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EDUCATION AND POLITICS IN POST-INDEPENDENT INDIA

RITWIK TRIVEDI

RESEARCH SCHOLAR DEPARTMENT OF POLITICAL SCIENCE UNIVERSITY OF DELHI DELHI - 110007

INTRODUCTION

The lengthy history of education in India was finally re-thought and re-defined in India after independence. Historical examination of the politics of education establishes the inescapable role of politics in the formation of the policies and systems of schooling. It is acknowledged that education has a singular potential to change the existing social-political conditions, to protect and sustain them. Let's turn to the historical evolution of education. Alterations in the nature and application of education in different historical stages of India has also brought great changes in the life of the folk of these ages.

The rise of Buddhism and Jainism despite the prevailing orthodoxies of their period is enough proof of this. The former stresses equality and rejects the age-long caste system in India; the latter teaches that there are many ways to get at the truth and that one must respect the varied opinions. Similarly, anti-caste and anti-imperialist education themes in the colonial period lay the foundation for an education system that is equal in terms of caste, class, gender and ethnic background.

After independence of India the role of politics of education became considerably more active, mirroring the diverse, creative and competing visions of education. Politics of the education allows us to critically assess the subjective experience in relation to the objective forces that provide us the capacity of agency and action to transform undemocratic structures (Saltman 2018: XXV). The general political framework of different issues political, social and economic problems affect education policy. To understand different policies, we have to go back to the earlier phases and to the architecture of educational programs right before and after the independence. The notion of national reconstruction and social planning has been put out as early as August 1937 in the Congress Working Committee in Wardha against the background of the formation of numerous provincial governments for the Congress. After this initiative, a fifteen-member body, The National Planning Commission was established, with Jawaharlal Nehru as head chairman (Chatterjee: 1997:272, 273). The concept that came to this committee was how to chart the trajectory of India's development planning. There were competing opinions on the problem is that Nehru and others prefer to place emphasis on the program of industrialization while Gandhi emphasized agriculture development rather than industry growth. The commission was further added to by the Bombay Plan which was set up in 1944-45. It was also known as the Tata- Birla Plan. Its main purpose was to give forth the layout of development and modernization of India. They became recognized with the modernization of agriculture.

The strategy also includes social policies such as health, education, research and development. The Bombay Plan strongly supported the increasing importance of the public sector in determining industrial infrastructure. The reason for such a strong appeal in favour of state-led development of capitalism was conceivable because the Indian capitalist class was not in a strong position, they were in their infancy when the backing of the state and the public sector was required. In line with the suggestion of the plan, the Government of India adopted the path state-led capitalism – key industries such as iron, steel, petrochemical and many such heavy industries, the so-called "commanding heights of the economy", were brought under control of the state. Essentially, a mixed economy paradigm of development (Sadgopal:2020).

People placed their faith in such activities. They were obliged to the Congress party and its leaders because they had sacrificed and brought independence to the country. But the following difficulties such as food crisis, inflation, disenchantment was created by unemployment and a poor state of education; and the original élan of the populace began to wane. Failure of redressal and agricultural discontent led to violence. The condition forced the government to reexamine and rethink its policies and programs connected to the socio-economic life of the people. Education was found to be a key area to provide educationally strong human resources for control and management upheavals and troubles of the people.

The post-Independence politics of education has moved through many periods. India, in which the following phases are essentially covered-

• The first stage is from independence in 1947 to 1970 – an era of promise.
• The second stage is when hope begins to slowly lie from 1970 to 1991.
•The third phase begins with the neoliberal restructuring of the economy, called the 2nd economic reforms from 1991 to the present day.
There would be an analysis and alternate vision of the three defined phases, education raised by the people's movement in India from time to time.

