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Evolution of Education Landscape in Independent India: A Comprehensive Analysis

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ABSTRACT

After independence, there has been a huge improvement in the education system of India. The development of education in line with the requirements of an independent India was given consideration. Reorganizing schooling and increasing educational possibilities became increasingly crucial after independence. Considering free and compulsory education, primary education, secondary education improvement, technical education promotion, higher education quality enhancement, women's education, education of Scheduled Castes and minorities, and all other areas of society, to offer educational opportunities to all. With this in mind, initiatives to advance education were undertaken. Education was necessary for the development of India and the development of the country was possible only when education reached all sections of the society, for this it was necessary to expand education to all sections of the society, to solve all these problems the Government of India has Various measures have been taken from time to time. Commissions were formed and on the basis of the recommendations received from those commissions, efforts were made to keep education in line with the current situation as per the pace of development of the country by making changes in the education system from time to time. India has gone a long way from the educational legacies of colonialism to a more dynamic and inclusive system. The nation is still very committed to giving everyone access to high-quality education, despite some obstacles still need to be cleared. India's education system will surely be essential in determining the nation's destiny and producing knowledgeable, capable, and empowered citizens as it grows. By understanding the greatness of education, it has been given a great place in the constitution and the for education have been given keeping in mind every section of the society.

Keyword- Education, Commissions, Teaching, Learning, Education System

Introduction

Since ancient times, India has been recognized as a world leader. Education is essential for the all-round development of a human being. Through education, a person develops intellectually and mentally, which is very important to make a person socially competent. Education plays an important role in individual as well as social and national development. This importance of education has been recognized in India since ancient times. This is confirmed by the fact that the world's first university was established in India about 2700 years ago. In India, at different times, different methods of education were adopted and education was provided to students. In the Vedic period, education was imparted through the Guru-disciple tradition. Education was given in Gurukul and Sanskrit language was used for study and teaching. During the Buddhist period, education was arranged in Buddhist monasteries and Pali language started being used for teaching and learning. During the Mughal period, there was a slight change in the education system and education started being imparted in Maktabas and Madrasas, in which Arabic and Persian languages were given prominence. British invaders came to India and established the East India Company, after which there was a change in the education system of India and now education started being provided by Christian missionaries. Western education i.e. English education system started being implemented in India. The objective of this type of education system was to help the Indian citizens in running the British administrative system smoothly. Traditions like filtration theory were also introduced in teaching. Through this type of education system, an attempt was made to keep Indian citizens away from their culture and ancient knowledge, so that it would be easier to keep them as slaves. But on one hand it had a negative impact and on the other hand it also had a positive impact. The educated citizens of the country have now become more alert. They started reading and understanding the magazines coming from western countries, due to which there was a change in the thinking of the citizens here and they started making efforts for independence. With the cooperation of the revolutionaries and all the citizens of India, India became independent from the British Government in 1947. After 1947, during the making of the Constitution, education was also given an important place in it and now the Government of India has decided to improve the education system and education for its people. Took the responsibility of making plans for this. After attaining independence, the main work was done to strengthen the education system to strengthen the people of India personally, socially and economically and to preserve Indian culture. For this, many commissions and committees were formed. From time to time, the Constitution of India was amended and various types of schools, technical colleges, colleges and universities were established. The then and first Education Minister Maulana Abul Kalam Azad also made various efforts to ensure that education should not remain limited to the policy, directive principles of the Indian Constitution. He made many efforts to make the education system accessible and equitable, to preserve Indian culture and to promote democratization of education. The efforts made from time to time to improve education in independent India are as follows –

University Education Commission

After the independence of India, the level of education in the country had fallen drastically. People became far away from the access to education. The upper class citizens of the country

had the right to education. With the aim of raising the falling level of education and giving more importance to the importance of higher education in education, the University Education Commission was formed in 1948 under the chairmanship of Dr. Sarvepalli Radhakrishnan. It is also called Radhakrishnan Commission after the name of Sarvepalli Radhakrishnan. This commission was formed to raise the status of higher education, to investigate and improve the conditions of higher education and to solve the problems related to higher education. The Commission gave suggestions related to teaching faculty, level of higher education, administration and finance of the university, structure and organization of university education, professional education etc.

