

# **Post-Independence Initiatives in Education Sector in India**

## **A Review Research**

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### **1. Objectives**

The aim and objective of writing and presenting this review research article is to make general awareness (a basic understanding) among common citizens of India about the initiatives taken so far post-independence in the education sector. During the process of preparing this article, we have surveyed much literature published and cited contents from that literature that pertain to major education policies and programmes. We have very briefly discussed the success and challenges. The information is collected, collated, compiled, and presented in the introduction and other sections in a well-structured, descriptive, and analytical way that can be read and understood by any academics about the initiatives taken so far post-independence. The sources of information and data cited have been properly referenced.

### **2. Method**

We have properly surveyed and reviewed related articles and written and presented a review research article in a very systematic and simple manner.

### **3. Introduction**

Governments all over the world place a major emphasis on education policy. There is a global pressure on increasing attention on the outcomes of educational policies and their impact on social and economic development [15].

The development of education in post-independent India is a journey that mirrors the nation's broader social, economic, and political evolution. Since gaining independence in 1947, India has embarked on a continuous quest to reform and enhance its educational system to meet the diverse needs of its population and to foster national growth and development. The trajectory of educational development has been shaped by a series of pivotal policies, commissions, and initiatives, each addressing critical issues such as access, equity, quality, and relevance [5].

The journey of educational development in post-independent India is marked by substantial achievements, including increased enrolment rates, a reduction in gender gaps, and the proliferation of higher education institutions. However, it is also characterized by ongoing challenges such as improving the quality of education, integrating technology, and aligning educational outcomes with the demands of a rapidly changing global economy [5].

In summary, the development of education in post-independent India is a story of ambitious goals, significant progress, and persistent challenges. It reflects the nation's enduring

commitment to using education as a means to achieve broader developmental objectives and to build a more just and equitable society [5].

We have discussed the post-independence initiatives that have been taken so far later in this review research article. Prior to that, we cite some useful statistics here.

India has seen a rapid expansion in the higher education sector since 2001. There has been a dramatic rise in the number of higher education institutions (HEIs) and enrolment has increased fourfold [1].

Despite the increased access to higher education in India, challenges remain. Low employability of graduates, poor quality of teaching, weak governance, insufficient funding, and complex regulatory norms continue to plague the sector. India's gross enrolment ratio (GER) in 2018-19 was 26.3% but still far from meeting the Ministry of Human Resource Development's target of achieving 32% GER by 2022 [1].

In the year 1950-51, the total number of universities was 27, the total number of colleges was 578, and the total enrolment in million was 0.2 in the higher education sector in India [1].

In the year 2021-22, according to AISHE, the total number of universities/university level institutions registered 1168, registered stand-alone institutions is 12002, the total number of colleges registered 45473 and enrolment in million is 43.27 in the higher education sector [2].

As per [3], the total population in the year 2025 is 1,454,606,724 with a growth rate 0.89%, and in the year 1950 it was 357,021,100 noted as on February 26, 2025.

At the beginning, we are trying to show some useful statistics that pertain to pre-primary, primary, upper primary, secondary, higher secondary, and finally higher education. This will give an overall view of education statistics of 2021-22 and compare it with 2012-13 in some parameters.

**Statistics comparison between All India Survey on Higher Education (AISHE) 2021-22 and 2012-13 currently available at [2].**

Key Statistics	2021 [Estimated]	2011 (2011 Census [4])
Total Population 18-23 years	152352750 [derived]	140317069
<b>AISHE</b>	<b>AISHE 2021-22</b>	<b>AISHE 2012-13</b>
GER in Higher Education for age group 18-23	28.4%	21.5%
Total No. of Teachers	1598000	1308571
Estimated enrolment in Higher Education Institutions	43268181	30200000
Faculty-Students Ratio	27.07	24 (as per AISHE) / 23.07
Registered Universities/University level Institutions	1168	667
Registered Colleges	45473	35525
Registered Stand-Alone Institutions	12002	11565
Out of 1168 (Private [Un-aided])	473	209

