

## IMPACT OF NATIONAL EDUCATION POLICY (NEP) ON CURRICULUM AND PEDAGOGY

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### Abstract

NEP 2020 is India's third comprehensive education policy, following the policies of 1968 and 1986. It marks the first major reform in the sector in over three decades. The National Education Policy (NEP) 2020, unveiled by the Government of India, aims to revolutionize the country's education system. The policy has introduced several changes in the curriculum and pedagogy that are expected to bring significant improvements in the quality of education. NEP 2020 advocates a multi-disciplinary and holistic approach to education, with the aim of developing students' cognitive, social, emotional, creative, and physical abilities. The policy aims to achieve this by reducing the curriculum content and providing more flexibility to students in choosing their subjects. The curriculum framework will be developed by the National Council of Educational Research and Training (NCERT) and the State Council of Educational Research and Training (SCERT) in consultation with teachers and experts. One of the significant changes in the curriculum is the introduction of Early Childhood Care and Education (ECCE) for children between 3-6 years. NEP 2020 places strong emphasis on foundational learning through interactive and experiential methods for children aged 3-6. Another significant change in the curriculum is the integration of vocational education from class 6 onwards. The policy aims to provide students with practical skills and knowledge that will prepare them for employment and entrepreneurship.

NEP 2020 emphasizes the need for a student-centrism, experiential, and inquiry-based approach to learning. The policy aims to move away from the traditional rote learning method and encourage critical thinking, problem-solving, and creativity. The pedagogy will be supported by the development of new teaching-learning materials, textbooks, and teacher training programs.

NEP 2020 aims to transform India's education system by introducing significant changes in the curriculum and pedagogy. The policy aims to provide students with a holistic and practical education that will prepare them for the future. The success of NEP 2020 will depend on the effective implementation of the policy and the commitment of all stakeholders to improve the quality of education in the country.

**Keywords:** *New Education Policy, Curriculum Development, Pedagogy, Experiential Learning, Education Reform.*

### **Impact of NEP 2020 on School Education:**

NEP 2020 has brought about significant changes in school education, making the system more efficient, effective, and learner-friendly. One of the key impacts of NEP 2020 is on the administrative processes of schools. School administrators and teachers now have access to innovative tools and technologies that are simplifying their tasks and helping them streamline their operations.

Some schools have implemented ERP and LMS platforms, such as LearnQoch, to streamline administrative tasks and enhance teaching efficiency (LearnQoch, 2024). LearnQoch combines administrative and academic functionalities, making it a one-stop solution for schools to manage various tasks such as admissions, attendance, timetables, examinations, assignments, communication with parents, and more.

**Changed pedagogy:** A restructured academic model of 5+3+3+4 has been proposed to align with children's cognitive development stages, expanding to 5 (foundational) + 3 (preparatory) + 3 (middle) + 4 (secondary), to facilitate a more holistic approach to learning.

**Every child in school by 2030:** The policy envisions universal access to quality education for all children aged 3–18 by 2030.

**Fewer dropouts:** NEP 2020 includes measures such as the creation of Special Education Zones, a Gender Inclusion Fund, and improved access to open and distance learning options, which are expected to reduce dropouts among students from socially and economically disadvantaged groups.

**Technological advancement in learning:** NEP 2020 advocates for a shift from a rote-learning-based system to a more activity-based, experiential learning methodology, incorporating new curricular and technological advancements to facilitate a more individualized, student-centric model of education.

**Future Skills:** NEP 2020 emphasizes the need for curriculum and methodology reforms to ensure that students learn higher-order cognitive skills, 21st-century skills, mathematical and computational thinking, and critical thinking skills, among others, to prepare them for future job demands.

**Learning & teaching interest:** NEP 2020 encourages a shift from annual exams to a system of formative assessments that enhance the teaching-learning process, ensuring that assessments are not just evaluative but also informative for teachers and students.

**Developing competency:** NEP 2020 promotes multiple assessments throughout the year, reducing exam anxiety among students and allowing them to demonstrate their learning in different ways. It also emphasizes demonstrative learning and a low-stakes board test in Grade 10.