THE FIRST PHASE: 1947 – 1960

The first stage was hope and euphoria. This was compounded by strong nationalism and freedom promising to steer the country to self-reliance. This was achievable only with the easily only accessible qualified human resources and highly trained experts and labour feasible by putting higher education first. engineering and science and technology good quality educational institutions are required for medicine.
In this context, the first Education Commission, the Radhakrishnan Commission on the Higher Education was created in 1948 by the national government. It was followed by the trickle-down theory of educational growth. The first education Minister, Maulana Abul Kalam Azad mooted and established concepts and Committees in this approach. Therefore, the University Grant Commission (UGC) was formed in 1953. Many institutions of higher learning- IITs, Regional Engineering Colleges and medical colleges- were opened up soon (Sadgopal: 2020). The aim was the establishment of a sound indigenous infrastructure in the domain of current knowledge.
After an initial hiatus, the Mudaliar Commission on Secondary Education was created in 1952. It aimed to overcome the gaping divide existing between school and higher education, neglecting basic education costs money (ibid: 647).
The field of school instruction which required to be properly focused on; agricultural education ought to have been Only the food scarcity crisis of the 1950's and the turbulent 1960s made agriculture education important and imperative. Alleviating the food had to be more thorough with the support supplied by the USA to tide over the situation drawn-out food crisis. The authorities therefore resorted to technological measures by high-yielding kinds of seeds, advanced ploughing equipment and chemical fertilizers- to increase farm yield. But the government's attention was narrowed down to 10- 12% of irrigated farmland in the country where food production multiplied. This was done by leaving huge agricultural fields without a contemporary farming method. This led to a regional imbalance in agriculture. That was the cost of the green revolution. Self-sufficiency in food grains notwithstanding, But this is was a stop-gap solution to the situation. The Education Commission (1964-66) was created within the framework of this crisis,1964 with the aim of stressing agricultural modernization, education and study. The objective was to reduce India's dependency on foreign countries so as to offset the food crisis. The agricultural crisis continues, despite modest success. Therefore, there are so many farmers are deeply in debt, leading them to commit suicide.

POLITICS OF EDUCATION IN INDIA POST INDEPENDENCE

The Commission stated that it is not enough to have excellent quality universities without a robust base and the framework of secondary and elementary schooling was inconceivable. It took a long haul of the entire education system. This encouraged the commission to 'take radical suggestion for the transformation of the school system into a Common School System (CSS) established at the local schools where all families residing in the prescribed neighbourhood of a government school would be forced to send their children students to the same school, regardless of their economic or socio-economic condition, (ibid. 2020, 649).This recommendation is constitutional in the sense that it is one of equality and Social-democratic aims of education still not abandoned, made by the state freedom.

Second Phase- 1968-70 to 1991

The second stage of education, from the late sixties to the early nineties, marks a turbulent moment in the history of post independent India. It was characterized by the rhetoric politics of Garibi Hatao's (oust poverty) creation of a national emergency in 1975, before the declaration of emergency, the nation was aggressive.
Student's Movement in Bihar and Gujarat Galvanized by the leadership of Jai Prakash the whole country - used the pretence of declaring an emergency when all the leaders and protestors were put in the back of the pub. In the general elections of 1977, the Congress party was beaten for the first time since independence. A new government under the Priministership of Morarji Desai as Minister was created. It was short-lived because to internal quarrel - a poor Janta party experiment indeed. Mrs Indira Gandhi came back to power in 1980. Defeat had been tasted previously in 1977 and now she seemed to pursue a pragmatic politics in synchronization with the time. she

substantially watered down her earlier radical policies of poverty eradication, nationalization of banks, insurance and coal mines.
She implemented a liberalization agenda that was contrary to their ideologic-political attitude. emphasizing privatization. This is the origin of the beginning of the neo-liberal policy, this was fully implemented in 1991. In this sense we should put the education state in India.

