 (D)

Relationship between Politics and Education

INTRODUCTION

The responsibility of education of child lies with both state and society. School is a unit of society; so mutual co-operation between these two institutions of society is necessary for smooth fulfillment of this responsibility. In democratic countries, the direct responsibility of education is with society and society's influence is seen in many ways on the different units of education through which it manages education. But ultimately it's a responsibility of the state because the state provides resources for the education of its citizens. So in framing the objectives / goals of education, the co-operation of both the institutions is required. Due to this sharing of responsibility, socio-political ideology influences the process of policy formulation. Policies are guidelines to achieve the objectives of education.

Politics

Richard (1991) defined politics as the acquisition and effective use of power - a process of involving interplay among the possessors of political resources and influence. The dynamics of the political process occur within the rules and constraints of the system, but also within those arenas where it is considered legitimate to use power to achieve desired policies and programmes.

Power

Max Weber has defined power as the chance of a man or a number of men to realise their own will in a communal action even against the resistance of others who are participating in the action

Here we can take an example from the organisational setting in which a manager uses his workforce for fighting the election of the management association. In this case, the manager has power to the degree to which the subordinates comply with his will. Many socialists argue that political sociology is the study of power in its broadest sense. Powse and Hughes state that 'politics' is about 'power' and that politics occurs when 'there are differentials in power'. In term of this definition any social relationship which involves power differentials is political in the study of political sociology. First the emphasis was on the state and other governmental agencies i.e. parliament, judiciary, ministries and other institutions of government. Now the emphasis is not only on governmental machinery, political sociology also examines these institutions in relation to society as a whole.

Now we will examine how power is used by the power holder, whether they are using it for their benefit only or for the whole society. And for this, we have to look into the process of political decision-making. Here, the decision-making bodies are political parties: parties which are in power and the parties which are in the opposition.

Political Parties

Rigg W. defines 'a political party as an organisation which nominates candidates for election to a legislature' competition for office between political parties, provides the electorate with an opportunity to select its leaders and means of influencing government policy.

Political parties in a democratic society represent the public and the public directly influences party policy, since, in order to be elected to govern, a party must reflect the wishes and interest of the electorate in their programmes. Parties are accountable to the electorate and they will not regain power if they disregard the opinions and interest of the public. Lastly, parties cannot simply represent a sectional interest, since, to be elected to power they require the support of various interests in society. Here we will assess the influences of the various other institutions on political parties to take decisions regarding setting goals for education.

Judiciary

Judiciary plays an active role in influencing the education system in the light of policies and programmes fixed by the political party. The court continues to be the centre for many of the conflicts concerning equality of educational opportunity. Whether it is affirmative action programmes to balance gender and ethnic minorities in schools and universities, institutions fixing admission and service quota in educational institutions, equal funding for backward schools and colleges, the judiciary is looking into all matters which are related to providing equal opportunities to achieve all the goals of democracy.

Religion and Minorities

Religious institutions also influence politics and it is the responsibility of political institutions and their representative to raise the issue cited by the particular religion in the society to remove conflicting situations.

Ethnic and minority groups are demanding equal access to education. They had earlier been discriminated against, and prevented from entering the mainstream

power structure. Equal funding facilities are available for these educational institutions, while support and help are provided by the government in the upliftment of such groups in society through various programmes for the upliftment of educationally backward classes.

Business and Industry

With the growth in political power and influence of the business and industrial community during the 1980s, educational institutions have come under increasing pressure to meet the "high technology" demand of the twenty first century and to 'catch up with technically developed countries'. Business companies put increasingly more pressure on educational institutions to do something and educate the work force required for technical jobs. The political system serves many important functions for education and must make decisions about the demand raised by society to compete in this global era.

In the more specific realm, it is the political system that sets the overall philosophy of the educational system and decides what values will be passed on to the next

Educational Goals as Reflective of Socio-political 'Ideology of the Society

Education and Socio-political generation. What you want in the state you must put into the school. It is also true. Supra-System that education is responsible for major source of unrest and even revolution in the countries around the world. And this is not the outcome of policies of government.

It is due to conflict between the social demand ideologies of the political party in the power.

