



# Creating Advanced Education System Through New Approaches of Learning as Per Nep2020

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## Abstract

*After independence, the Education system of India has undergone significant changes, beginning with the first National Education Policy (NEP) of 1968, followed by the revised policy in 1986. Now, after a long duration of 34 years, the Indian Cabinet finally adopted the 21st-century National Education Policy on July 29, 2020, with Sustainable Development Goal 4 (SDG 4)—“Inclusive and equitable quality education and lifelong learning for all.” In this globalised world, this policy gives a new, forward-looking and holistic vision to the Education system of India. The main focus of NEP 2020 is to introduce new innovative pedagogical practices in the curriculum aimed at enhancing teaching and learning effectiveness and outcomes. This paper focuses on discussing the various transformative changes in pedagogical initiatives, like: Differentiated Instruction as a flexible and inclusive pedagogical approach, Experiential learning pedagogical approach, Multidisciplinary and holistic pedagogical approach, Technology and digitally enhanced learning pedagogy, which is based on the review of NEP 2020 policy document and the relevant literature review that supports this study. Furthermore, it conducts a thorough analysis of different case studies to evaluate both the implementation processes in different states of India and the challenges faced in the implementation of innovative pedagogy. After analysing these aspects, this paper aims to offer a comprehensive understanding of innovative pedagogical aspects of NEP 2020 to the Indian education system.*

**Keywords:** NEP 2020, Innovative pedagogy, Differentiated instruction, Experiential learning, Technology, and Digitally enhanced learning.

## 1. Introduction

The NEP 2020 is the first comprehensive education reform of the 21st century. It shifts the conventional method of teaching to hands-on experiences; the policy focuses on a learner-centred approach, experiential learning, technology and digital enhanced learning with flexibility. It is admitted that the main purpose of learning is not the transmission of knowledge but the development of critical thinking skills, creative thinking skills, and experiential learning among the learners. Thus, NEP 2020 makes education a dynamic process that increases the cognitive, affective and psychomotor domains of the learner. The policy promotes different new pedagogical methods, such as Differentiated instruction, inquiry-based learning, to make learning more engaging with real-life experiences that increase problem-solving skills, adaptability and the diverse needs of the learner. The innovative pedagogical aspect of NEP 2020 aims to transform the Indian education system, which enlightens society.

## 2. Different Innovative Pedagogical Strategies in Nep 2020:

### 2.1. Differentiated Instruction as a Flexible and Inclusive Pedagogical Approach:

Differentiated instruction is a 21st-century strategy that educates learners according to their needs, interests, and learning abilities, resulting in excellence in learning outcomes. “Differentiation means tailoring instruction to meet individual needs.



Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction.” — (Carol Ann Tomlinson, 2001)

The four key elements of differentiated instruction strategy—Content, Process, Product, and Learning Environment, based on three key student components: Readiness, Interest, and learning profile.

The four key elements of differentiated instruction:

1. **CONTENT**—In content, the teacher thinks and makes a strategy for what students learn. The teacher adjusts the lesson and material according to their learning profile and level of readiness, because in the same class, every student has a different level of interest and previous knowledge
2. **PROCESS** – In process, the teacher uses different methods of instruction according to their learning profile, which involves different activities, methods, and activities used by the teacher to understand what is being taught to them.
3. **PRODUCT** – In the product, this element is related to the outcome of the learning process. It shows how students show understanding of the knowledge that is taught in the class.
4. **LEARNING ENVIRONMENT** - Teacher creates a supportive, calm, and safe learning environment for the learner. where students feel motivated and confident to express their ideas and take risks in learning. To create a safe, flexible, and inclusive space that supports varied learning needs and encourages active participation, cooperation, and personal growth. Differentiated instruction is grounded in the concepts of learner Readiness, Interest, and Learning Profile.

## 2.2. Experiential Learning Or Activity-Based Learning –

NEP 2020 is fully based on experiential learning strategies and avoids the traditional method of learning, which follows rote learning at every stage of learning. Previous policies, which also emphasise Experiential learning, but didn't implement it perfectly, NEP 2020, and include all activity-based methods in NCF 2023, like: Project method, Play-based learning, Discovery-based learning, etc. All these pedagogies support multiple intelligence of the learner.

## 2.3. Technology And Digitally Enhanced Learning –

NEP 2020 is fully based on equity, quality, and access in education. In classroom learning, it emphasises the use of smartboards, virtual classrooms, gamified learning, and the use of AI at the school level. NEP 2020 emphasises the use of digital assistive tools for special needs. It also focuses on digital forms of E-content and assessment, like CBT mode for exams and AI tools for learner assessment and expansion of E-learning platforms like DIKSHA, SWAYAM and development of NEFT to offer a forum for the unrestricted discussion of ideas about the application of technology to improve teaching, learning, assessment, planning, administration, and other aspects of school and higher education. The main initiative of NEP 2020 at the technological and digitally enhanced learning aspect.

## 2.4. Multidisciplinary Education

The National Education Policy 2020 emphasises flexibility of subjects without any rigidness. At the school level, classes 9 to 12 learners can take any subject without any boundary of streams between science, art, and commerce, which makes education more holistic and integrated. Multiple entry and multiple exit options were developed in higher Education with the facility of a 1-year certificate, a 2-year diploma, a 3-year degree, and a 4-year degree with research, and all higher education institutions are expected to become Multidisciplinary institutions by 2040 to build the critical and creative thinking of the students stronger.

