

## Innovation in Pedagogy for Effective Delivery of ECCE with Reference to the New Education Policy 2020

Sayasree Bordoloi<sup>1</sup>, Prof. Nikme S. C. Momin<sup>2</sup>

<sup>1</sup>Research Scholar, NEHU, Tura Campus

<sup>2</sup>Professor, NEHU, Tura Campus

### Abstract:

Education undergoes continual change in response to societal needs, with such changes being both natural and essential for progress. This research paper highlights emerging trends necessary to modernize the educational system and address contemporary challenges. The National Education Policy 2020, marking the first education policy of the 21st century, aims to nurture individuals with qualities like rational thinking, compassion, courage, scientific aptitude, and ethical values. Notably, the policy prioritizes Early Childhood Care and Education (ECCE) to ensure educational success from early years. The primary focus of the research paper is to explore innovative strategies in preschool education, encompassing areas such as play-way methods, curriculum enhancements, teaching processes, academic concepts, physical and creative activities, competitions, workshops, and effective communication. The implementation of these innovative methods not only contributes to the overall growth and development of students but also enhances teacher job satisfaction, provided educators possess sufficient knowledge for achieving desired objectives. The research addresses the significance of these strategies in preschool education, including various approaches and methods for improving learning, as well as strategies to enhance early childhood educators' competencies and principles related to child development and learning.

**Keywords:** Innovation, Strategies, Methods, Preschool Education, Teachers, Learning, Students

### Introduction:

Early childhood education relies on pedagogical approaches that prioritize children's learning. The pedagogical approaches are required to focus upon various aspects. These include child-centered learning, play-based learning, participatory teaching, and commitment to non-violence. In other words, when the pedagogical approaches are put into operation in the field of early childhood education, it needs to be ensured that they are focused on children. The play-based learning methods need to be emphasized, as learning begins with play. Innovative pedagogy in school education can be defined in terms of its effectiveness in challenging, or at least adapting, dominant approaches in order to generate experiences for the participants that empower, prepare, and sustain them within a particular set of everyday living experiences.

Published: 30 June 2026

DOI: <https://doi.org/10.70558/IJSSR.2026.v3.i3.301184>

Copyright © 2026 The Author(s). This work is licensed under a Creative Commons Attribution 4.0 International License (CC BY 4.0).

Pedagogy refers to the methods and practices used in educating students. Educating or imparting knowledge and understanding to the students in terms of lesson plans or academic concepts is not an easy task. In other words, the teachers need to be well-equipped in terms of pedagogical methods and approaches that are needed to implement it in an effective manner and achieve the desired outcomes. Pedagogical approaches focus on the set of instructions, techniques, and methods that facilitate learning and provide opportunities for acquiring knowledge, competencies, attitudes, and dispositions within a specific social and material context. The pedagogical approaches that are put into operation by the teachers primarily concern the students. Teachers need to impart knowledge, and students need to acquire it. In order to promote student learning, it is vital for the teachers to put into operation effective teaching-learning materials as well.

### **Innovative Pedagogical Approaches:**

The adjectival word 'innovative' connotes featuring new methods that are advanced and original, and in the context of 'innovative pedagogical approaches,' it may be understood to be those pedagogical approaches that involve the usage of appropriate means (tools) and methods (ways) in new and creative ways and in varied combinations in order to make the teaching-learning process more effective by enabling the learners to attain the expected learning outcomes; develop students' capabilities in problem-solving, teamwork, learning to learn, reflective thinking, etc.; be creative; adapt to changes; manage and analyze information; and work with knowledge.

Innovative pedagogical approaches positively impact student learning, behavior, and attitudes and are capable of ensuring that all students achieve the defined course/program learning outcomes and demonstrate the expected graduate attributes. Para 13.4 of NEP 2020 recognizes the need for flexibility that allows teachers to adopt innovative pedagogies, which in turn ensures they remain motivated and creative.

### **Significance of Pedagogical Approaches in Education:**

Recognizing the significance of innovative strategies and methods in education is vital. The main significance is highlighted when innovative strategies and methods are brought about in the curriculum and instructional strategies, teaching-learning methods, physical activities, extracurricular activities, and academic concepts. These strategies and methods generate awareness and improve the skills and abilities of both students and teachers. When the teachers make use of innovative strategies and methods within the teaching-learning processes, they not only improve their knowledge and render an effective contribution towards the growth and development of the students but also promote job satisfaction. The feelings of job satisfaction will encourage the teachers to render an efficacious performance towards their job duties.

The implementation of innovative strategies and methods supports child development, and also the functioning of the institutions takes place in a productive and creative manner in the rapidly changing world. Currently, changes and transformations frequently occur in the operations of primary schools. The introduction of new concepts and techniques occurs periodically; therefore, these changes require the adoption of modern methods and pedagogical strategies. Realization of goals in primary education is based upon teachers' acceptance of reflective and

open thinking in terms of understanding the purposes and the course of education processes through the use of innovative strategies, methods, and parenting styles. The significance of innovative strategies and methods primarily lies in making use of tools, approaches, and tactics by the teachers in order to achieve the finest educational goals (Wojciechowska, n.d.).

