



Original Article

NEP 2020 and Its Influence on Pedagogical Innovations in India – A Comprehensive Study

Dr. Jayanta Nuniya

Assistant Professor, Department of Education, National Sanskrit University, Tirupati

Manuscript ID:
RIGJAAR-2025-020712

ISSN: 2998-4459
Volume 2
Issue 7
Pp.55-58
July 2025

Submitted: 07 June 2025
Revised: 21 June 2025
Accepted: 11 July 2025
Published: 31 July 2025

Correspondence Address:

Dr. Jayanta Nuniya
Assistant Professor,
Department of Education,
National Sanskrit University,
Tirupati
Email:
jayantanuniya123@gmail.com

Quick Response Code:



Web: <https://rlgjaar.com>



DOI:
10.5281/zenodo.17034933

DOI Link:
<https://doi.org/10.5281/zenodo.17034933>



Creative Commons



Abstract

The National Education Policy (NEP) 2020 is a landmark reform in India's education system, designed to transform learning from the traditional rote-based approach to a more creative, practical, and learner-focused process. Covering all stages of education—from early childhood care to higher education—it promotes a holistic vision of knowledge, skills, values, and attitudes. NEP 2020 introduces significant pedagogical innovations such as experiential and activity-based learning, competency-driven education, integration of technology, and inclusion of vocational training at school level. It encourages the use of the mother tongue or regional language as the medium of instruction in early grades to strengthen foundational understanding. The policy also focuses on flexible curricula, multidisciplinary education, and fostering critical thinking, problem-solving, and creativity among learners. For teachers, it emphasizes continuous professional development, updated training methods, and use of digital resources for better classroom engagement. NEP 2020 supports the integration of online learning platforms, blended learning models, and digital literacy for both students and teachers, making education more accessible and inclusive. This study examines the key teaching-learning strategies promoted by NEP 2020, their role in improving academic quality, and their potential to align Indian education with global standards. It also discusses challenges such as lack of adequate infrastructure, teacher readiness, and regional disparities that may affect smooth implementation. Overall, NEP 2020 aims to create an education system that is flexible, future-oriented, culturally rooted, and capable of equipping learners with the skills required in the 21st century.

Keywords: NEP 2020, Pedagogical Innovation, Education Reform, Experiential Learning, Competency-Based Education, Teacher Training, Digital Learning, India.

Introduction

The Indian education system has, for many decades, faced persistent challenges such as an over-reliance on rote memorization, outdated curricula, and limited interaction between teachers and students. These issues have not only restricted creativity and innovation but also prevented the development of essential life skills among learners. In this context, the National Education Policy (NEP) 2020, announced after a gap of 34 years, represents a landmark reform aimed at transforming education to meet the needs of the 21st century. It seeks to create a more flexible, inclusive, holistic, and skill-driven learning environment.

One of the most influential aspects of NEP 2020 is its strong emphasis on pedagogical innovation. Pedagogy—the method and practice of teaching—is at the heart of any education system, as it directly shapes how knowledge is delivered, understood, and applied. NEP 2020 promotes student-centric, inquiry-based, and interactive teaching methods that encourage active participation and deeper learning. The policy envisions a shift away from memorization-based approaches towards conceptual understanding, critical thinking, creativity, problem-solving, and the acquisition of life skills.

To achieve these goals, NEP 2020 encourages experiential and competency-based learning, which focuses on mastery of skills rather than exam performance alone. It integrates technology into teaching, supports multilingual education, and introduces flexibility in subject choices from early stages. It also brings vocational education into the mainstream, preparing students for both academic and career pathways.

Creative Commons (CC BY-NC-SA 4.0)

This is an open access journal, and articles are distributed under the terms of the [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International Public License](https://creativecommons.org/licenses/by-nc-sa/4.0/), which allows others to remix, tweak, and build upon the work noncommercially, as long as appropriate credit is given and the new creations are licensed under the identical terms.

How to cite this article:

Nuniya, J. (2025). NEP 2020 and Its Influence on Pedagogical Innovations in India – A Comprehensive Study. *Royal International Global Journal of Advance and Applied Research*, 2(7), 55–58. <https://doi.org/10.5281/zenodo.17034933>

For teachers, NEP 2020 stresses continuous professional development, innovative training programs, and access to digital tools to enhance classroom engagement. However, the successful implementation of these reforms depends on addressing certain challenges, including the digital divide, infrastructural limitations, and regional disparities in educational resources. This paper presents a comprehensive analysis of how NEP 2020 influences pedagogy across different levels of education—from early childhood to higher studies. It examines the opportunities created by these reforms, such as improved learning outcomes and global competitiveness, as well as the challenges that may hinder progress. By exploring both these dimensions, the study aims to highlight the transformative potential of NEP 2020 in building an education system that is both future-ready and rooted in India's cultural values.