Political Culture

There is a fundamental tension between pluralism and democracy. Democratic society in principle sanctions the rights of ethnic groups to maintain their separate cultures and communities. In most of the democratic societies the bulk of the population is not actively involved in the political process. Milbrath has suggested that members of society can be divided into four categories in terms of their degree of political participation. First, the politically apathetic who are unaware literally of the political world around them. Secondly, those involved in 'spectator activities' which include voting and taking part in discussions about politics. Thirdly, those involved in 'transitional activities' which include attending a political meeting or making a financial contribution to a political party. Finally, those who enter the

political arena and participate in 'gladiatorial activities' such as standing for and holding public and party office. This type of political participation is not uniformly distributed throughout the population. But this participation in politics shows the political culture of any country.

The political culture of India has changed after Independence. Indian leader shouldered the responsibility of taking drastic steps to change the Indian society. The major changes in the socio-political structure of our society were:

- (1) The status of the Indian people was changed from subject to "citizens"
- (2) The Indian people were granted a democratic basis of society.
- (3) The state was given a quasi-federal form with strong centre and weak states.

After Independence there was a shift from a highly centralised and elitist political system to pluralistic and participant political system. The elitist theory believes that all societies are divided into two main groups - the ruling minority and the ruled. Pluralism is a theory which claims distribution of powers in society. Most of the members of society are not directly involved in the political arena. Instead their interests are represented by a relatively small number of leaders who actively participate in the political struggle.

Democratic decentralisation is the system followed by the Indian political system based on the panchayati raj three-tier system of government at local level. This system was much appreciated and supported by local leaders and the masses because it enhanced their power and position and made them more conscious of their political rights. Secondly, it increased the interaction between the leaders and the common citizens. Thirdly, it facilitated economic development and provided the opportunity for political mobilisation of the masses, in order to develop their political consciousness and make them more politically aware and committed participant members of the political system.

This form of political structure has two levels in the hierarchy -the first is the level of national leaders and bureaucratic elites and second is the level of local leaders and common citizens. These national leaders play a key-role in political movement because they are socially higher educated and economically rich. On the other hand local level leaders who may be economically poor and illiterate & mobilised by national leaders, who are considered as cosmopolitan in their outlook. They are guided more by universalistic considerations towards politics and society.

According to Kamat A.R, (1978), in a country like India where there are widespread political malpractices and vested interest in power and politics, the administrative

machinery can easily be used by the leaders for their own political interests and for the interests of their ethnic groups and political supporters. The administration today finds itself under certain political constraints because the leaders, by influencing as well as pressurising the administration, tend to maintain their personal loyalties and patronage for political support from the masses. In spite of pressures the administration make attempts to reduce excessive demands for politicians from wider national interest.

EDUCATION SYSTEM

Education System in India

Education as a social system is a unique system and interlinked with other systems, it influences them and gets influenced by them. Many social and politics scientists believe that education perform an important political function along with its various other functions. When it is performing an important political function it always remains a major consideration of politics.

