





NEP 2020: A Roadmap towards Innovative Pedagogy to Promote Enjoyable Learning

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The 21st century is an age of cataclysmic change and creativity. India needs an educated workforce in huge numbers. Traditional teaching methodology is outdated and the best methods need to be identified to improve the required skills of teachers and students. There is a strong need to change pedagogy from traditional fact-based lectures to interactive learning to promote lasting and applicable skills. To solve this problem, innovation in teaching and learning has become essential. Adopting different methods and strategies as mentioned in the article will help to achieve the desired result. This article describes innovative teaching pedagogies and methods used by various educational institutions in the country. Innovation is a continuous process and faculty members apply innovative methods to enhance the quality of education to develop creativity and empower people and ultimately achieve the Human Development Index of our country.

Keywords: Innovative, Teaching Methods, Enjoyable Learning, Higher Educational Institutes.



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1. INTRODUCTION

Traditional Teaching Innovation and knowledge diffusion are crucial for growth in education and industry. The 21st-century skill of thinking and innovation is desirable for students, and teachers must be proactive in researching, exploring, and using multiple strategies to uncover new ideas. The traditional Indian teaching-learning system, driven by Guru-Shishya parampara, provides comprehensive knowledge, value-based learning, and life skills. Diverse pedagogies are used to achieve core objectives, including real-life experiences, storytelling,

problem-solving, role plays, memorization, and dissemination through debates and discussions.

The **National Education Policy 2020** (NEP) aims to integrate traditional value-based education with technology-dominated teaching and learning processes. It aims to overhaul the existing education system through a multipronged approach, developing a pedagogy that makes education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centred, discussion based, flexible, and enjoyable.

India is moving forward on innovations, as ranked as the 48th most innovative nation in the **Global Innovation Index Report 2020** by the

World Intellectual Property Organization (WIPO). The NEP 2020 is learner-centric, with teachers playing a pivotal role in its implementation. Teachers are given more autonomy in choosing aspects of pedagogy, allowing them to plan teaching-learning in the manner they find most effective for students. However, the meaningful exercise of this autonomy and flexibility depends on teachers' understanding of different pedagogical approaches.

2. NURTURING INNOVATION IN CLASSROOMS

To foster innovation in students, teachers must be prepared to face challenges in the classroom. This means overcoming fear, taking risks and being prepared to fail. However, if teachers think outside the box, there are many ways teachers can gradually try to introduce innovation into the classroom. Some of them are:

- Providing problem-solving activities to students, providing opportunities to think differently and work independently.
- Constantly providing challenges and problems that force children to think differently.
- Come and embrace different perspectives and different opinions.
- Utilizing different pedagogies such as collaborative learning, storytelling, integrating art and music to interact and teach students and not sticking to the traditional teaching process.
- Create an element of curiosity and encourage students to ask questions and seek answers together.
- Give students enough time to think, act, iterate and innovate.
- Build on what students already know and make the whole learning process more enjoyable.
- Continuous motivation of pupils.
- With NEP-2020 now in place and a new curriculum framework for teacher educators being developed, it is imperative that it is designed to provide future teachers with ample opportunity and time to think, reflect and innovate.

3. RECOMMENDATIONS IN NEP-2020 ON INNOVATIVE PEDAGOGY

National Education Policy 2020 recommended Experiential learning, to make

education more experiential and discovery-oriented. Multidisciplinary learning, which can be achieved through an integrated curriculum. Project-based learning and Student-centred learning as an innovative pedagogical approach. Integration of technology into the classroom. Flexibility for teachers to adopt innovative pedagogies. Active participation of learners in clubs, programs, and competitions. Disciplinary understanding in which teachers help students to make connections between what they learn in different contexts. Promoted Arts-integrated and sports-integrated education.

