



Original Article

New education policy: Need, Role and Approach

Dr. Rani Shitole¹, Aishwarya Nimbalkar²

¹Akhil Bhartiya Shri Shahu Mandir Mahavidyalaya Parvati Pune

²Asst. Prof. (M. Com., SET.)

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Correspondence Address:

Aishwarya Nimbalkar

Asst. Prof. (M. Com., SET.)

Email:

aishwaryanimbalkar1995@gmail.com



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Abstract

India has gained independence nearly seven decades ago. In this spell of seven decades many changes have taken place in the socio-economic situation, economic condition and our education policies. In the beginning (1948) Kothari commission emphasised on large scale spread of higher education and creation of academic system conducive to Indian environment. The second reform in education policy (1961) came in the form of Radhakrishna Commission which emphasised on quantitative expansion coupled with qualitative and systematic reform. The third reform (1987) appeared on a change in the focus and philosophy of learning where the focus was on to cater the reform in learning system, qualification of faculty and introduction of learning culture in academic institution. In 1999 NAAC was introduced to systematise, standardise and synchronize the education system.

Keywords: new education policy, reform in education, learning centred policy

The introduction of proposed New Education Policy therefore has focus on certain new aspects of learning.

Introduction

The concept of new education policy in the context of changed approach of government towards education is very important. Since independence government of India has reviewed the education policy from time and again. Every time education has been considered as a basic and essential aspect of human development and accordingly necessary changes were made in educational policy. With change in technology, social structure, economy and time it has been found essential to review and restructure the education policy to meet the requirements of the situation. After independence several committees and commissions have been appointed for reviewing educational policy, the first of such commission was Kothari commission (1948) which on a very larger scale has emphasized on spread of higher education and education system that will be conducive to Indian environment. Whereas after reviewing the first educational policy, Government of India under chairmanship of Dr. Sarvapalli Radhakrishnan has appointed another commission to review the educational policy in the context new aspirations, expectations of upcoming youths in India which was basically having a thrust on qualitative and systematic development and reforms in educational system. The third educational reform came in the year 1987 which focussed basically on changing the approach of learning and bringing in more standardisation of education system, introduction of new educational inputs as well as large scale expansion of academic institutions in the country.

This focus is on

1. Research
2. Skills enhancement
3. Applicability of knowledge
4. Need based and interest-based learning approach
5. Innovation and creativity centred

Considering above key features of new education policy it can be said that it is more learner focussed. This policy for the first time is taking into account aspiration of learner, needs of society, expectations of stakeholders and futuristic changes that will shape our economy and society. Then the principal features of the new education policy is localizing, Indianizing the process of learning, emphasizing on research and acquiring a global vision to accept and meet the challenges of dynamic globally changed world.

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In 1987 further emphasis was given on improving qualification of the teacher's structure of educational system and develop a comprehensive approach towards education in India. In 1993 another educational policy was brought in which emphasized on value education, development of human quality and human excellence through education as well as enhancing employment opportunities for the youth.

However, since 2006 the whole thinking regarding education has changed, the then UPA government wanted to have broader focus on employability, skill development and introduction of new elements in the educational process but in real sense the policy came into existence in the year 2015. A committee was formed in year 2014-15 which has submitted its report recently and has suggested many changes in the educational system of India. Therefore, now it is the right time to understand what the thrust area of new educational policy is and how it is going to influence the overall educational structure in the country.

Problem statement

The present paper deals with understanding the salient features of new education policy, its implications and the utility in the given context what is expected outcome of this educational policy. Hence the title of the paper is New Education Policy: Need, Role and Approach.

Working definitions

Considering the nature of the paper, the author has defined certain terms as follows

1. New Education policy

New education policy means the policy brought by the Government of India and Ministry of Human Resource Development in the recent context to reform educational structure and systems in India.

2. Decolonization

Decolonization means emphasizing more on Indianization of education and developing indigenous inputs, values, ideas and core systems which befit the requirements of the country in the present context.

3. Holistic approach

Holistic approach means a total approach towards reforms and change in the education system so as to make education more meaningful, useful and necessarily meeting the expectations of the learners.

4. Skill building

Skill building basically is an idea that make education more and more applicable, useful and adoptable to generate employment, make the youth employable and perform task assigned to him by the employer or to start his/her own enterprise, business or any other activity that will give meaningful income and employment.

Principal objectives

The present paper is written with following objectives in mind.

1. To understand what the salient features of new educational policy are.
2. To understand how new educational policy is going to change the structure of Indian education
3. To identify what are the likely benefits of new educational policy
4. To examine the likely challenges that new educational policy may face because of its content, nature and approach.

Premises

The paper is having following premises

1. The new educational policy basically aims at decolonization prevailing Indian education system.
2. The educational policy gives higher thrust on skill development, skill building and employability so as to make education more relevant, appropriate and meaningful in the changing context of sociology, economy and technology.
3. The new educational policy basically focuses on Indianization of education and holistic approach which intern will emphasise more on value building, adoption of Indian philosophy of learning and a different approach as compared to contemporary education system in India.