Objective

To raise the level of teaching in higher education, to determine the goals of education, to investigate the problems of the then university and to find out the reasons, to give suggestions related to administration and finance, to raise the level of teaching in higher education, in higher education. The objectives of this commission were to give suggestions related to the appointment, pay scale and service of teachers, to give suggestions related to the curriculum of higher education and to make suggestions for making welfare schemes for students.

Recommendations

The Commission presented its views regarding all the aspects related to university education such as the aim of education, teaching faculty, standard of teaching, university administration and finance, structure and organization of university education, vocational education etc. and made improvements in all the above areas. Related suggestions have been presented.

Goals of education

The goals of education should be to prepare students for democracy, develop understanding of present and past, vocational and professional training, develop human values, introduce them to culture and transfer of culture, develop self-confidence etc.

Teaching faculty

The Commission proposed dividing teachers into four categories (professors, readers, lecturers and instructors) and promoting them on the basis of merit, one year of leave from service and three years leave for study, working hours a week, higher salary. etc. recommended.

Level of education

The number of students in universities should not be more than 3000 and in colleges there should not be more than 1500 students. Admission to colleges and universities should be obtained after completing 12 years of school education. Recommendations were also presented for starting evening classes and determining the minimum marks obtained.

University administration and finance

Recommendations were made to keep higher education in the concurrent list, central and state governments will implement policies related to education from their respective states, establishment of University Grants Commission etc.

Structure and organization of university education

Higher education should be divided into three levels – undergraduate, postgraduate and research, in three categories: arts, science, vocational and technical.

Vocational education

Vocational education is divided into 6 categories: teacher education, medical education, engineering and technical and commerce education, legal education.

Secondary Education Commission (1952-53)

After attaining independence, the need was felt to re-evaluate the secondary education in the country, for which the Central Advisory Board of Education put forward a proposal to the Government of India and keeping in mind the then situation of Indian education, according to the proposal, the government decided to re-evaluate the secondary education in Madras in September. Secondary Education Commission was formed under the chairmanship of the then Vice-Chancellor of the University, Dr. Laxman Swamy. It is also called Mudaliar Commission after the name of the Chairman of the Commission. The Commission was entrusted with the task of governing and restricting the set policies and standards in the field of secondary level education in India. Keeping in mind the contemporary situation of Indian education, the Secondary Education Commission has made a very important contribution in laying the foundation of Indian education.

The members of the Commission visited various states and conducted inspections related to improvement in education and collected suggestions and then presented the report in 14 chapters to the Government of India in August. In the said report, various important recommendations were given regarding improvement in secondary education.

Objective

According to the Mudaliar Commission, the objectives of education were presented as development of democratic citizenship, professional advancement, personality development, leadership training etc. It is clear from the above objective that the Commission wants to ensure overall development of students through the objective of education and their participation in national development and integration.

Commission's suggestions

The Commission considered the organization of secondary education, study of languages, curriculum of secondary subjects, teaching system or education of character building, guidance and counselling,

Presented various suggestions related to examination and educational evaluation, teachers' advancement and teaching training and administration of secondary education. Some of the main suggestions of the Commission are as follows-

- The duration of secondary education should be 7 years. This period was divided into two parts

1. Three-year junior high school

2. Four years of high school

And it was said that secondary education should be for children in the age group of 11 to 17 years.

- The medium of instruction should be the mother tongue or the official language and at least two languages should be taught to students at the junior high school level and at least three languages at the secondary level.
- Multipurpose schools should be opened according to the needs and diversity of the students. This school should be near industrial institutes so that students can learn through these institutes.
- Agriculture should be made a compulsory subject in rural schools and technical areas should be established in urban areas as per the need and demand of the people.
- Home science subject should be made compulsory for girls and other subjects should be the same for boys and girls.
- The curriculum should be reorganized according to the interest of the students, fulfilling the social needs and keeping in mind the time and situation of the country.
- At lower secondary level, there should be mathematics, general science, language, social studies, physical education, art, handicraft and music subjects and at higher secondary level, there should be humanities, agriculture, fine arts, industrial subjects, commerce subjects and home science subjects.
- For the selection of text books, a higher education committee should be formed which will select the text books keeping in mind the qualities, utility and need of the books. The committee should include a High Court judge, a principal of a government educational institution, a member of the Public Service Commission, a university vice-chancellor, two eminent educationists and the director of education of the state.
- It is the responsibility of teachers to build the character of students. The work plan of the school should be such that the character of the students can be developed. Students should be taught discipline in school and should be provided adequate opportunities for self-governance, in which they can develop self-confidence, self-reliance, discipline and leadership qualities.
- School teaching should include appropriate values and attitude to work. Students should be provided opportunities for self-expression. Planning method and methodology should be given priority. Students should be provided the opportunity to learn by working in groups.