- The NEP 2020, in its Para 's, namely, **Para 4.4, Para 9.3 (d), Para 11.6, Para 11.12, Para 12.1, Para 12.2 and Para 12.6, para 13.4, para 20.6, para 21.4 & para 23.3** etc. envisions innovative pedagogical approaches and their role in higher education.
- Curriculum and pedagogy reform aims to shift education towards understanding and learning, moving away from rote learning and focusing on cognitive development, character building & developing holistic individuals with 21st century skills. **(Para 4.4)**
- Revamping curriculum, pedagogy, assessment, and student support for enhanced student experiences **(Para 9.3d)**
- Large multidisciplinary universities/colleges are promoting high-quality holistic education, offering flexibility in curriculum, innovative course options, rigorous specialization, with increased faculty autonomy & pedagogy emphasizing communication, discussion, debate, research & cross-disciplinary thinking. **(Para 11.6)**
- Higher Education Institutions will focus on research and innovation by setting up start-up incubation centres; technology development centres; centres in frontier areas of research. HEIs will develop specific hand holding mechanisms and competitions for promoting innovation among student communities. **(Para 11.12)**
- The policy empowers the faculty of HEIs to conduct innovative teaching, research, and service as they see best. This will be a key motivator and enabler for nurturing

innovative spirit and perform outstanding, creative work. **(Para 11.12)**

- Research in the arts and humanities, history, art, language, and culture. along with innovations in the sciences and social sciences, are equally important for the progress and enlightened nature of a nation. For this, the policy envisions the establishment of a National Research Foundation (NRF) which will recognise and support outstanding research in academic institutions and competitively fund research in all disciplines. **(Para 11.12)**
- Effective learning requires a comprehensive approach including an engaging curriculum, high quality pedagogy, continuous formative assessment and appropriate student support. The curriculum should be regularly updated, the pedagogical procedures should be of high quality and the assessment methods should be scientific. Developing capacities that support student health, such as fitness, good health, psychosocial well-being and a sound ethical foundation, are also essential for high-quality learning. **(Para 12.1)**
- Curriculum and pedagogy will be designed by institutions and motivated teachers to ensure stimulating and engaging learning for all students, and continuous formative assessment will be used to advance the goals of each program. All assessment systems are also decided by the college, including those leading to final certification. Choice Based Credit System (CBCS) will be revised to inculcate innovation and flexibility. Universities will move to a criteria-based grading system that assesses student achievement based on the learning objectives for each program, making the system fairer and results more comparable. Universities should also move from demanding exams to more continuous and comprehensive assessment. **(Para 12.2)**
- Each institution shall commit to holistic student development and establish strong internal systems to support diverse student cohorts in academic and social domains both inside and outside of formal academic interactions in the classroom. Thematic clubs and activities organized by students with the help of faculty and other experts as

needed, such as clubs and events dedicated to science, mathematics, poetry, language, literature, debate, music, sports, etc. The faculty will have the capacity and training to access students not only as teachers, but also as mentors and guides. **(Para 12.3)**

- Faculty will have the freedom to design their own curricular and pedagogical approaches within the approved framework, including the selection of textbooks and readings, assignments and assessments. Empowering faculty to do innovative teaching, research, and service as they see fit will be a key motivator and enable them to do truly outstanding, creative work. **(Para 13.4)**
- Apart from genomics, biotechnology and nanotechnology, India needs to take the lead in training professionals in cutting-edge fields that are rapidly coming to the fore, such as artificial intelligence (AI), 3D machining, big data analytics and machine learning, neuroscience, with important applications in health, environment and sustainable living that will be woven into undergraduate education to increase youth employability. **(Para 20.6)**
- It talks of enabling strong and innovative government initiatives for adult education to expedite the all-important aim of achieving 100% literacy. **(Para 21.4)**
- A platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration, both for school and higher education. The National Educational Technology Forum (NETF) will be created. **(Para 23.3)**

4. PEDAGOGICAL APPROACHES ADDRESSING LEARNING NEEDS

Pedagogy is the process of teaching and learning that involves evaluating various approaches and helping teachers improve and innovate. As environmental paradigms change, higher education must develop graduates capable of addressing workplace challenges. Teachers must assess students' learning needs and adapt pedagogical approaches accordingly. Different students have varying learning methods, such as reading texts, listening to teachers, or observing practical demonstrations.

