

Educational Development in India: Policy and Prospects with Reference to New Education Policy

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ABSTRACT

Education is a process of imparting or acquiring a set of knowledge, skill, values, beliefs and habits. It inculcates a power of reasoning and judgments among human beings which helps in all sphere of life while taking a decision for their goodness and tends towards development. At present, governments of state have been taken the responsibility to educate the pupils and they decide a kind of education beneficial for their citizens. This article describes about the process of educational development since historical period up to date and suggests a vision for further improvement. The researcher analyzes the important landmark of educational development of before independence and after independence in India. A special reference of critical analysis has been presented on National Education Policy, 2020 by the researcher with appropriate suggestions. Researcher adopted analytical research method on policy and prospect of educational development in India based on secondary data sources and personal observation.

Keywords: Pupils, Education, Policy, Development, Responsibility, Learning, Cooperative Education, Quality Education etc.

INTRODUCTION

Education is a liberating force, and in our age it is also a democratizing force, cutting across the barriers of caste and class, smoothing out inequalities imposed by birth and other circumstances.² Education is a process of imparting or acquiring a set of knowledge, skills, values, beliefs and habits. It inculcates a power of reasoning and judgments among human beings which helps in all sphere of life while taking a decision for their goodness and tends towards development. It is an art of learning to know how. It differentiates human beings from other creatures of life on earth. Education can take place in formal or informal settings. At present, governing system of the state has been taken the responsibility to educate the pupils and they decide a kind of education beneficial for their citizens.

Historical Background

Learning is a lifelong process. From bomb to tomb, not only a person but all biotic creatures use to learn in a one form or another. In such a way, a process of transmitting education from one generation to another could be traced back to the evolution of mankind on the earth. In pre-historic period which contains more than 99 percent historical development of the earth, learning process was too slow because of no written evidence neither script was known. Herewith, also mankind grows day by day and learns many things and transmitted it to the next generation. Homo-habilis to homo-erectors and homo-spanien to homo-spine-spine (fully brain developed) are instances of learning process.³ After this, transmission of knowledge took a momentum which could be comprehended in terms of development process such as gathering activities, tools and techniques, formation of caves, discovery of fires, petting animals, carts, and finally pottery and agricultural activities facilitates a sedentary life of the mankind. Further development in tools and techniques, cultural and religious ideas lead towards the development of well known civilization in Indian subcontinents i.e. Indus Valley Civilization. Gradual process of continuity and change reveals the process of education. For instance, centralized administration, urban development, multi-class, racial and egalitarian society, development of communication,

activities associated with cultural life, economic life, art and crafts, trade and commerce and so on, have been continued with remarkable change to the next phase of Vedic period.

Knowledge of pre-historic age continued with proto-historic (written evidence in the form of symbol or script deciphered) and finally historical period begins with the evidence of written statements since Vedic age. A lot of literary sources available hereafter helps with know how about the developments of politico-economic, socio-cultural and religious life of different periods. Highly developed system of oral education was present during Vedic period. Though, an universal script was unknown, education was transmitted generation to generation orally. First time, a formal system of education could be traced herewith education was imparted in gurukulas by sages giving equal importance of both man and women. Age of the person could be comprehended by the Ashrama system of later Vedic age for getting a formal education. Three Ashramas (mentioned in Chandogaya Upnishada) and four Ashramas (mentioned in Javala Upnishada) clarified that life of a person were divided into different parts and different duties were recommended to perform during these phase of life, receiving education is one of them. Religious transformation of 6th CBC, emergence of Buddhism, Jainis, concept of Bhakti and so on, inculcated a moral and ethical education to the people of India which further strengthened by Ashoka's Dhamma of Mauryan period.

Several schools of Arts and Craft at Gandhara, Mathura, Amaravati, Varanasi etc. have been world famous in post mauryan period. Mathematics, Medical Science, Chemical Science, Astronomy, Matelergy, Civil Engineering, Communication Engineering, and techniques associated with Arts & Crafts reached at their new height. The Gupta Age was considered to be a golden age of science and technology in India. A number of great mathematicians (Aryabhata), Astronomers (Baramahir), Surgons (Sushutra), Physicians (Dhanvantri) etc. up scaled the education in their respected field. A world famous university of formal education was established at Nalanda, Taxila, Vikramshila etc. which marked the progress in education during ancient age.

