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IMPACT OF CONSTITUTIONAL VALUES ON INDIAN EDUCATION SYSTEM WITH SPECIAL REFERENCE TO HIGHER EDUCATION

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Abstract

Constitutional values are fundamental principles in governance of the society for any government. Such values should be inculcated in the education system of any society. The intention of Indian government is to provide inclusive and equitable quality education for all. The constitutional values directly impact how education is structured, delivered, and experienced in India, particularly in ensuring social justice, national integration, and individual empowerment. The adoption of National Education Policy 2020 is one of the attempts to incorporate several constitutional values in all levels of education by providing equitable and inclusive education. But the higher education system in India faces challenges in reconciling the country's traditional value system with the need for modernization and technological advancements. This article highlights several constitutional provisions directly or indirectly shapes educational practices and policies in India and the challenges faced by the government in implementation of educational policies. The findings of this paper provide insights about the comprehensive and ambitious plan under NEP 2020 for renovating higher education in India and its success is always depend on the effective implementation of the policy. The paper concludes that NEP 2020 provides a framework that aims to integrate constitutional values into the education system by emphasizing value-based education, critical thinking, and inclusivity. But its practical reflection depends on cooperation and willingness of individual state governments in implementing the same.

Keywords: *Fundamental Rights, Education Policy, Equitable and Inclusive Education*

1.1 Introduction

Indian education system is structured with various levels like, pre-primary, primary, secondary and higher education. It is developed to address the technological advancement and changing needs of the society. From the day of adoption, the Constitution of India, played prominent role

in shaping the education system. Even though the constitution does not provide direct provision regarding right to education, there are several policies which emphasis the development of education system and governments responsibility in promoting education in India. The constitutional values and education are two faces of same coin as on the one side these values are crucial in shaping education system and on the other side educated society will up-held the constitutional values.

The constitutional values are considered as fundamentals in governing the country and knowledge of these values are necessary for every citizen of the country. Higher education in India is regulated by both Central and State level governments. The constitutional ideas are incorporated by both central and State government according to the needs of respective regions. At present with the intention of providing inclusive and equitable quality education at affordable price, the National Education Policy 2020 adopted by the Central government. This policy adopted basic constitutional ideas and if it is implemented properly the constitutional values can reach to the society at large. There are several challenges for the incorporating the same. In this context it is necessary to study the relation between constitutional values and Indian Education system.

1.2 Review of relevant literature

Vinod Kumar, *Overview Policies, Problems and Prospects of Higher Education in India*¹, This article discusses the historical development of the Indian education system, emphasizing the influence of colonial rule and the vision of leaders like Jawaharlal Nehru. It highlights the formation of education policies such as the Kothari Commission and the National Policy on Education, focusing on goals like inclusiveness, national pride, and the promotion of scientific education and research. Additionally, the document briefly mentions the Yashpal Committee and the introduction of the Higher Education and Research Bill in 2011.

Biplob Mondal, *Indian Constitution and Right to Education: An Overview*², The article highlights the significance of education in a democratic society and discusses the constitutional rights related to education. It emphasizes the protection of cultural, religious, and linguistic minorities, ensuring their right to establish and administer educational institutions of their choice. Additionally, it outlines specific articles such as Article 21A, Article 45, and Article

¹ Dr.Vinod Kumar, "Overview Policies, Problems and Prospects of Higher Education in India", Vol. 3, Issue 2, *JARE*, (March 2024) available at: <https://www.pioneerpublisher.com/jare/article/view/692> (Last visited on December 10, 2025)

² Biplob Mondal, "Indian Constitution and Right to Education: An Overview" Vol.5, issue 2, *IJRAR*, (2018) available at: https://ijrar.com/upload_issue/ijrar_issue_1050.pdf (Last visited on December 10, 2024)

46, which mandate free and compulsory education for children, provision for early childhood care and education, and special care for the promotion of education and economic interests of marginalized sections of society. The Constitution also mandates the provision of adequate facilities for instruction in the mother tongue at the primary stage of education for children belonging to linguistic minority groups.