*The Indian Schooling Education System is one of the largest in the world.*

<b>Key Statistics<sup>1</sup> (UDISE: 2021-22) [13] considered it due to the availability of data for [AISHE: 2021-22].</b>	
Total Number of Schools	Nearly 14.89 lakh
Total Number of Teachers	95.07 lakh
Total Number of students from pre-primary to higher secondary level from varied socio-economic backgrounds	Nearly 26.52 Crore
<b>Enrolment</b>	
Pre-primary education student enrolment in age group 5 to 6	0.95 crores
Primary education student enrolment in class I-V and age group 6-10 years	12.18 crores
Upper primary is student enrolment in class VI-VIII and age group 11-13 years	6.68 crores
Enrolment in secondary education age group of 14-18. Secondary education serves as a bridge between elementary and higher education. Class IX-X	3.85 crores
Enrolment in Higher Secondary Class XI-XII age group 16 to 18	2.86 crores
Enrolment in Elementary Education Class I to VIII 6-14 age group	18.86 crores
<b>GER</b>	
GER of Primary Schools	104.8%
GER of upper primary schools	94.7%
GER of elementary education	100.13%
GER of secondary schools	79.6%
GER in higher secondary schools	57.6%
<b>Pupil Teacher Ratio (PTR)</b>	
Primary	26.17
Upper primary	19.45
Secondary	17.60
Higher secondary	27.08
<b>Population Projection [2020]</b>	
Age 3-5	84515733
Age 6-10	118144200
Age 11-13	71448400
Age 14-15	48900200
Age 16-17	50056400
Age 6 -13	189592600

<sup>1</sup>Number of schools, teachers and students are from UDISE+ 2021-22. Pre-primary enrolment mentioned in this report excludes pre-primary enrolment in ECCE centres of Anganwadi and private kindergartens, as these are not a part of UDISE+.

*It may also be noted that GER greater than 100% might indicate presence of over or under age children in a particular level of education.*

#### 4. Post-Independence Initiatives have taken in Education Sector in India

After the Sargent Commission, there were no major commissions or reports in the British period. Even the Sargent Commission's Report did not see the light of the day. Following the transfer of power, the Central Advisory Board of Education (CABE) decided to set up two Commissions, one to deal with university education and the other to deal with secondary education, recognising the fact that the requirements of independent India would be different. It became imminent that the education system in India would be restructured. This decision came at a time, when the promises made to the people in the field of education during the freedom struggle, were to be implemented. Provision of free and compulsory education up to the age of 14 years was being debated in the Constituent Assembly, and these debates ultimately found expression in the Directive Principles of State Policy of the Constitution of India. The goal set for the country's educational policy was to work out a system of universal elementary education by 1960. Necessary changes were also effected in the system of secondary and higher education in keeping with the felt needs of the country (Saikia 1998) [15].

After independence India adopted the Constitution in 1950. Education became the responsibility of both state and central governments [15].

We begin with the following three paragraphs discussing the post-independence initiatives that have been taken so far:

*As per the recommendation of the Sarkar Committee (1945) higher technical institutes were formed based on the Massachusetts Institute of Technology in the four regions of India. This resulted in the setting up of the five Indian Institutes of Technology at Kharagpur (1950), Bombay (1958), Kanpur (1959), Madras (1960) and Delhi (1961) [14].*

*The All India Council for Technical Education was set up in 1945, to oversee all technical education (diploma, degree and post-graduate) in the country [14].*

*All India Council for Technical Education (AICTE) was set up as a national-level Apex Advisory Body to conduct a survey on the facilities available for technical education and to promote development in the country in a coordinated and integrated manner [6]. Please see in detail about the present AICTE setup and their functioning at <https://aicte-india.org/>.*

Following India's independence, key educational planning events in chronological order include the establishment of the *University Education Commission (1948)*, the *Secondary Education Commission (1952)*, the Kothari Commission (1964-66), the first National Policy on Education (1968), followed by subsequent National Policy on Education updates in 1986 and 1992, culminating in the most recent National Education Policy of 2020.

According to [5], categorized education reforms in a chronological order under two deferent sections viz. **Section A:** Development of education in Post Independent India and the **Section B:** Policies and Programmes of Education in India.