Secular content of education had lost their significance and medieval India had been characterized by religious education. The temple use to have a separate department of education known as 'gathikas' and 'mathas'. The priest used to impart education to the desirables. Grammar, Literature, Philosophy & Fine-Arts etc. were the important subject of learning during this period. Nobles and Ulemas was decided the contents of education and shapes the life of the pupils. Indo-Islamic culture of this time had subdued the relevance of Sanskrit language of ancient India and gave birth to the Urdu language. The concept of secular law remain absent in theocratic state of medieval period and religious canon is considered as the law of the land.

Educational developments in modern age have been characterized by the policy and prospect of the British rule in India. Researcher divided it into two phase's i.e. educational development in India before Independence and policy and prospects on education after Independence.

Educational Development in India before Independence

The establishment of British rule in India had resulted in diverse changes in socio-cultural, economic and politico-administrative life. One of the most significant changes was the development of education which decides the faith of the citizens at large. During initial years of British Rule, the company did not take any interest in the promotion of education in India. Over a period of time, it was felt the necessities to deployed Indians at lower administrative rung to have correspondence with the rulers and to work under the judicial system of India. This politico-administrative need had been forced to the officials to establish schools and colleges.

Culcutta Madrashah (1781), established by Warren Hastings by his own pocket for the purpose of study Muslim law. Sanskrit college (1791) established by Jonathan Duncun for study of Hindu law and Philosophy which could help in administrative and judicial procedures. Fort William College (1800) established by Lord Wallesley for training of civil servants of the company. In the beginning of new century, enlightened Indians and missionaries pressurize the government to promote modern, secular and western education in India. Enlightened Indians wanted to modernize the country whereas missionaries were trying to convert into the Christianity. In 1817, Hindu College was set up at Culcutta by Raja Ram Mohan Roy and others to impart western learning to Indians

which later become Presidency College in 1855 and Presidency University in 2010. Thousands of books were translated from Sanskrit, Arabic, Persian, Bengali, Hindi and Urdu into English at these institutions.⁴

Charter Act, 1813

It was remarkable step of educational development in India, first time; British Indian government took the responsibility to educate the masses. One lakh rupees for this purpose was segregated, but due to undefined syllabus and medium of instruction, this amount was untouched till 1833.

Elphinston Report (1823) recommended the appointment of District Education Officer (DEO), School Supervisor and needful training for teachers. Elephinston Institution (1834) was set up in Bombay which marked the beginning of new development in the field of Higher Education in India.⁵

Charter Act, 1833

In 1833, Lord William Bentic directed to set up a committee on public instruction under the chairmanship of Lord Macauley. Lord Macauley presented a report which was known as Macauley Minutes in 1835. He wanted to build an education system that was secular and scientific, free of age old prejudices and at par with the western world. Macauley Committee was divided into two group i.e. **Orientalist Group** led by Charles Trevelion with the motto to promote western science and literature (syllabus) and English should be medium of instruction, and **Anglicist Group** led by H. H. Welson in favor of idea that oriental learning must be promoted in vernacular language. Macauley settled this controversy in favor of anglicist according to which the western education was to be promoted in vernacular medium at primary level and English medium at higher level. The principles of **Downward Filtration Theory** was adopted with the belief that the company would impart the education of few people at the top and all others living in lower strata of society would get educated gradually. It creates a class 'Indians in blood and color, but English in test, in opinions, in morals and in intellect' who would act as an interpreter between the government and masses.⁶

Efforts of Thomson: James Thomson, Lieutenant-Governor of N.W. Provinces (1843-53) developed a comprehensive scheme of village education in vernacular medium in which knowledge of mensuration and agricultural science could be imparted. The purpose was to train personnel in the newly set up revenue and public works departments.

Wood's Dispatch, 1854

In 1854, Charles Woods prepared a dispatch on educational system of India, which is known as 'Magna Carta of English Education in India'. It was asked government of India to assume responsibility for education of masses, thus repudiating Downward Filtration Theory at least on paper. It systematized the pattern of 10+2+3 and recommended 'English' as the medium of instruction for higher studies and vernacular at school level. It was laid down that education imparted in government institution should be secular and stressed on female and vocational education as well as teachers training. A system of grant-in-aid to encourage private enterprise was also recommended.

