



## Growth of Education in Post Independent India

Kapil Bhuker\* Dr. Vanita Rose\*\*

\* Research Scholar, Department of Education, Maharshi Dayanand University, Rohtak

\*\* Assistant Professor, Department of Education, Maharshi Dayanand University, Rohtak

*E-mail/Orcid ID:*

\* [kapilbhukar@gmail.com](mailto:kapilbhukar@gmail.com)

\*\* [vanita.edu@mdurohtak.ac.in](mailto:vanita.edu@mdurohtak.ac.in) / <https://orcid.org/0000-0003-3035-4961>

**Abstract:** Any developing country's growth strategy must include education as a crucial factor, and it is only fair that education be given honourable consideration in society. Both an individual's life and the life of society depend greatly on education. Following India's 1947 declaration of independence, the government set up a number of education commissions to address the country's educational challenges and recommend all-encompassing measures to strengthen its educational system. The Nehru government formed the Educational Commissions in 1948 and 1952 to advance several facets of life, including education, during the country's first two decades of independence. India's educational system has undergone a significant transformation over the past 75 years, not only in terms of policy development and programme execution, but also in terms of pedagogy, vocational training, and sector modernization. India currently has the largest higher education system in the world, having graduated more than 70 million students in less than 20 years. In the current state of the world economy, education can be crucial to long-term economic growth and the overcoming of a recession. In this framework, the creation of human resources that may be accountable for the social, economic, and scientific advancement of the nation is a key component of education as a sector for both short- and long-term economic progress. The paper will begin with an overview of educational commissions from 1948 to NEP 2020 in regarding the major recommendations of education.

**Keywords:** Education, Educational Commissions, Educational plans, National Educational Policies

### 1. Introduction

The progress of the human race depends heavily on education. It can be a potent weapon for lowering unemployment and poverty, raising nutritional and health standards, and generating long-term growth that is driven by human development (World Bank, 1997). In addition to being essential for maintaining economic growth, a population with sufficient education and skills is also a requirement for growth that is all-encompassing since those who are educated and skilled will stand to gain the most from the employment opportunities that growth will provide. A number of significant clauses in the 1950-introduced Indian Constitution have both direct and indirect effects on education. Education was added to the concurrent list of subjects via a constitutional change in 1976, and the Centre and States were given responsibility for it. Many educational commissions were established after the country attained independence, and curriculum frameworks and educational policies were developed. The Central Advisory Board of India made the decision to create two commissions in 1948, one to address secondary education and the other to address University education.

#### 1.1 University Education Commission (1948)

Under the leadership of Dr. S. Radhakrishnan, the University Education Commission was established in 1948 as the first commission in independent India. Its task was to provide a report on the situation of higher education in India and make suggestions for improvements and expansions that would be beneficial to fulfilling the country's present and future needs. (Agarwal & Aggarwal 1993). Regarding course reorganisation, evaluation methods, instructional media, student services, and teacher hiring, the



University Education Commission of 1948 provided insightful recommendations. It was intended to create academic institutions that would aid in a student's total growth by dispensing information and wisdom. It viewed attending university as a crucial step towards obtaining a better level of education.

### **1.2 Mudaliar Commission (secondary education commission) (1952-1953)**

Dr. A. Lakshmanaswami Mudaliar presided over the Secondary Education Commission in 1952. The commission presented the government with its report in 1953. The study provided a more thorough understanding of the educational problems that Indians face and suggested recommendations for enhancing productivity. The Commission advocated expanding the high school curriculum and building multipurpose high schools in its report. Another suggestion was to create a uniform design throughout all of India. It also advocated for the creation of technical schools. The suggestions made by the Mudaliar Commission have a significant role in the evolution of elementary education in independent India. The majority of education professionals have complimented its references for providing highly pertinent and valuable guidance. However, some people have drawn notice to the errors in this study.

