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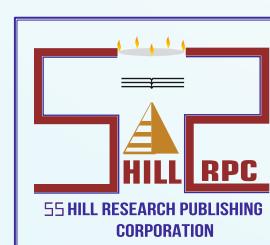
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INDIA'S MODERN EDUCATION SYSTEM AND ITS DEVELOPMENT

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Abstract: The Planning Commission was tasked by the Indian government in 1950 with creating five-year plans for the advancement of several spheres of life, including education. India's current educational system categorized in to Primary, secondary, senior secondary and higher education make up the majority. Eight years of schooling make up elementary education. There are two academic years involved in both senior secondary and secondary education. In India, admission to higher education is contingent upon passing the 12th standard, or upper secondary education. In India, graduation might take three to five years, depending on the course. Typically, postgraduate programmes last two to three years. There is still opportunity to conduct research in a variety of educational settings after earning a postgraduate degree. In line with National Education Policy(NEP) 2020 The "5+3+3+4" model will take the place of the "10+2" structure in order to optimise learning according to children's cognitive development. Reducing curricular material is discussed in the National Education Policy (NEP) 2020 as a way to improve critical thinking, experiential learning, and more all-encompassing, analysis-based learning.
Key Words: India, higher education, NEP 2020, critical thinking and analysis-based learning.

INTRODUCTION

India gained independence from British rule on August 15, 1947. This provided the citizens of the nation with the first and best chance to shape their educational policies in response to the rapidly evolving requirements of the country. However, this chance was not without significant obligations that included restructuring the educational system as a whole. Not only would this help the next generation to develop their innate abilities, but it might also help them to create a brand-new India. Prior to the national government, the main issues facing the education sector included building more facilities for universal elementary education, restructuring the secondary and tertiary education systems, advancing vocational and technical education at different levels, promoting women's education, and restructuring the administrative structure of schools. The Central and State Governments have been working to provide various programmes under the Five-year Plans a solid shape in order to accomplish all of these goals.

India's Modern Education System

India has a 65.38% overall literacy rate based on the 2001 census. The literacy percentage for women is a mere 54.16%. In India, there is a notable disparity in the literacy rates of rural and urban areas. This is demonstrated by the fact that, according to the 2001 census, only 59.4% of people living in rural areas and 80.3% of those living in urban areas are literate. Primary,
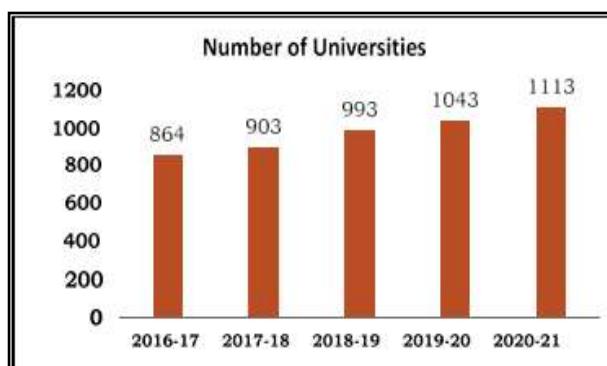
secondary, senior secondary, and higher education make up the majority of India's current educational system. Eight years of schooling make up elementary education. There are two academic years involved in both senior secondary and secondary education. In India, admission to higher education is contingent upon passing the 12th standard, or upper secondary education. In India, completing degree can take three to five years, depending on the stream. Postgraduate studies are normally of two to three years of duration. There is still opportunity to conduct research in a variety of educational settings after earning a postgraduate degree. 7.9% of the First Five Year Plan's total budget was set aside for education. 5.8% and 6.9% of the overall plan expenditure was allocated to the Second and Third Plans, respectively. Merely 3.5% of the overall budget was set out for education in the Ninth Plan. In 1968, the government adopted the "National Policy on Education," which included the Kothari Commission's proposals for streamlining schooling. Primary education for all was one of the principal.To uphold educational standards, the State Council of Educational Research and Training (SCERT) in each state and the National Council of Educational Research and Training (NCERT) at the federal level were founded. The purpose of the University Grants Commission (UGC) is to set the benchmark for higher education.
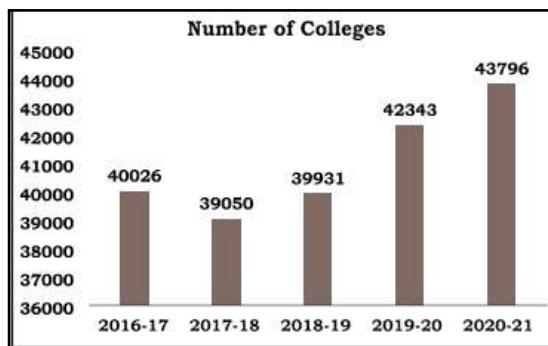
Overview of Higher Education in India
In view of the utility of the Survey as giving comprehensive data of Higher Education in the country, the AISHE Surveys were continued overthe years and data on several parameters such as teachers, student enrolment, programmes, exam-ination results, education finance, infrastructure, etc. are being collected. Indicators of educationaldevelopment such as Institution Density, Gross Enrolment Ratio, Pupil-Teacher Ratio, Gender Parity Index, etc. are calculated from the data collected through AISHE. These are useful in making informed policy decisions and research for the development of education sector. The survey is being conducted on annual basis. It is pertinent to mention that the results published inAISHE reports are based on the number of institutions that have registered and uploaded theirinformation.