**Trained teachers:** NEP 2020 aims to have all teachers professionally educated or certified by 2030, setting uniform professional standards from Anganwadi levels up to secondary school, to improve the quality of teaching in the education system.

### **Real-life Impact on Administrators and Teachers:**

The real-life impact of NEP 2020 and Learn Qoch on administrators and teachers can be seen in their daily tasks. The burden of paperwork and manual record-keeping has significantly reduced, as LearnQoch automates many administrative processes.

**Admission Management** – For instance, with Learn Qoch, schools can easily manage student admissions by creating an online admission portal, where parents can fill out admission forms, submit documents, and make online payments. This has made the admission process smoother and more convenient for both schools and parents.

**Attendance management** has also become much easier with LearnQoch. Teachers can mark attendance online, and the data is automatically recorded in the system. Parents can also view

their child's attendance records in real-time through the parent portal, eliminating the need for manual attendance registers and reducing the chances of errors.

**Timetable management** has also been simplified with LearnQoch. Schools can create timetables online, assign teachers to classes and subjects, and easily make changes when needed. The system also allows for automatic substitution management, ensuring that there are no disruptions in the schedule when a teacher is absent. This has greatly reduced the administrative burden of managing timetables, resulting in more efficient and organized school operations.

**Assessment & Evaluation Process** – Another significant impact of NEP 2020 and LearnQoch is in the assessment and evaluation process. Schools can now create online exams, assignments, and assessments using the system, and teachers can easily evaluate and grade them. The system also generates reports and analytics, providing insights into student performance and progress. This has made the assessment process more transparent, efficient, and data-driven, helping schools identify areas of improvement and provide timely feedback to students.

**Communication** – communication with parents has improved significantly with LearnQoch. Schools can send automated notifications and updates to parents regarding attendance, assignments, exams, and other important information through the parent portal and mobile app.

The New Education Policy (NEP) has introduced significant reforms in the Indian education system, aiming to enhance curriculum flexibility, improve pedagogy, and promote holistic learning. This study evaluates the impact of the NEP on curriculum development and pedagogical practices by analyzing policy provisions, institutional adaptations, and educators' perspectives. The research employs a mixed-methods approach, combining qualitative analysis of policy documents and quantitative data from surveys conducted with educators across different levels of education. The main objective of this research is to assess to what extent the NEP 2020 had influenced curriculum development and pedagogy in educational institutions. To conduct this research the researchers have used descriptive research design and non-probability convenience sampling. NEP has set the foundation for a more inclusive and skill-oriented education system. However, its long-term success depends on collaborative efforts among policymakers, educators, and institutions to bridge gaps in

policy execution. This research provides insights into the evolving educational landscape and offers recommendations for optimizing curriculum development and pedagogical strategies under the NEP.

The National Education Policy, 2020, is one more landmark initiative of the Government of India to reform the entire education system into an updated format suitable under emerging circumstances of the world educational scenario and replaces the National Policy on Education, 1986. The new National Education Policy has introduced a framework that is holistic, flexible, student-friendly, and interdisciplinary, which promotes education for critical thinking, creativity, and lifelong learning. The NEP 2020 reshapes school and higher education in India into a skill-focused system wherein educational aspects are correlated with technology and multilingualism-where vocational training is imparted in conjunction with education to ready the learner to meet the challenges of the twenty-first century. One of the major objectives of NEP 2020 is to ensure that all aspects of education are equitable and inclusive, thereby addressing access, quality, and learning outcomes imbalances. This policy places students at the center of learning-teaching activities, shunning rote learning and standardized assessments in favour of experience and competency-based conceptual understanding. The introduction of non-traditional learning pathways in higher education enables students to draw up their own curriculum by selecting subjects across disciplines, thus engendering an interdisciplinary mind-set.