- They claimed that the Commission's guidance lacked originality, were rehashes of outmoded methods, and gave flawed and unbalanced recommendations that weren't actually implementable.
- The commission's suggestions lacked any framework for advancing women's education. A few examples are the introduction of more vocational and technical schools and colleges, a three-year degree plan, and the Higher Secondary Scheme.

### **1.3 Indian Education Commission (1964-66)**

The Indian Education Commission, presided over by D. S. Kothari, was appointed after the Mudaliar Commission. The Kothari Commission, as it is commonly known, was tasked with addressing all facets and areas of education as well as advising the creation of a national system of education by the government. The 1968 National Educational Policy was developed in accordance with the recommendations of this commission. The Kothari Commission on Education's report stated in its opening sentences that "the fate of India is currently being moulded in her classrooms. Education is what determines a person's level of prosperity, welfare, and security in a society that is based on research and technology. In 1964 according to report of the Education Commission, the calibre and number of graduates from our schools and colleges will determine how successful we are in the huge project of national rebuilding, which has as its principal objective raising the standard of living for our people. The ability to alter society in positive ways on all three fronts through education is a powerful one. Because of this, educational goals must be linked to long-term national aspirations. The Commission also looked at the development of Indian education in the contemporary era, notably following Independence, and came to the opinion that it needs a dramatic overhaul, even a revolution in order to achieve the constitutional goals and address the numerous issues the nation is currently experiencing in various sectors. According to the Commission, there are three primary components to this extensive reconstruction:

- Change inside oneself
- Enhancement of the quality and
- growth of the educational infrastructure

## **2. Indian education strategy**

### **2.1 1968 National Education Policy**



The National Policy on Education was established by the Indian government in 1968 in response to the Kothari Commission's recommendations. In order to achieve the purpose of coordination and incorporation, governmental policy on Education advocated "total reformation" and aspired to open up educational opportunities to all societal segments. According to the proposal, children between the ages of 6 and 14 should be required to attend school, as specified by the Indian Constitution. Additionally, it was advised that secondary schools should promote the use of regional languages. The Commission recognised Hindi as the national language and believed that the major language of instruction in schools had to be English. Sanskrit, the language that represented India's cultural legacy, was also encouraged to grow under the National Policy on Education. This policy suggested that the Indian government allocate 6% of GDP for educational purposes. The National Policy on Education of 1968 received a lot of flak for endorsing the "three language formula." Most people believed that the third language was forced upon the kids, notwithstanding their lack of enthusiasm. Furthermore, it was noted that the policy lacked clarity and was extremely ambiguous because it did not specify how its rules might be put into practise. However, the programme attracted a lot of attention because it was the first of its type in independent India to provide the educational system with a suitable direction. The "three language formula" was considered a resource provided to enhance minority students' education and a step towards national integration (Sharma 2004).

### **1979 Draft National Education Policy**

The conception of an educational scheme that assisted individuals in improving both their knowledge and academic skills was suggested in the 1979 Draft National Education Policy. In order for pupils to develop a positive personality and become deserving citizens, it also advocated for raising moral and ethical consciousness among them. According to the Draft National Educational Policy, a strong educational scheme that upholds fundamental principles ought to put in place, with promoting national integration through education as the main focus. According to the Draft National Educational Policy, the existing Indian educational system must change to encounter the requirements of Indian people today (Chaube 1988). Additionally, it stipulated that the educational system was to be adaptable and responsive to all circumstances. To further combat emotions of superiority, inferiority, and alienation, Indian educational system put forth effort to close the difference in wealth between educated classes and the common public. The policy also advocated for collaboration and assistance between communities and educational institutions.