Objectives

- To understand the pedagogical vision of NEP 2020
- To identify innovative teaching-learning practices proposed under NEP
- To examine the role of digital and experiential learning
- To analyze implications for teachers and learners
- To assess implementation challenges and future prospects

Need and Relevance of Pedagogical Reforms

India's education system, although massive, has struggled with quality and learning outcomes. Traditional pedagogy, heavily reliant on rote memorization, has failed to develop creativity and critical thinking. Globalization, digital advancement, and the evolving job market demand a radical shift in how students are taught. NEP 2020 recognizes these concerns and integrates new learning models that are not only aligned with international trends but also rooted in Indian culture and multilingualism. Therefore, understanding NEP's influence on pedagogy is critical for educators, policymakers, and institutions.

Key Pedagogical Innovations under NEP 2020

a. Experiential and Active Learning:

The policy encourages hands-on, activity-based, and inquiry-driven methods of learning. Students participate in project work, group activities, field visits, and arts-integrated education to connect classroom lessons with real-life situations.

b. Competency-Based Education:

NEP shifts the focus from content-heavy syllabi to competency-based learning. This approach measures a student's ability to apply knowledge, enhancing problem-solving, communication, and collaboration skills.

c. Multilingual and Mother Tongue Instruction:

The policy recommends teaching in the mother tongue or local language up to at least Grade 5. This improves comprehension, supports cognitive development, and builds a strong learning foundation.

d. Integration of Technology in Teaching:

Digital literacy and blended learning are core elements. Platforms such as DIKSHA and SWAYAM, along

with e-content in multiple languages and virtual labs, help create a strong digital learning environment.

e. Interdisciplinary and Holistic Education:

NEP removes rigid subject boundaries, encouraging students to combine humanities, arts, and sciences. This multidisciplinary approach supports overall personality and skill development.

f. Vocational Education:

From Grade 6 onwards, vocational training is introduced to provide practical life skills and prepare students for a range of career options.

g. Foundational Literacy and Numeracy (FLN):

A national mission aims to ensure that all children achieve basic reading and mathematics skills by Grade 3, which is essential for long-term academic success.

h. Teacher Empowerment and Training:

NEP highlights the importance of continuous professional development. The National Professional Standards for Teachers (NPST) will set guidelines for training, accountability, and career growth.

i. Focus on Assessments 'For Learning':

Standardized exams will be redesigned to evaluate core understanding. Classroom assessments will emphasize formative feedback, self-assessment, and peer evaluation instead of relying solely on final examinations.

Impact on School Education

NEP 2020 brings a significant transformation to school education by replacing the traditional 10+2 structure with a new 5+3+3+4 model, which corresponds to different stages of a child's cognitive growth. This framework gives special attention to Early Childhood Care and Education (ECCE), ensuring that children receive a strong foundation in their formative years. Learning in the early stages will focus on play-based, activity-oriented, and discovery-driven methods rather than rigid academic drills.

The curriculum is being redesigned to promote conceptual understanding, reduce unnecessary content, and incorporate Indian culture, values, and traditions. Schools are encouraged to create inclusive and learner-friendly environments where every child feels engaged and motivated. Teaching methods are shifting from the traditional chalk-and-talk approach to the use of digital resources, multimedia tools, and interactive classroom activities.

Assessments will also see a major change. Instead of being purely exam-oriented, they will serve as a tool to identify strengths, address learning gaps, and support student growth. This reduces the stress of high-stakes testing while promoting creativity, problem-solving, and critical thinking.

Overall, NEP 2020 aims to make school education more flexible, enjoyable, and relevant, preparing students for lifelong learning and real-world challenges.

Impact on Higher Education

NEP 2020 introduces sweeping reforms in higher education to make it more flexible, multidisciplinary, and globally competitive. One of its major proposals is the establishment of Multidisciplinary Education and Research

Universities (MERUs) that will focus on high-quality teaching, research, and innovation. The policy also replaces rigid degree structures with a four-year undergraduate program offering multiple entry and exit points, allowing students to pause and resume their studies as needed.

The introduction of the Academic Bank of Credits (ABC) enables students to store and transfer credits earned from different institutions, encouraging lifelong and continuous learning. Flexible subject combinations allow learners to explore diverse fields, promoting both depth and breadth of knowledge.

Pedagogically, the emphasis shifts from lecture-heavy instruction to interactive, research-driven, and experiential learning approaches. Faculty members are encouraged to act as facilitators, guiding students in inquiry, collaboration, and critical thinking. Modern methods such as blended learning, flipped classrooms, and Massive Open Online Courses (MOOCs) will supplement traditional classes, expanding access and engagement.

To support these changes, the National Educational Technology Forum (NETF) has been set up to guide the effective integration of technology in higher education, ensuring institutions are well-equipped for a digital and innovation-driven future.