##### **Section A: Development of education in Post Independent India**

##### **A1. Education Ministry (1947)**

The Department was first established during British rule in the early 1900s. However, after independence, the Ministry of Education was also established in 1947 under the leadership of our first Education Minister, Maulana Abul Kalam Azad (15 August 1947 – 22 January 1958),

who was also an important member of the Indian National Congress at the time. The Ministry of Human Resource Development (MHRD) replaced the Ministry of Education in 1985. However, in 2020 after the publication of “National Education Policy 2020”, the Ministry of Human Resource Development was renamed back to the Ministry of Education [8].

In pursuance of this mission, the Ministry of Education (MoE) was created on September 26, 1985, through the 174th amendment to the Government of India (Allocation of Business) Rules, 1961. Currently, the MoE works through two departments; 1) Department of School Education & Literacy with aiming on universalisation of education and 2) Department of Higher Education with aiming bringing world class opportunities of higher education and research to the country so that Indian students are not finding lacking when facing an international platform. The main objectives of the Ministry would be; 1) Formulating the National Policy on Education and to ensure that it is implemented in letter and spirit, 2) Planned development, including expanding access and improving quality of the educational institutions throughout the country, including in the regions where people do not have easy access to education, 3) Paying special attention to disadvantaged groups like the poor, females and the minorities, 4) Provide financial help in the form of scholarships, loan subsidy, etc. to deserving students from deprived sections of the society and, 5) Encouraging international cooperation in the field of education, including working closely with the UNESCO and foreign governments as well as Universities, to enhance the educational opportunities in the country [17].

Please see in detail about the present MoE setup, roles and responsibilities, and their functioning at <https://www.education.gov.in/>.

## **A2. The University Education Commission (1948-49)**

After liberation and independence from colonial rule, the Socio-economic condition of India, feels the need for citizens of eminent quality to make rapid changes. To create these expert citizens, the Government of India formed the *University Education Commission* on 5 November 1948 with Dr. Sarvepalli Radhakrishnan as Chairman, “to report on Indian University Education and suggest improvements and extensions that may be desirable to suit present and future requirements of the country”. Hence, it is also known as 'Radhakrishnan Commission'. There were 10 members of the Commission. The commission prepared a comprehensive report in two parts - the first part is divided into 18 chapters and covers 747 pages. The second part of the Report contains figures, statistics, and evidence. This commission was the ‘First Education Commission’ in independent India. The University Education Commission (1948-49) gave the foundations of the future of Indian Higher Education. This Commission prepared a long report of 747 pages in 1948 reviewing various aspects of education and submitted it to the government in 1949. The report was published in print as “Report of the University Education Commission (1948-49)”. The recommendations made by this Commission are, Objectives of Education, Curriculum, Teachers, Medium Education, Quality of Education, Evaluation, Student Welfare, Women's Education, University Administration, Expenditure, etc. [5]. Please see in detail about aims and objectives UEC from [5] and [15].

## **A3. Planning Commission (1950)**

In the meantime, the Planning Commission was also established in 1950 by Pandit Jawaharlal Nehru with the Prime Minister as the ex-officio chairman, and it formulated its five-year plans, and some recommendations were made with respect to higher education in the first six five-

year plans, and that is well discussed in [14]. Please also see in detail about Planning Commission from [https://www.mospi.gov.in/sites/default/files/Statistical\\_year\\_book\\_india\\_chapters/ch7.pdf](https://www.mospi.gov.in/sites/default/files/Statistical_year_book_india_chapters/ch7.pdf)

#### **A4. Secondary Education Commission (1952-53)**

The government of India was drawn attention to the falling standard of Secondary Education, as it was termed as the 'weakest link' by Radhakrishnan Commission. After India's independence, various committees and commissions discussed secondary education, but the Tara Chand Committee was formed in 1948-49 to improve the quality of secondary education. Although the Radhakrishna Commission made some recommendations on secondary education, the Government of India, on the advice of the Central Advisory Board of Education (CABE), constituted a Secondary Education Commission in 1952 under the chairmanship of Dr. Lakshmana Swamy, Vice Chancellor of the University of Madras, for reform and development of secondary education. The Aims and Objectives of Secondary Education included; Competent Democratic Citizens, Increased National Wealth, Qualified Leaders, Cultural Development, Removal of superstitions and, Development of human qualities [5]. Please see in detail about aims and objectives SEC from [5] and [15].