## 3. Different Case Studies for the Implementation of Innovative Pedagogy:

1. The PM SHRI Skill Hub School in Haryana provides normal academic education along with practical instruction in healthcare, wellness, and information technology for students in Grades 9–12. This project meets NEP 2020's vision for immersive and transdisciplinary learning. When theory and practice are combined, students acquire useful skills and become more engaged in their studies.
2. Telangana Government Schools employ activity-based learning at the basic and secondary levels to increase student participation and decrease reliance on rote memorisation. As part of this effort, schools have blended cultural

activities, games, science competitions, groups, and exhibitions into the teaching-and learning process, transforming traditional classrooms into places for inquiry and creativity. This approach reflects the NEP 2020 objectives of holistic and hands-on education by promoting the development of multiple intelligences and practical understanding rather than just content memorisation. Doing these activities, learners are motivated to express themselves, to collaborate with students, which builds learner confidence and enables them to solve their day-to-day life problems.

3. Kerala has improved their primary to 12th-class education in digitally and technologically enhanced classrooms. Each classroom has technological gadgets like a projector, a whiteboard, and electronic resources, which enable students to learn more dynamically and innovatively. This effort of the Kerala government directly supports the principle of NEP 2020 technology-enhanced pedagogy and an inclusive teaching and learning environment. By using different technological devices and E-content, teachers can make the teaching learning process more dynamic and engaging, which creates curiosity, interest and promotes participation of the learner.
4. The Delhi government has introduced the happiness curriculum in all its primary to 8th classes. Its objective is to foster learner behavior, adaptive skill, social skill and ethical awareness; all these aspects follow the objective of NEP 2020. Since it came into effect, it has made students less stressed and anxious by implementing this curriculum. Teachers see students showing well-behaved in class, improvement in peer relationships, and the curriculum strongly shows fruitful classroom discussion and mindful and mannerful exercises and meditation.
5. IIT Guwahati has adopted a multidisciplinary curriculum to fulfill the diverse learning needs. The college opened different schools in Sanskrit, yoga, humanities, and medical sciences with engineering degrees. This gives students more opportunities to choose their engineering subject with arts, humanities, cultural studies, etc. This makes learners become more creative and logical thinkers, increasing the critical thinking of the learner and making them emotionally resilient due to an increase in emotional intelligence. The core principle of NEP 2020, interdisciplinarity, was fulfilled by this program.
6. IIT Madras India's first fully online B.Sc. program in Data Science, offering flexibility to learners. The program allows multiple entry and multiple exit options, which means student can earn a certificate, a diploma, or a full degree program based on the duration of the program. This structure aligns with the vision of the National Education Policy 2020, this vision promoting lifelong learning.
7. CBSE initiated the SAFAL (Structured Assessment for Analyzing Learning) program, which examines the learning outcome of the learner. Besides traditional assessment that only focuses on rote memorisation, it emphasises conceptual understanding, application, and problem-solving skills in basic subjects. This initiative is based on the principle of flexible and continuous assessment strategies. It works on reforming Education and makes learning more outcome-based, child-centred and supporting all-around development of the child.
8. The State Council of Educational Research and Training (SCERT), Uttarakhand, implemented a new course for secondary students that attached conventional subjects with vocational and skill-based subjects. Scert includes 11 disciplines under this course, which include practical subjects like drone technology, information technology, tourism, agriculture, wellness programs, in addition to conventional topics like mathematics, science, and language. To make students more career-oriented, its integrate classroom knowledge with real-life knowledge. It fulfils the development of learner with 21st-century skills, including digital literacy, creativity, IT and entrepreneurship.

#### **4. Different Challenges Faced During the Implementation of Nep 2020.**

After analysing different case studies, it is recognised that the states which implemented NEP 2020 faced numerous difficulties. It is very crucial to understand the challenges they encountered. By recognizing these difficulties, appropriate policies can be formulated for the future.

1. In schools in Delhi, monitoring behavioral and emotional effects systematically is one of the biggest obstacles. Evaluation is still mostly qualitative and observational since success indicators such as happiness, empathy, and mindfulness are subjective and difficult to measure through traditional exams.

2. Kerala's rural areas continue to face problems due to infrastructure deficiencies and poor internet connectivity. Despite these challenges, Kerala's technologically advanced digital classroom initiative serves as an example of how to use technology to improve educational quality and inclusivity in accordance with NEP 2020.
3. In Telangana, while progress has been made, challenges continue in promoting social-emotional learning and supporting students' mental well-being, both of which are vital for the full and holistic objectives of NEP 2020.
4. The school faces difficulties such as inadequate lab facilities and teacher preparation. When everything is taken into account, it effectively conveys NEP's focus on thorough and skill-based education.
5. A large digital divide remains at IIT Madras; many rural and economically underprivileged students struggle because of inadequate internet access, a lack of digital devices, and low levels of digital literacy. This gap needs to be filled if online higher education is to be genuinely accessible to everyone.
6. The major drawback is adapting instructors to this new approach is an important challenge. To properly create, administer, and interpret skill-based tests, many educators who are used to traditional testing procedures require training and capacity building. Schools have to adapt their teaching techniques and teaching practices in order to adapt to this new methodology.
7. Shortage of trained teachers for innovative pedagogical approaches.
8. There is a need for updated textbooks and teaching materials that align with the new curriculum.
9. AI adoption hurdles, like infrastructure limitations and data privacy concerns, are examined to see how they affect the offering of education.

## 5. Conclusion

The main objective of this effort is to increase knowledge of the various teaching approaches utilised in India's National Education Policy (NEP) 2020. In order to modernize India's educational system in line with the objective of NEP 2020, the article offers a comprehensive study that converts the traditional classroom into contemporary 21st-century techniques of instruction. Innovative pedagogy prioritises learner-centric approaches focused on the needs and interests of the student, which enhances the student's learning outcome. The study emphasises a range of teaching techniques that support educators in creating innovative classroom environments and assisting students in developing essential 21st-century abilities.

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