



Edification With National Education Policy 2020: A Paradigm Shift In Pedagogical Implementation With NCF 2023.

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Abstract: Education is a fundamental process for acquiring knowledge, skills, attitudes, and values. It plays a crucial role in shaping individuals intellectual, social, and emotional capacities. Providing quality education is very essential for fostering the holistic development of the students. The term quality education, refers to an educational experience that is effective, inclusive, equitable, and relevant to the needs of learners and society. It emphasizes not only the acquisition of knowledge but also the development of critical thinking, creativity, problem-solving skills, and ethical values. The National Education Policy 2020, outlines the vision of India's new transformative and future ready education system. This policy has replaced the previous National Policy on Education, 1986. The National Educational Policy 2020 sets lofty goals to develop an education system that directly contributes to the country's transformation by providing high quality education to all. In the past few decades, various policy frameworks have been developed to meet the evolving needs of different pedagogical approaches in the classrooms to fulfill the demand of quality education. This is the outcome of monumental task to integrate Indian traditional value-based education with the present technology dominated teaching and learning system. It aims to rebuild the existing education system through a multidimensional approach, with the use of a pedagogy that makes education more experiential, holistic, integrated, inquiry- driven, discovery oriented, learner- centered, flexible and enjoyable. The present paper focuses on the innovative pedagogical approaches as reflected in the NEP2020 and its implementations across all the stages of education as reflected in NCF 2023 that will foster the learning environment in the school classrooms.

Key Words: - NEP 2020, Innovative Pedagogical Approaches, NCF 2023

I. INTRODUCTION:-

“Pedagogy is not only the transmission of knowledge but also the development of critical thinking and active participation among learners.”

- Paulo Freire

Schools are considered as the miniature of societies and this concept of schools shifts the focus of education from promoting rote learning to the active participation of students in learning process. Education in schools is a fundamental component of societal development and individual personal growth. It provides the foundation for acquiring knowledge, skills, values and attitudes necessary for personal and professional success. Learning environment is the sum total of the surroundings in which the individual interacts to enrich experience thus leading to learning. A positive and well managed classroom environment significantly boosts student's engagement, motivation and academic success by fostering a sense of safety, respect and inclusivity.

The NEP 2020, which was approved by the union cabinet of India on 29th July 2020, outlines the new education system of India by shifting the educational structure from rote learning to holistic, learner centered and competency-based education. The NEP 2020 brought numerous changes in India's educational policies. NEP 2020 replaces the former traditional 10+2 education system thereby overhauling the academic framework at school level. It advocates for 5+3+3+4 curricular and pedagogical structure, focusing on foundational, preparatory, middle and secondary stages of education.

It aims to foster holistic, flexible and multidisciplinary education that prepares students for the complexities of the modern world. Central to this vision are innovative pedagogical approaches that aligns with the policies objectives emphasizing on students centric learning, critical thinking, creativity and experiential leaning. Present paper focuses on the various innovative pedagogical approaches enlighten by NEP 2020 at school level and its implementation as reflected in NCF 2023. The National Curriculum Framework for School Education (NCF) is developed based on the vision of the National Education Policy (NEP) 2020. It is framed in order to enable its successful implementation. The NCF addresses education for the age group 3 to 18 years. This is across the four stages in the 5+3+3+4 "Curricular and Pedagogical Restructuring" of school education as envisioned in NEP 2020 in order to meet the cognitive, emotional and physical milestones of learner.

NEP 2020: A Briefing:

The National Education Policy 2020 (NEP 2020) marks a significant shift in the landscape of school education in India. It replaces the 34-year-old 1986 policy with a vision to make education more holistic, flexible, multidisciplinary, and suited to the 21st century. It is based on the five guiding pillars of universal access, equity, quality, affordability, and accountability. The policy advocates for a 5+3+3+4 curricular and pedagogical structure, focusing on foundational, preparatory, middle, and secondary stages of education. The policy's core objectives include ensuring universal access to quality education, promoting multilingualism and mother tongue instruction, strengthening foundational literacy and numeracy, integrating vocational training early, reforming assessment systems, enhancing teacher training, and encouraging digital learning and technology use. The policy aims to reshape both school and higher education through several key structural and pedagogical changes.