**Objectives:**

**The objectives of the present study will be the following:**

- a) To understand the relationship between teachers and children of foundational learners
- b) To see the ways or techniques used by the teacher while teaching
- c) To find out the innovative pedagogy used by the teachers for foundational learners

**Method:**

**Instrument:** In this study an Interview Schedule prepared by the investigator herself was used to collect data to find out various forms of innovative pedagogy used by the teachers for foundational learners, and it consisted of 15 items covering the aspects of the foundational stage.

**Sample:** This study aims to find out the innovative pedagogy used by the teachers working in the government primary schools of Kamrup (Metro), Assam. The sample of this study comprises 11 teachers working in three government primary schools of Kamrup (Metro), Assam. For the present study, percentage measurement was performed for differential analysis.

**Delimitations of the study:**

The study will be delimited to:

- a) Government Co-educational Primary School only.
- b) Three selected schools of Kamrup (Metro) only.
- c) The school follows the curriculum developed by SCERT, Assam.

**Result and Interpretation:**

**Table 1: Building a Positive Relationship between Teachers and Students**

SL NO	Building a Positive Relationship between Teachers and Students	Government Primary school teachers (N=11)	
		Yes	No
1.	Do you (teacher) know each student individually?	8(72.73)	3(27.27)

2.	Do you (teacher) listen to your students?	7(63.64)	4(36.36)
3.	Do you (teacher) observe your students consciously?	9(81.82)	2(18.18)
4.	Do you (teacher) encourage students' intuitional responses?	9(81.82)	2(18.18)
5.	Do you (teacher) recognize and respond to the emotions and moods of students?	10(90.91)	1(9.09)
6.	Do you teachers visit their (students) homes regularly?	6(54.55)	5(45.45)

Scores shown in parentheses indicate percentages.

Table 1 depicts that 72.73 percent of teachers know each student individually; 27.27 percent do not. It is further revealed by the results that 63.64 percent of the teachers listen to the students consciously, and 36.36 percent of the teachers don't want to listen to their students. Further, it was investigated that 81.82 percent of teachers observe students consciously, which helps to discover how each child thinks, reasons, and responds to different situations, which is critical to planning for teaching and learning. It was investigated that 81.82 percent of teachers encourage students' intuitional responses, while only 18.18 percent of teachers don't try to encourage them. It was found that 90.91 percent of teachers recognize and respond to the emotions and moods of students, while 9.09 percent of teachers don't try to recognize and respond to the emotions and moods of students. It was revealed that only 54.55 percent of teachers visit their (students') homes regularly, whereas 45.45 percent of teachers do not visit their homes regularly. It is important to understand children and their home environment and build trust and a positive bond.

**Table 2: How Can Teachers Support Students to Learn Better?**

SL No	Ways/techniques used by the teacher while teaching	Government Primary school teachers (N=11)	
		Yes	No
7.			
a.	Listing	10(90.91)	1(9.09)
b.	Modelling	8(72.73)	3(27.27)
c.	Solving Problem	11(100)	0(0)
d.	Questioning	11(100)	0(0)
e.	Provoking	7(63.64)	4(36.36)

f.	Researching	4(36.36)	7(63.64)
g.	Making children independent	9(81.82)	2(18.18)

Scores shown in parentheses indicate percentages.

Table 2 reveals that 100 percent of teachers used solving problems & questioning as ways or techniques used while teaching. It was found that 90.91 percent of teachers used listing as a technique of teaching, whereas 81.82 percent of teachers made children independent. It was found that 72.73 percent of teachers used modelling and 63.64 percent of teachers used provoking as a technique of teaching. Only 36.36 percent of teachers used researching as a technique while teaching.

**Table 3: Innovative pedagogy based on general practices**

Sl No	Innovative pedagogy based on general practices	Government primary school Teachers (N=11)	
		Yes	No
8.	Do you (teacher) conduct teaching and learning activities based on play/games in your school?	11(100)	0(0)
9.	Do you (teacher) provide concrete learning experiences to learners for making them understand various concepts?	11(100)	0(0)
10.	Do you (teachers) apply Information and Communication Technology (ICT) to support learning in all areas of the curriculum in your school?	0(0)	11(100)
11.	Do you (teachers) use audiovisual aids for teaching?	11(100)	0(0)
12.	Do you (teachers) use toys and manipulatives for general curriculum transactions?	11(100)	0(0)
13.	Do you (teachers) use shared reading as an innovative pedagogic practice for developing linguistic skills?	11(100)	0(0)
14.	Do you (teachers) apply sociodramatic play to enrich social skills and manners for students?	10(90.91)	1(9.09)

15.	Do you (teachers) practice dialogic reading in school (students and teachers having a conversation about a book and chapter)?	11(100)	0(0)
-----	---	---------	------

Scores shown in parentheses indicate percentages.