Table-1: Domains of Learning Needs

Cognitive	Social	Affective	Psychomotor
Recognize good questions	Communicate with peers	Attain goals	Be in a comfortable \setting
Ask good questions	Give and received support	Nurture positive attitudes	Have transportation
Get help from experts	Experience external motivation	Be open to feedback from others	Have childcare
Practice problem solving	Make a difference	Have time for reflection and self-assessment	Get enough sleep
Think independently	Interact while problem-solving	Possess well-founded self-confidence	Have a good diet/adequate energy level
Create work products	Explore and challenge conventions	Define and respond to the locus of control	Exercise
Process new information	Grow with friends	Have a sense of belonging	Have access to equipment and tools
Use learning resources	Manage time and tasks	Understand the motivations of others	Engage in appropriate and timely demonstrations

The learning needs of learners vary based on their discipline, course, study level, competency level, and knowledge applicability. Identifying these specific needs is crucial for course outcomes and graduate attributes (GA), as they influence the course's overall success.

Linking learning needs with graduate attributes (GAs) would ensure the holistic development of a student, as envisioned in NEP 2020. Development of graduate attributes, as specified in NHEQF, would require specific pedagogical approaches to serve the learning needs of a student. Thus, a teaching-learning process that ensures establishing linkages between graduate attributes, learning needs and pedagogical approaches would serve the purpose of outcome-based teaching-learning process.

5. INNOVATIVE PEDAGOGICAL APPROACHES

Multiple approaches allow the teaching-learning process to keep up with the times. Experiential learning, inquiry-based learning, case-based instruction, problem-based learning, individual/group project-based learning, discovery learning, practical work, enhanced technology use and integration include the use of digital and e-learning technologies and resources.

Deduction-based learning is aided by field-based learning and visits to industrial or other research facilities. The need for 21st century learning environment is fulfilled by the following pedagogies.

- **Flipped Classroom Pedagogy:** This is an innovative educational approach based on constructivist ideas. It is based on a blended learning format with emphasis on 21st century skills like creating, evaluating and analysing in the form of activity-based learning in classrooms where student-teacher interaction takes place in a flexible learning environment and culture.
- **Arts Integrated Learning Pedagogy:** This is a fun and experience-oriented learning pedagogy. It is about recognizing the needs and potentials of learners and supporting them to enable their holistic growth. Students are active participants in the learning process and explore, develop and express their understanding and creative outcomes through different art forms and make connections across the curriculum.
- **Project-based learning pedagogy:** This is a pedagogy of reflective practice and collaboration that uses online platforms for

student engagement to promote lifelong learning and 21st century skills by helping students connect concepts to real-world situations.

- **Cutting Edge Pedagogy:** This is a learning pedagogy that uses technology to engage students and equip them with innovation and problem-solving skills. It uses digital and technology platforms such as Pear Deck for online/digital interactive learning to meet the diverse needs of students.
- **Critical pedagogy approach:** This approach focuses on improving students' critical thinking skills by asking questions. For example, what is being learned and why? Questions are asked and students can find the answers themselves. Students acquire knowledge through inquiry.