Based on his effort, in 1857, universities at Calcutta, Bombay and Madras were established and later, department of education were created in all provinces. In 1847, Agriculture Institute at Pussa (Bihar) was set up and first time agricultural science was introduced in the mainstream of education. At the same time engineering institute at Roorkee (1847) was constructed to focus on the field of engineering and technology. The Benthume School funded by J. E. D. Benthume at Calcutta (1849) was the first school for female education.⁷

Hunter Education Commission, 1882-83

In 1882, Lord Ripon, formed a commission under the chairmanship of W. W. Hunter to review the development of education in India. It was emphasized that state's special care was required for extension and improvements of primary education which was imparted in vernacular medium. Secondary education should have literary and vocational divisions. The commission also brought light for inadequate facilities for female education and special

attention towards development of education among Muslims. It also advocated transferring the control of primary education to newly set up District and Municipal Board. Herewith, universities should have to manage the affiliated colleges and more teaching cum examining universities were set up like the Punjab University (1882) and Allahabad University (1887).⁸

Raleigh Commission, 1902

Beginning of twentieth century saw political unrest in India. Official's views were that under private management the quality of education had been deteriorated and educational institution acted as factories producing political revolutionaries. Nationalist leaders accepted the decline in educational quality and accused the British regime for not doing anything to eradicate illiteracy. Under these circumstances, Raleigh commission was set up in 1902 to look after the conditions and prospects of universities in India by Lord Curzon, based on its recommendations in 1904, Indian Universities Act was passed.

Indian Universities Act, 1904

According to this act, it was anonymously accepted that universities need to focus more on study & research; government was to have powers to veto universities, more stringent conditions for affiliation, number of fellows were reduced and it was nominated by the government. For the improvement of higher education and universities, five lakh rupees were to be sanctioned per annum for five years.

Herewith, Lord Curzon justified greater control over universities in the name of quality and efficiency, but actually sought to restrict educated intelligentsia and to disciplined educated Indians as well as wanted to make them loyal towards British government.⁹

National Council of Education, 1906

It was set up in Calcutta by the swadeshi nationalist with the objective to emphasise on teaching traditions, culture, moral & ethical values with modern education in vernacular language. After independence, it was developed into Jadavpur University. Shri Ravindra Nath Tagore, establish a great education centre at Shanti Niketan and Satish Mukherjee started the Down Society. Before this, in 1893 the glory of the country was drum at 'Chicago Conference on Imperialism' by Swami Vivekananda and so international communities regretted to understand Indians as inferior since ages. Now, nationalist leaders equally intended to uplift the society through a quality education.

Government Resolution on Educational Policy, 1913

In 1913, by a resolution on educational policy, government refused to take up the responsibility of compulsory education but accepted the policy of removal of literacy and urged provincial government to take early steps to provide elementary education to the poorer and backward sections. Private players were also encouraged so qualities of secondary and college education have improved.¹⁰

Saddler University Commission, 1917-19

It reviewed the entire field from school education to university education and said that for the improvements of university education, improvement of secondary education was a necessary precondition. Professional and vocational colleges need to extend further. There should be less rigidity in framing university resolutions and university should function as an autonomous body. It was also recommended for setting up 'Central Advisory Board of Education' (CABE) which was established in 1920 but abolished in 1923 due to financial crisis.

During the period of five years (1916-21), seven new universities at Massore, Patna, Banaras, Aligarh, Dacca, Lucknow and Hyderabad (Osmania) University have been established to spread the higher education to the masses.

Education under Diarchy

Under the Government of India Act, 1919, education was kept in provincial subject under the transferred list thus financial hurdle were prevailed and minimized the control of central government, but still education grew, specially under philanthropic efforts.

Hartog Committee, 1929

The committee focused on improving the quality and standards of university level education and states that only deserving candidates should go for higher education while average student should diverted towards vocational courses after VIII standard.

Sapru Committee, 1934

Sapru Committee was set up by the UP government for examine the causes of unemployment. It was notices that unemployment was due to the faulty system of education which was providing only degrees. It was emphasized upon the vocational education, diversified courses, and three year degree courses while intermediate stage should be abolished.

