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## Implicit Impact of English Language Pedagogical Enhancement Policies in Higher Education Under the Indian NEP 2020: Challenges, Curriculum, Approaches, Opportunities, and Implementations

Meenakshi Sharma Yadav<sup>1\*</sup>, Manoj Kumar Yadav<sup>2</sup>

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### ABSTRACT

A country's societal and economic growth needs well-planned, dedicated, open, and technological advancements in education systems and learning policies (Archer, 2013). Since ancient times, India has dominated education, and university education is widespread there. Before and after independence, India's education system had many improvements. The current research critically explores the influences of English teaching and learning pedagogies and enhancement strategies in higher education under the Indian National Education Policy (NEP) 2020. The research employed a descriptive-quantitative approach that collected quantifiable information for statistical analysis of the population sample. Moreover, the study uncovers challenges, curriculum, approaches, opportunities, and implementations under the NEP 2020. The study used a questionnaire to randomly collect data from 200 students to investigate the implicit impact of executing English language teaching and learning programs. The impact was evaluated across four categories: high, medium, neutral, and low, and the analysis of the data showed the high impact of implementing the NEP in India. This study is a preliminary analysis of a policy document that will be used as a starting point for future studies using empirical methods to examine the effects of the NEP once it is fully implemented. Focusing on changes in higher education, the paper has elucidated the holistic, transformative understanding of NEP and highlighted the significance of technology interventions for innovative teaching and learning. This article can be considered as a reference to the policy implementation of English language pedagogical enhancement policies in higher education by the NEP 2020 teams of the Government of India.

### INTRODUCTION

Education is referred to as comprehending one's full potential by creating a fair and complete society with the inclusion of advanced global progress and giving them proper employment and a bright future (Côté, 1996; Basu et al., 2009). The Indian education system is continuously escalating and assuming leadership roles for international standards such as equality and social fairness, cultural preservation, national integration, scientific advancement, and economic growth, ensuring every individual has access to high-quality education. Utilizing and developing the talent and resources of a nation for the benefit of individuals, society, and the nation as a whole requires quality education. The most important aspect of obtaining a world-class education is mastering English skills.

Education policies should emphasize the development and potential of each student. Therefore, the educational philosophy should focus on developing students' problem-solving, creative and critical thinking, and communication skills in addition to their basic cognitive capacities. These days, the ability to express oneself clearly and concisely in English is often the deciding factor in whether or not a student will succeed in life (Yost et al., 2000; Moseley et al., 2005; Zabit, 2010) for both occupational and educational purposes.

The policy guide is based on extensive ancient texts and Indian thought and knowledge passed down through

the ages. The philosophy and beliefs behind pursuing truth, wisdom, and knowledge are visualized as humans' aspirations. The education in ancient India was that freedom of self and total realization of foreknowledge accumulation lies after school in the world. Institutions set high transdisciplinary teaching and research standards with world-class standards in ancient India, including Vallabhi, Vikramshila, Nalanda, and Takshashila, which also welcomed students and researchers from various nations across the world (Agnihotri et al., 2022). Thiruvalluvar, Gargi, Mythri, Sankardev, Pingala, Gautama, Nagarjuna, Patanjali, Panini, Madhav, Chakrapani Datta, Chanakya, Brahmagupta, Bhaskaracharya, Varahamihira Aryabhatta Sushruta, and Charaka were all educated in India and made significant contributions to fundamental Indian philosophy and culture. The valuable contributions that merit World Heritage status are enhanced and put to new uses through our educational system and protected for future generations.

