

Education Policy in India: An Overview

Prof. (Dr.) Anand Mittalⁱ, Rahul Singh Baisⁱⁱ, Arjun Mittalⁱⁱⁱ

Abstract: India has been a center of learning from antiquity. Takshashila and old universities of historical importance like Nalanda attracted students from various corners of the globe. Brahmanic and Buddhist educational systems categorized the old system of education during the Vedic period. In the medieval period the societies were blended and the Madrasa became a significant educational center. In India, the Imperial rule incorporated the education system enacted by the British to sustain their colonial government. This forced heritage has left India much before independence, but post-independence has taken impact while rebuilding the nation. The Indian higher education system began to expand and was fed time and time again by multiple public policies and the creation of multiple commissions and committees, such as the University's Education Committee (1948-49), the foundation of the University Grants Commission (UGC) in 1956, driven by Prime Minister Jawaharlal Nehru's capabilities in governance. Sincerity has always manifested in improving the system of greater schooling through appropriate measures by Government of India. Despite attempts, however, problems of access, equity and quality have often jaundiced the scheme, raising the question of policy's efficacy. This article presents an overview of the education scheme from the viewpoint of learners. This research has examined the familiarity of the learners and, most importantly, of the determinants that affect their decision for select education systems. The aim of this research is to gauge the dynamics of the amount of learners entering overseas education because of lack of quality in in-house educational institutions. These data are helpful to scholars to develop their work in the areas, while they can plan ahead for reforms in the Indian education and related policy reforms. India has sometimes affected the system over time by critically evaluating the various policies which sometimes nourished. At the verge of implementing a new education policy, it is crucial for erroneous policies to be identified, isolated and therefore corrected; this article is successful in providing a clear image of the advantaged and inconvenient strategies of the distinct strategies that exist in India by making an analytical and critical path through various education policies since independence.

Keywords: New Education Policy, Kothari Commission, Higher Education Policies, UGC, National Policy on Education.

1. INTRODUCTION

India has been a center of learning from time immemorial. Old universities such as Nalanda, Takshashila, Vikramshila and Vallabhi have appealed to academics from various parts of the globe. Brahmanic and Buddhist education systems characterized the historical system of education in the Vedic era. The Middle Ages resulted to the mixing of cultures and the arrival of Madrasa as a major education center. "Before the 18th century, India had in the Hindu gurukuls, Buddhist viharas, and Quranic madrasa, three separate traditions of sophisticated education." (Agarwal, P., 2009). In the Indian greater education a significant transformation has occurred through the British projects that have had both adverse and positive effects. The colonial education scheme in India was created in three phases: (a) the British East India joint-stock Company attempts (1765-1813), (b) the British Parliament's efforts (1813-1853), and (c) the British government direct instructional efforts (1854-1947). The first stage was characterized by Warren Hastings' establishment of Calcutta Madrasa in 1781 and Jonathan Duncan's establishment of Benaras Sanskrit College in 1791. During this time, the efforts of the missionaries gained popularity in English education. In 1800, Lord Wellesley set up the Fort William College for youth civil schooling, bringing together English officials and Indian pandits. Shortly, Raja Rammohan Roy set up a mobilization in support of western learning and liberal training and established a Hindu College in 1817. But the British motivation was that

ⁱ Prof. (Dr.) Anand Mittal*: Corresponding Author, Associate Professor, Department of Economics, Hansraj College, University of Delhi, Delhi, India Mobile : +91-9810082979, email: dr.anandmittal@yahoo.com

ⁱⁱ Rahul Singh Bais: Student Scholar, Hansraj College, University of Delhi, Delhi, India

ⁱⁱⁱ Arjun Mittal, Assistant Professor, Shri Ram College of Commerce, University of Delhi, Delhi, India

the educational system intended by the British for their Indian imperial administration would be incorporated into Indian society. In February 1835, therefore, Macaulay's minute saw a refusal of the Orientalists and partiality in favor of the dissemination by the English of the western understanding and therefore of the Anglicists. This choice has fortunately, and regrettably throughout the 19th and 20th centuries, reverberated in education policy in India and reverberates even in the 21st century. The British East India Company was decommissioned in 1857 and its political power over India was imposed by the British Crown. Calcutta, Bombay and Madras were the first three centers contemporary colleges. University schooling in British India experienced very slow development. Almost 30 years later, the fourth college– that of Allahabad– was founded and it took another 30 years for the fifth and sixth colleges, University of Mysore and the University of Banaras Hindu, to be founded. This western form of education has completely wrecked the autochthonous method of teaching, not only sluggishly in progress but also geographically unequaled. India felt a need to rebuild well before independence with this forceful heritage, but it took effect after independence. The Indian higher education system began to expand and is fed on by several public policy measures and the establishment of various committees, like kothari commission. But despite the attempts, problems of access, equity, and quality often jaundiced the system and raised the issue of policy efficiency. Investigators were often haunted by issues such as whether India's higher education policies were driven by hourly need and pragmatism or whether it was populism, public pressure and selfish interests. In this context the article aims to study the education policies in India since independence.