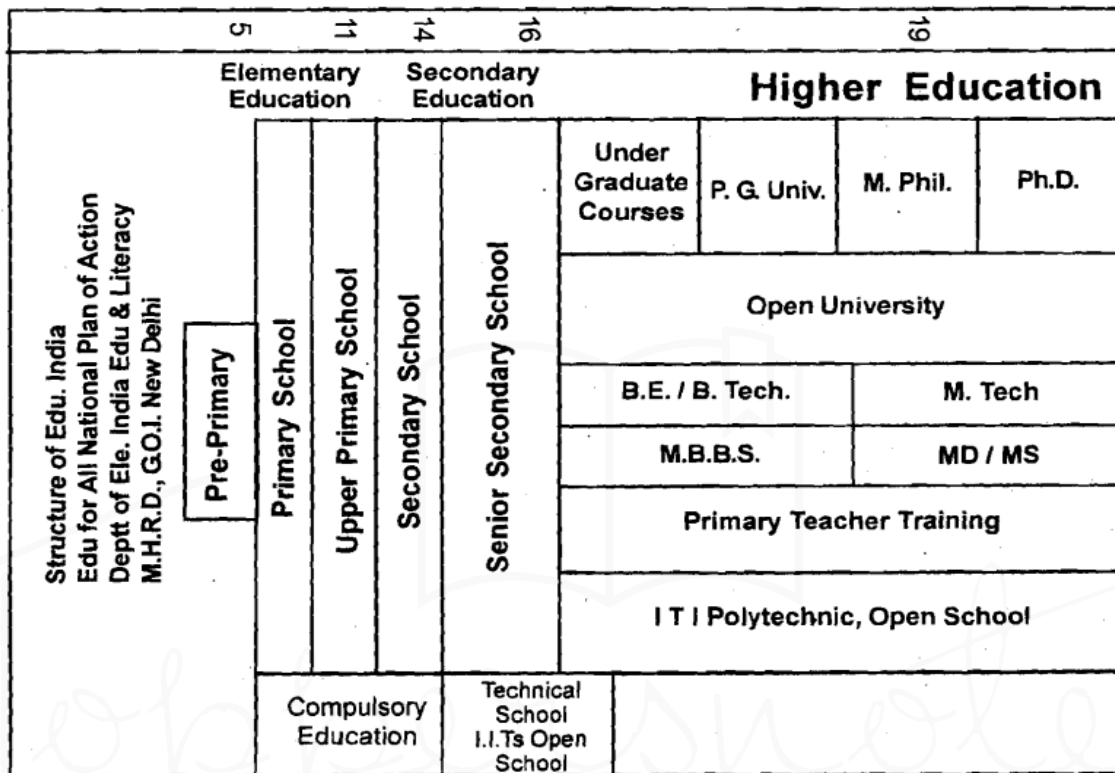
Education and Socio-political Most of the countries believe that there is a relationship between education, economic development and modernisation. They invest in education and thus education reflects the political philosophy of a country, and the goals of the group in power. Many governments have the power to adopt and reject educational programmes or even totally revamp the education system, as in China and Cuba during the communist revolutions. If the government establishes certain priorities for the society the education system is likely to reflect these in curriculum, texts and other aspects of the programmes.

Many comparative educationists advocate new programmes of education based on the needs of countries, not on the political ideology and values of the party in power.

Education was seen as a way to unify and give identity to the nation and states, needed for individual and national progress. Globalisation has created pressure on all nations to organise education systems in similar ways leading to the universality of state schooling and similarities between systems. Pressures from developed world have caused newer nations to commit themselves to state funded mass education model as a part of national building. The worldwide growth of uniform education systems is seen in increased enrolments, establishment of educational ministries, compulsory education laws, increasing state funds, educational opportunities for all including women and minorities and school serving the purpose of socializing agents. Each system brings its own unique national culture into the system, even though education may be influenced by world trends.

In India, major categories of educational institutions are financially supported by the state and the central governments. It is entirely the governments'

responsibilities to decide what the total financial support to education should be at all the levels to achieve the objectives of national development. Guidelines are formulated by the government for the distribution of funds for different levels and types of education. The present structure of education in India can be seen through this diagram.

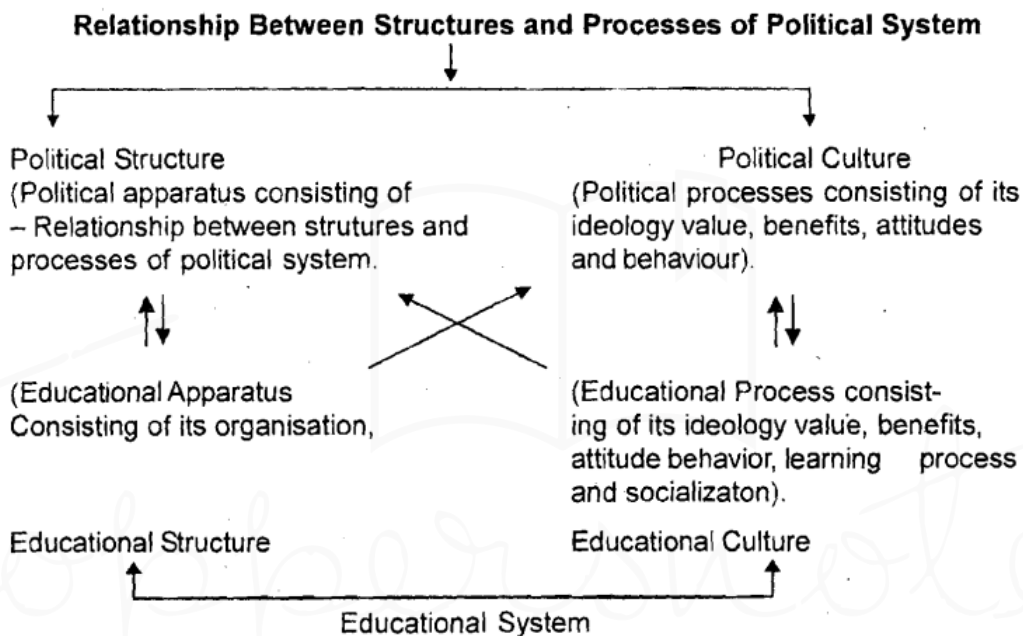


Components of Education System and Political System

Now after going through both the systems we can identify the components of the ideology of the Society educational and political systems which are as follows:

Education System Levels of Education Curriculum Purposes/Philosophy Progress of Study Administration Teaching Pedagogical Method Teaching Learning Materials Organisational Structure Administrators Teachers Students Parents/Community Co-curricular activities	Political System Government (i) Centre (ii) State (iii) Local Legislative Branch Executive Branch Judicial Branch Political Parties Social Class and Group Minorities and Ethnic groups Business / Unions
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There are two broad components within both the systems. The political system gets structural and cultural supports from within and from its outer environment for its maintenance and change. The education system both structural and cultural support to the political system through political socialisation of learners between education system and political system. There is also a reverse, relationship in which an educational system is supported by the political system. We can observe the reciprocal relationship between them through this diagram. The diagram shows that these two systems are very closely interlinked.



Education - Responsibility of State supra-System

The formulation of a national education plan and its successful conduct is the most important duty of the state. The educational plan should be such as to employ the interests of all the classes of society. Such a plan is beyond the capacity of private educational institutions. Education begins in the family and continues though at the schooling of the child. It is the duty of the state to see that proper education of the child take place both in the family and school. If the family and school do not fulfill their responsibility properly, it is the duty of state to ma. proper arrangements for the education of the child. For these it should make proper rules and regulations and create such circumstances that the family and schools are forced to fulfill their obligations in this regard.

The education of a citizen is necessary for the success of democracy. The reason is that in democracy the administration of the country is handed over to the elected representative of the people for a limited period, If the people are educated and have wisdom, reasoning power and feeling of independence, they will elect good representatives and after assessing their activities upto the specified period, re-

elect them if they come up to the expectations otherwise and if not would not re-elect the same persons. For electing effective candidates the citizens should be educated, otherwise they may elect the wrong candidate. Consequently, neither the interests of the people will be safe guarded nor will it be good for the nation. We have adopted a democratic system in India, so it is necessary for the Indian public to be educated. In a poor/developing country, the public can be educated only when there is compulsory and free education and education takes a universal form based on high ideals.

The basis of administration in a democracy is the co-operation of all the classes. So it is natural that in a democratic system every person should co-operate in the formulation of educational goals and their fulfillment. Every person is free to express his/her ideas on education. Besides the general goal of education it has some specific goals also. It is very necessary to obtain the confidence of the public for deciding the goals of education.

Goals of Education

It is the goal of democracy to provide food, clothing, education and vocational facilities to all. Formulation of educational goals are also the responsibility of the political system, In democracy it is the responsibility of every person to co operate according to his/her capacity in the formulation of educational goals and its implementation too.

The importance of educational goals is emphasised by philosophers and educators through all stages, Education, which is very much a planned activity, loses much of its significant meaning and faith if put into action without clear-cut goals, This means, a system of education which is not clear about its goals or which works towards undesirable ends is bound to fail. Each stage of education has its own specific goal. Here we will consider education as a whole and discuss goals of education as recommended by the National Policy on Education (1986).

National Policy on Education (1986): The Draft National Policy on Education (1986) captures the spirit of the time when it says:

"Every country develops its system of education to express and promote its unique socio-cultural identity and also to meet the challenges of the time. There are moments in history when a new direction has to be given to an age-old process. That moment, is today."

The Draft Further reads:

"The country has reached a stage in its economical and technical development when a major effort must be made to derive the maximum benefit from the assets already created and to ensure that the fruits of change reach all sections. Education is the highway for the goal."

It was with this aim in view that the National Policy on Education (1986) was given final shape.

Education -A Unique Investment

The cardinal principle on which the National Policy on Education has been based is in regard to education as a unique investment. It is so because education develops human power for different levels of the economy. It is also the sub strum on which research and development flourish, being the ultimate guarantee of national self-reliance.

Moreover, education has an acculturating role. It refines sensitivities and perceptions that contribute to national cohesion, a scientific temper and independence of mind and spirit. This is desirable for achieving the goal of socialism, secularism and democracy enshrined in our constitution.