- For evaluation of students, objective examination should be conducted instead of essay examination. Instead of brother examination, there should be only one public examination. Students should be evaluated through symbols or signs.
- Records should be prepared indicating the progress of each student of the school.
- Selection and appointment of teachers of the country should be done through a single system and their training period should be of one year. Equal pay for equal work was talked about and recommendations were made regarding teachers' pension, life insurance, provident fund, free medical treatment, children's education and providing housing near schools.
- Teacher training programs were said to be of two types-
 - Two years for teachers with secondary education
 - Provision for one year training should be made for graduate teachers.
 - For proper administration and organization of secondary education, formation of Secondary Education Council in every state under the chairmanship of Director of Education, formation of a common coordination committee of Center and States, training of teachers.

University Grants Commission

To prepare a national system of education in India and for post-war educational development, a Central Advisory Board was established in 1944, which led to what is known as the Sargent Report. In this, Radhakrishnan Commission was formed after recommending the formation of University Grants Committee to provide grants to universities and manage the activities. The Commission talked about reorganizing the University Grants Committee as University Grants Commission. In 1952, the Central Government decided that the University Grants Commission would look after the allocation of grants for financial assistance to all the then universities and institutions of higher education and all matters related to them. As a result, the University Research Commission was formally inaugurated on 28 December 1953. It was established as a constitutional body by an Act of Parliament in November.

Functions of UGC

This is the commission of the Central Government which grants recognition to universities, provides grants, sets standards for them and works to connect higher educational institutions related to the Central Government and State Government. Some of the major functions of UGC are as follows-

- To give advice related to higher education to the Central Government.
- To provide special assistance for the promotion of government colleges and autonomous colleges.
- To provide assistance for the development of studies and teaching at undergraduate and postgraduate level.
- Promotion of university education.

- Determining the standards of higher education.
- Restructuring the curriculum of higher education.
- To provide assistance to encourage research work.
- Making necessary rules for selection of teachers and determining the minimum qualification.
- Providing scholarships for encouragement and financial assistance to students pursuing higher education.

Organization of UGC

UGC has a total of 12 members, including the Chairman, two representatives of the Central Government, university teacher representatives and four appointed Vice-Chancellors and renowned educationists.

Office

The headquarters of UGC is in New Delhi and its regional offices have been created in the country.

The office of the Northern region has been set up in Ghaziabad, that of the Middle region in Bhopal, that of the Western region in Pune, that of the Southern region in Kolkata and that of the North Eastern region in Guwahati.

Kothari Commission 1964

Kothari Commission was formed in 1964 under the chairmanship of Professor Daulat Singh Kothari with the aim of bringing reformative changes in the Indian education system. Apart from the Chairman of the Commission, 17 other members were also appointed in which five foreign education experts were also honoured. To create a better education system, a consultation panel was formed in the Commission, in which education experts from all over the world were appointed. The Commission had 12 task forces - school education, higher education, adult education, agricultural education, science education and research technology, teaching and training, status of teachers, new technology, manpower, educational administration and student welfare. Apart from this, the Commission also worked on education of backward classes, women's education, school buildings, pre-primary education and curriculum. The Commission handed over the 692-page document, which had four sections and nineteen chapters, to the then Education Minister MC Chakla on 19 June 1966. On the basis of the broad nature, objective and importance of the Commission, it is also known as National Education Commission. The name of the commission's report was Education and National Progress.

Objective

The objectives of the commission were as follows-

1. To study the then education system, find out its problems and shortcomings and present appropriate suggestions to the Government of India for their improvement.
2. To develop the moral, social, spiritual and national values of children through education and to modernize the nation.
3. To propose the policy of uniform education system in every part of the country.
4. Linking teachers to productivity.