2. REVIEW OF LITERATURE

There is little proof that comprehensive and exhaustive study focuses on the policies that are common in academics since independence in the Indian greater education industry. However, numerous articles and books have addressed the policies of their times in their debate. Some of them were shown below. In addition, UGC and MHRD released reports are still primarily a source of policy at the moment of the publication of reports. As soon as 1954, Schenkman, A. S.^[16] conducted an informative survey on India's then existing higher education scheme. Mathur, A.B. (1992)^[11] defines the structure of the Indian University as an operating anarchy. Srivastava, M. (1994)^[20] claims that the conservative education policy aims to derive validity from the British scheme of Anglicist policy makers. Sharma, S. (2002) draws attention to the history and evolution of education in India and sheds light on some of the practices that have governed the system at that time. Kumar, T.R. And Sharma, V. (2003)^[10] points out that the declining significance attached to the education sector, in sharp comparison to developed countries, has produced disparities that grow over time. Singh, A. (2004)^[19] Remarks that, when it was formed in 1956, the UGC was not created as strong as initially envisaged, since the power conferred by the Constitution at the center was not given substantive expression and that the education policy was last reviewed in India in 1986, but the inability to implement its suggestions could not have been an accident. Sahni, R. and Kale, S. (2004)^[15] Discuss the new higher education scheme and try to determine the possible consequences for India by being a GATS signatory and deduce that, in the lack of coherent education policy, the impacts of opening up might lead to a muddled function of education in our community. In three distinct brief pieces Anandkrishnan (2007)^[2], Thomas Joseph (2007)^[8] and Tilak (2007) reflect on the National Knowledge Commission (NKC) reviews. Agarwal, P. (2009)^[1] discusses the evolving strategies of the scheme over time in his insightful, up-to-date and thoughtful book on Indian university education. Tilak (2010) argues that the 2010 Bill on the Prohibition of Unfair Practices in Technical Educational Institutions, Universities and Medical Educational Institutions is insufficient to address the host of morally bankrupt and unethical practices. Hatekar, N. (2009)^[6] states that the achievement of the central universities and the suggested national universities will come at the price of the state universities, which will cover the majority of learners in the country, and that the central government will have to take over postgraduate research and teaching in state universities to guarantee the survivability of this significant portion of the higher university. M.R. Kolhatkar. (2012)^[9] sees the complex interplay around schooling and devolution as a political structure and, as of independence, shines a spotlight on a few strategies of higher education. Sharma, A. K.⁽¹⁷⁾ is taking a step backwards at the sixtieth year when the UGC was founded, expanded and developed. Pathak, B.K. The Committee's suggestions and remarks regarding education are, while the lack of quality of education seems to concern the Committee, the suggestions or formulas it recommends seem to address higher education organizations as factories and that their suggestions and objectives of the 12th Five-Year appear to be inappropriately matched (2014)^[14]. Padmanabhan, C.

(2014)^[13] sheds light on the Government of India's Rashtriya Uchchar Shiksha Abhiyan (Rusa) to finance higher education and notes that there is a discrepancy between the treatment and prescribing in the mission's political narrative, that the diagnostic section reads as a well-versed criticism of marketing and privatization in higher education, but as a solution to the issue. Jawli, N. (2015)^[7] describes the Government of India's latest significant higher education steps. Subramanian, T.S.R. (2016)^[21], Chairman of the Five-Member Committee appointed by the MHRD, GOI, to drafted a fresh education policy at the end of 2015 and submitting its report on 27 May 2016, considers that the education industry is "disarrayed" and describes the instant requirements for rehabilitation and reform of this industry by eliminating social, economic, religious and geographic gaps. Deshpande, S. (2016)^[4] criticizes the 2016 New Education Policy Evolution Committee's report as being based on a 'blown sense of the large image'.