Vision of the policy:

It envisions an education system rooted in Indian ethos that contributes directly to transforming India into an equitable and vibrant knowledge society, by providing high-quality education to all, and thereby making India a global knowledge superpower.

The vision of the Policy is to instill among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen. (NEP 2020 draft).

The structure of school education:

Restructuring school curriculum and pedagogy in a new 5+3+3+4 design: This policy envisions that the existing 10+2 structure in school education will be modified with a new pedagogical and curricular restructuring of 5+3+3+4 covering ages 3-18. It categorizes the school education into four distinct developmental phases-

- 1) Foundational stage (Age 3-8):** - This stage will focus on play based and activity-based learning. It includes 3 years of pre schooling and 2yrs of primary schooling (classes 1-2). The overall aim of ECCE will be to attain optimal outcomes in the domains of - physical and motor development, cognitive development, socio-emotional-ethical development, cultural/artistic development, and the development of communication and early language, literacy, and numeracy. The Foundational Stage will consist of five years of flexible, multilevel, play/activity-based learning and the curriculum and pedagogy of ECCE.
- 2) Preparatory stage (Age 8-11):** - Covers classes 3 to 5. It involves the transitions of children to interactive classroom learning, focusing on language, reading, writing and numeracy skills. The highest priority of the education system will be to achieve universal foundational literacy and numeracy in primary school by 2025. The Preparatory Stage will comprise three years of education building on the play, discovery, and activity-based pedagogical and curricular style of the Foundational Stage, and will also begin to incorporate some light text books as well as aspects of more formal but interactive classroom learning, in order to lay a solid groundwork across subjects, including reading, writing, speaking, physical education, art, languages, science, and mathematics.
- 3) Middle Stage (Age 11-14):** - Covers classes 6 to 8. It introduces abstract concepts in sciences, mathematics, arts, social sciences and humanities. The Middle Stage will comprise three years of

education, building on the pedagogical and curricular style of the Preparatory Stage, but with the introduction of subject teachers for learning and discussion of the more abstract concepts in each subject that students will be ready for at this stage across the sciences, mathematics, arts, social sciences, and humanities. Experiential learning within each subject, and explorations of relations among different subjects, will be encouraged and emphasized despite the introduction of more specialized subjects and subject teachers.

- 4) **Secondary Stage (Ages 14-18):** - Covers classes 9 to 12. This phase emphasizes multidisciplinary studies, critical thinking, and career exploration, culminating in board exams. The Secondary Stage will comprise of four years of multidisciplinary study, building on the subject-oriented pedagogical and curricular style of the Middle Stage, but with greater depth, greater critical thinking, greater attention to life aspirations, and greater flexibility and student choice of subjects. In particular students would continue to have the option of exiting after Grade 10 and re-entering in the next phase to pursue vocational or any other courses available in Grades 11- 12, including at a more specialized school, if so desired. (NEP 2020)

Concept of Pedagogy: -

Pedagogical approaches refer to the methods, strategies and practices used by teachers to facilitate learning. These approaches determine how knowledge is delivered, how the learner engages with the content and how learning outcomes are achieved. An appropriate pedagogical approach helps in enhancing the qualities of teaching, eliminating monotonous learning builds a cooperative learning environment, caters to different learner styles and improves student teacher interaction. Therefore, the use of relevant pedagogy is necessary to achieve the objectives of the curricula successfully.