### **National Policy on Education (1986)**

The National Policy on Education was launched by the Indian government in 1986. Its primary goal was to provide education to all societal segments, with a concentration on women, scheduled castes, scheduled tribes, other underprivileged groups, and other backward classes that had been denied access to school for decades. The National Policy on Education (1986) placed emphasis on providing fellowships for the underprivileged, providing adult education, hiring instructors from oppressed groups, and creating new schools and universities in order to achieve these goals. The approach placed more emphasis on giving pupils a basic education. By establishing the Indira Gandhi National Open University (IGNOU) in Delhi, it further contributed to the development of open universities. According to the policy, education should be provided to rural residents in line with Gandhi's ideology. Along with substantially expanding access to private enterprise for the technical education sector, it also helped pave the path for the development of information technology in education.

### **Teacher education policy 1987**



The government began a centrally sponsored scheme of restructuring and reorganising teacher education in 1987, as was planned in the National Policy on Education (NPE) of 1986. Its objective was to establish a strong institutional framework for the preparation of primary and secondary school teachers. Additionally, it stipulates that elementary and secondary schools receive assistance with academic resources. The following element of the scheme was present:

- The establishment of DIETs, or District Institutes of Education and Training
- Strengthening Secondary Teacher Education Institutions into Institutes of Advanced Study in Education (IASES) and Colleges of Teacher Education (CTEs)
- enhancing the effectiveness of state councils for education research and training (SCERTs)

### **National Policy on Education (1992)**

In order to reevaluate the effects of the provisions of the National Policy on Education and provide recommendations, the Government of India established a panel in 1990. Acharaya Ramamurti served as the commission's chairman. Later, the Central Advisory Board of Education was established under the direction of N. Janadhana Reddy. This board thought about changing various aspects of NPE. The National Programme of Action of 1992 is the name given to the committee's report, which was delivered in 1992. The 1992 National Policy on Education placed a strong emphasis on fostering national integration and economic development. According to the National Policy on Education (1992), the Indian educational system needs to be transformed more thoroughly, with an emphasis on improving quality. The policy placed a strong emphasis on instilling moral principles in children and connecting learning to real-world experiences (Ranganathan 2007).

### **Sarva Shiksha Abhiyan (SSA) 2001**

A time-bound plan by the central government called Sarva Shiksha Abhiyan sought to universalize basic education. Since 2000–2001, this programme has been in operation. However, it began in 1993–1994 with the introduction of the District Primary Education Programme (DPEP). The fundamental objective of DPEP was to achieve the universalization of elementary education. The Sarva Shiksha Abhiyan aspired to produce an ideal educational system that allowed people to acquire information and instill it, raise awareness of social and human values, and forge a strong sense of character. According to the SSA, the educational system should evolve in line with current societal needs (Mohanty 2003). In addition, the Mission encouraged intensified efforts to create, fund, and put into practise particular solutions to reach disadvantaged urban children, particularly in cities with populations greater than one million (Joint Review Mission of SSA 2009).

### **Right to Education Act (2009)**

The Right to Education Act, also known as the Right of Children to Free and Compulsory Education Act, places a strong focus on the value of free and compulsory education for kids between the ages of 6 and 14. Since the Act's implementation on April 1, 2010, India has joined the list of 135 nations that have declared that every kid has a basic right to an education. Additionally, this Act mandates that 25% of seats in all private schools be set aside for students from socially disadvantaged groups. It further stated that until primary school was completed, no kid could be held back, expelled, or forced to pass a board exam. Under this Act, there is particular training provided for school dropouts. The implementation of this Act has been divided among the federal, state, and municipal governments because education is a concurrent subject under the Indian Constitution. The costs associated with putting this Act into effect are split 70/30 between the federal and state governments. First, only students in classes 1 through 8 are covered by this programme. Second, the Act has no specific measures aimed



at promoting the education of females and is gender-neutral. Third, it makes no mention of a child with a handicap having the right to an education. Fourth, the post-elementary stage is not covered by the Act.