3. OBJECTIVES OF STUDY

This Research Paper presents a survey of the education scheme from the view of learners. This research has examined the familiarity of the learners and, most importantly, of the determinants that affect their decision for select education systems. The aim of this research is to gauge the dynamics of the amount of learners entering overseas education. These data are helpful to scholars to develop their work in the areas, while they can plan ahead for reforms in the Indian education and related policy reforms. Being close to the building of a new education policy (2019), it will be vital that erroneous policies be identified, isolated and therefore corrected. The study aims to provide a consistent overview of the distinct policy benefits and disadvantages that exist in India, through a critical and analysis tour through the education strategies since independence. The research question is "How conducive has the policy environment been to education in India since independence?" The goal is to compartmentalize the time since independence into two halves, one extending from independence and continuing until 1986, and another describing period from 1986 to present times.

4. METHODOLOGY

Through collecting data and information from numerous books, journals, websites, newspaper articles, reports, comprehensive research has been performed on the policies prevalent and prevailing in the education sector in India and their potential impact. This study has resulted in useful ideas that have enriched the study. In the following debate, the complete information was provided in well-structured concise-cum-analytical way that is simple to read and interesting to follow, complemented by private opinions and judgments. Information and data sources have been appropriately quoted and correctly referenced.

5. EVOLUTION OF EDUCATION POLICY

Nehru contemplated vision of India as a secular nation with a centrally planned economy led by the state. Education for all sections and industrial growth have been seen as key instruments for uniting a nation separated on the grounds of riches, caste, and religion, forming the basic tenets of the anti-imperial fight. Therefore, after Independence, college syllabuses were infused with the twin topics of diversity, inclusion and national pride, emphasizing that India's various groups could live with each other peacefully as one country. The accomplishments of this Nehruvian attitude to education are significant; perhaps most remarkable spectrum created in the minds of Indian people is the politicization of the pluralist / secularist view. Subsidized quality education through institutions such as the IITs and IIMs was a significant contribution to the Nehruvian idea of a self-reliant and contemporary Indian state and now ranks among the world's best higher education organizations. Furthermore, policies of reservations of underprivileged sections in education and jobs supported the vision of access to quality education by previously unprivileged social groups. It has been asserted that while access remains restricted for some marginalized groups, the upward mobility of a few Tribal (ST) and Dalit (SC) families arising from reservation in academic institutions and state support has developed a role model globally that assist the survival of democracy.

The Kothari Commission (1964-1966) was established to formulate a consistent education policy for India, drawing upon a vision of Nehru and articulating most of its main topics. The Commission stated that education was aimed at increasing productivity, building social and national unity, strengthening democracy, modernization of the nation and the development of social, moral and spiritual principles. In order to accomplish this, free and obligatory

education for all kids of age less than 14 was the primary pillar of the Indian education policy. Other characteristics were development of linguistic possibilities (Hindi, Sanskrit, regional languages and a three-language formulation). The equal opportunities in schooling (regional, tribal and gender imbalances to be tackled) were equalized. The Commission also emphasized on the need to eradicate analphabetism and to provide education for adults. Historically, the teaching of mathematics and science in India has been prioritized instead of the social sciences or the arts. This was essentially promoted because the Kothari Commission was of the view that argued that engineers and researchers were more important than historians with India's growth requirements. The perception that learners only study arts or social sciences in the last resort has persisted that trade and businesses have lately become increasingly important.

