

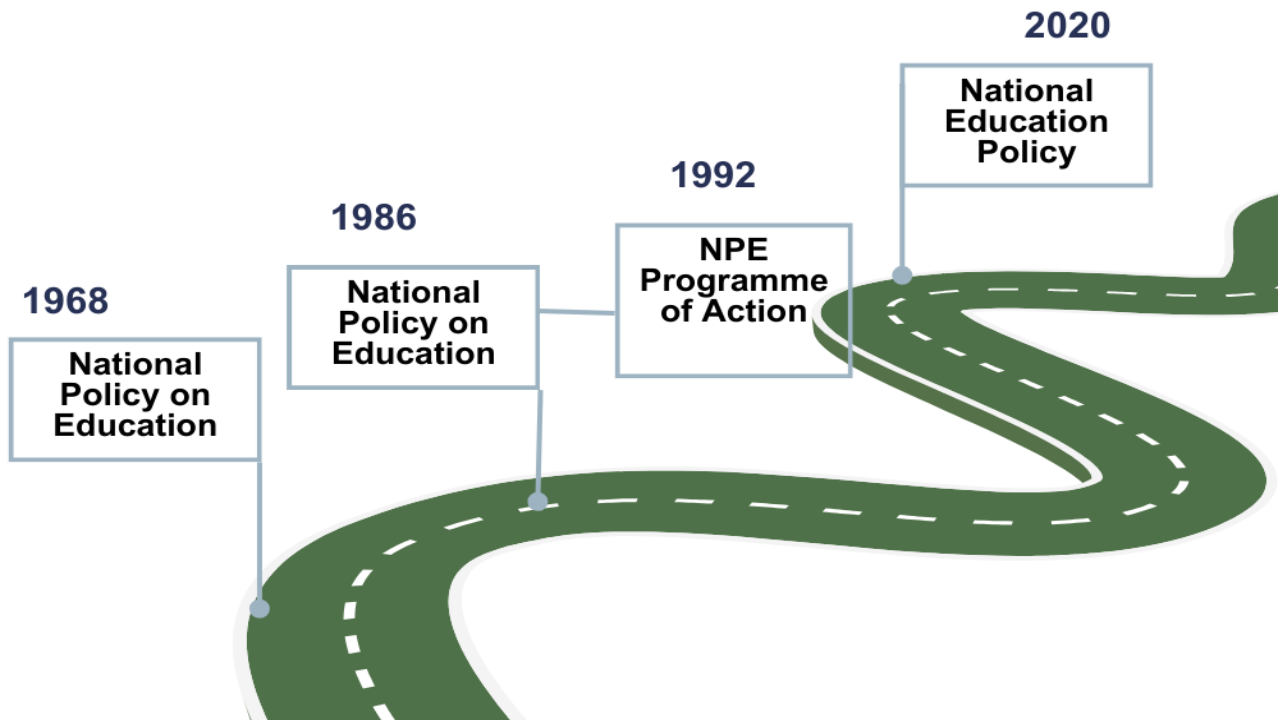


Centre for Educational and Social Studies
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India's Educational Policies & Committees Through the Decades

India's educational landscape has been transformed through significant policies and committees since 1947. These key committees, through their recommendations, have addressed challenges, established new benchmarks and guided the nation's progress in education. This infographic highlights the policies and committees that have shaped India's journey toward a more educated and empowered society.

Educational Policies Since Independence



India's educational reforms have evolved through key policies, each building on the previous to enhance quality, inclusivity, and adaptability. From foundational reforms to the comprehensive NEP 2020, these policies reflect a continuous effort to align the education system with modern needs, emphasizing holistic, flexible and multidisciplinary learning approaches

“Social Transformation Through and With Education”

Key Committees formed from the year 1948 – Till Date

Committees from 1948 - 1966

1948

Radhakrishnan Committee

- Ensure a curriculum that balances humanities, sciences, and professional Education
- Align university education with India's socio-economic needs.