#### **A5. Foundation of the University Grants Commission (UGC) in 1956**

The UEC discussed all aspects of university education, and based on its recommendation, the University Grants Commission (UGC) was set up in 1953 for the coordination of development and maintenance of standards in higher education. UGC became a statutory organization by the act of parliament in 1956. Since then, UGC has been effectively contributing to the Indian higher education system, framing appropriate policies needed to reform and revamp the higher education system [14].

In 1952, the Union Government decided that all cases pertaining to the allocation of grants-in-aid from public funds to the Central Universities and other Universities and Institutions of higher learning might be referred to the University Grants Commission. Consequently, the University Grants Commission (UGC) was formally inaugurated by late Maulana Abul Kalam Azad, the then Minister of Education, Natural Resources and Scientific Research on 28 December 1953 [7]. Please see in detail about aims and objectives UGC from [5], [7], [14] and [15]. Please see in detail about the present UGC setup and their functioning at <https://www.ugc.gov.in/>.

#### **A6. Education Commission (1964-1966) also known as Kothari Commission**

The Government of India proposed the formation of an Education Commission on 14th July 1964 to formulate a national plan for education in India and to advise the government on development at all levels. Accordingly, with 17 members under the chairmanship of D. S. Kothari and the leadership of J. P. Naik an Education Commission was formed which is known as Indian Education Commission or Kothari Commission. Apart from having experts from India, the Commission included distinguished educationists from UNESCO, USSR, the USA, Japan and, England. In the history of Indian Education, it is the first Commission to make a coordinated and comprehensive survey of all the branches of education. The commission discussed with about 9 thousand famous scientists, educationists, industrialists, etc. from different regions of the country. The report titled "Education and National Development" was published on 29 July 1966, and is a voluminous document of about 700 pages. This report covers various aspects of education from primary education to the highest level of education.

The Education Commission has considered education as the most powerful tool for national development. Hence the commission said, "India's destiny is being made in its classrooms". The Aims and Objectives of EC included; Productivity, Modernization, Character Development, National Integrity and, Preservation of culture [5]. Please see in detail about aims and objectives EC from [5], [14] and [15].

### **A7. National Knowledge Commission (2006)**

The National Knowledge Commission (NKC) was established by the Government of India in 2005 with the primary objective of transforming India into a knowledge society. The commission was chaired by Sam Pitroda, a notable technocrat, and comprised several eminent scholars and professionals from diverse fields. The NKC submitted its recommendations to the Prime Minister from 2006 to 2009, focusing on various aspects of knowledge creation, dissemination, and application. The Aims and Objectives NKC included; Enhancing Access to Knowledge, Reforming the Education System, Promoting Knowledge Application, Strengthening Research and Development and, Facilitating Knowledge Creation [5]. Please see in detail about aims and objectives NKC from [5] and [14].

## **B. Policies and Programmes of Education in India**

Education in India has undergone significant transformations since independence, reflecting the evolving socio-economic landscape and the aspirations of its diverse population. The Indian education system is governed by a complex framework of policies and programmes aimed at achieving universal access to quality education, promoting equity, and fostering innovation and research. Over the decades, various governmental initiatives and reforms have sought to address the multifaceted challenges in education, ranging from infrastructure deficits and teacher quality to curriculum relevance and technological integration [5].

### **B1 National Education Policy (NPE) (1968) and (1986), along with its revision in (1992)**

The journey of educational policy in India can be traced back to foundational documents like the *University Education Commission (1948-49)* and the *Secondary Education Commission (1952- 53)*, which laid the groundwork for subsequent reforms. Landmark policies such as the National Policy on Education (NPE) of 1968 and 1986, along with its revision in 1992, have been instrumental in shaping the education landscape. These policies emphasized universal enrolment, the eradication of illiteracy, the modernization of curricula, and the inclusion of marginalized communities [5].

#### **National Policy on Education (1968):**

In 1968 the Government of India had formulated the National Policy on Education, in response to the recommendations of the Kothari Commission. The National Policy on Education sought 'total reformation' and aimed at extending the prospects of education to all sections of the society to accomplish the goal of harmony and integration. The policy suggested the provision of compulsory education to children in the 6-14 years age group as proposed in the Indian Constitution. Further, it also recommended that regional languages must be encouraged for being used in secondary schools. The Commission was of the opinion that English had to be the medium of instruction in schools and it considered Hindi as the national language. The National Policy on Education also promoted the development of Sanskrit, which was the symbol of India's cultural heritage. This policy recommended to the Government of India that 6 percent of the national income be spent on education [15]. Please see in detail about aims and objectives NPE (1968) from [5], [14] and [15].