Commission's recommendations

The Commission gave the following suggestions to improve India's education system:

- The education system should be organized in the form of 10+2.
- Secondary school should be divided into two parts – upper primary and higher secondary.
- Different names like Montessori, Kinder Garden should be changed to name their primary education.
- Subjects should be selected in class ten instead of class nine.
- By converting 25 percent of the secondary schools into vocational schools, vocational education should be provided to at least 50 percent of the students at the higher secondary level.
- State and national boards should be organized.
- School should be scheduled for 234 days and college for 216 days.
- Same curriculum should be arranged for boys and girls and they should be provided equal education in mathematics and science.
- Equal opportunities for education should be provided to boys and girls.
- Encouragement should be given to provide education to students in their mother tongue at the primary level and in the local language at the secondary level.
- By implementing the common school system, education up to graduation level should be provided in the mother tongue.
- By dividing the curriculum into two levels, education should be provided to the students accordingly – first at the state level and second at the national level.
- There was talk of providing education to the students according to the three-language formula. Three languages i.e. mother tongue, national language and English language.
- The Commission also gave suggestions regarding the provision of adult education for illiterate citizens in the age group of 15 to 30 years.
- The Commission recommended providing free and compulsory education to children of six to fourteen years of age. The Commission made an important recommendation of the national policy on education.

National Education Policy 1968

After seriously considering the recommendations presented to the Government of India by the Kothari Commission in 1966 for improving the entire education system of India and with the aim of preparing the draft of the National Education Policy, the Government of India convened a meeting of the Members of Parliament on 5th April. A committee was formed. This committee seriously considered the recommendations of the Kothari Commission and started the work of preparing the outline for the implementation of these recommendations as per priority. The committee discussed various issues in the Parliament and finalized the National Education Policy. The government announced the above policy on 24 July 1968.

Fundamentals of policy

This was the first policy of the country after India became independent. It was based on the recommendations of the Kothari Commission. It was presented in nine pages. The main points of the National Education Policy are as follows-

- Education was considered a major subject of national importance.
- There should be joint responsibility of both the Central Government and the State Government on the education system of India, so that qualitative improvement in all levels of education will be possible.
- It was proposed to spend 6% of the Union Budget on education. Earlier it was only 2.9%.
- 10+2+3 education structure will be implemented in the country.
- Efforts will be made to provide vocational education to 50% of the students and the graduation course will be of three years.
- According to Article 45 of the Constitution of India, compulsory and free primary education was made for children of 6 to 14 years of age (lower primary education for children of 6 to 11 years and free and upper primary education for children of 11 to 14 years). will be mandatory)
- Secondary education will be upgraded and expanded. The three language formula will be implemented at the secondary level.
- Indian languages will be developed. Arrangements will be made for teachers of all important languages and appropriate steps will be taken for Hindi and Sanskrit education.
- National service will be made mandatory in the first 10 years of education.
- Talented students will be identified and they will be provided financial support if needed and will be provided with appropriate opportunities for development.
- University education will be spread. Evening classes, part-time and correspondence courses will also be run.
- Inter pass students will be given admission in undergraduate courses. Agricultural education, vocational education, technical education will be improved and institutions related to these will be developed.

- To promote science education, science and mathematics will be made mandatory in first year education and science related research will be promoted in higher education.
- High quality books will be produced to improve various levels of education. To improve the annual examination system, internal and continuous assessment will be done in place of external examination and the first public examination will be arranged after class 10. Grades will be provided for evaluation.
- The level of teachers and teacher training will be improved.
- Free midday meal will be arranged in the school. Approval will also be given for construction of hostels, increase in the number of scholarships and formation of student union.
- Best arrangements for sports will be made for the students.
- Educational programs will be promoted and extension service centers will be established in the university.
- All the children of the country will not be discriminated against on the basis of caste, sex, religion and place and everyone will be provided equal opportunities for education. Separate schools will be established for physically and mentally handicapped children.

National Education Policy 1986

The National Education Policy 1986 was brought with the aim of making important changes in the education system of India. This was a very important effort to improve the shortcomings of the then education system of the country. Even after the implementation of the education policy of 1968, some shortcomings were visible in the then education system, due to which the education system was not able to reach all the citizens completely. In the changing environment of the nation and society, it is necessary to change the education system from time to time to make it suitable for that situation, hence the National Education Policy 1986 was brought with the aim of making education useful as per the current situation and requirement of India. Before bringing the new education policy, after examining the defects of the then education system of the country, a proposal to make appropriate amendments and changes to remove the said defects was put before the then Government of India in 1983 and accordingly various appropriate changes were made in 1986. Along with this, the new National Education Policy was passed. This was the first education policy in which along with the policy, a plan to complete it was also presented.