Poonam Batra, *NEP 2020: Undermining the Constitutional Education Agenda?*³ This article discusses the impact of the National Education Policy (NEP) 2020 on elementary education in India. It highlights concerns about the closure of low-fee private schools during the pandemic, the potential legitimization of schools with poor infrastructure and untrained teachers, and the proposal to create segregated national school and teacher education systems for socio-economically disadvantaged groups. The NEP's approach to addressing the needs of disadvantaged and deprived groups, including SC, ST, OBCs, women, minorities, people with disabilities, and those living in poverty, is also criticised. Additionally, the article references the NEP's potential implications for institutionalizing educational inequality and undermining the foundational principles of social justice in India.

Preeti Mishra, *National Education Policy 2020: Role of Higher Education in Advancing India's Constitutional Values and Knowledge-Based Economy*⁴. This article highlights the main role of higher education in imparting quality education and values at societal level. The role of higher education is not only individual employment opportunities, but also equip with various skills and knowledge that helps in the development of nation as a whole. This article also highlights several challenges faced by higher education system in India. It also provided certain solutions as proposed in National Education Policy 2020 to overcome these challenges.

1.3 Research problems

The constitutional values shape Indian higher education system since its adoption. The government of India, while aiming for a transformative shift in India's higher education system, faces challenges in aligning with and upholding fundamental constitutional values of equity, social justice, secularism, and federalism. The traditional education was individual centred and modern education is skill and knowledge centred. At present to meet the globalization

³ Poonam Batra, "NEP 2020: Undermining the Constitutional Education Agenda?" (2020), available at: https://www.researchgate.net/publication/347569642_NEP_2020_Undermining_the_Constitutional_Education_Agenda (Last visited on December 10, 2025)

⁴ Preethi Mishra, "National Education Policy 2020: Role of Higher Education in Advancing India's Constitutional Values and Knowledge-Based Economy" Vol. 11, Issue 9, IJCRT, (2023), available at: <https://www.ijcrt.org/papers/IJCRT2309511.pdf>

requirement and modern technological development, the government has adopted various educational policies. The present National Educational Policy (NEP) 2020 aims to incorporate all these constitutional values in higher education institution. But it also faces several encounters in providing equitable and inclusive education to all.

1.4 Objectives of the Study

1. To understand and analyze the importance of the constitutional values in Indian higher education system.
2. To study the implication of constitutional provisions on National Educational Policy 2020.
3. To study the incorporation of constitutional values in higher education in India.
4. To identify the challenges in implementing constitutional values in higher education.

1.5. Methodology and limitations

The analytical method of study is adopted by taking primary sources like government statutes and policies and also secondary sources of data like books, journal, reports, newspapers, magazines and web resources including government websites. The decision of Apex Court is also referred to give clarity for the concept. The methodology of this study is simple discussion on how constitutional values are practically incorporated in Indian education system. The study is limited to impact of constitutional provisions on higher education system as mentioned under National Education Policies.

1.6. What are Constitutional Values?

Indian Constitution was adopted on 26th January, 1950, with fundamental principles and responsibilities of government in democratic governance of the society. Constitutional values are the fundamental principles and responsibilities of the government in governance of society. It is enshrined in the preamble of Indian Constitution. It serves as fundamental principles for all legal, socio-economic and political decision of the country. These values can be identified from individual or community or society level.

The constitution of India outlines certain core values like, democracy, secularism, social justice through equality, justice, liberty, universal fraternity and national unity, which should be inculcated in the education system. Protection of human rights and promotion and performance of fundamental duties are also basic values of the constitution. These values are indispensable

and cannot be compromised by any entity in the country⁵. In *Keshavananda Bharati v. State of Kerala*⁶, Supreme Court termed these constitutional values as basic structure of the society and established that the parliament cannot amend these essential features.