Wardha Scheme of Basic Education, 1937

The scheme was an outcome of the Gandhian philosophy. It was given a definite shape by the committee under the chairmanship of Dr. Zakir Hussain. This scheme was also known by the surname of Zakir Hussain Committee, Nai Talim, Buniyadi Talim, Basic education and Basic Shiksha. Gandhian philosophy of education is a dynamic concept.¹¹ It provides the fulfillment of men's need at all levels i.e. biological, social and philosophical. He believe that education should bring development of the entire humanity. He was in favor that western education had created a gulf between the educated few and the masses and had also made the educated elite ineffective. The scheme was child-centered and cooperative manifested in craft centered teaching to increase employment. It recommended free and compulsory education for first seven years of schooling (through mother tongue), inclusion of basic handicraft in the syllabus, teaching to be in Hindi from class II to VII and English only after class VIII. In Oct. 1937, congress ministries resigned in provinces and because of world-war II started in mid time this scheme was unfulfilled.

Sargent Plan of Education, 1944

Sargent was the educational advisor to the government worked out by C.A.B.E having the idea of creating same level of educational attainment as prevailed in England within 40 years. It recommended setting of UGC and proposed a 3 years degree course after higher secondary, pre-primary education for 3-6 year age group, free, universal and compulsory elementary education for 6-11 years, high school education for 11-17 years age group for selected children which was divided into academic and technical or vocational education.

Policy and Prospects on Education after Independence:

Radhakrishnan Commission, 1948-49

It was also known as University Education Commission. It was suggested the integration of secondary and senior secondary education. It states that there should be 12 years of pre-university educational course. A UGC need to be set up to look after university education in the country. Other important recommendations were as follow-

- Higher education should have three main objectives – Central, Liberal & Occupational education.
- Rural Universities with Shantiniketan and Jamia Malia as their model school should be set up.
- College should not be overcrowded, there should not be more than thousand students in each college and encourage female education.

- Examination standard in universities should be raised and education should be placed under concurrent list.
- English as the medium of instruction should not be removed in haste.
- Where federal language and mother tongue are not the same, federal language should be the medium of instruction.¹²

In pursuance of these recommendations, the University Grant Commission (UGC) was constituted in 1953 and given an autonomous statutory status through act of parliament in 1956, with responsibilities connected with university education including determination and coordination of standard and facilities for study and research.

Mudaliar Commission / Secondary Education Commission, 1952-53

It recommended to introduce a 3 year secondary and 4 year higher education system and advocated for setting up of multi-purpose schools and vocational training institutes.

Kothari Commission, 1964-66

A commission was formulated under the chairmanship of Dr. D. S. Kothari, to prepare a report on 'Education and National Development' based on which government of India announced first **National Policy on Education in 1968**. It recommended –

- Free, Universal and Compulsory education upto the age of 14 years.
- A three language formula – Mother Tongue, Hindi & English and development of regional languages.
- Investment of six percent of national income on the education.
- Training and quality of teachers
- Development of education for agriculture and industry
- Establishment of Indian Education Services (IES) to improve the qualities of higher education.

Education in Concurrent List, 1976

Education was placed into the concurrent list by 42nd constitutional amendment act, 1976 through which centre and state, both do have responsibilities to promote the educational system in the country.

National Policy on Education, 1986

It's revised and updated version i.e. New Education Policy (NPE-1986) also known as 'Programme of Action' (PoA) that was framed in 1992. The modified policies envisage a national system of education to bring about uniformity of education. It makes adult education program a mass movement. It also provides universal access, retention and quality of elementary education along with emphasizing education for girls. National curriculums were defined herewith to promote use of educational technologies (blackboard, flashcard etc.). It was felt the need of creation of structures for coordination at the state and central level and higher level of investment i.e. at least 6 percent of national income were recommended.

National Knowledge Commission, 2005

National Knowledge Commission was recommended need of re-structuring curriculum to need the demand for multi-disciplinary professionals and criteria based resource allocation to ensure maintenance of standard and strategic performance to promote excellence in higher education. It also promotes the entry of foreign universities and favored reducing the burdens of affiliation of colleges on universities.

86th Constitutional Amendment Act, 2002

The 86th constitutional amendment act, 2002, provides 'Right to Education' as a fundamental right through which a new Art-21A was inserted in Indian constitution under Part – III which made Right to Education a fundamental right for every children of 6 to 14 years. No any child is liable to pay any kind of fee including capitation fees.