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

The Government of India initiated the National Policy on Education in 1986. Its major objective was to provide education to all sections of society, with a particular focus on scheduled castes, scheduled tribes, other backward classes and women, who were deprived of educational opportunities for centuries. In order to fulfil these objectives, the National Policy on Education (1986) stressed on the provision of fellowships for the poor, imparting adult education, recruiting teachers from oppressed groups and also developing new schools and colleges. The policy focused more on providing primary education to students. Further it also gave importance for the establishment of open universities by setting up the **Indira Gandhi National Open University (IGNOU) at Delhi**. The policy had recommended that education be given to rural people in consonance with the Gandhian philosophy. It also set the stage for the emergence of information technology in education, besides opening up the technical education sector in a rather big way to private enterprise [15].

Key objectives of the NPE 1986 included; Universal Access and Enrolment, Equity in Education, Improvement in Quality of Education, Adult Education and, Technical and Vocational Education [5]. Please see in detail about aims and objectives NPE (1986) from [5], [14] and [15].

### **Revised Programme of Action (1992) / National Policy on Education (1992):**

The Government of India had set up a commission under the chairmanship of Acharaya Ramamurti in 1990 to reassess the impact of the provisions National Policy on Education and also to give recommendations. Later, under the leadership of N. Janadhana Reddy the Central Advisory Board of Education was set up. This Board considered some modifications in NPE. The report of the committee had been submitted on 1992 and it came to be known as the National Programme of Action of 1992. The National Policy on Education – 1992 stressed on promotion of development and strengthening national integration. The National Policy on Education (1992) emphasised the need for greater transformation of the Indian educational system, with a focus on quality enhancement. The policy also stressed on developing moral values among students and bringing education closer to life (Ranganathan 2007) [15].

Key Enhancements in the Revised POA 1992 includes; Decentralization of Management, Minimum Levels of Learning (MLL), District Primary Education Programme (DPEP), Inclusive Education and, Strengthening of Vocational Education [5]. Please see in detail about aims and objectives NPE (1992) from [5], [14] and [15].

### **Under the purview of NPE (1986) and (1992) and before the NPE (2020):**

The Government of India has launched several initiatives over the decades to enhance educational access and quality [5]:

#### **i. District Primary Education Projection (DPEP) (1993-94)**

The District Primary Education Program (DPEP) was launched in response to the need for a decentralized and district-based approach to primary education reform. The program aimed to universalize primary education and improve the quality of education through innovative interventions at the district level [5]. Please see in detail about aims and objectives DPEP from [5] and [15].

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



Sarva Shiksha Abhiyan (SSA), launched in 2001, is a flagship program of the Government of India aimed at universalizing elementary education (Classes I to VIII) across the country [5]. Please see in detail about aims and objectives SSA from [5] and [15].

### **iii. Right to Education (RTE) ACT (2009)**

The Right to Education (RTE) Act 2009 is a landmark legislation enacted by the Government of India to provide free and compulsory education to all children between the ages of 6 and 14 years [5]. Please see in detail about aims and objectives RTE ACT from [5] and [15].

### **iv. Rashtriya Madhyamik Shiksha Abhiyan (RMSA) (2009)**

Launched in March 2009, RMSA aimed at making secondary education of good quality available, accessible, and affordable to all young persons in the age group of 14-18 years. RMSA includes; Universal Access to Secondary Education, Enhancing Quality of Education, Reducing Dropout Rates and, Promoting Equity [5]. Please see in detail about aims and objectives RMSA from [5] and [15].

### **v. Rashtriya Uchchatar Shiksha Abhiyan (RUSA) (2013)**

Higher education initiatives like the **Rashtriya Uchchatar Shiksha Abhiyan (RUSA) launched in 2013**. RUSA seeks to improve access, equity, and quality in higher education institutions (HEIs) across India [5]. Please see in detail about aims and objectives RUSA from [5].