The National Policy on Education (NPE), which should prepare India for the twenty-first century, Rajiv Gandhi announced in 1986 a fresh educational policy. The policy stressed that change is necessary, to enhance the quality of education. The demands of this new strategy are mainly met in 1968 with an opinion over 90% of rural people in the country are located within a kilometer of schools, and the majority of States are in a prevalent education framework. None of these objectives are to be met by ordinary linear development or by the current speed and character of enhancement. Science and mathematics prioritization was also not as efficient as it was predicted. Nevertheless, changes were necessary to improve economic and organizational assistance for the education scheme in order to address access and quality issues. Other challenges required to be addressed: Indian political and social life is undergoing a stage that poses a risk to long accept values of erosion. The purpose of professional ethics, socialism, and democracy are being expanded. The new policy aimed at raising norms for education and enhancing access to education. It would at the same time protect the values that have been promoted since Independence such as secularism, socialism and equality. To this end, the government would seek private sector economic assistance to supplement public resources. The central government also stated that it would take a greater responsibility for "implementing, maintaining quality and norms, the domestic and integrative character of education." However, the States maintained an important position, especially in reference to preparation of the curriculum. A part of development expenditures has been financed by the central government and about ten per cent of main schooling is financed by a centrally sponsored system. Promoting privatization and the continuing focus on science and secularism were the main focus of the 1986 strategy. The NPE also resulted from a progressively problematic quality of schooling in India, and several policy measures have been taken to combat this like, Operation Blackboard (1987-8) to enhance human and physical resources available in main schools. Teacher education restructuring and reorganization (1997) provided a resource for the ongoing enhancement of the understanding and skills of educators. Minimum Learning Levels (1991) set achievement levels in multiple phases and revised textbooks. In Classes 1-5 of all state, government-aided schools and local body schools, the National Nutrition Program for Primary Education (1995) had given kids a daily cooked meal. Grain is distributed monthly, subject to minimum participation in some instances. Decentralized planning and governance, enhanced teaching and learning material and enhanced classroom efficiency were highlighted in the District Primary Education Program (DPEP) (1993). Movement for all schooling (2000) aims at universal primary education with the help of micro planning and training also aimed at reducing gender and social gaps by 2010. Free and mandatory schooling for children of age between 6 and 14 years was enacted as a fundamental right in 2001. Other systems specific to marginalized groups, like kids with disabilities, have already been implemented, as well as unique incentives aimed at parents of scheduled tribes and scheduled castes. The NPE was discovered to be a good way forward for India's education scheme when education policy was re-visited in 1992 even though some objectives were revised and reformulations were made for adults and primary schooling. The new focus was on increasing secondary schooling but the older focus on minority schooling and females was ongoing. In the 1970s a substantial percentage of the youthful population of India stayed uneducated in the non-formal education growth. In addition to Nehru's vision for universal education the Kothari Commission's plans to provide all younger kids with compulsory and free schooling. In order to deal with the issue of college dropouts, working kids and kids in fields without schools have been formed by the Centrally Sponsored Scheme of Non Formal Education. In the 1980s, 75% of those kids not registered in schools lived here. It began pilot-based in 1979 and extended over the next few years to cover ten educationally backward states. Built on that framework, the 1986 National Education Policy acknowledged the importance of a broad and systematic program of non-formal education to guarantee access to basic education. The

NPE established the non-formal education system and extended the scheme into urban neighborhoods and other regions beyond the first ten states. The scheme has also been amended, voluntary organizations engaged, and local males and females have been educated to become trainers.

6. CONCLUSIONS

As a concluding comment, it is worth noting that India has continued with its long-standing wealthy tradition of excellence in higher education, and India has been a testimony to its tremendous attempt to maintain its wealthy greater educational resources, both by the Central Government and State governments. The era from 1947 to 1986 was a time when higher education was greatly improved. In 1986, there was a decline in higher education for quite a lengthy period, though this era was undergoing huge privatization in India. However, before the pendulum could go too far, higher education was again one of the most important agendas for the Government of India, who are now actively working towards the colossal transition of the system by means of effective reforms. The accomplishments of this Nehruvian attitude to education are significant; perhaps most remarkable in the spectrum in the brains of the Indian people is the politicization of the pluralist / secularist view. Subsidized quality education through institutions such as the IITs and IIMs was a significant contribution to the Nehruvian idea of a self-reliant and contemporary Indian state and now ranks among the world's best higher education organizations. Furthermore, policies of reservations in education and jobs supported the case for access to quality education by previously unprivileged social groups. The last National Education Policy (NEP) was published in 1986 for 33 years. During this era, the world around us developed and developed. This is how schooling at all levels is contextual and relevant. The NEP 2019 draft appears to be a real reform move in the correct way and expresses a strong commitment to action. Policy suggestions like: giving more space for selection to students, shifting curricular attention from content to abilities and vital learning, emphasizing fundamental scanning and literacy; building on learning results and experiential learning; acknowledging the significance of Senior Liberal Art Education; and offering flexibility for exams. It is indeed welcome to introduce a senior six-month scheme. It is really commendable to see long-awaited teacher educational reforms and a clear emphasis on their continuing careers. The achievement of any policy depends on its application. In all educational fields there are numerous instances of progressive strategies which are misinterpreted and distorted on the floor. This is mainly due to an unclear distinction between the government's educational role as "political maker," "regulator," "funderer" or "operator." While the draft NEP legitimately attempts to clear the regulatory labyrinth generated by a number of overlapping bodies, more needs to be done. According to estimations from the World Bank we only account for 5% of worldwide education expenditures, while 20% of the world's population is located in India. A research carried out by the Asian Venture Philanthropy Network suggests our expenditure needs to achieve SDG4 more than triple yearly by 2030. Although the education budget must be increased, the incentive for private investment in education also requires to be urgent and unwavering. A courageous reform is necessary to understand the vision of a 'New India'. Unclear strategies and excessive regulation lead often to abuse, bribery and litigation. Apart from formulating a gradual strategy, we have to open the industry up. Politicians often confuse opening up and deregulation of the industry. Independent schools need to regulate certain stuff, such as security and government schools, as well as others. It is a question of being reasonable in recognizing the realities and requirements of the present framework and in formulating gradual and open rules ensuring these organizations autonomy in order to fulfill the promise of transformational education.