Changes in Fundamental Duties: It was also added a new fundamental duties under Art 51-A (k) i.e. "it shall be duty of every citizen of India to provide an opportunities for education to his child or ward between the ages of six to fourteen years".¹³

Right to Education Act, 2009

Right to Education Act, 2009 enacted by parliament on 4th Aug. 2009 which described the modalities of the importance of 'Free and Compulsory Education' for children between 6 to 14 years in the country under Art-21A. It came into force on 1st April 2010 and finally India become one among 135 countries of the world to made education a fundamental rights for each and every child. All states and union territories have notified their state RTE rules. It also formulated a teachers and students ratio for primary (1:25) and for secondary (1:30). Through several centrally sponsored schemes such as Serva Siksha Abhiyan (SSA) initiated in 2001 for universalisation of elementary education, supports state and union territories in their efforts to implement RTE Act.¹⁴

National Education Policy, 2020

National Education Policy, 2020 is going to be fate changer of Indian citizens. It is to replace more than three decade old National Education Policy of 1986. On 29th July 2020, union cabinet approved it and likely to be passed from parliament in near future which would be expected to come into force in 2022. It is a comprehensive framework for not only primary and secondary education but higher education and need of vocational education have equally emphasized upon. It aims to universalize the pre-primary education and provide fundamental literacy for all. National Education Policy, 2020 recognized by giving equal footing on academic, vocational and extra-curricular activities focusing upon area of interest of the students and get ready to fight with the real world. Thus several state governments are in hoed to implement it as early as possible. Government of Himachal Pradesh is not lacking behind, and prepared a framework (taskforce) to implement it early and get the fame of first state of India to implement it.¹⁵

New Education Policy, 2020 draw inputs from the T.S.R. Subramanian Committee report and the MoHRD. K. Kasturirangan Committee consisting of 9 members has been proposed the draft to the central government which was later released by MoHRD and various suggestions from public, teachers, scholars, gram panchayat, urban local bodies and districts have been taken into considerations to improve quality of education, credibility of education and address the gap in implementation and finally come out in the form of NEP 2020 targeted to universalization of education with achieving global standard of education and to reduce the gap between government and private education in India. It transform the age old curriculum and pedagogical structure with 5+3+3+4 design covering the children in age group of 3 to 18 years and manifested that government are caring for early childhood care education as well.

5+3+3+4 Design: it is proposed to replace the model of earlier 10+2 design of primary, secondary and senior secondary education. In this new model of education, government trying to lure the child since three years of age in the formal education system and it will be vested till the age of 18 years when they completed their primary, secondary & senior secondary and ready to go in college for pursuing their higher education. It is divided into four stage i.e. Foundation, Preparatory, Middle and Secondary stage.

Foundation Stage (for 5 years): Foundation stage is for five years started when child is of just three year old. Five year period divided into three year play school and two years for class I & II. Students are proposed to promote in the next standard without exams to reduce the burdon of study and stagnate the child in school. Herewith, prime motto of the policy to attract child towards staying and playing with discovery based learning in school in a formal way out instead of influencing with family problems and social backwardness.

Preparatory Stage (for 3 years): it is for three years of Class III, IV, & V. herewith, study with activity being focused upon in mother tongue or national language. Examination systems are proposed to start here for promoting in the next standard and to introduce the examination pattern among child. Example to foster the knowledge of the child of primary stage in their mother tongue have been taken from British education system with the objective that students can learn faster at this stage.

Middle Stage (for 3 years): it consists for three years of Class VI, VII & VIII. Math, Science, Social Science and Arts are being taught herewith special focus on computer code and vocational study. Students are optioned with one Indian Language at this stage.

Secondary Stage (for 4 years): it consists for four years of Class IX, X, XI, XII. There would be no stream, student can opt multiple subject of multiple stream. Prime motto of this system is to enhance understanding and critical thinking among the pupils. At this stage, students are optioned with one foreign language. Herewith, semester wise exam system are being proposed to apply at secondary stage of education.

Higher Education: After completing secondary stage of education, students are proposed to have a Common Entrance Test for getting admission in graduation course which would be of 4 years terms with no strict division of Arts, Science & Commerce, and students can opt any subject with multiple entry and multiple exist system. For example, after successful compilation of one year duration, students will get a certificate, after 2nd year diploma, after third year degree and four year course of research are recommended for further study. Three year graduation course are still applicable for jobs and competitions. Post Graduation are segmented into one or two years without any strict division of stream. There is no provision of M.Phil. and duration of Ph.D course proposed to be 4 years.

Academic Bank of Credit: A system of academic bank of credit equipped with Digi-locker proposed to be facilitated and beneficial for students whoever exit from the course and later wanted to continue from the same. It would promotes transparency and reduce the official burden of verification of candidate from educational institutions itself for their authenticity.