### **National Education Policy (2020)**

On July 29, 2020, the National Education Policy of India 2020 (NEP 2020) was approved by the Indian Union Cabinet. The National Education Policy from 1986 was replaced with this new policy. A complete framework for education from the primary grades through higher education, as well as career training in both rural and urban India, is NEP 2020. By 2040, the plan wants to completely overhaul India's educational system. There will be no mandate in the National Education Policy 2020 to learn any one language. Additionally, English will not be replaced with any regional language as the language of instruction. The NEP 2020 language policy is intended as a general directive and is advisory in nature. The use of "mother tongue" or local language as the medium of education up to Class 5 has been emphasised by NEP 2020, and it is recommended that it continue up until Class 8 and beyond. The "5+3+3+4" model will take the place of the "10+2" framework to improve learning based on children's cognitive development. The new model will be used in the following ways:

- Foundation Stage: This stage covers students from ages 3 to 8 and consists of three years of preschool, followed by Classes 1 and 2 in primary schools.
- Preparatory Stage: Classes 3 through 5 make up this stage, which is for kids between the ages of 8 and 10.
- Middle Stage: This stage includes students in Classes 6 through 8 who are between the ages of 11 and 13 years old.
- Secondary stage; This stage includes students in classes 9 to 12 in between the ages of 14 and 18. In order to improve essential learning, critical thinking, and more holistic experiential, analysis-based learning, the National Education Policy 2020 suggests lowering the amount of curriculum content.

### **Conclusion**

Since before India gained its independence, education policy has had a significant impact on the growth of its educational system. Education policies, which represent the perspectives of people in authority on education, have a significant impact on the objectives and plans of the current educational system. Education policy establishes the framework within which an educational system takes place, encompassing everything from courses to curriculum to pedagogical practises. In India, the focus of educational initiatives has occasionally changed in accordance with the nation's changing socioeconomic requirements. Both educational planners and policymakers have faced a significant challenge as a result of the growth in educational institutions at all levels, particularly in the private sector. The fact that our education policies have not addressed the social and economic disparities and cultural diversity present in India's educational system is a sad statement about their failure. While it is true that numerous state-initiated programmes and services have been implemented at various levels of education to address these disparities, neither the burgeoning growth of private educational enterprise nor raising the calibre of many state-run as well as private educational institutions have been successful. No policy has been able to establish an agreed-upon system of education or a method for evaluating educational quality. Future educational policies will find it difficult to address this problem.

### **ACKNOWLEDGEMENT**

We thank Dr. Vanita Rose, Advisor, Department of Education, Maharshi Dayanand University Rohtak, and University Grant Commission for providing financial assistance.



## Reference

1. Synopsis of Indian Education System after Independence by The Asian Chronicle August 20, 2021
2. <https://www.iassite.com/development-of-education-in-india-after-independence-upsc/>
3. <https://educationsummary.com/lesson/education-in-post-independence-period-in-india>
4. World Bank Report (1997), Primary Education in India-Development in Practice, Allied Publications, New Delhi
5. S.P. Agrawal & J.C. Aggarwal (1993-94): Development of Education in India Selected Documents 1993-94 vol-4, concept publishing Company, New Delhi-110059
6. Government of India (1966). Report of the Education Commission 1964-66: Education and National Development, New Delhi: Manager of Publications
7. Sharma, N. R. & Sharma, K. R. 2004. Problems of Education in India. Atlantic Publishers, New Delhi
8. Chaube, S.P. 1988. History and Problems of Indian Education. Vinod Pustak Mandir. Agra.
9. Ranganathan, S. 2007. Educational Reform and Planning Challenge. Kanishka Publishers. New Delhi.
10. Mohanty, J. 2003. Teacher Education. Deep and Deep Publications Pvt. Ltd. New Delhi.
11. Higher Education in India: Strategies and Schemes during 11th plan period (2007-12) for universities and colleges, UGC Report January, 2011, Chapter 1 and 2, pp. 1-3.
12. Manjunatha, S. 2013. History of education policy in India, Mysore.