The National Policy on Education, 1986 enshrines the following goals of education in Indian.

Creating a National System of Education

N.P.E. envisages a national system of education. This implies that upto a given level, all students, irrespective of caste, creed, location or sex, have access to education of a comparable quality. This is just reminiscence of the Common School System recommended in the 1968 policy.

N.P.E. and Aims of Education

A Common Educational Structure: A common educational structure has to be adopted. This will naturally be 10 + 2 + 3 structure which has since been adopted in all parts of the country.

Need for a National Curricular Framework: The national system of education shall be based on a national curricular framework which contains a common core along with other components that are flexible.

The common core will include the history of India's freedom movement, the constitutional obligations and other contents essential to nurture national identity.

Moreover, all obligations and educational programmes will be carried on in strict conformity and secular values.

World view of Peace and Understanding: The National Policy on Education recommends that education must strengthen the world view of peace and understanding among nations. Education must motivate the younger generations for international cooperation and peaceful co-existence.

Promoting Equality through Equality of Educational Opportunity: To promote equality, it will be necessary to provide for equal opportunity to all not only in access, but also in the conditions for success. Besides, awareness of the inherent equality of all will be created through the core curriculum. This will help in removing prejudices and complexes transmitted through the social environment and the accident of birth.

Developing Diverse Cultural and Social System: The National Policy on Education recommends that a minimum level of learning be laid down. Steps should be taken to foster among students an understanding of the diverse cultural and social systems of the people living in different parts of the country. Besides the promotion often link language, programmes will also be launched to increase substantially the translation of books from one language to another and to publish multi-lingual dictionaries and glossaries.

Facilitating Interregional Mobility: In higher education in general, and technical education in particular, steps will be taken to facilitate interregional mobility. The universal character of universities and other institutions of higher education is to be understood.

Strengthening Areas of Research and Development: Areas of research and development shall be streamlined. Education in science and technology shall be promoted. Special measures will be taken to establish network arrangements between different institutions in the country to pool their resources and participate in projects of national importance.

Life-long Education: Life-long education is a cherished goal of the education process that presupposes universal literacy. Opportunities will be provided to the youth, housewife, agricultural and industrial workers and professionals to continue the education of their choice, at the place suited to them. The future thrust must be in the direction of open and distance education.

By now you might have realised the importance of the goals of education. After having read the goals recommended by the National Policy on Education (1986), we can categorise the goals of education into the following groups: -

These aims are very important in the field of education. All the persons concerned with this field and politics who are responsible for deciding the aims of education should have the knowledge of these aims. The individual should understand his social responsibility. This further includes social adjustment and working for social progress.

Modern Indian society based on democratic, socialistic and secular values has entered in the national system of education. The structure of first national system of visualized Education by Secondary Education Commission (1 952-53), then by Indian Education Commission (1964-66) and finally given shape and meaning by National Policy on Education (1 986) and Programme of Action (1 992), is already on the move. With the help of the determined force of educationists and support of the government at the back, the national system of education is fast covering national life to promote its unique socio-cultural identity.

The concept of the National System of Education implies that, up to given level, all students, irrespective of caste, creed, location or sex have access to education of a comparable quality.

The National System of Education will be based on a national curricular framework which contains a common core along with other components that are flexible. All educational programmes will be carried on in strict conformity with secular values. If we analyse all the major reforms in the history of Indian education, all of them support secular values in the education system. In spite of this, the politics of recent times, has been defined as "who gets what, when and how" and getting a privileged position in the society. Power plays a major role in deciding that gets what, when and how. And power, as is well known, respects no value and moral law.

EDUCATION AND POLITICS

Relationship Between the Two

The primary goal of every society is to survive. This is also true of any individual group or sub-culture. Secondly, society is concerned with the quality of life, which is dependent on the degree of health, stability, change and justice desired by the society. In order to continue to exist, there are minimum requirements for survival, which can be further explained as follows:

- (1) For continuity's sake population has to be reproductive otherwise the group Supra-System will become extinct.
- (2) To carry forward the socio-cultural values and norms children must be educated and trained in the values and skills needed to function as effective adults.
- (3) Goods and services have to be produced and distributed.
- (4) For the sake of peace and proper development, society must develop a mechanism to maintain order internally and externally.
- (5) Health services should be provided and maintained at reasonable levels for the well-being of the individual, both physical and mental.
- (6) Society members must see enough meaning and purpose in life to be motivated to perform their various tasks.