1954

K L Shrimali Committee

- Improve access to higher education tailored specifically for rural communities
- Adapt curricula to include practical skills and knowledge relevant to rural development

1958

Committee on Women's Education

- Reduce gender disparities through focused educational reforms
- Increase and improve training for women teachers, especially in rural areas

1960

Model Act for Universities

- Emphasizes the need for university autonomy ensuring active participation from the academic community
- Highlights the importance of academic freedom within universities, protecting them from external interference

1964-66

Kothari Commission

- Promote free and compulsory education for all children up to age 14
- Prioritize the professional development of teachers and strengthen research in universities

Committees from 1967 - 1977

Committee of Members of Parliament on Education

- Establish a unified national education system
- Promote equal access to education for all social groups

1967

1969

1971

1975-77

Gajendragadkar Committee

- Encourage active student involvement in university governance
- Ensure clear and consistent application of acts, statutes, and regulations in university operations

Committee on Governance of Universities and Colleges

- Emphasize the importance of university autonomy in governance and decision-making
- Promote collaboration between universities, industries, and research institutions for academic and research advancements

Towards a Social Relevant Legal Education

- Modernise subject syllabi to align with societal and student needs
- Enhance learning by integrating related disciplines into the curriculum

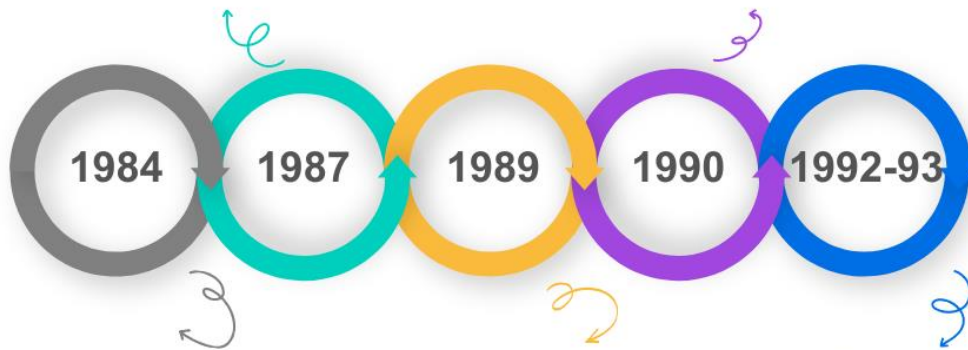
Committees from 1984 - 1993

Minimum Qualifications and Workload

- To review the pay scales of Librarians and Directors of Physical Education

Gnanam Commission

- To create a scientific framework for university governance that promotes efficiency, results and avoids politicization



Working of Central Universities

- Ensure Central Universities meet goals as per Acts and Statutes
- Strengthen systems for resolving student, faculty, and staff grievances

Code of Professional Ethics for University and College Teachers

- To ensure teachers align their actions with national educational ideals

Justice Punnaiah Committee

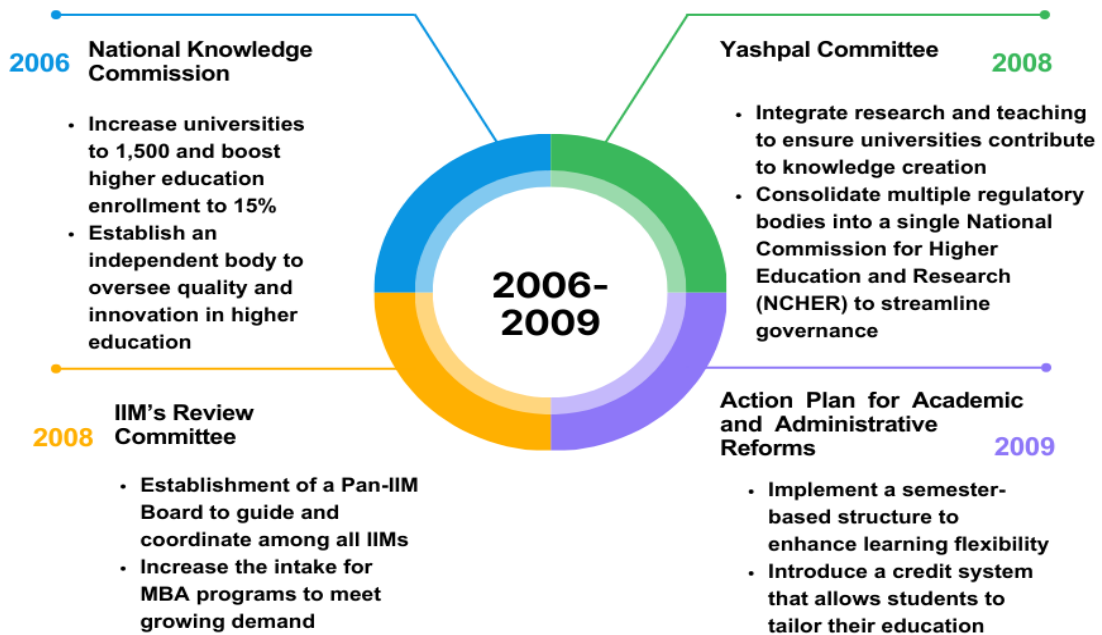
- Review and suggest norms for efficient grant allocation and utilization in universities
- Recommend ways to boost internal resource generation and support disadvantaged students