The Education Board's recommendation to open the common school system the 1966 commission has to be respected. This will be part of the analysis later in the paper. In the 1970s the rhetorical phase dedicated attention on education. 1976 In under emergency 42nd constitutional amendment was passed and the issue of education was switched from the state list to the concurrent list giving power to the centre government to freely establish and rebuild educational policies" (Sadgopal: 2020: 649). But after the emergency, Janta Party came to power and started a new program of education which paid significant priority to adult literacy rather than reconstructing education on the basis of a common system in which the object of equality in the field education could have been reached. The party is also focused on non-formal education where the children who are labourers are given two to three hours of reading education by the teachers employed on a contractual basis with no training and fixed compensation (ibid: 650). It was a new beginning when it came to education, which the constitutional aspiration of equality and freedom was suspended. The government of the day preferred to follow the World Bank-directed goal of paying attention to adult literacy and non-formal schooling. This was when a lot of private schools made strong gains into the field schooling allegedly to speed it up. Instead of well-thought-out policy and pedagogy, English medium private schools outnumbered government schools by undercutting the vernacular teaching technique. Thus, one might say that the reversal of democratic pedagogy plays out in the educational rhetoric of India.
Mrs Gandhi's return in 1980 followed the broad principles of schooling laid down by the World Bank and many other UN institutions. The National Policy on Some think that This kind of external input resulted in education passed by the Parliament in 1986, albeit it also has social justice polices. This policy outlined three primary aims —
1. Slowly cutting financing to the government school meant lowering the standard of the schools and teachers
2. A multi-layered school system was developed to pacify the entrenched segment of community.
3. The gradual deregulation of schools and higher education was begun to improve self-governance. This opened the door for the commercialization and privatization of education.
Under the multi-layered educational system, the Navodaya Vidyalayas, a residential co-educational. school, was opened in each school for the quality education for remote pupils. But this school was first criticized for releasing inequality in the whole school system, the experience means its achievement in securing social practice. It also inclusive education since it has allowed rural and other pupils from the disadvantaged weakest portion. However, the policy also brought in practical studies at the senior for skill development at the secondary level. This provision is also a component of NEP 2020. In addition, the idea of autonomous colleges combined with self-financing courses was also introduced. NEP 2020 has given a direction to student move in this path. The source of the de-politicisation of university campuses may clearly be traced to the education policy of 1986. NEP 2020 has been extremely intolerant to any protest by students on college and university campuses (ibid: 652-3). These are summaries of essential Features of the 1986 National policy of education. This policy carried the global bank's instructions of giving priority to adult and non-formal education since the foundation of Janta Party. The climax of the last repudiation of the idea of unified school system begins with the major reforms taken on by India since 1991.

THE THIRD PHASE- 1991 TO PRESENT

The time after 1991 was exceptional for India and for the globe. It witnessed the spectacular disintegration of the former USSR and the fall of the Berlin wall- this facilitated the tremendous ascent of neoliberal economic policies and world outlook across the world. Not immune from this trend. India rapidly moved from the Nehruvian development model to approach to a free market economic system. In the latter it was the wellbeing capitalist model; in the former, the market-led to capitalist development (Nayyar:2001:386). It followed the basic principles—retreat of the state from social security measures, including health, education and employment; secondly, privatization and deregulation of the economy and finally admitting foreign direct investment (FDI). In the 19th century, other words, 'the politics of democracy in India has been driven by the economics of the market (ibid: 389,2001). This appropriate characterization still characterizes the modern scenario that substantial cuts in social worsens the living conditions of the marginal people affected by security arrangements."

In this background, the policy envisioning education likewise followed the same rationale of formulating. demand and supply imperatives of the market on basis of Upon the request of IMF- World Bank imposed the Structural Adjustment Program (SAP) program on India as It was the key conditionality for receiving foreign help and loans. The fundamental the concept of it was given by 'the Jomtien Declaration (March 1990) backed by the World Bank in conjunction with UNESCO, UNICEF and UNDP recommends external investment in primary education to get a toe-hold for the neo-liberal agenda policy making (Sadgopal:2020:634). Prof Sadgopal summarizes the salient points in the following manner- First, education is transmitted from the state to the people, dependent on outside assistance for primary education (class 1st-5th) and working in conjunction with NGO, religious organizations and business houses.

Secondly, the people do not have a human right codified in the UN Charter or a free basic right to pre-primary and elementary education. This is an outright violation of Supreme Judgments of the Court in the case of Mohini Jain (1992) and Unnikrishnan (1993) and even the 86th Constitutional Amendment (2002).