1.7. Regulation of Higher Education in India

Higher education in India is the third largest in the world, after China and the United States⁷. The Indian Constitution in its original enactment defined education as State List subject (Entry 11 of List II, Seventh Schedule) and had provisions to ensure that the state provides education to all its children⁸. The 42nd Constitutional Amendment in 1976 placed education in the Concurrent List, (Entry 25 of List III, Seventh Schedule) allowing both the central and state governments to legislate on education-related matters. This allows for shared responsibilities and coordination between the two levels of government in the domain of education policy and implementation. In addition, higher education is placed under Union List (Entry 66 of List I, Seventh Schedule) which empowers central government to coordinate and determine standards in institutions for higher education, research, and scientific/technical institutions. In this context, the central government passed certain laws and established certain organizations that are responsible for the regulation of the higher education in India which mentioned below.

1. University Grants Commission is the dominant authority which manages the university education system in India, and seeks to establish and oversee academic, testing, as well as research standards at the university level.
2. All India Council for Technical Education is the legal entity that ensures proper growth and organization of the technical education system of India. This body started its functioning in 1945 and now also has the function of controlling and giving accreditations to technical institutions in the country.
3. Professional education in India is regulated by the combined efforts of central and state level institutions. For instance, legal education and legal profession is regulated by a statutory body namely Bar Council of India and medical education and medical colleges

⁵ Justice Gopal Gowda, “the Constitutional Values- Role of Supreme Court of India”, Vol 1, issue 1, *IJLSS*, (2015), available at: https://www.researchgate.net/publication/373283383TheConstitutional_ValuesRoleof_SupremeCourt_of_India (Last visited on December 12, 2024)

⁶ AIR 1973 SC 1461

⁷ Dr Jayantibhai. Patel, “Education System in India”, Vol 2, *IJRE*, https://www.rajmr.com/ijre/wp-content/uploads/2017/11/IJRE_2013_vol02_issue_02_09.pdf (Last visited on December 12, 2025)

⁸ Khabirul Alam & Ujjwal Kumar Halder, “Human Rights and Right to Education in India”, Vol. 5, Issue 2, *IJRAR* (April – June 2018), <http://ijrar.com/> (Last visited on December 15, 2025)

regulated by National Medical Commission. There are several such councils to regulate the professional education.

4. National Assessment and Accreditation Council is responsible for the evaluation and accreditation of institutions of higher education in India.
5. Free and Compulsory Education Act (RTE), 2009- all children aged 6 to 14 years are to have free and compulsory education. This also includes provisions for neighborhood schools and infrastructure and teacher training.
6. The Indian Education Act, 1972, latter become The Indian Self-Determination and Education Assistance Act, 1975, established a framework for Native American education, focusing on the regulation and the establishment of universities and recognition of degrees.
7. The National Policy on Education (NPE) of 1986, and its subsequent revisions in 1992 and 2020, reflects the influence of constitutional values in shaping education. The 1986 policy emphasized the importance of providing quality education to all children and promoting national integration⁹. It highlighted the need for an education system that caters to the diverse needs of Indian society, including the promotion of women's education and the eradication of illiteracy.
8. The National Education Policy (NEP) 2020 is a comprehensive framework that aims to transform the education landscape in India, including higher education. It wants to renovate the education methods from pre-school to higher education by focusing on providing universal, high-quality, and inclusive education for all. It is a significant step towards transmuting the higher education landscape in India, with the goal of preparing students to thrive in the 21st century and compete globally

Apart from these the state government also has its own powers and responsibilities in regulation of higher education through State universities. At present the implementation of NEP 2020 involves both the central government and state governments working together¹⁰. The central government provides the overall policy framework and guidelines, while the state governments are responsible for the actual implementation and execution of the policy at the ground level.¹¹

⁹ V. Kumar, Overview Policies, Problems and Prospects of Higher Education in India,

¹⁰ Kishor Kumar, Ajai Parakash et al, "How National Education Policy 2020 can be a lodestar to transform future generation in India", International Journal of Public Affairs, available at <https://onlinelibrary.wiley.com/doi/abs/10.1002/pa.2500> (Last visited on December 12, 2025)

¹¹ P.S Aithal and Shubhrajyostna, "Implementation Strategies of Higher Education Part of National Education Policy 2020 of India towards Achieving its Objectives", *IJMTS*, https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3741425 (Last visited on December 12, 2025)

1.8. Incorporation of Constitutional Values in Indian Education

The constitutional values directly impact how education is structured, delivered, and experienced in India, particularly in ensuring social justice, national integration, and individual empowerment. Several constitutional provisions directly or indirectly shape educational practices and policies in India.