Key Parameters in Higher Education

Number of Institutions: As shown in the graphs below, the Number ofUniversities have been increased from 864 in 2016-17 to 1113 in2020-21 and the number of collegeshas increased 40,026 in 2016-17 to 43,796 in 2020-21.

Source: AISHE-2020-2021

- The survey encompasses all higher education institutions in the nation that have registered with an AISHE code on the AISHE portal www.aishe.gov.in. These institutions are classified into three main categories: universities, colleges, and stand-alone institutions. Of these, 1113 universities, 43796 colleges, and 11296 stand-alone institutions are listed on the AISHE web portal. Of these, 1099 universities, 41600 colleges, and 10308 stand-alone institutions responded to the survey.

- 446 universities are privately managed. 43% of universities are situated in rural areas.

- 17 universities are exclusively for women, with two located in each of the following states: Haryana, Karnataka, Rajasthan, Tamil Nadu, and West Bengal, and one each of Andhra Pradesh, Assam, Delhi, Himachal Pradesh, Maharashtra, Odisha, and Uttarakhand.

- There are 112 Dual mode universities that provide distant learning in addition to 1 Central Open University, 14 State Open Universities, and 1 State Private Open University.

India's educational system and development

Expansion of General Education: General education has been expanded during the planning phase. The percentage of literate people in 1951 was 19.3. The percentage of literate people rose to 65.4% in 2001. In 1951, 43% of children in the 6–11 age group were enrolled; by 2001, that number had increased to 100%. Primary education is required and provided at no cost. Since 1995, schools have served lunch to students in order to monitor the dropout rate. Primary school enrollment increased threefold from 2.10 lakh in 1950–51 to 6.40 lakh in 2001–02. There were only 27 universities in 1950-51 which expanded to 254 in 2000-01.

Growth of Technical Education: In addition to general education, technical education is crucial for the development of human capital. Numerous Industrial Training Institutes, Polytechnics, Engineering Colleges, Medical and Dental Colleges, Management Institutes, etc. have been established by the government:

a) **Indian Institute of Technology:** Seven institutes have been established in Mumbai, Delhi, Kanpur, Chennai, Khargpur, Roorkee, and Gauhati for the purpose of providing international standard education and research in engineering and technology. Technical education is offered here at the graduation, post-graduation, and doctorate levels.

b) **National Institute of Technology (NIT):** Engineering and technology are taught at these institutions. Regional College of Engineering (REC) was the name given to these. There are seventeen of these across the nation. Other educational institutions across the nation provide technical and engineering courses.

c) **Indian Institute of Management:** These educational establishments teach administration and business management. Ahmedabad, Bangalore, Kolkata, Lucknow, Indore, and Kozhikode are the locations of these institutes.

d) **Medical education**: In 1950–51, the nation had a total of just 28 medical colleges. There were 165 medical and 40 dentistry colleges in the country in 1998-99.

e) **Agricultural education:** To increase agricultural productivity and output, agricultural universities have been established in practically every state. These universities impart teaching and research in agriculture, horticulture, animal husbandry and veterinary sciences etc.