Table 3 depicts that 100 percent of teachers used teaching-learning activities based on play. It is further revealed by the results that 100 percent of teachers, i.e., all teachers, provide concrete learning experiences to learners for making them understand various concepts. It was revealed that 100 percent of teachers, i.e., no teacher, use Information and Communication Technology (ICT) to support learning in all areas of the curriculum. It was found that 100 percent, i.e., all teachers, use the audio-visual aids for teaching the foundational learners, and it was evident from the results all teachers used toys and manipulatives for general curriculum transaction. It was found that 100 percent of teachers use shared reading as an innovative pedagogic practice for developing linguistic skills in foundational learners and to provide print exposure to develop linguistic skills in learners. As depicted above in table 3, it was found that 90.91 percent of teachers apply socio-dramatic play to enrich social skills and manners for foundational learners; only 9.09 percent do not. Further, it was found that 100 percent of teachers practice dialogic reading in school (students and teachers having a conversation about a book and chapter)

### **Discussion and Conclusion:**

The purpose of the study was to understand the relationship between teachers and students as well as investigate the various innovative pedagogies used by the teachers working in government schools in Kamrup (Metro), Assam. The result of the study shows that there was a positive relationship between the teachers and the students. It is the duty of the teacher to have a positive relationship with students for an effective teaching and learning process. Teachers need to be warm and genuine, patient and calm, understanding and empathetic. Children must feel that they belong and they can trust; they must feel free to try out and explore and, therefore, learn better. A safe, positive relationship between teacher and child is enriching for both emotional and cognitive development. To prepare the learning experiences for each child, getting to know each child individually is very important their homes, their families, their interests, things they do outside school, their pets, their favourite people - this helps to understand each child (NCFFS 2022). Early learning classrooms aim to enhance children's learning and development through activities and play. Teachers play a critical role in supporting children in many ways. Most of the teachers use problem-solving, questioning, listing, making children independent, and modelling as ways/techniques of teaching the learning process. A very few teachers used provoking and researching as a technique while teaching. In the present study, play was found major innovative pedagogic approach, in teaching learning activities for foundational learners. Extensive research has recommended play as a basis of innovative pedagogy because overemphasis on academic achievement can have profound negative impacts on children's development and learning (Sylva, 1984; Novak, 1998; Church, 1993). Application of play as Innovative pedagogy helps preschool learners in exploring, investigating, problem-solving and also absorbing new information which is

meaningful to them and paves the way to further their sense of self-worth and learning (Moyle, 1989; Wood & Attfield, 2005). As articulated in NEP 2020, it uses 'play,' at the core of the conceptual, operational, and transactional approaches to curriculum organization, pedagogy, time and content organization, and the overall experience of the child (K. Kasturirangan). The Foundational Stage imagines an integrated approach to Early Childhood Care and Education for children. The transformative nature of this phase of education is expected to qualitatively improve the contents and outcomes of education, thereby, impacting the lives of children towards a better future. All studies and research related to the early period of development of a child, unambiguously leads to the conclusion that high-quality care and education during this period has a lifetime of positive consequences for all individuals and thus, the nation.

**References:**

- Parua, R. K., & Bhardwaj, S. (2012). A Study of Innovative Pedagogy Used in Preschools of National Capital Region-Delhi. *Scholarly Research Journal for Interdisciplinary Studies* 2(1). 180-189. <https://www.researchgate.net/publication/339149479>
- Johari, F. M. R., & Yunus, F. (2021). Teaching Techniques Implemented by Preschool Teachers in English Early Literacy Instructional Practices: A Case Study. *Creative Education*, 12(3). 21-30. <https://doi.org/10.4236/ce.2021.121002>
- Kapur, R. (2019). Pedagogical Approaches in Early Childhood Education. *International Journal of Professional Studies*.8(1).1-  
<https://ijps.in/admin1/upload/01%20Dr%20Radhika%20Kapur.pdf>
- National Curriculum Framework for Foundational Stage 2022 National Steering Committee for National Curriculum Frameworks NCERT  
[https://ncert.nic.in/pdf/NCF\\_for\\_Foundational\\_Stage\\_20\\_October\\_2022.pdf](https://ncert.nic.in/pdf/NCF_for_Foundational_Stage_20_October_2022.pdf)
- Guidelines for Innovative Pedagogical Approaches & Evaluation Reforms, New Education Policy 2020/ Government of India  
[https://www.ugc.gov.in/pdfnews/1031121\\_Guidelines-Innovative-Pedagogical-Approaches-Evaluation-Reforms.pdf](https://www.ugc.gov.in/pdfnews/1031121_Guidelines-Innovative-Pedagogical-Approaches-Evaluation-Reforms.pdf)