1.8.a. Equality and Right to Education

Educational institutions, including schools and universities, are required to adhere to the principle of equality in admissions, funding, and other services¹². Article 14 says that, “The State shall not deny to any person equality before the law or the equal protection of the laws within the territory of India”. It is the hallmark of a democracy because it states that everyone is subject to the same laws and thus mandates that an education system needs to be established that does not confer advantage or disadvantage depending on the caste, gender or the socio-economic class of the person. In India, it is apparent that educational policies and reforms are intended to enhance the egalitarianism of opportunities to its citizens and particularly, to ensure that this does not leave any child let down because of social or economic factors

The Constitution’s guarantee of equality under Articles 14 and 15¹³ ensures that there can be no discrimination in access to education based on caste, creed, gender, or religion. This legal framework has been instrumental in expanding educational opportunities to marginalized and disadvantaged groups, such as Scheduled Castes (SCs), Scheduled Tribes (STs), and Other Backward Classes (OBCs). It has led to the establishment of affirmative action policies, such as reservations in government-run schools and universities for marginalized communities, and also mandated measures like scholarships, subsidized education, and support systems aimed at improving educational outcomes for underprivileged groups¹⁴.

1.8.b. Right to free and compulsory education

The primary and secondary education is basic foundation for higher education. The Supreme Court in *Mohini Jain v. State of Karnataka*¹⁵, recognised right to education as fundamental right derived from right to life as provided under Art. 21 of Indian Constitution. Later in *Unni*

¹² TMA Pai Foundation & ors v. State of Karnatak & ors, (2002) 8 SCC 481, <https://indiankanoon.org/doc/512761/> (Last visited on December 14, 2025)

¹³ The Constitution of India, art 15, Prohibition of discrimination on grounds of religion, race, caste, sex or place of birth

¹⁴ M P Jain, *Indian Constitutional Law*, 98 (Lexis-nexis Publication 8th Ed. Vol I, 2018)

¹⁵ AIR 1992 SC 1858

*Krishnan v. State of Andhra Pradesh*¹⁶, the Supreme Court refined this right and limited the absolute right to education to children aged 6 to 14 years.

The Constitution 86th Amendment Act, 2002, made elementary education as a fundamental right under Art. 21A¹⁷, and as a consequence, Right of Children to Free and Compulsory Education Act, 2009 (RTE), made education a fundamental right for every child in the country¹⁸. It emphasizes that education is not a privilege but a fundamental right for every child, thereby working toward universal literacy. The Right to Education Act is a significant leap in India's strategy of combating deprivation and educational destitution of the society based on the principle of equal and universal entitlement for children irrespective of the religious or ethnic divisions of caste, gender and economic class.¹⁹ But this provision is applicable only for early education up to 14 years of a child and higher education is not considered as fundamental right.

1.8.c. Promotion of Social Justice and Inclusivity Through Directive Principles of State Policy

Article 46 of the Constitution specifically directs the state to promote the educational and economic interests of Scheduled Castes, Scheduled Tribes, and other weaker sections of society. This provision has led to the establishment of special schemes, scholarships, and reservations in educational institutions to ensure equitable access to quality education. The affirmative action policies have been pivotal in increasing educational participation among disadvantaged communities. However, while these policies have provided greater access, challenges such as quality disparities and social stigma remain prevalent, especially in rural areas²⁰.

The principle of social justice is enshrined in various educational reforms and policies aimed at reducing the disparities in access to education. The Indian education system has continually evolved to be more inclusive, with policies such as reservation quotas in higher education institutions like IITs, IIMs, and central universities, and the provision of support for students from marginalized communities.