Women's education: Women's literacy rates in India were extremely low. According to the 2001 census, it was 52%. Whereas 75.8% of males were literate. The National Policy on Education placed a high premium on women's education. Numerous state governments have waived the tuition for girls attending universities. Women's literacy levels have been raised through the establishment of separate schools and institutions.

Vocational education: The 1986 National Policy of Education seeks to make secondary education more vocational. Since 1988, the Central Government has provided funding to State Governments so they can carry out the programme. Higher secondary curricula included instruction in mechanical and carpentry, typing, electronics, agriculture, pisciculture, poultry, and diary keeping.

Adult education: The National Adult Education Programme was started in 1978. National Literary Mission was also started in 1988 to eradicate adult illiteracy particularly in rural areas. The Centre gives assistance to states, voluntary organisations and some selected universities to implement this programme. There were 2.7 lakh adult education centres working in the country in 1990-91. This programme helped to raise the literacy rate to 65.38% in 2001.

Improvement of Science education: Central Govt. started a scheme for the improvement of science education in schools in 1988. Financial assistance is given to provide science kits, up gradation of science laboratories, development of teaching material, and training of science and mathematics teachers.

Development of education under Five-Year Plans

The Planning Commission was tasked by the Indian government in 1950 with creating five-year plans for the advancement of several spheres of life, including education. The primary goals of these schemes were

- To end the lack of literacy.
- In order to make primary education universal,
- To create programmes for skill and vocational training,
- To update and raise standards across the board in education,
- To establish infrastructure for superior education in each of the nation's districts.

Indian Education Policies

National Education Policy (1968)

In 1968, the government headed by Prime Minister Indra Gandhi developed the National Policy on Education based on the Kothari Commission's recommendations. To foster national cohesion and increased cultural and economic development, the policy called for a "radical restructuring" and suggested equitable educational possibilities. It was suggested that secondary schools adopt

regional languages to foster productive relationships between instructors and pupils. Education spending was to rise to 6% of the national revenue by 1968, according to the National Education Policy

National Policy on Education (1986)
The Rajiv Gandhi-led Indian government unveiled a brand-new National Policy on Education (NPE) in 1986. A "special focus on the removal of disparities" and equalising educational opportunities were mandated by the new policy, with specific attention paid to women, Scheduled Castes (SC), and the SC community. The policy placed a strong emphasis on creating new institutions, hiring teachers from marginalised groups, expanding adult education, housing and service provision, and scholarships for the impoverished.

Operation Blackboard (1987)
The Indian government started "Operation Blackboard" in 1987–1988 with the intention of enhancing the material and human resources offered in the nation's elementary schools. The three primary components of the Scheme are as follows:
- supplying all primary schools purchased through the programme with basic teaching and learning supplies, such as whiteboards, maps, charts, toys, and games;
- providing at least two classrooms and separate restrooms for boys and girls;
- providing two teachers per primary school;

The Scheme was expanded to supply third classrooms and teachers to primary schools whose enrollment surpasses 100 during the 8th Five-Year Plan, which was amended in 1993–94. Additionally, it was expanded to include upper primary schools.

Teacher Education Programme (1987)
The Government initiated a Centrally-Sponsored Scheme of Restructuring and Reorganisation of Teacher Education in 1987, in accordance with the National Policy on Education (NPE) 1986. Its goal was to establish a strong institutional framework for elementary and secondary school teachers' pre-service and in-service training. Additionally, it made provisions for elementary and secondary schools to receive academic resource support. Under this Scheme, recurrent and non-recurring Central aid is provided to the State Governments as resource support to the DIETS, CTES, IASES, and SCERTS

District Primary Education Programme (1994)
In an effort to revitalise primary education and accomplish the goal of universalizing primary education, the government introduced the centrally supported District Primary Education Programme (DPEP) in 1994. The Government of India shares 85% of the project costs in this programme, with the respective State contributing the remaining 15%. The Department for International Development (DID), UNICEF, the World Bank, and other external organisations provided funding for the Central share.