6. INNOVATIVE TEACHING METHODS: (Offline, Online or Combined)

- **Cooperative Learning Strategies (CLS):** These strategies include methods like Jigsaw, Think-Pair-Share, Team-Pair-Solo, Inside-Outside Circle, Fishbowl, Project Quality Plan (P-Q-P) etc.
- **Brainstorming:** Using a whiteboard or presentation device, encourage students to generate ideas related to a problem or question. Don't criticize students but encourage them to come up with weird ideas. Generated ideas should be shortlisted and critically analysed. In some cases, these ideas may be categorized by the students and the teacher together or by the students themselves to learn "types" or "categories" of new concepts.
- **Group discussions:** The use of discussions is an attempt to counter the risk of the teacher/educator adopting a transmissive or authoritarian approach, allowing a group of students to explore their own views and those of others. Group discussions encourage active listening, self-reflection and the exchange of different cultural stories, worldviews and attitudes.
- **Role playing:** This technique offers participants the opportunity to assume different identities (roles) and live these identities (roles) with or for others in scenarios depicting sustainability issues or events, allowing both participants and the

audience to empathize with others and share their experiences, connections and issues from their perspective to gain a deeper understanding.

- **Guided questions:** for example, during fieldwork or expository walks, deeply structured questions are used to encourage students to think about specific aspects of their experiences.
- **Interpretive Trails:** This is a guided walk or trail with interpretive signs through an area to learn about the natural or built environment. Interpretation can be done in a variety of ways, such as signs, markers, trailside boards, brochures with maps and additional information, knowledgeable guides, digital technology, etc. For example, many nature reserves and botanical gardens have hiking trails leading through exciting parts of the area, explaining the different ecosystems, archaeological sites, cultural sites, etc.
- **Music, poetry and visual arts:** People learn differently. There are different ways to acquire and express knowledge. For some people, art can be a more expressive way to express their thoughts and experiences than formal expression. People (children and adults) have the opportunity to creatively express their ideas and reflect on their experiences and feelings on a topic such as sustainability in an open and creative way. Many art forms are not language based and therefore have great potential in situations where language can be a barrier to learning. Music helps bridge barriers between very different people and promotes social learning reflection.
- **Critical incidents:** Students are given examples and asked what they would do, what they could or should do. Critical incidents allow them to consider their own perspectives and actions in light of ethical positions. Teachers can use this approach in groups to promote awareness and deeper reflection of different perspectives on sustainable development pathways.
- **Case studies:** Provide students with detailed information about a specific topic in a specific context (varying levels of detail and formality). Case studies can bring together different areas of learning across curriculum

areas and provide a group of students with a holistic view of a topic. Case studies allow students to explore what affects their local area and work with community groups, NGOs or private companies to find solutions to local problems.

- **Reflexive representation:** Individuals reflect on their position in relation to new knowledge about a topic. This helps them understand how their actions contribute to the problem at hand. Sustainability issues- This pedagogical approach allows students to reflect on their personal roles, attitudes and responsibilities related to sustainability issues.
- **Critical reading and writing:** These are important social practices that are key to facilitating learning. To evaluate the author's possible motivations in the text, students analyse the discourse and try to imagine alternative future scenarios.
- **Problem-Based Learning:** Problem-Based Learning is an iterative learning process. Teachers use this approach to teach any topic. For example, education for sustainable development requires students to identify a sustainability issue that they can research and develop a body of knowledge. Students can draw visions of alternative actions and possible solutions to a problem, which helps in creating an action plan, followed by a period of reflection and evaluation. This process therefore supports both conceptual and practical aspects of sustainability competence.
- **Solution-oriented learning:** This approach involves ideas that you want to put into practice. It is therefore important to collaborate and be inspired by positive examples to foster positive emotions and motivation to actively participate in communities and organizations.
- **Fieldwork and outdoor learning:** Fieldwork is an example of experiential pedagogy that engages students' emotions and helps develop the critical thinking skills necessary to understand the complexity of issues. Fieldwork and outdoor learning are often based on local community or environmental issues and combine theory with real-world examples.
- **Stimulating Activities:** Stimulating activities are watching videos, photographs, poems, newspaper clippings, etc. that stimulate reflection and discussion. Students may also be interested in creating their own work, such as photographs taken to stimulate discussion. Using videos or externally produced documents allows broadcasters to bring a wider range of perspectives to their critical analysis.
- **Storytelling:** Storytelling is an engaging and effective form of teaching and learning. Fairy tales about the Earth and its human inhabitants have been at the centre of storytelling since ancient times, and there is currently a significant resurgence of interest in storytelling. Storytelling draws from indigenous societies such as oral traditions and folk arts that have been practiced for generations as a means of entertainment, education and cultural preservation. Storytelling can help bring ideas, theories and concepts to life, provide a source of inspiration, offer practical insight into approaches to the most challenging environmental, social and economic problems while respecting cultural heritage and the environment. In this way, teachers can better discuss the information, principles and values of sustainable development with groups of students.
- **Lectures and Presentations:** This activity involves presenting a body of knowledge or selected information through structured oral and visual presentations. Lectures and presentations are useful at the beginning or during the learning process when there is a need to provide background information, clarify concepts or introduce a specific focus. Lectures of 10-15 minutes should be encouraged, followed by student-centered participatory methods.
- **Live Online Courses:** Online courses eliminate the need for students to visit a physical classroom as teachers deliver online lectures in real time. Live online courses enable face-to-face interaction between teachers and students, resulting in a classroom-like learning environment. There are various video conferencing applications that teachers can use. To host regular lessons, teachers need to create a link and