### **vi. Samagra Shiksha Abhiyan (SSA) (2018)**

In 2018, the Government of India launched the Samagra Shiksha Abhiyan, an integrated scheme for school education extending from pre-primary to class XII. The Samagra Shiksha Abhiyan subsumes three previously existing schemes: the **Sarva Shiksha Abhiyan (SSA)**, the **Rashtriya Madhyamik Shiksha Abhiyan (RMSA)**, and the **Teacher Education (TE) scheme** [5]. Please see in detail about aims and objectives SSA from [5].

### **vii. Institute of Eminence (IoE)**

The establishment of world-class institutions under the flagship of IoE.

The above-mentioned program of actions and policies post-independence reflects the country's commitment to excellence in higher education and research [5]. Please see in detail about aims and objectives IoE at <https://ioe.ugc.ac.in/>.

### **viii. National Programme of Nutritional Support to Primary Education (NP-NSPE) (1995) and Mid-Day Meal Scheme (2001)**

Additionally, the National Programme of Nutritional Support to Primary Education (NP-NSPE) and the District Primary Education Programme (DPEP) focused on improving school attendance and quality through nutrition and decentralized planning, respectively. Collectively, these policies and programs reflect India's ongoing efforts to address educational disparities and enhance the overall education system [5]. Please see in detail about aims and objectives NP-NSPE and Mid-Day Meals from [5] and at <https://www.education.gov.in/mid-day-meal>.

### **Conclusion to NPE (1986) and (1992):**

The National Policy on Education 1986 and the Revised Programme of Action 1992 played crucial roles in shaping the educational landscape of India. By addressing access, equity, and quality, these policies laid a strong foundation for subsequent educational reforms. Despite

the challenges faced, the impact of these policies has been profound, contributing significantly to the advancement of education in India. Continued efforts and adaptations are necessary to build on these foundations and address the evolving needs of the education sector in the 21st century [5].

## **B2. National Policy on Education (NPE) (2020)**

In recent years, the National Education Policy (NEP) 2020 has emerged as a comprehensive framework designed to overhaul the education system. It envisions a holistic and multidisciplinary approach to education, fostering critical thinking, creativity, and lifelong learning. The NEP 2020 also emphasizes the use of technology in education, the establishment of a robust vocational education framework, and the creation of a flexible curriculum that caters to the diverse needs of learners [5].

Objectives of the National Education Policy, 2020 includes; Access, Equity, Quality, Affordability and, Accountability. Key Components of the NEP 2020 are; Early Childhood Care and Education (ECCE), School Education Reforms, Higher Education Reforms, Teacher Education, Technology in Education and, Vocational Education [5].

NEP (2020) has the following implementation strategies 1) Phased Implementation: The NEP 2020 will be implemented in phases, starting with foundational literacy and numeracy by 2025, followed by structural and curricular reforms in school and higher education, 2) Institutional Reforms: Establish new regulatory bodies such as the Higher Education Commission of India (HECI) and restructure existing bodies to ensure effective governance and oversight, 3) Capacity Building: Train teachers, administrators, and policymakers in new educational practices, pedagogies, and technologies, 4) Public-Private Partnerships: Encourage collaboration between government, private sector, and non-profit organizations to leverage resources and expertise and, 5) Monitoring and Evaluation: Develop robust mechanisms for continuous monitoring, evaluation, and feedback to ensure the successful implementation of the policy [5]. Please see in detail about aims and objectives NPE 2020 from [5] and at [https://www.education.gov.in/sites/upload\\_files/mhrd/files/NEP\\_Final\\_English\\_0.pdf](https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf).

In addition to above **Council of Scientific and Industrial Research (CSIR) was also set-up in (1942):**

**Council of Scientific and Industrial Research (CSIR)**, Indian research and development (R&D) organization. It was also established as an autonomous body by the government of India in 1942 to promote scientific knowledge and boost industrialization and economic growth and is now one of the largest publicly funded R&D organizations in the world [9]. Please see in detail about aims and objectives CSIR at <https://www.csir.res.in/>.