The Mid-Day Meal Scheme (1995)
Launched on August 15, 1995, the Mid-Day Meal Scheme (MDMS) was first implemented by the Indian government as the "National Programme of Nutritional Support to Primary Education" (NP-NSPE). The program's goal is to assist in improving primary school students' nutritional status. All children enrolled in classes one through five are given a cooked noon meal with 300 calories and 12 grammes of protein under this programme. The project was first

introduced in 2408 blocks around the nation. The initiative has been put into place all throughout the nation by 1997–98.

The NP-NSPE was rebranded as the "National Programme of Mid Day Meal in Schools" in October 2007. In 2007, the Scheme covered children in grades six through eight in 3479 educationally disadvantaged blocks.

This programme was rebranded once more in September 2021 as the "Pradhan Mantri Poshan Shakti Nirman (PM-POSHAN)" programme. By 2022, the Central Government plans to expand the POSHAN programme to cover an additional 24 lakh pupils enrolled in pre-primary education in government and government-aided schools. The scheme's nodal ministry is the Ministry of Education (MoE)

Sarva Shiksha Abhiyan (2001)

The Sarva Shiksha Abhiyan (SSA), initiated by the Indian government in 2001, aims to guarantee education for children aged 6 to 14. The District Primary Education Programme (DPEPt), which was introduced in 1994 with the goal of achieving universal primary education, is where the origins of SSA may be found. SSA aimed to change the elementary education system in the country by providing useful-quality elementary education to all children of the age group of 6-14 years by 2010. Padhe Bharat Badhe Bharat, launched in 2014, is a nationwide sub-programme of Sarva Shiksha Abhiyan. This sub-programme looks to improve the comprehensive early reading, writing and mathematic skills of children of classes I and II.

Right to Education Act (2009)

Acted on August 4, 2009, by the Indian Parliament, the "Right of Children to Free and Compulsory Education Act" (Right to Education Act (RTE)" is a legislative measure. According to Article 21-A of the Constitution, the RTE outlines the requirements for the significance of free and required education for children in India between the ages of 6 and 14. The RTE became operative on April 1, 2010.

National Education Policy (2020)

On July 29, 2020, the Indian Union Cabinet approved the National Education Policy of India 2020 (NEP 2020). The National Education Policy of 1986 was superseded by this new directive. In both rural and urban India, NEP 2020 offers a comprehensive framework for education from elementary school to higher education, encompassing vocational training. By 2040, the initiative seeks to completely overhaul India's educational system. Studying any one language will not be required under the National Education Policy 2020. Furthermore, there will be no switch from English to any other regional language as the medium of instruction. The use of "mother tongue" or local language as the medium of instruction up until Class 5 has been highlighted by NEP 2020, and it is advised to be continued until Class 8 and beyond.

The "10+2" structure will be replaced with the "5+3+3+4" model to optimize learning based on the cognitive development of children. The new model will be implemented as follow:

- Foundation Stage: It includes 3 years of preschool, followed by Classes 1 and 2 in primary schools, covering the children of ages 3 to 8 years.
- Preparatory Stage: This stage consists of Classes 3 to 5, covering the children of ages 8 to 10 years.
- Middle Stage: It covers children between ages 11 and 13 years, studying in Classes 6 to 8.
- Secondary Stage: It comprises Classes 9 to 12, covering the children of ages 14 to 18 years.

Reducing curricular material is discussed in the National Education Policy 2020 as a way to improve critical thinking, experiential learning, and more all-encompassing, analysis-based learning.

Conclusion

The quality of education in India remains a source of concern for policymakers even after significant efforts to strengthen the country's educational system. Prejudices of all kinds and the generalised poverty are primarily to blame for this. Another reason for concern is the incapacity to monitor the dropout rates among the disadvantaged segments of the populace. Numerous elements of the current educational system need to be reviewed and altered. We will continue to underuse and even waste our youth unless we take decisive action to reformulate our educational approach, which could have dire repercussions down the road. Development and current state of higher education in India by examining a variety of data sources. It also identifies the main issues facing the country's higher education industry, such as the faculty shortage, research and development, quality education, and the imbalance between supply and demand.

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