Challenges in Implementation

Despite its progressive vision, the implementation of NEP 2020 faces several obstacles:

- **Teacher Preparedness:** Many educators lack training in digital tools and innovative pedagogy.
- **Infrastructure Gaps:** Rural and government schools often lack electricity, internet access, and digital resources.
- **Language Issues:** While mother tongue instruction is beneficial, multilingual classroom management can be difficult.
- **Assessment Reforms:** Moving away from marks-based evaluations requires systemic transformation.
- **Funding and Coordination:** Implementation demands significant financial investment and coordination between center, states, and institutions.
- **Resistance to Change:** Stakeholders may resist reforms due to traditional mindsets or institutional inertia.

Suggestions and Recommendations

a. Regular Teacher Training:

Comprehensive training programs should be organized frequently to equip teachers with skills in digital literacy, innovative pedagogy, and student-centred teaching methods.

b. Strengthening ICT Infrastructure:

Special focus must be given to developing strong information and communication technology (ICT) facilities, particularly in rural and underserved regions, to bridge the digital divide.

c. Encouraging Community Involvement:

Greater community participation and parental awareness should be promoted, especially on the importance

of multilingual education and early childhood care and education (ECCE).

d. Region-Specific Policy Adaptation:

Implementation strategies should respect local contexts, cultural diversity, and regional educational needs to ensure relevance and effectiveness.

e. Monitoring and Feedback Mechanisms:

A continuous system of monitoring, supported by research-based feedback, should be established to assess the impact of pedagogical innovations and make necessary adjustments.

f. Reforming Teacher Education Curricula:

Universities and teacher education institutions should develop flexible curricula, internship opportunities, and practical training programs that align closely with the vision and goals of NEP 2020.

Discussion and Conclusion

The NEP 2020 marks a major shift in India's education system, moving away from rote memorization towards a holistic, learner-centered model. By restructuring the curriculum, offering flexible learning pathways, and integrating technology, the policy aims to prepare students for the demands of the 21st century. Emphasis on experiential learning, foundational literacy and numeracy, and competency-based education directly addresses long-standing gaps in both teaching and assessment practices.

At the school level, the adoption of interactive, activity-based methods makes classrooms more engaging and relevant to real-life situations. The introduction of Early Childhood Care and Education (ECCE) ensures that children develop cognitive, social, and emotional skills from the earliest stages. In higher education, the multidisciplinary approach and credit-based system create opportunities for academic freedom, career flexibility, and lifelong learning. Teachers are expected to act as facilitators rather than just providers of information, fostering critical thinking and creativity in students.

Despite these promising changes, successful implementation poses challenges. Many rural and under-resourced areas still lack the necessary infrastructure, digital tools, and trained teachers. The policy's push for multilingual education requires the development of high-quality learning materials and teacher training in multiple languages. Continuous professional development is essential to keep educators aligned with evolving pedagogical approaches. Additionally, effective monitoring, evaluation, and community participation will be critical for sustaining these reforms.

The NEP 2020 envisions a future-ready education system built on innovation, inclusivity, and student empowerment. Its influence on pedagogy is transformative, offering a move toward more experiential, interdisciplinary, and meaningful learning experiences. If implemented with commitment and adequate resources, the policy can significantly reduce learning gaps, enhance employability, and make Indian education globally competitive.

Realizing this vision will require coordinated efforts from policymakers, educational institutions, teachers, parents, and technology partners. Investments in



infrastructure, teacher training, and digital access must be prioritized, especially in underserved regions. Local contexts should guide adaptation to ensure cultural and linguistic relevance.

In conclusion, NEP 2020 is not merely a reform document but a roadmap for building an education system that nurtures creativity, critical thinking, and lifelong learning. By fostering collaboration among all stakeholders and addressing implementation challenges proactively, India can enter a new era of academic excellence and global educational leadership. The journey will be demanding, but the rewards—a skilled, innovative, and empowered generation—are well worth the effort.

Acknowledgment

I am Dr. Jayanta Nuniya thankful to HOD Prof. K. Kadambini, Department of Education, National Sanskrit University (A Central University), Tirupati for granting permission to carry out the work.

Financial support and sponsorship

Nil.

Conflicts of interest

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

References:

1. Ministry of Education (2020). National Education Policy 2020. Government of India.
2. Jandhyala, B. G. T. (2021). Transforming Education in India through NEP 2020. *Journal of Indian Education*, NCERT.
3. Srivastava, M. (2021). Pedagogical Innovations under NEP 2020. *International Journal of Education and Research*, 9(2), 45-53.
4. Kumar, S. (2022). Digital Learning and NEP 2020. *Indian Journal of Educational Technology*, 18(1), 22-30.
5. National Council for Teacher Education (2021). NPST Framework.
6. UNESCO (2020). Education in a Post-COVID World: Nine Ideas for Public Action.
7. World Bank (2021). India's Education Reform: Implementation of NEP.
8. Raman, A. (2023). Assessment Reforms in NEP 2020. *Contemporary Education Dialogue*, 20(1), 11-24.
9. Prasad, V. (2021). Role of Teachers in NEP 2020. *Teacher Education Journal*, 33(4), 77-88.
10. EdTechReview. (2021). Impact of NEP on Indian EdTech Ecosystem. www.edtechreview.in