Third, education is not the cause of aware citizenship, but rather education is synonymous with it. literacy-numeracy and life skills needed for social engineering, brainwashing and regimenting for the development of market economy.

Fourth, it designed a multi-layered school system, excluding educational attainments to the marginalized and the destitute.

Fifthly, education is a commodity that may be exchanged in the global market and offered for
WTO discussions.

The Jomtien Declaration's characteristics provided the basic foundation for India's future education policies, the latest of which is the National Education Policy, 2020, which epitomizes the spirit of this declaration. It implied and adopted by it the significant role India was the primary focus of District Primary Education Program (DPEP) from 1993 onward. The immediate effect of such a taking up was that it attempted to degrade the fundamental right to provide free and obligatory education of eight years (classes 1st-8th), which was effectively reduced to five years of elementary school (grades 1 through 5). It eroded the fundamental entitlement to early infant care, nutrition and pre-primary education (ECEC).The system of regularly appointing the teacher was superseded by the hiring of contractual teachers who did not have the fundamental teacher training and necessary educational qualifications.

There is no question that this neo-liberal free market development has had a severe impact the essential function of education as a social catalyst. But there is no need to be cynical about the bright outlook of education. The idea of the common, however, During the years, the role played by the Supreme school system has not been realized. Court's judgment and suggestions given by the Acharya Ramamurti Review the 1990 committee kept the optimism alive. A Review Committee was constituted on May 7,1990 to review National Education Policy 1986. It is highly advisable to create a common school system- he felt it necessary to attain social equity in education. It is was the committee's recommendation to provide Early Childhood Care and Education (ECSE). He urged a broadening of the scope of Article 45 of the directive principles of the develop policies for the inclusion of ECCE. It is only after that the Supreme Court gave its judgment for inclusion (http://karthickenglish2020.blogspot.com accessed Ramamurti Review Committee 1990).

Two Supreme Court judgments in succession, Mohini Jain (1992) and Unnikrishnan (1993) stated that the right to education under article 45 of the constitution should be read with article 21." ECCE was also taken from the idea of pre-primary education which came in the form of these two decisions. The state has to guaranty the right to education for children 6 years old to 14 mandatory, free and basic education. Its history is long. In 1910 Gokhale (see the previous chapter) gave education in the Governor's executive Council for nothing compulsory schooling. These rulings were a glimmer of hope for the people when the neoliberal assault on education was unremitting. People also brought pressure to bear on the government to make elementary education a basic entitlement to education.

SARVA SHIKSHA ABHIYAN

The Sarva Shiksha Abhiyan was conceived by the NDA government in 2000 under the ressure of a court's ruling and a people's movement. Therefore, the Eighty-Sixth constitutional The amendment was passed by the government in 2002. Finally, the Right to Education (RTE was a basic right of every kid between the ages of 06 and 14.

But the government put a rider in the form of adding a new article-Article 21 A, it states 'the state shall provide free and compulsory education to all children the age of six to fourteen years in such manner as the state may by law prescribe' (Sadgopal 662).

This new article allowed ambiguities to be removed by the state. The provision concerning ECCE was corrupted and watered down. This is a blatant display of the state's lack of concern for the child's right to education. In this backdrop the National Education Policy 2020 was adopted. The policy, in the substantial measure is the radical cause of the reiteration of the Jomtien declaration reorganization of the Indian education system. It is really marketing driven education policy. Uncertainty for schools and higher education in the aftermath of large-scale contractualization the abolishment of regular positions with fixed salary. In such a scenario, the state funding of education is particularly unclear and fragile in our day and age. globalization and rampant capitalism. The education politics in India went through a phase of radical change in which voices of dissent were raised, but could not change the trajectory of neoliberal educational changes. although there is no stopping of dispute arising from various sources. The possibility of education in favour of the people reforms remains alive as long as the policies and programs made by the state are susceptible to the scrutiny of democratic politics. As was said in the beginning of the paper, the adaptability of society is fully accepted and accomplished by the constant working of politics. Nothing is beyond the reach of politics.

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