The National Education Policy documents were divided into 12 sections.

1) Role - According to the changed circumstances of the country, teachers should try to provide maximum benefits to all sections of citizens through available resources.

2) Spread and objective of education - Through education, mental, cultural, character and democratic qualities of man are developed. Man's power to think, understand and reflect develops, so that he can identify right from wrong and develop himself according to the appropriate circumstances and needs.

3) National system of education - There should be no discrimination in education on the basis of caste, religion, gender etc. Everyone has equal right to get education. Through the national system of education, equal education was created for all citizens. The structure of 10+2+3 education was implemented in the entire country, which included five-year primary education, three-year upper primary education, two-year high school, 2-year intermediate and 3-year graduation.

4) Education for equality - To ensure that no one is left out of education due to the differences prevalent in the society, the government made arrangements for equal education for all. Special care was taken to ensure that no one is deprived of education on the basis of caste, religion, gender, economic status, physical condition etc. Provision of compulsory education scholarship and hostel for children up to 14 years of age, provision of special schools for disabled children was made in the National Rural Employment Program.

5) Educational restructuring at various levels - child-centric education system for young children, child-centric teaching methods, prohibition of physical punishment, admission of children up to 14 years of age and school attendance, Operation Blackboard scheme, pace-set schools, vocational courses. Provisions were made for re-inspection, establishment of teacher's council, establishment of open schools etc.

6) Management and technical education - Special attention should be given to technical education of people of rural areas, women, disabled children, economically and socially weaker sections. Attention should be given to the establishment of polytechnic schools.

7) Education system and its implementation - Teachers should be responsible for the correct conduct of the students and the system of evaluation in the school should be as per the standards set by the state.

8) Reshaping the process and content of education - improving the education system at every level such as curriculum, teaching methods, quality of books, establishment and improvement of libraries, development of educational technology, development of values of students, improvement in logical knowledge. Special attention should be paid to growth, science teaching, creativity, objectivity, continuous and comprehensive evaluation, valid and reliable evaluation, improvement in examination system etc. and necessary measures should be taken for improvement.

9) Teachers - Arrangements for education and training of teachers, salary as per service conditions, efforts should be made to promote the creativity and creativity of teachers.

10) Management of education - Provincial Education Service should be formed at the state level, Indian Education Service at the national level and District Education Council at the district level. All these educational institutions will be responsible for education management.

11) Resources and review – To complete the education policy plan, funds will be arranged through donations, gift fees etc. 6% of the national income will be spent on education from the eighth five-year plan. The status of education will be evaluated from time to time and the education policy will be reviewed every five years.

12) Future - Under this, it was said that the target of 100 percent education should be achieved in the stipulated time in the future and all the citizens in the country were said to be educated and successful citizens.

Work plan

Along with the National Education Policy, its action plan was also published-

The action plan includes provision of separate funds for children from birth to 6 years, establishment of primary school at a distance of one kilometer and upper primary school at a distance of three kilometers, Operation Blackboard, establishment of Navodaya Vidyalaya, vocational education, Indira Gandhi Open University. Establishment of other open universities, formation of Central Rural Council, formation of All India Education Council, National Testing Service, provision of scholarships for girls, Scheduled Castes and Tribes, establishment of polytechnic colleges, proper education system for the education of the disabled, adult Education, improvement in school evaluation system, use of audio-visual materials in teaching, formation of District Teaching and Training Council, formation of National Teacher Education Council, formation of District Education Council, NCC, NSS etc. were kept in the action plan of the education policy.

New Education Policy 2020

In order to improve the changing global environment and the quality of education in India, a new education policy was brought in the country after the education policy of 1986. This education policy came after 34 years. This policy was brought with the aim of making significant reforms in the education system and implementing it in the country, promoting research and innovation, strengthening India's economy and ensuring the country's access to the global level. It was brought by the current Prime Minister of the country, Shri Narendra Damodar Das Modi. Space scientist K. The committee was formed in the year 2017 under the chairmanship of Kasturirangan. At this time the Education Minister of India was Ramesh Pokhriyal. The committee was formed with eight members. The committee, after an in-depth study of the education policy and the present education system and current needs, submitted its report to the Government of India on May 1. The new education policy in the country was brought under the National Higher Education Bill (NHEB). It received the approval of the Cabinet and then it was passed in the Parliament, after which this education policy was implemented on 19 July 2020. Under this policy, the name of Ministry of Human Resource Development (MHRD) was changed to Ministry of Education. This education policy is divided into 4 parts and 27 chapters. It has four parts - school education, higher education, other central issues for consideration and implementation strategy.