¹⁶ AIR 1993 SC 2178

¹⁷ The Constitution of India, art.21A, Right to Education, The State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine

¹⁸ Vinod Kumar, Overview Policies, Problems and Prospects of Higher Education in India,

¹⁹ Tilak, J. B. G. *Education and National Development: The Role of Education in India's Economic Development*. (National Institute of Educational Planning and Administration, New Delhi, 2002)

²⁰ Dewan, V. S. *Constitutional Values and the Indian Education System*. (New Delhi: National Book Trust, India 2009)

1.8.d. Secularism and National Integration

India's secular nature, enshrined in the Preamble, forms the foundation for the educational system's commitment to promoting religious tolerance and respect for all communities. Article 29 respects the right of minorities to practice their religion and to own their educational institutions. It advocates a pluralist education in which schools and universities encourage debate, respecting different religions and understanding different cultures.

Secularism is thus purposefully stressed in the education system's programs. The school and university syllabus throughout the country are developed to impart the spirit of tolerance and national integration, in promoting an identity of oneness and common purpose but also that of pluralism. The natural aim of secular education is to create social harmony that will later allow children to be respectful and tolerant citizens²¹. All of those values are extremely important for the development of a peaceful, democratic and as many of the goals that are set out by the Indian state.

1.8.e. Promotion of Multilingualism

India's linguistic diversity is reflected in its education system, where students are often taught in multiple languages. Article 29 protects the interests of minorities by ensuring to all citizens the right to preserve their distinct language, script, or culture. This Constitutional directive, emphasizes that language education should not marginalize any linguistic group. Article 350A of the Indian Constitution provides that every state must provide primary education in a mother tongue²². The introduction of mother-tongue education is an example of how the Constitution promotes cultural and linguistic diversity in education. As per the constitutional provision of providing inclusive education, a good number of states in India provide education in regional language(s) along with Hindi and English as additional languages.

1.8.f. Freedom of Expression and Academic Freedom

The right to freedom of speech and expression guaranteed under Article 19 of the Constitution is fundamental to the higher education level. This right allows students and people working in academia to voice their opinions, present arguments, and be useful in the process of building society.

It is important to note that academic freedom is a defining characteristic of Indian universities and colleges, granting students and faculty the freedom to challenge conventions as well as

²¹ Kumar, K. *The Indian Education Debate: Past and Present*. (Oxford University Press, New Delhi, 2005).

²² The Constitution (Seventh Amendment) Act, 1956, introduced Article 350A to the Indian Constitution

engage openly in academic debates. The academic freedom plays a crucial role in fostering critical thinking and innovation, the two key components of higher education in India²³. These values, protected by the Constitution, not only ensure the development of knowledge but also equip students with the skills necessary for informed citizenship in a democratic society.

1.8.g. Global Citizenship and Leadership

As envisioned in the Indian Constitution, education is for all-round development and children are not merely trained in academics but learn to be responsible, disciplined, and moral as well. The instruction of value education in Indian schools' further syncs with the constitutional vision of nurturing citizens who can positively and actively participate in society and the nation at large.

1.9. The Role of Constitutional Values in Educational Reforms with reference to NEP 2020

In 2015, government of India adopted "2030 Agenda for Sustainable Development (SD)." Under this agenda, Goal 4 (SDG 4) seeks to "ensure inclusive and equitable quality education and promote lifelong learning opportunities to all by 2030." Based on five main foundation pillars, namely, access, equity, quality, affordability and accountability, as mentioned in SDG 4, NEP 2020 has been aligned²⁴. The National Education Policy (NEP) 2020 has several implications for the impact of the Indian Constitution on education in the country²⁵:

1. Alignment with Constitutional Values: The NEP 2020 aims to align the education system with the values enshrined in the Indian Constitution, such as justice, liberty, equality, and fraternity. It emphasizes the importance of developing constitutional values, fundamental duties, and a sense of national pride among students.
2. Equitable and Inclusive Education: The policy emphasizes the need for equitable and inclusive education, ensuring access and opportunities for all, regardless of social or

²³ Tilak (2002)

²⁴ Mridul Madhav Panditrao, & Minnu Mridul Panditrao "National Education Policy 2020: What is in it for a student, a parent, a teacher, or us, as a Higher Education Institution/University?", Adesh University Journal of Medical Science & Research, Review Article. Available at <https://aujmsr.com/national-education-policy-2020-what-is-in-it-for-a-student-a-parent-a-teacher-or-us-as-a-higher-education-institution-university/> (Last visited on December 21, 2025)

²⁵ National Education Policy 2020, https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf (last visited on December 10, 2025)

economic background. This aligns with the Constitutional principles of equality and non-discrimination.