These survival tasks are carried out by social institutions, the family, the educational system, the economy, the polity, the health and welfare system and the religious and moral systems. Each of these social institutions is a major area of organised social activity required for social continuity. Although each of these institutions influences the cognitive and affective 'maps' of all members of a society, their greatest impact is on the society's younger members - children and youth. Sociologists refer to this pervasive process of initiation and conditioning as socialisation.

"Education represents both a struggle for meaning and struggle over power relations Education is that terrain where power and politics are given fundamental expression."

(Henry Giroux, 1985)

This statement shows two compelling positions on the relationship of education and politics. The scholars have always been concerned with the question of how education can be related with political institutions and processes which are the two basic components of the political system. This shows the influence of political ideology on education. On the other hand, education also plays an important role through its function of political socialisation. Plato and Aristotle were the philosophers who first drew attention towards the vital link between education and the state. Later, many scholars have stressed upon the importance of education in providing services to the state for bringing change and development. The ideology of the political party, which is in power, has a special role in deciding the educational goals, which in return, provide benefits to the political party. So we can conclude here that in a democratic society, both subsystems of the society i.e. political system and education system influence each other.

The basic characteristics of a democratic system are its egalitarian values, right to freedom and its decentralised structures operating from micro to macro institutions of governance. Here arises the need to develop educated, matured, conscious and learned citizens. Such citizens cannot be produced in a short time. A prolonged and well planned process of citizenship training is required from early childhood. And for this, a well-defined policy of education is required which should be based on the global demand and maximum development of child and nation both. The present situation in Indian society seems to be alarming because both the systems - educational and political system seem to be broken down and degenerated as reflected in corruption and malpractices. It seems there is no order and harmony. Therefore, the questions to be asked are: First, what the political system should do to improve its performance? Second, how can the educational system produce good citizens and third, what would ideally be the relationship between polity and education?

Nicholas A. (1970) argues that it is obvious that any social institution that performs such a significant role is not going to be allowed to roam freely within the political structure. Groups and individuals, which possess the resources of power and influence, exert, or will exert when they feel the occasion demands, tremendous efforts to shape and mould the system to suit their way of thinking and tailor the circular to meet their special technological and scientific needs. Both the systems are linked with each other and influence the fate of each other. It is very much evident on the basis of information we receive through media that political ideology is playing a major role in the educational system of India. To analyse these influences, first, we have to study both the systems in detail.