Pedagogical Approaches Promoted by NEP 2020:

To realize the vision of NEP 2020 several pedagogical strategies have been emphasized in the draft that promote active learning and holistic development of the children. Some of these pedagogical approaches are-

- 1) **Experiential Learning:** NEP 2020 strongly advocates the use of experiential learning, in which students learn through activities, real life experiences and reflection. This can be achieved by hands-on activities, field work, project-based learning, and real-world problem solving to enhance understanding and retention. The pedagogical approaches includes- science experiments, educational tours, community projects, role play and simulations.
- 2) **Inquiry-Based Learning:** In this, the students were encouraged to ask questions, investigate problems, and discover knowledge at their own pace. It helps to develop curiosity, encourage scientific temperaments and improve critical thinking, and enhance learner's autonomy there by enabling students to become active participants in their learning process.
- 3) **Multidisciplinary and Interdisciplinary Approaches:** It involves integration of various subjects to provide a comprehensive understanding and foster connections across disciplines. It helps in the development of cognitive, emotional, ethical and social skills.
- 4) **Use of Technology-enabled learning:** It incorporates use of digital tools and resources to facilitate personalized and flexible learning experiences. It is obtained through blended learning, online resources and the use of educational technology. This is achieved by using smart classrooms, e-learning platforms, virtual laboratories and digital assessment.
- 5) **Learner-centered pedagogy:** This ensures that teaching methods cater to diverse learning needs, including those of marginalized and differently-abled student. It encourages teaching according to the learner's interest, abilities and learning styles. This is obtained by promoting inclusive classrooms, active student participation, collaborative learning, and personalized instructions.
- 6) **Arts-integrated and sports-integrated learning:** - Arts and sports are used as a tool for teaching different subjects to make learning joyful and engaging.

Implementation of pedagogies in the classrooms:

Implementing these pedagogical approaches requires a shift from traditional rote learning to more student-centred methods. Teachers need to be trained in modern pedagogical techniques, and curricula should be designed to incorporate experiential and inquiry-based learning activities. Schools are encouraged to create a conducive environment that promotes constructivist learnings through active participation, collaboration, and critical thinking among students.

Pedagogy across Stages as reflected in NCF 2023: - The National Curriculum Framework for School Education is the official guideline document designed to implement the vision of the NEP 2020 in India. According to this guideline, an effective approach to pedagogy in particular School Stages is based on how children grow and learn (i.e., physical, emotional, social and ethical, and cognitive development) and the overall aims of education to be attained through school education. Such an approach will help to achieve Curricular Goals, Competencies, and Learning Outcomes without compromising the holistic and expansive notion of individual development that the NEP 2020 focuses on. (NCF 2023).

a. Pedagogical considerations related to physical development

i. Foundational Stage: At this stage the children are continuously engaged through their senses and tries to understand the most of the world around them by this way. So, at this stage all those pedagogies that encourages them to engage physically in aesthetic experiences of music, dance, arts, and crafts should be used. Teaching about health and hygiene practices should also be encouraged to ensures physical well-being in the long term. (NCF 2023).

ii. Preparatory Stage: At this stage, modelling should be used to make sense of concepts more perceptual and practical with low levels of verbal complexity and theoretical. Care should be taken for selection of content, teaching plan, assessment, and classroom arrangement is needed to be activity-based, playfully experimental, and lend themselves to a conversation and consolidation after ‘doing’. (NCF 2023).

iii. Middle Stage: This is a Stage of both gradual and sudden changes in physical development. Teachers will need to be prepare for handling the adolescence related growth pains as it increases the restlessness in their students. A good understanding of gender and sexuality would also help teachers understand their students better. In order to understand the student behaviour in school the help of families and local culture will be taken. At this time the students must be encouraged to independently practice their learning. (NCF 2023)

iv. Secondary Stage: At this Stage, students adjust with their changing bodies, become self-conscious, and try to make sense of their maturation. Pedagogy across subjects should help the students to bring changes in student’s perceptions of their bodies and abilities, and provide adequately challenging physical tasks, and encourage greater participation in both group and individual activities, especially sports and games. (NCF 2023)

b. Pedagogical considerations related to emotional development

i. Foundational Stage: Teachers are required to teach children learn about understanding their own emotions and the emotions of others. The environment of a school must allow for a safe space for such conversation and learning. Learning to regulate feelings and behavior, delaying the need for instant gratification, and practicing positive learning habits will go a long way in the lives of children so these aspects must be facilitated and encouraged actively and regularly. Children will require close individualized attention and care. (NCF 2023)

ii. Preparatory Stage: Students at this Stage, are learning to make sense of their thoughts and feelings and would need guidance for their emotional regulation. Many children display temperaments and preferences. The teachers will need to engage and tease out emotional habits that come on the way of their learning through teaching interactions and provide alternative possibilities to the emotional experiences of the students. Gradually, students must be supported and encouraged to become emotionally independent. (NCF 2023).