Committees from 1993 - 2005

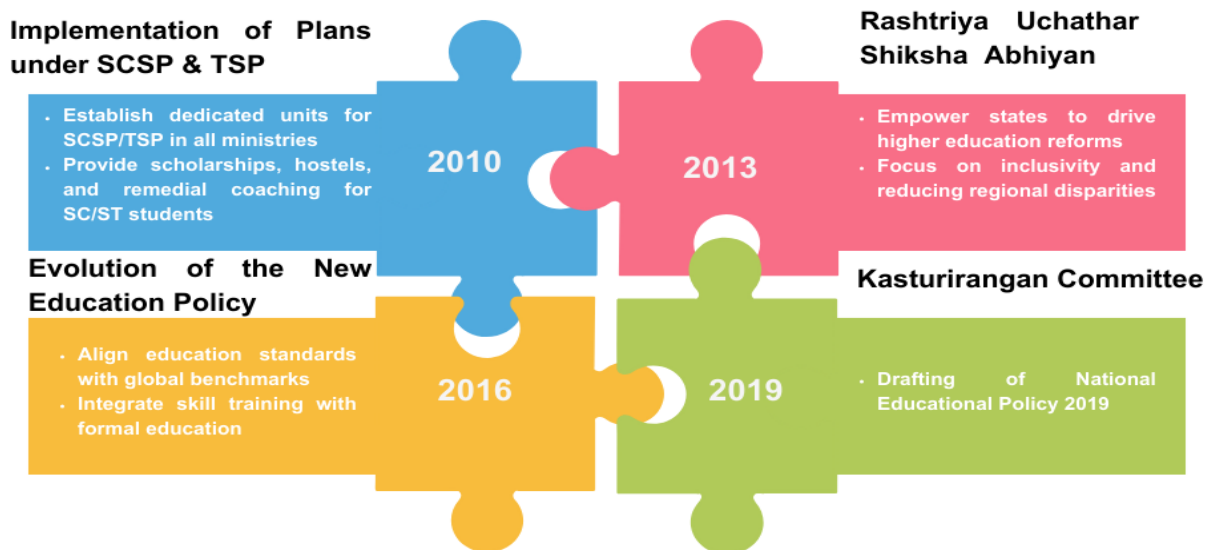


These reports play a crucial role in shaping the education system by providing clear guidelines and recommendations that drive policy changes. They emphasize the importance of autonomy, accountability, and innovation in educational institutions, ensuring alignment with national values, enhancing institutional efficiency, and promoting inclusivity.

Committees from 2006 - 2009



Committees from 2010 - 2019



Link to access the Reports of Committees: <https://cessedu.org/educational-policies-and-committee-reports>

The National Education Policy (NEP) 2020 was released after 34 years, succeeding the previous policy of 1986. It plays a transformative role by focusing on holistic, multidisciplinary education, fostering critical thinking, promoting digital learning, and aligning education with 21st-century needs, aiming to create an inclusive and equitable education system.

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