REFERENCES

- [1] Agarwal P. *Indian Higher Education - Envisioning the Future*, New Delhi, India: SAGE Publications Pvt. Ltd, 2009.
- [2] Anandkrishnan M. *Critique of Knowledge Commission*, *Economic and Political Weekly*, Vol. 2007; 42(7):557- 560
- [3] Choudhary RP. *EIQG: New Horizon of Indian Higher Education*, the *BESC Journal of Commerce and Management*, 2015, 7-16.
- [4] Deshpande S. *Higher Education An Uncertain Policy Process*, *Economic and Political Weekly*, 2016; L1(35):37-43.
- [5] *Education Commission Education and National Development. Report of the Education Commission, 1964-66: National Council of Educational Research and Training, New Delhi, 1966.*

-
- [6] Hatekar N. *Changing Higher Education Scenario in India*”, *Economic and Political Weekly*, 2009; XLIV(38):22-23.
- [7] Jawli N. *Major Strides in Higher Education*, *Employment News*, 2015; XL(21):96.
- [8] Joseph T. *Commission versus Commission in Higher Education*, *Economic and Political Weekly*, 2007; 15:20-23.
- [9] Kolhatkar MR. *Education and Federalism in India*, Jaipur, India: Rawat Publications, 2012.
- [10] Kumar TR, Sharma V. *Downsizing Higher Education An Emergent Crisis*, *Economic and Political Weekly*, February, 2003; 15:603-607.
- [11] Mathur AB. *The Decline of Higher Education in India*, *The Indian Journal of Political Science*. 1992; 53(1):102-117.
- [12] Ministry of Education. *The Report of the University Education Commission (December 1948-August 1949)*, New Delhi: Ministry of Education, 1950.
- [13] Padmanabhan C. *A Mission Rebuffing a Vision Rashtriya Uchchar Shiksha Abhiyan*, *Economic and Political Weekly*, 2014; XLIX:(14):19-21.14. Pathak BK. *Critical Look at the Narayana Murthy Recommendations on Higher Education*”, *Economic and Political Weekly*, 2014; XLIX(3):72-74.
- [14] Sahni R, Kale S. *GATS and Higher Education Some Reflections*, *Economic and Political Weekly*, 2004, 2174-2180.
- [15] Schenkman AS. *Higher Education in India*”, *Far Eastern Survey*, 1954; 23(2):24-28.
- [16] Sharma AK. *Sixty Years of the University Grants Commission–Establishment, Growth and Evolution*, New Delhi, India: UGC, 2013.
- [17] Sharma S. *History and Development of Higher Education in India*, New Delhi, India: Sarup & Sons, 2002, 1-5.
- [18] Singh A. *Challenges in Higher Education*, *Economic and Political Weekly*, 2004, 2155-2158.
- [19] Srivastava M. *A Critique of the History of Higher Education in India*, Working Paper No. 1220, IIM, Ahmedabad, 1994.
- [20] Subramanian TS. *Education in Disarray-Need for Quality Upgradation and Inclusivity*, *Economic and Political Weekly*, 2016; L1(35):30-33.
- [21] Tilak JBG. A) *Absence of Policy and Perspective in Higher Education*, *Economic and Political Weekly*, 2004; 39(21): 2159-64. B) *Kothari Commission and Financing of Education*, *Economic and Political Weekly*, 2007; 42(10):874-82. C) *Knowledge Commission and Higher Education*, *Economic and Political Weekly*, 2007; 42(8):630-633.
- [22] Tilak JBG. (ed): *Higher Education in India - In Search of Equality, Quality and Quantity*, Hyderabad, India: Orient Blackswan Pvt. Ltd, 2013.
- [23] Yeravdekar VR. *Internationalization of Higher Education in India*, Thesis submitted to the Symbiosis International University, 2012, Retrieved from <http://shodhganga.inflibnet.ac.in>