iii. Middle Stage: Middle Stage such pedagogies should be used that allow engagement with emotional experiences through discussion and reflection. Curricular areas can be used as contexts in which individual responses can be analyzed. The teacher will have to find a balance in the approach to student’s emotions- an approach that is neither intrusive nor indulgent, but reasonably firm, rationally clear, and emotionally caring towards students of this Stage. (NCF 2023)

iv. Secondary Stage: It would be necessary for pedagogic strategies to guide individual reflection and group conversation on thoughts and feelings that emerge through engaging with curricular components. A philosophical understanding that feelings are transient and not set in stone, that individuals can act upon their emotions in healthy and unhealthy ways, and the social consequences of rational versus irrational decision making based on emotional reactions are good discussions to have at this Stage. The focus on emotional regulation must continue. Teachers will have to be perceptive about when students require individualized attention and find ways to communicate with them effectively. (NCF 2023).

c. Pedagogical considerations related to social and ethical development

i. Foundational Stage: Teaching social norms and strategies and to adhere to them, teaching valuable social participation and contribution in accomplishing simple tasks, and teaching the meaning of cooperation and respect for others are very important in social and ethical development at the Foundational Stage. Ethical and moral instructions at this Stage are aimed at teaching children simply the 'good' and appropriate action from the 'bad' and inappropriate actions. (NCF 2023).

ii. Preparatory Stage: The pedagogic strategies must enable pair work, small group work, and individual work in mixed proportions so that students are actively learning to work together with sensitivity, mutual respect and listening. They learn to cooperate, and also accept cultural differences and diversity of approaches in thinking and feeling. Teachers must engage students with basic ethical and moral questions about equality, fairness, sharing, and cooperation. (NCF 2023)

iii. Middle Stage: Like the Preparatory Stage, the pedagogic strategies here too must plan for pair work, small group work, and individual work in good proportions. Mixed small group work would allow for listening to and thinking together with different people. The pedagogy must explicitly aim (through content selection and interactional strategies) at fostering sensitivity and respect for diversity in gender, class, and cultural difference. Students will learn to navigate their social world (including parents, teachers, and community) and will require clear expectations and rules set in these interactions. Teachers could discuss equity and respect for others as part of ethical reflection in class. It is also a time when they start learning about the world as much bigger than their immediate surroundings, so it is important to give them a sense of the cultural diversity that they are part of in our historically, geographically, and culturally rich country. (NCF 2023)

iv. Secondary Stage: This is the time to actively encourage individuation in thinking and reasoning while being able to respectfully listen to and understand others. Teaching strategies can include delegating responsibilities, allowing students to take charge of their own learning, and regulating each other's learning with a focus on helping others to learn better. Teachers could actively talk with students about ethical and moral actions connected to social participation and change. It is also an important time in the lives of students to address ideas of identity and heritage about what it means to be Indian (Bharatiyata) and belong to our vast and culturally rich nation. (NCF 2023).

d. Pedagogical considerations related to Cognitive development

i. Foundational Stage: Pedagogic strategies for this Stage must ensure literacy and numeracy learning for all children as this forms the basis of all further learning. Exposure to rich learning experiences in language and mathematics, and rich aesthetic and cultural experiences through art, crafts, music, dance, stories, and theatre would enable sound overall cognitive development. Multimodal forms of teaching-learning materials, adequate outdoor experiences, one-on-one teacher attention, and physical wellness would also address the cognitive developmental needs of children at this Stage. (NCF 2023)