Main point

- Education of children above one year of age will be covered under the Right to Education Act.
- 6% public expenditure of GDP will be done in education. The third educational structure is 5+3+3+4 in which children from 3 to 18 years are kept. Which includes five years foundation stage (pre-primary three years and classes 1 and 2), three years preparatory stage (classes 3 to 5), three years middle stage (classes 6 to 8), four years secondary stage (classes 9 to 12).
- Formation of National Education Commission to include Indian education system in the education system. It will also put a ban on increasing the fees of private schools.
- Life skills will be developed in children.
- Teacher training will be improved. Training will be arranged at the university level.
- Arrangements for equal and inclusive education will be made for all children in the country.
- A target has been set to have 100 percent enrollment in all schools by 2030. Hostel facilities in schools, monitoring of dropout children and programs will be made for children who have not been going to school for a long time.
- Education of children between 3 years to 18 years has been kept under the Right to Education Act 2009.
- Special importance will be given to enhancing the quality of education in higher education institutions and world class research.
- Keeping in mind the diverse Indian culture, language and tradition, changes will be brought in the education system as per the needs of the changing nature of the society.
- Sports, yoga, sculpture, painting, music and social service etc. will also be included in the curriculum.
- Legal education, medical education, agricultural education, technical education and professional education etc. will be included in school education and higher education.
- Emphasis will be laid on developing life skills and adversities of the students in the school.
- National Research Foundation (NRF) will be established.

Conclusion

Significant changes have been seen in India's education system after independence. Such changes have been made in the education system from time to time which have been helpful in making education useful according to the changing current environment of the society and nation. For this, to investigate the defects in the education system and make necessary reforms, various commissions and committees were formed from time to time, through which in-depth study was done and suggestions were presented to the Government of India and the suggestions were implemented by the government in the country. Implemented Necessary provisions for education were also made in the Constitution of India, such as under Article 21 (a) of the Fundamental Rights, a provision has been made for free and compulsory education for children of 6 to 14 years of age, it was brought by amendment in the Constitution. According to Article

28, freedom of religious education in educational institutions has been stated. According to Article 30, the minority community has the right to establish and administer educational institutions. According to Article 45, the responsibility for the education of children below 6 years of age will lie with the state government. According to Article 46, education and interests of Scheduled Castes, Tribes and weaker sections will be expressed. According to Article 350 (A), facility of education in mother tongue at primary level. According to Article 351, it will be the duty of the state to encourage the development and promotion of Hindi language. In this way an attempt has been made to strengthen education constitutionally. Apart from this, various IIT colleges were established for the development of technical education. The first IIT was established in Kharagpur in 1951, after which various IIT colleges were established. Roorkee University was given name as IIT Roorkee in 2001. Apart from this, various IIMs were also established. All India Council for Technical Education (AICTE) was formed in 1987. If there is a proper system of university education, then UGC was established and for proper system of university education, NCERT, CBSE, ICSE and various state level boards (SCERT) were established. For the children who cannot go to school every day, various open schools and universities were established and its centers were opened in different states of the country. Special attention was also given to all sections of the country like Scheduled Castes, Tribes, Backward Class citizens, women's education, education of disabled children, education of adults and pre-primary education. For these, various provisions related to education were made in the Constitution and various programs were also run from time to time like Integrated Child Development Service Scheme, Adult Education Campaign, Sarva Shiksha Abhiyan etc. In 1976, the Constitution was amended to convert education from a state subject to a concurrent subject. In 2002, the Constitution was amended to make free and compulsory education a fundamental right. Right to Education (RTE) was implemented in 2009. National Council for Teacher Education was established in 1993 to improve the skills of teachers. Thus, after independence, education arrangements have been made in India keeping in mind every aspect of education, so that every section of the society can get education and get equal opportunity for development and can also contribute to the development of the country. In India since independence, the evolution of education has been marked by both advancements and difficulties.

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