3. **Promotion of Indian Languages:** The NEP 2020 promotes the use of Indian languages, including mother tongues, as the medium of instruction, which supports the Constitutional recognition of the diversity of Indian languages.
4. **Decentralization and Autonomy:** The policy advocates for greater decentralization and autonomy in the education system, aligning with the Constitutional principles of federalism and the distribution of powers between the central and state governments.
5. **Focus on Fundamental Duties:** The NEP 2020 emphasizes the importance of instilling a sense of fundamental duties, as outlined in the Indian Constitution, among students, fostering responsible citizenship.
6. **Respect for Diversity:** The policy's emphasis on respecting and celebrating the diversity of India, including its cultural, linguistic, and religious diversity, aligns with the Constitutional principles of secularism and unity in diversity.

1.10. Challenges in Implementing Constitutional Values in Higher Education

Despite the constitutional guarantees, India faces several challenges in fully realizing the vision of an equitable and inclusive education system. Some of the key challenges include:

1. **Quality of Education:** While access to education has expanded significantly, the quality of education remains uneven, with rural areas and marginalized communities often facing inadequate infrastructure, lack of qualified teachers, and poor learning outcomes. India becomes home for many profit-making business universities who run institutions without accreditation, because there is no strong legal action against them. Due to the unhealthy competition between private universities or institutions, they gave little importance to equitable and ethical educational practices.
2. **Discrimination and Inequality:** Despite legal safeguards, caste-based discrimination, gender bias, and other forms of social exclusion continue to affect educational opportunities, particularly in rural and remote areas. Marginalised communities often have limited access to quality higher education, reinforcing social stratification rather than dismantling it
3. **Economic Barriers:** The cost of education remains a significant barrier for many families, particularly in higher education. Although government scholarships and

subsidies exist, the financial burden of education remains a concern. After completing free and compulsory elementary education some students are not able to afford higher education. Poor investment on educational institutions and shutting down of or merging of educational institutions also hinders the higher education. Privatization of educational institutions also has its own drawback upon the aspirants of higher education.

4. **Implementation of NEP 2020:** The primary and secondary education places foundation and the higher education empowers individuals and prepare them for better prospectus. The NEP 2020 however is silent on the RTE Act and its relation to Article 21A of the Indian Constitution that sought to achieve universalisation of elementary education through the modalities of 'free' and 'compulsory' education²⁶. Even though central government has more power to regulate higher education, it is possible only with the cooperation of state governments. To bring uniformity and inclusivity NEP 2020 was adopted by the central government but several states have expressed reservations regarding the implementation of NEP 2020. For instance, the state of Tamil Nadu, Kerala and West Bengal, stated that they will not implement the policy as it is and will either formulate their own state education policy or make necessary amendments suitable for their states. (The Hindu, 2025). In *G. S Mani v. Government of Tamil Nadu*, The Supreme Court has ruled that it cannot direct Tamil Nadu, Kerala, or West Bengal to implement the National Education Policy, saying such decisions are outside its constitutional powers under Article 32²⁷. In *G. S Mani v. Government of Tamil Nadu*²⁸, the Supreme Court has ruled that it cannot direct Tamil Nadu, Kerala, or West Bengal to implement the National Education Policy, saying such decisions are outside its constitutional powers under Article 32.
5. **Digital & Societal Inequalities:** The increasing digital divide and socio-economic disparities directly encounter the constitutional value of equality. Students from Marginalised background often have limited access to quality higher education, reinforcing social stratification rather than dismantling it. Non availability of internet

²⁶ Poonam Batra, NEP 2020: Undermining the Constitutional Education Agenda? Available at: https://www.researchgate.net/publication/347569642_NEP_2020_Undermining_the_Constitutional_Education_Agenda (last visited on December 21, 2025)

²⁷ The Hindu, dated March 12, 2025, Available at: [Tamil Nadu government refusing to implement NEP for political reasons: Union Minister Sukanta Majumdar - The Hindu](https://www.thehindu.com/news/national/tamil-nadu/tamil-nadu-government-refusing-to-implement-nep-for-political-reasons-union-minister-sukanta-majumdar-the-hindu/article681f0a02422d0e5a03827108.html)

²⁸ Civil Writ No. 260/2025, available at <https://www.casemine.com/judgement/in/681f0a02422d0e5a03827108>

infrastructure, lack of necessary devices, cost of data plans, etc. makes consistent access to modern system prohibitive and reduces academic performance²⁹.