ii. Preparatory Stage: Pedagogy at this Stage will require a gradual move to more thinking and analyzing after doing and observation, with plenty of material to engage with, repeat, and practice. This repeated practice will form the basis for study habits, independent thinking, and independent learning that is to come in the Middle Stage. Multimodal teaching-learning material and one-on-one attention are still necessary to a good extent at this Stage, as these strategies will form a strong conceptual basis for students across curricular areas. Planning for field visits in the various subjects, apportioning sufficient time outdoors in a working week, encouraging students to demonstrate logic in their reasoning, encouraging

thoughtful questioning, learning skills to inquire through conversations with people and reading/referring to books are important pedagogical strategies in this phase. (NCF 2023)

iii. Middle Stage: This stage requires a pedagogic attention, especially for those who struggle and for those who excel in their achievement levels. Teaching students how to assimilate understanding and shifting from practical to theoretical concepts across curricular areas, demanding greater rigour in, and capacity for working would be essential pedagogic considerations at this point. Student's capacity for abstract thinking improves markedly and teachers can present challenging material that requires abstract reasoning and application. Teaching the rules for technology and media usage become necessary in this Stage. Teachers need to demonstrate in their teaching transactions (and explicitly teach) a discerning educational use of the internet and media gadgets in learning. This would require conversations about safe and healthy practices in using the internet, new media technology, and gadgets in the context of the curriculum. (NCF 2023)

iv. Secondary Stage: Teaching students how to independently assimilate understanding and encouraging abstraction and theoretical concepts across curricular areas becomes important. Rigour in working and presenting their views would be very important pedagogical considerations for secondary students. Newer curricular areas and choices in specializations begin at this Stage, it would be important to help them to make their decisions (in subject choices) and create adequate opportunities to sustain practice in these. Caution against distractions while learning, cyberbullying, compulsive use and many other unhealthy practices in using the internet will be required to be taken care by the teachers especially, as students will be engaged with online research for learning much more at this Stage. (NCF 2023)

Need of the study: - Pedagogical approaches plays a vital role in improving the quality of education. Effective pedagogy helps the learners to develop knowledge, skills, values, creativity and problem-solving abilities. It not only gives considerations to student's experiences and voices but also acknowledge and accommodates student's diverse needs. Since, NEP2020 has brought a massive change in the education system of India by modifying and categorizing the stages of education at the school level and emphasizing over the various pedagogical approaches that suits to every stage of education, it becomes necessary to study and reflect on the appropriateness and successful implementation of these pedagogical approaches.

Discussion: - Children are natural learners and learning is an active process that involves development of cognitive, affective and psychomotor domains. There by using an appropriate pedagogy becomes very important. Every child learns at their own pace but they learn at their best when they feel respected, valued and involved in the learning process. The traditional methods of teaching mainly focus on the rote memorization must not be considered as the primary form of learning and assessment. Students must not be treated as a passive learner making the entire teaching learning process monotonous. Thus, effective pedagogy therefore, encourages conceptual understanding, active discovery and independent learning thereby facilitating learning for long term. For this, it becomes necessary to use stage specific innovative pedagogical approaches. The NEP2020 has focused on various pedagogical approaches that will makes the teaching learning environment effective.

Conclusion: - NEP 2020 introduces transformative pedagogical approaches that make education more experiential, flexible, inclusive and skill oriented. This policy shifts the focus from teacher- centered instruction to learner-centered instructions based on multidisciplinary and inquiry driven learning for holistic development of students. The draft of NCF 2023, prepared for the implementation of NEP 2020 serve as a milestone for achieving the goals of the NEP 2020. The pedagogies focused in the draft would surely help in achieving the goals of providing quality education to all by creating a conducive classroom teaching- learning environment. At the same time, it must also be taken into consideration that there are still various challenges faced by the teachers in their classroom in terms of curriculum, in terms of resources available, time constraints etc. to implement such innovative pedagogies in the classroom. This paper focuses on the various innovative pedagogies that are defined at the various stages of education by NEP 2020 and their implementation strategies given by the NCF 2023. It can be concluded, that the pedagogical approaches described by NEP 2020 at various stages of education are very effective to meet the diverse need of the learner in the classroom if they are implemented fruitfully as described in the NCF 2023.

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