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The aims of Indian education has been changing to the favour of politics

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Abstract

Indian politics influences the educational aim through curriculum change. Politics can decide how much funding allocations for fulfill the aim of education. They can do administration appointment to ensure their aim. A national educational policy (NEP) 2020 aims to reform education system. Political parties often influence curriculum development. As a result they changes to historical narratives and cultural perspectives taught in educational institutions. Political interference mostly occurs in the appointment in academic posts. Funding in education can politically influence. Educational reservation system in educational institutions can influence politics. Educational campus politics are purely influence by political parties. Acting as a training ground for future politicians. As a result of heavily influence by the politics in India many private educational institutions grow very fast . Despite rising school enrollment but learning outcomes have declined in all areas. Now few students can achieve their real goals. When enrollment in higher education has increased, concerns remain about the impact of politicization on academic freedom and the achievement of educational goals. India is a largest democracy in the world. India has the largest number of political parties. They take part in election campaign. Indian political parties has different issues..

Keywords

Education, politics, educational aim, political change influence education .

Introduction

Education is the continuous, lifelong process of acquiring knowledge, skills, values, and habits, enabling personal growth, critical thinking, and social development. It extends beyond formal schooling to include non-formal and informal experiences that empower individuals to understand the world, make informed decisions, and contribute to society. Formal Education is Structured systems like schools, colleges, and universities .Non-formal Education is Organized, flexible learning outside traditional systems, such as vocational training. Informal Education: Daily learning from experiences, family, and environment .It aims to "educere" (Latin)—to bring out or draw out the latent potential within an individual. It serves to foster intellectual, social, and emotional .Commonly organized into pre-primary, primary, secondary, and higher It is a social process of discovering, questioning, and sharing experiences, rather than just preparing for future life. Essentially, education is both the act of teaching and the result of learning, fostering the ability to think critically and adapt to a changing world. The primary aim of education is the fullest possible growth of an individual's abilities, encompassing physical, intellectual, emotional, and social development. It prepares people for life by fostering critical thinking, moral responsibility, self-reliance, and vocational skills, ultimately aiming for both personal fulfillment and the betterment of society .Mahatma Gandhi Described

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education as the "all-round drawing out of the best in child and man—body, mind, and spirit" .Modern View: Focuses on creating informed, confident, and proactive citizens who can adapt to a changing world. Emphasizes that education must enable individuals to become productive and self-sufficient. Essentially, education is considered the primary tool for individual empowerment and the sustainable, equitable development of society. Indian politics profoundly shapes educational aims in India, often aligning curriculum, policies, and resource allocation with ruling party ideologies, electoral goals, and socio-economic agendas. Political influence impacts educational structural growth, such as Sarva Shiksha Abhiyan (SSA), and determines focus areas like secularism, regional history, or vocational training. Key areas of political influence on Indian education include Curriculum & Ideology. Educational content is frequently revised to reflect the ideological stances of the ruling party, influencing perspectives on history, culture, and national identity. The formulation of National Education Policies (e.g., NEP 2020) is highly influenced by political agendas aimed at creating a, "modern," national system of education Political considerations influence budgeting for schools, recruitment of teachers, and the establishment of institutions in specific locations. Reservations & Equity Governments use education policies to create quotas for disadvantaged groups, which are aimed at reducing inequality but are also politically significant. Hyper politicization Naming, restructuring, and appointing heads of universities can be driven by political motives, leading to challenges in maintaining academic autonomy. Political systems determine educational goals by shifting focus between primary education and higher education based on what aligns with contemporary political goals and voter demands.

Literature Review

In ancient India, the journey of educational aims evolved from the purely spiritual and religious foundations of the Vedic era to the more institutionalized, inclusive, and diverse frameworks of the Buddhist and Jain periods. The primary common thread across these eras was the holistic development of the individual—focusing on the mind, body, and soul—rather than mere vocational training. The Vedic Period (c. 1500 BCE – 600 BCE): Spiritual Liberation Education was viewed as a sacred journey of self-realization and moral discipline, centered around the Gurukul system. The primary goal was the attainment of salvation or liberation from the cycle of birth and death . Education aimed to develop "inner dimensions" like humility, truthfulness, and self-reliance. Social Duty of Students were trained to fulfill their responsibilities toward

themselves, their family, and society. While spiritual growth was prioritized, practical skills in subjects like grammar logic, and even warfare were also taught to make students future-ready. The Buddhist system transitioned education from private homes to organized monasteries and large-scale residential universities like Nalanda and Takshashila. Nirvana, Similar to the Vedic, the core aim was to overcome desire and attain spiritual enlightenment. Unlike the earlier Vedic system, which became increasingly caste-restricted, Buddhist education was more democratic and open to various sections of society, including international students. A major goal was to produce "all-round" individuals proficient in diverse fields such as medicine, logic, astronomy, and fine arts. Ethical Pluralism .Jainism emphasized a curriculum that balanced spiritual asceticism with social and vocational ethics. Education was seen as a tool for extreme self-control and non-violence. Aims were personalized to the student's own needs, focusing on "realizing one's inner potential" to achieve social harmony and world peace.