In addition to above some **Professional Councils** are also constituted that are responsible for recognition of courses, promotion of professional institutions and providing grants to undergraduate programmes and various awards. The statutory professional councils are; 1) National Medical Commission (NMC), 2) Indian Council for Agricultural Research (ICAR), 3) National Council for Teacher Education (NCTE), 4) Dental Council of India (DCI), 5) Pharmacy Council of India (PCI), 6) Indian Nursing Council (INC), 7) Bar Council of India (BCI), 8) Central Council for Research in Homoeopathy (CCRH), 9) Central Council for Indian Medicine (CCIM), 10) National Commission for Indian System of Medicine (NCISM), 11) Council of Architecture (CoA), 12) Rehabilitation Council of India (RCI). 13) Mahatma Gandhi National Council of Rural

Education (MGNCRE), 14) Veterinary Council of India (VCI) and, 15) National Council of Vocational Education and Training (NCVET) [10]. Please see in detail about aims and objectives each from [10]. Please see in detail about aims and objectives at [https://www.ugc.gov.in/UGCOfficials/Professional\\_Councils](https://www.ugc.gov.in/UGCOfficials/Professional_Councils).

### **Establishment of National Council of Educational Research and Training (NCERT)**

The National Council of Educational Research and Training (NCERT) is an autonomous organisation set up in 1961 by the Government of India to assist and advise the Central and State Governments on policies and programmes for qualitative improvement in school education. The major objectives of NCERT and its constituent units are to: undertake, promote and coordinate research in areas related to school education; prepare and publish model textbooks, supplementary material, newsletters, journals and develops educational kits, multimedia digital materials, etc. organise pre-service and in-service training of teachers; develop and disseminate innovative educational techniques and practices; collaborate and network with state educational departments, universities, NGOs and other educational institutions; act as a clearing house for ideas and information in matters related to school education; and act as a nodal agency for achieving the goals of Universalisation of Elementary Education. In addition to research, development, training, extension, publication and dissemination activities, NCERT is an implementation agency for bilateral cultural exchange programmes with other countries in the field of school education. The NCERT also interacts and works in collaboration with the international organisations, visiting foreign delegations and offers various training facilities to educational personnel from developing countries. The major constituent units of NCERT which are located in different regions of the country [16]. Please see in detail about aims and objectives NCERT at <https://ncert.nic.in/>.

### **Impendent National Accreditation Agencies**

As we have mentioned above and mentioning now at this column; India has one of the largest and diverse education systems in the world. Privatization, widespread expansion, increased autonomy and introduction of Programmes in new and emerging areas have improved access to higher education. At the same time, it has also led to widespread concern on the quality and relevance of the higher education. To address these concerns, the National Policy on Education (NPE, 1986) and the Programme of Action (PoA, 1992) spelt out strategic plans for the policies, advocated the establishment of an independent National accreditation agency. Consequently, the **National Assessment and Accreditation Council (NAAC)** was established in 1994 as an autonomous institution of the University Grants Commission (UGC) with its Head Quarter in Bengaluru. The mandate of NAAC as reflected in its vision statement is in making quality assurance an integral part of the functioning of Higher Education Institutions (HEIs) [11]. Please see in detail about aims and objectives NAAC from [11]. Please see in detail about aims and objectives NAAC at <http://naac.gov.in/index.php/en/>.

The **National Board of Accreditation (NBA)**, was initially established by the AICTE (All India Council of Technical Education) under section 10(u) of AICTE Act, in the year 1994, in order to assess the qualitative competence of the programs offered by educational institution from diploma level to post-graduate level in engineering and technology, management, pharmacy, architecture and related disciplines, which are approved by AICTE [12]. Please see in detail about aims and objectives NBA from [12]. Please see in detail about aims and objectives at <https://www.nbaind.org/>.

## **5. Conclusion**

The review research article with information from various sources of published documents collected, collated, compiled, and presented in a well-structured manner keeps in mind to give an impression about the basic understanding of the post-independence initiatives that have been taken so far in the education sector in India. As we conceived the education policy in general, it plays a vital role in shaping the future of societies by fostering equity, access, and quality learning opportunities for all, and the education policy is determined with a defined framework in the educational system, including institutions, courses to be offered, curriculum, pedagogical practices to be implemented and followed, and the expected outcomes of excellence in education. During the process of review, we have observed educational policies have been changing from time to time in response to the emerging socio-economic needs of the country. We hope for the best possible outcomes inclusively from all policies for the society.

## 6. Acknowledgement

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