To understand the salient features of new educational policy

The new educational policy which is prepared under the chairmanship of Dr. Kasturi Rangan basically emphasizes on what are the expectations, aspirations and ambitions of the Indian youth who are taking higher education through various colleges and institutions. The educational policy considers education as a meaningful tool to enhance quality of life, enrich personality and bring a change in a person so as to develop his total personality and make him more and more useful, productive, efficient and appropriate to work in the given socio- economic setup. The focus of new education policy therefore is on developing personality, improving quality of knowledge, enhancing learning inputs and making learning more meaningful, appropriate and adoptable for the learners. This education policy thus focuses on how education can be more meaningful and appropriate for every common learner so as to bring change in his personality, improve his skills, and develop an appropriate approach towards vocational and technical education as such opportunities can be generated for self-employment, entrepreneurship as well as in various formal and informal sectors. The focus of new educational policy is not only dissemination of information but deliverance of knowledge and improvement of understanding, abilities, personality and creative thinking among youth. From this point of view one can identify some of the important features of new educational policy as follows This policy focusses not only on giving conceptual knowledge or basic information regarding various subjects and award of degrees just to furnish a formal procedure of learning.

- a. This educational policy believes that every learner is a separate independent entity and therefore enrichment of his personality, competence and quality is an essential aspect of the education system.
- b. This educational policy believes that education is for making life meaningful, enjoyable and fruitful for every learner therefore the focus of the educational policy is on knowledge enrichment, skill development and personality development
- c. This educational policy gives emphasis on creative thinking, research and generation of innovative ideas so as to improve the quality of the education, make it more appropriate and useful for industries, institutions, government as well as other social sectors. It is believed by this policy that encouraging creative thinking and innovative ideas only can bring in total change in our society.

The second important aspect of this educational policy is expected change in overall educational setup and system. The higher education system in India basically at present focuses on award of degrees and conduct of examination. This has become a mechanical process which never encourages youth to understand and accept challenges of life but to develop a mindset which believes that possession of degree will give you employment that to in formal sector. This reduces the competence level and diminishes total personality of learner in various ways. The focus of this policy is to change this approach from award of degrees and dissemination of information to generation of skills and improvement of understanding and knowledge as well as abilities. Therefore, this policy of education believes that education should not be examination oriented, but it should be skill oriented and competence oriented. For this purpose, the new educational policy right from the undergraduate programs focusses on choice based credit system, encouraging the learners to choose the topics/subjects of their choice, giving them more freedom in manner in which they desire to learn and allow them to undertake the examination which will testify their knowledge, skills and abilities as well as understanding than just bookish information and presentation of information in a given format. Therefore, this is a basic change in overall approach towards education.

The likely benefits of this educational policy

This educational policy is likely to provide many benefits to the learners, education systems and institutions. One of the important aspects of this educational policy that it focusses on synchronization of entire education process. For this purpose, it is decided that more and more educational institutions should be given academic autonomy which will help them to prepare, frame and formulate courses according to specific requirements of students in specific region or the students who like particular mode of learning and want to pursue a specific type of education. Autonomy will further encourage the teacher to think creatively, develop their own academic inputs, organise courses which are basically focussing on skill building, employability ability development as well as personality enrichment. Further the examination will not be a mere formality which will consider how the learner has disseminated information, but it will be a right assessment of what the learner has understood and how he can reproduce as well as present an adopting practice. For this purpose, emphasis is given on continues examination system

Challenges

- Though the proposed educational policy has many good features, benefits and advantages which are beneficial to students as well as academic community however there are certain challenges in its implementation.
- The first challenge is about the idea of Indianization of education, though it appears to be attractive and impressive however it is difficult to bring it in practice.
- The second challenge is this policy apparently appears very good in terms of philosophy and its approach. However, it will be equally difficult to implement the same in given Indian context.
- Third, the idea of synchronization of Indian education system, reduction of number of colleges and clubbing the to formulate clusters may have many practical difficulties.
- Fourth, giving more autonomy to various academic institutions is definitely a welcome step. However, how effectively this academic autonomy will be utilized by academic institutions is another challenge before the policy makers.
- Considering above various challenges it is definitely a herculean task for the planners to implement new educational policy in given context.

Conclusion

The New Education Policy represents a significant shift in the philosophy, structure, and approach of the Indian education system. It moves beyond the traditional examination-oriented and degree-focused framework toward a learner-centered, skill-based, and holistic model of education. By emphasizing research, creativity, innovation, employability, and personality development, the policy aims to make education more meaningful, relevant, and aligned with contemporary socio-economic and technological changes. The policy also promotes Indianization and decolonization of education, encouraging the integration of indigenous knowledge systems, values, and cultural perspectives while maintaining a global outlook. Through academic autonomy, multidisciplinary learning, choice-based credit systems, and continuous evaluation, it attempts to enhance flexibility, quality, and accountability within institutions.

However, successful implementation remains a major challenge. Issues such as practical execution, institutional readiness, faculty training, infrastructure development, and effective utilization of autonomy require careful planning and sustained commitment. Despite these challenges, the New Education Policy has the potential to transform Indian education into a dynamic, inclusive, and future-oriented system if implemented thoughtfully and systematically.

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Conflicts of interest

The authors declare that there are no conflicts of interest regarding the publication of this paper.

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