In medieval India (c. 10th–18th Century), the journey of educational aims shifted from the purely spiritual and character-building focus of the ancient period toward a dual system that balanced religious propagation with administrative and vocational pragmatism. The overarching goals of education during this era were deeply rooted in both religious duty and social stability. A central aim was the spread of Islamic culture, principles, and laws through the establishment of Maktabas and Madrasas.Character and Moral Uplift: Similar to the ancient period, great emphasis remained on developing well-defined norms of conduct, discipline, and "manana shakti" . Education aimed to equip individuals with practical skills for employment, particularly for administrative roles in the state or specialized crafts. Unlike the purely ascetic aims of some ancient systems, medieval education also sought to prepare students for worldly success and wealth. The Islamic Educational Framework The introduction of Islamic rule brought new institutional structures and curricular shifts. Elementary Education was Maktabas . These were often attached to mosques and focused on basic literacy, arithmetic, and the memorization of the Quran .Higher Education was Madrasas These institutions provided advanced learning in "traditional sciences" (law, history, literature) and "rational sciences" (logic, philosophy, medicine, and astronomy). Under rulers like Akbar, the curriculum expanded to include more secular subjects like public administration and accounting to better prepare students for civil service. . Persistence of the Hindu System Despite the shift in state patronage, traditional Hindu educational aims continued through Pathshalas and Tools.

The primary aim was the preservation of ancient Sanskrit literature, Vedas, and traditional values. Hindu education continued to focus on character building, social service, and the performance of religious duties. Higher Learning Tools Centers like Varanasi and Nadia remained famous for advanced studies in logic, grammar, and philosophy. Vocational and Technical Education A significant development in this period was the formalization of vocational training through Karkhanas (workshops). Education in various arts and crafts weaving, metalwork, jewelry was imparted under expert masters to maintain high standards of production. State Rulers patronized these centers to ensure a steady supply of skilled artisans for the empire's needs.

The journey of Indian educational aims during the British period (1757–1947) was a transition from the initial preservation of local traditions to a systematic "Anglicization" of the elite, eventually shifting toward a more comprehensive national vision for mass and vocational education. Early Company Phase Orientalism (1781–1813) initially, the East India Company sought to understand and preserve local laws and customs to facilitate governance. Institutions like the Calcutta Madrasah (1781) and Sanskrit College at Benares (1791) were established to study Islamic and Hindu laws. The goal was to train a group of Indians who could assist British officials in the judiciary and land management: Macaulay's Minute (1835) this era marked a sharp departure from traditional learning, prioritizing Western science and literature in English. "Downward Filtration Theory": The goal was to educate a small, upper-class elite who would then act as intermediaries to spread knowledge to the masses

After independence, the journey of Indian educational aims evolved through a series of landmark policies and commissions, each reflecting the priorities of the central government of the time. The shift has been from initial nation-building and industrialization to universal access, and finally to holistic, multidisciplinary excellence. The Foundational Era (1947–1964) Lead Governments: Jawaharlal Nehru (INC) Scientific Temper & Modernization: The primary aim was to build a self-reliant, modern nation. Under, the focus was on high-quality technical education to fuel industrial growth. This period saw the establishment of elite institutions like the IITs, IIMs, and AIIMS. Education was viewed as essential for a successful democracy, aiming to create an informed electorate. 2. The Era of Standardization (1966–1977) Lead Governments: Indira Gandhi (INC) National Policy on Education (1968): Based on the Kothari Commission (1964-66) recommendations, this was the first comprehensive national policy. The 10+2+3 Structure:

Introduced a uniform educational structure across the country. Three-Language Formula: Aimed at national integration by requiring the study of a regional language, Hindi, and English. Focused on relating education more closely to the life of the people and improving the quality of textbooks. 3. The Modernization & Equity Phase (1984–1991) Lead Governments: Rajiv Gandhi (INC) National Policy on Education (1986): Launched to prepare India for the 21st century. Operation Blackboard was A major initiative to improve primary school infrastructure nationwide (providing minimum tools like blackboards and charts). Navodaya Vidyalayas Established pace-setting residential schools for talented rural children Special emphasis on removing disparities for women, Scheduled Castes (SC), and Scheduled Tribes (ST). . The Rights-Based Era (1991–2014) Lead Governments: P.V. Narasimha Rao, Atal Bihari Vajpayee (BJP), Manmohan Singh (INC) POA 1992 (Rao Gov): Revised the 1986 policy to focus on early childhood care and universal elementary education. Sarva Shiksha Abhiyan (Vajpayee Govt): Launched in 2001 with the aim of universalizing elementary education in a time-bound manner. Right to Education Act (Singh Govt): In 2009, education became a Fundamental Right for children aged 6–14. Mid-Day Meal Scheme: Revitalized to improve nutrition and school attendance. The Holistic & Digital Era (2014–Present) Lead Government: Narendra Modi (BJP) National Education Policy (2020): Replaced the 34-year-old 1986 policy with a vision to make India a "global knowledge superpower". 5+3+3+4 Structure: Replaced the 10+2 system to align schooling with cognitive development stages. Multidisciplinary Learning: Encourages the removal of "hard separations" between arts and sciences and integrates vocational education from middle school. Digital Integration: Emphasis on online education, coding, and high-tech infrastructure through missions like Digital India.

Conclusion

The conclusion regarding the effect of politics on educational aims is that education is never a neutral field; it is a dynamic reflection of the state's ideology, socio-economic priorities, and vision for the future. In the Indian context, this relationship has historically swung between colonial control, socialist nation-building, and contemporary global-market alignment. Key Conclusions on Political Impact: Ideological Transformation of Aims: Politics determines the "why" of education. While ancient systems focused on spiritual liberation, political shifts in the British era refocused aims toward producing administrative clerks. Post-independence, the shift has moved from building a secular, scientific workforce under Nehru to the present focus on "global knowledge superpower" status and

"Indian-centric" values. Curriculum as a Political Tool: Governments use the curriculum to shape national identity. This often leads to "politicization," where textbook content—especially in history and social sciences—is revised to align with the ruling party's narrative.

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