share it with students. Live online lessons remove the access barrier and allow teachers to connect with students from anywhere. A live online whiteboard makes online courses even more fun.

- **Online quizzes:** Online quizzes are an effective way to motivate students to complete the preparatory work, promote active learning and are relatively time-saving from the teacher's point of view. Online quizzes are used to enhance instructional design and support formative assessment.
- **Pre-recorded video lectures:** Pre-recorded video lectures are one of the suitable online learning methods and pedagogies where lectures are recorded and shared with students instead of attending live lectures. This gives them the flexibility to attend lectures at a time that suits them. Unlike live online courses, students can also use pre-recorded videos to revise and clear doubts.
- **Blended Learning:** Teachers can combine face-to-face courses with online learning components. Blended learning enhances the teaching and learning experience for students. Advances in technology provide new opportunities for blended learning for students in diverse settings. Blended learning also makes it possible to design and deliver courses that strengthen the role of the teacher. Some blended learning approaches that teachers can use include:
 - ❖ Sharing video lectures with students during the course.
 - ❖ Internet-based learning (IBL) is used to support self-learning as students must complete several Internet-based projects. h. Search and learn.
 - ❖ In project-based learning, several peer groups are incorporated into the project and students develop ideas together.
- **Way forward:**
In the classes today: -
 - ❖ Barriers to creativity and innovation need to be overcome.
 - ❖ The development of new ways of supporting student creativity must become common practice at all levels of education.

- ❖ Students must be able to experiment and think in all subjects.
- ❖ Create a classroom atmosphere that respects and encourages diversity of ideas and fosters innovation.
- ❖ Develop teachers' skills in this area to provide a variety of resources to support students and create a supportive environment.
- ❖ Promote flexibility in the teaching process.
- ❖ Provide incentives and awards to motivate teachers to continuously improve.

7. CONCLUSION

Instead of sticking to traditional methods of teaching and testing, there is a need to create a supportive environment that encourages innovation. Since innovation and creativity are the essence of learning, teachers also tend to adopt new teaching methods. Many researchers have concluded that the use of innovative teaching and learning methods has significantly improved student performance. Some educational institutions have also reported improvements in class attendance. Combining different disciplines, going beyond the basics and going outside the classroom to achieve completely new and different results helps students develop an innovative spirit right from the start. Knowing the basics is a starting point but should be further applied and used in the student researchers' search for solutions until they find the best answer. This quote from poet William Butler Yeats is a fitting parallel for the role of innovation in education: "Education should not be the filling of a pail, but the lighting of a fire."

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