1.11. Analysis

The influence of constitutional values on India's education system has been profound, ensuring that education is not only a tool for personal development but also a mechanism for social change and national integration. While significant strides have been made in expanding access to education, there remains much work to be done to address the persistent challenges of quality, equity, and inclusivity. The constitutional vision of an education system that fosters justice, equality, and social progress continues to guide the evolution of Indian education, with a focus on empowering future generations to contribute to the democratic fabric of the nation. After independence, higher education has expanded significantly in terms of quality and fields of knowledge. The demand for quality education has increased in the recent years. The central and state governments are providing education to all through NEP 2020. The constitutional values are inculcated in NEP 2020. But higher education system suffers from several problems like sub-standard institutions, out dated curriculum and failure to maintain academic calendar, lack of research support, etc. The political interference of local governments and pressure group should be minimised at the level of teaching, research and recruitments³⁰.

The education system in India faces challenges in reconciling the country's traditional value system with the need for modernization and technological advancements. The NEP 2020 emphasizes the importance of respecting diversity and the local context in all aspects of education³¹. In this era of technology and Artificial Intelligence, the reconciling the traditional culture and values of the Indian society with the need for modernization and globalization is a complex task that requires a careful and nuanced approach³². Teachers play a crucial role in inculcating constitutional values among students, but they need to be aware of these values themselves³³.

India is a quasi-federal country where central government exercise more powers. But state

²⁹ Yodida Bhutia & Punam Chhetri, Revitalizing Higher Education in India: Through NEP 2020, Vol 23, Issue 1, 2025, NJE Available at: [https://www.bhu.ac.in/Images/files/13\(7\).pdf](https://www.bhu.ac.in/Images/files/13(7).pdf)

³⁰ Vinod Kumar, Overview Policies, Problems and Prospects of Higher Education in India

³¹ Mridul Madhav Panditrao, & Minnu Mridul Panditrao National Education Policy 2020: What is in it for a student, a parent, a teacher, or us, as a Higher Education Institution/University, (Supra note)

³² Carol C, Mukhopadhyaya, et al, *Introduction and Theoretical Overview, Women, Education and Family Structure in India*, 91, (Routledge Publication 1st Ed. 1994).

³³ Renu Sharma, Awareness and Opinion of Elementary School Teachers Regarding the Values of Indian Constitution - A Study, <http://13.126.40.108:8080/jspui/handle/123456789/375> (last visited on December 21, 2025)

government will have the autonomy to decide on the specifics of educational reforms within their jurisdiction and to protect specific educational priorities of their regions. In essence, while the NEP 2020 is a central government initiative, its successful implementation heavily relies on the cooperation and willingness of individual state governments, leading to a dynamic and sometimes contentious relationship. The Uniform and inclusive education is a dream, if there is no compromise among state and local governments to support NEP; 2020.

1.12. Conclusion

The Indian Constitution provides a strong foundation for the education system to promote democratic, secular, and inclusive values. The Education policies successfully incorporate these values in higher education system also. However, the effective implementation of these values requires a concerted effort from policymakers, educators, and the broader society. Every institution must understand the constitutional principles and must encourage the students to practice and respect the fundamental duties, democratic process, and promote a culture of respect for diversity and social justice. The curriculum of various discipline incorporates constitutional values, and it should go beyond theoretical knowledge.

The National Education Policy 2020 also aims to transform the education system in India by aligning it with the values and principles enshrined in the Indian Constitution, ensuring a more equitable, inclusive, and empowered society. But its implementation in higher education will require a concerted effort from the government, educational institutions, and other stakeholders to address the various challenges and ensure that the policy's objectives are achieved.

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