**1.1. School Education Transformation** At the school level, NEP 2020 supersedes the 10+2 structure with a scientifically based 5+3+3+4 model covering 3-18 years of age. The foundation stage is for the ages 3-8 and comprises play-oriented and other activity-based learning, thus promoting early childhood care and education (ECCE), The preparatory and middle stages, covering ages 8-14, stress general principles about conceptual understanding, discovery-based learning and skill development and do away with strict discrimination and segmentation among subjects. The secondary stage for age group 14-18 will thus have multidisciplinary learning, where students will be free to choose any subjects from arts, science, or commerce, without any bar at all. The policy also provides for the use of regional languages and mother tongue as the medium of instruction for children, at least up to Grade 5 of primary schools, helpful for the cognitive and linguistic development of young learners. It further discourages rote learning and promotes competency-based assessment to evaluate students' critical thinking, creativity, and problem-solving abilities and not just the memorization of information.

**1.2. Higher Education and Multidisciplinary Learning** Restructuring higher education, as announced by NEP 2020, which also allows flexibility and multidisciplinary learning, comprises a momentous reform in the education scenario of this country. As part of this new policy, the introduction of a four-year undergraduate degree program with several exit options has enabled students to earn a different qualification based on their study period, such as a certificate, diploma, or degree. The establishment of the Academic Bank of Credits (ABC) has led to the provision of reflection credits which will allow the students to cease or resume education without a problem. NEP 2020 advocates liberal art education, which states that the science, technology, arts, and humanities make a wholesome environment to develop one's.

### **Methodology**

The study follows a quantitative research design to examine the influence of the National Education Policy (NEP) 2020 on curriculum development and pedagogy. A structured questionnaire was used to collect the primary data, with a focus on areas like curriculum transformations, pedagogy, and technological input. Consisting of close-ended inquiries, the questionnaire uses a Likert scale to measure respondents' perceptions and experiences regarding the NEP implementation. The population for the present study consists of educators, administrators, and policymakers of educational institutions within Pune city, who are directly involved in and have experience with implementing the curriculum-reforms and adapting to the pedagogical changes introduced by the NEP 2020. A sample number of 300 respondents was worked out by employing a statistical formula, ensuring representation and reliability of findings. Strata were formed by types of institutions: government, autonomous, and private colleges will be selected in a randomly stratified-manner; so, different perspectives across strata will be captured. This will lead to a balanced representation among each type of institution and enable credible comparisons between institutions implementing NEP reforms at various levels of commitment. The hypotheses, regression analysis was used to establish the relationship between curriculum changes and pedagogy effectiveness. Statistical studies involving descriptive statistics, hypothesis tests, and regression modelling were performed using SPSS software. The second sources of data, like policy reports, academic papers, and institutional records, complemented the primary data to conduct a thorough evaluation of the impact of NEP on education. Three major objectives framed this study. The first was to assess to what extent the NEP 2020 had influenced curriculum development and pedagogy in educational institutions. The second objective is to analyze the challenges and effectiveness of NEP2020 implementation considering factors like training of

teachers, availability of resources, and institutional policies.

### **Conclusion**

The considerable influence of NEP 2020 in transforming curriculum development and pedagogy in educational institutions has also been proved through this study. Regression statistics analyses showed that there is a strong positive relationship regarding the role played by NEP 2020 in improving curriculum design, student-centric pedagogy, and technology integration. This study also throws light on how an institution type is pivotal for any policy implementation as ANOVA results show how effectiveness differs across government, autonomous, and private institutions. Higher adoption by private gives autonomy or better facilities for them, while government institutions suffer from infrastructural hindrance and those related to faculty training. Further, resource availability, preparedness of faculty, and others serve as vital determinants in the

Empirical Economics Letters, 24 (Special Issue 3): (March 2025) 230 successful adoption of NEP. Above much positivity, a section of educators is more neutral or cynical regarding full NEP implementation, indicating continuing faculty empowerment and policy improvement need. These results indicate that greater institutional support and teacher training programs should be added, as well as further investments in technology to fully harness NEP 2020. Thus, NEP 2020 has undoubtedly embarked on making progress in education, but its triumph depends on how much the institutions adapt and how many resources they allocate to it or the stakeholders' engagement. Disparities between these institutions should thus be addressed, and the support system enhanced for easier implementation so that sustained impact can be assured. Research on the long-term impacts on student learning outcomes as well as comparative analyses with other global education policies could further strengthen the understanding of NEP 2020 effectiveness.

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