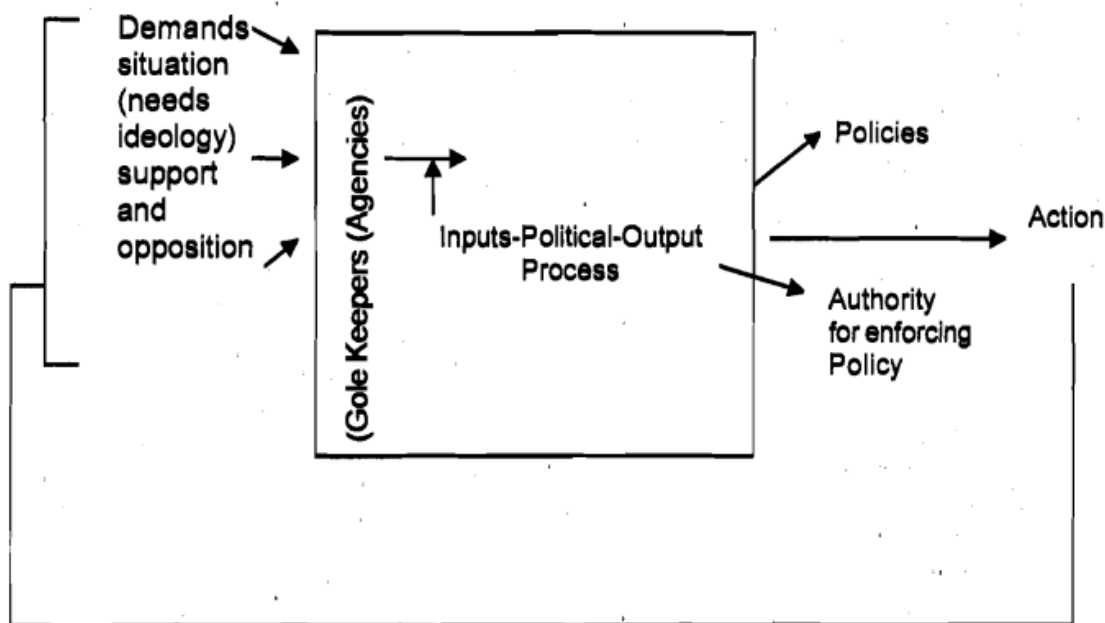
Educational Politics

Educational politics is that process by which educational resources are distributed among various types of education within a society, by the legitimate uses of power, through governmental actions. Keeping in view the values of education, the government has to decide curricula context, minimum age of a child and minimum qualification for hiring teachers, provisions for education of various educationally backward classes as society, sources of finance to operate schools and the formulas for tax payers and formula for mix and match grants for various programmes under the plan period for education. Determining policies, for education system of country, requires extra attention or consideration. The legitimate use of power means the use of ethical means or practices to arrive at educational decisions, Ethical practices are those consistent with the values of democratic society.

Education is now a concurrent subject in India. There are definite laws to guide government institution of education. Education in the private sector is run without any regard for norms etc. There should be a uniform pattern of education in all the institutions whether private or government. The 42th amendment provides more powers to the Union movement to bring uniformity throughout the country in the sphere of educational standards. NOW we can say that both systems influence each other. The influences of political system can be seen through the processes of policy and planning of education.

Policy may be defined as the framework for the accomplishment of intended objectives. Policy is very essential in administration for it gives a concrete shape to political and social objectives, which the government lays down in the form of law, rules, regulations, etc. The main agencies responsible for policy formulation are the legislature, cabinet and the concerned ministry. In the case of Education, Ministry of Human Resource Development and state departments of education are the main agencies, There are other agencies which guide the legislature and executives in the formulation of policy i.e. Planning Commission, National Development Council, National Council of Educational Research and Training, Central Advisory Board of Education and the University Grants Commission, Besides there are advisory committees at all levels, commissions appointed from time to time, pressure groups, political parties aid professional associations. We can explain the process of policy formulation through a diagram, These agencies are responsible for policy formulation within the Union and State Government in their respective jurisdictions,

How political parties are influence policy of Education



Process of Policy Formulation

Process of Policy Formulation

The inputs are needs, and ideology includes the need of the people and the prevailing values. Demands presented to the system include support and opposition to the system which will be taken care of by the various agencies supporting the Poducatlional Godr rr Reflective of Soclo-pollltical need, ideology aid demands, because proposals are made with the help of these ltleology of tho Beclety agencies, Political process indicates the discussion on proving the worth of decision taleen by the political party in power, After going through this process policies emerges with plan to implement it. Now action will be taken up in the area.

We have seen the process of policy formulation, and the roles of the political party in power and the parties in the opposition and their support in the policy formation. Outside the political parties, groups of people belonging to different political parties are there in almost every educational institution. Their linkages maka not only the political system active but also structure the process of policy formulation and the type of relationship that exists between agencies helping in the formulation of proposals for policy and the political party in powar/govement. It can reveal the influences of the ideology of political parties on education. The kind of values to be incorporated in the curriculum, the kind of thinking and personality to be developed, the kind of consciousness and awareness to be promoted and the kind of behavisur to be expected of the functionaries, of the system are all decided directly or illdirectly by the government and its sponsored bodies.

The parliament in 1986 while approving the National Policy of Education, chose to approve the following formulation of targets: It shall be ensured that all children who attain the age of about 11 years by 1990 would have had five years of schooling or its equivalent through the non-formal stream; likewise, by 1995, all children would be provided free and compulsory education up to 14 years of age. It became apparent very soon that the targets set for 1990 would not be achieved. It appeared that these targets were high targets and unrealistic and unachievable, they do not lead to the kind of motivation and resource mobilisation required. The right approach, therefore, is to set realistic targets - realistic can be defined here as easily achievable with conceivable maximum input of meticulous planning and providing resources financial as well as human for implementation of policy.

We have seen that the concepts of the political system and education are interlinked and influence each other. Political interference and influences can be seen over a short period of time and the influences of education on politics become apparent after a longer period of time. Here we can conclude that political decisions are authoritative decisions which are legitimate.