Teachers Education: Teachers Education such as B.Ed, minimum degree qualification for teachers by 2030 is proposed to be of four year integrated course. National Curriculum Framework for Teacher Education (NCFTE-2021) would be structured for outline the concern and vision of teacher education in the country.

The New Education Policy, 2020 do have the vision of universal access and retention with hundred percent gross enrolment ratio for all school education by 2035 focusing on three language formula of Mother tongue, regional language and classical language at school level aims to protect and promote our unique culture. Several existing institutions need to re-structured out and several new one are proposed to be established to consolidate around 800 universities and 4000 colleges into around 15000 large multi-disciplinary institutions. A new independent body, State School Regulatory Authority (SSRA), need to be created. An autonomous body called National Research Foundation (NRF) to be set up through an act of parliament to foster research culture in higher education. National Education Commission or Higher Education Commission of India (HECI) to be constituted which to be chaired by Prime Minister and will comprise eminent educationalist, researchers, union ministers and CM of the states. MoHRD to be redesigned as Ministry of Education (MoE).

Perspectives of New Education Policy, 2020

New Education Policy, 2020 have been released by the government after a prolonged debate and discussion with the objective to improve quality & credibility of education and address the gap in its implementation. Current

expenditure in this sector has been proposed to increase from 1.6 percent now to 6 percent of national income. Excessive charge of private schools to be capped based on criteria, knowledge of computer code and vocational techniques are being introduced since middle stage. It focuses on area of students and 360° holistic developments are being given to the academic, practical and co-curricular activity of the students. Semester system based on assessment of marks, self-assessment, peer reviewed and teachers assessments introduce since secondary stage and optioned with learning of foreign language. It also encourages a Sanskrit language. Flexibility of stream, multi-entry and multi-exist at higher stage with system of academic bank of credit are remarkable aspects of NEP 2020. It also facilitates high level use of educational technology and friendly and cooperative teaching-learning process on electronic mode. It also facilitate for opening of new foreign universities in India.

Drawbacks of NEP, 2020

More flexibility of the student in NEP is given, herewith lack of specialization of subject knowledge would be create a hardship in research and development. Higher education commission of India excludes medical and legal education. It is silent on English language which could create a gulf between English educated and non English educated. Molding teacher's aptitude to promote friendly, cooperative and democratic relations with students are another tough task. It is silent on the institutions of eminence and agencies such as higher education funding agency. It emphasized more on oral activities at foundation and preparatory stage while reading, writing, listening, speaking and comprehending all need to be focus. The constitution took a subject of education in concurrent list, however creation of excessively centralized structure of authority and vesting overarching power with PM led Rashtriya Shiksha Aayog would be create a tension and conflict between centre and state relations.

Suggestions

Though, new education policy, 2020 tried to curb the malice and upscale the society at new height, researcher presented some of the valuable suggestions for the development of education in India. **Firstly**, Counseling Facilities need to be given since middle and secondary stage of education. Each and every schools should have an eminent counselor for briefing about the professional activities and requirement of the same through which developmental path of the students are to be clear after passing their secondary stage. At present, students are unclear about their future goal whether they want to be an IAS officer or a doctor or an advocate or a professor and so on, even after passing out their post graduation. A post of counselors should be preserved for those bright candidates whoever have been faced the interview of most prestigious exams of India such as IAS and do have revolutionary knowledge of prominent subjects. **Secondly**, Self Meditation Centre should be created in each institution where students are compulsorily devote their time to have a deep thought of their self and adjudge their self-knowledge and developmental path. **Thirdly**, students should be inflows with the knowledge of entrepreneurship. **Fourthly**, teacher's promotion system should be based on social audit conducted through students itself and Gram Sabha on prescribed criteria. **Fifth**, code of conduct for teachers need to be enforced strictly by the concerned authority. **At last**, proper dress code for the students, equipped infrastructure facilities with modern technology need to be created.

CONCLUSIONS

Education is the backbone of country's development because all-round development could be possible only through adequate means of human resources. With the gap of every few decades a new policy on education are being introduced in India for upscalling the society at their new heights of development. Education policy influence society of all strata and shape the life of the citizens at large. The new education policy, 2020 is a comprehensive framework to guide the development of education in the country with high hope in near future.

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