Therefore, it is needless to say that the teacher must be at the center of significant changes in the educational system because they motivate the next generation of students with the new education system's strategies, which aid in establishing the teacher in a significant role and rewarding members of society at all stages of education. The necessary steps should be taken to empower educators and support them as they carry out their duties. The new education policy must ensure

<sup>1</sup> Applied College for Girls, King Khalid University, Saudi Arabia

<sup>2</sup> Singhania University, Rajasthan, India

\* Corresponding author's e-mail: [m-@kku.edu.sa](mailto:m-@kku.edu.sa)

livelihood, respect, dignity, and autonomy for all teachers and implant fundamental techniques for quality assurance and accountability to attract sharp individuals to the teaching profession. The new education strategy needs to ensure that all students, no matter where they live, can get a good education. It should focus on historically underrepresented, underprivileged, and marginalized groups. Education is the best means of attaining equality, inclusiveness, and economic and social mobility since it levels the playing field. The programs guarantee that, despite insurmountable difficulties, students of all groups can access various focused opportunities to enroll in and succeed in the educational system (Shaeffer, 2019; Agnihotri et al., 2022). The country's local and international demands, rich diversity and culture must be respected and honored while incorporating these components. For the sake of fostering a sense of pride in one's country, self-assurance, self-awareness, cooperation, and integration, it is essential to teach India's young people about the country's diverse technological, cultural, and social aspects, as well as its unique artistic, linguistic, and intellectual traditions, and to compare various education policies for higher education. Different anticipated and contingent action effects stand for the desired effect of the action.

### NEP 2020 and pedagogical enhancement policies in NEP of English language in higher education

The Indian NEP 2020 is a blueprint for the new India that aims to reform the educational system. On July 29, 2020, the Indian cabinet gave their approval to implement this in the Indian education system (Aithal & Aithal, 2020). This article highlights the NEP 2020 and examines Vision India 2.0 for a comprehensive higher education system that vicissitudes to meeting the learning difficulties of the 21st century. One of NEP 2020's key goals is to boost student enrollment by 2030 throughout all educational institutions, including elementary, secondary, and higher education. It has proposed gradual reforms to the current educational and governmental structures to accomplish that (Jha & Parvati, 2020). India's higher education is anticipated to make significant strides under NEP 2020. The goal is to build India 2.0 for the twenty-first century, which will undoubtedly assume a leadership position on the world stage. Most of NEP 2020 is a reasonably forward-thinking text with a clear understanding of the existing socio-economic landscape and the potential to tackle future difficulties. By 2030, India might become a hub for education on a global scale if this plan is successfully executed (Kumar, 2021).

The COVID-19 pandemic has profoundly impacted the global higher education community due to flight disruptions, border restrictions, and the shift toward online teaching and learning. As a result, many prospective international students in the state are either putting off or abandoning their plans to study abroad in favor of remaining in their own country, where they have access to the same high-quality education that will get them to NEP

2020. If overseas students do not enroll, it could have a negative impact on the finances of many institutions of higher learning and, by extension, the economies of their home countries (Kanwar & Carr, 2020). In light of this post-COVID context, NEP 2020 has the potential to be the ideal means by which educational goals might be achieved in each field specially in English language teaching (ELT) and English language learning (ELL).

### Statement of the problem

English language teaching and learning in Indian higher education are complex and challenging. Overcrowded classrooms with mixed English skills pause instruction, and less-prepared learners hinder the teaching and learning process. Instructors use traditional techniques, tools, and trick and pedagogies; they need to be aware of the latest pedagogies and teaching methods. Pedagogies are not based on presentation, production, practice (PPP), instead instructors, and learners are not serious for teacher-talking time (TTT) and student-talking time (STT) during English skill's enhancement. Hence, the teaching strategies and pedagogies are not based on constructivist, collaborative, integrative, reflective, or inquiry-based learning. On the other hand, no EFL/ESOL instructors are CELTA, TEFL, or TESOL certified for their effective English language pedagogies. Since English is spoken and pronounced with a thousand regional languages (home language/mother tongue/local language/regional language) globally (global to local) across Indian states. Consequently, students meet their instructors and classmates with strange accents and awkward sound pitches and pronunciations. Hence, ESL/EFL classes, which are ELE classes becomes unproductive and monotonous. Moreover, poor attendance and exam scores deter ESL instructors and concern students in large classes in higher education. Less smart and old classrooms, and poor infrastructures that may collapse at any time. Colleges do not care about students' English skills, so they do not push them. Informal examinations given by English teachers at the secondary and senior secondary levels (pre-university) allow students with poor English skills to enter higher education. Since the existing literature and traditional curriculum does not help pupils become competent communicators. Therefore, the statement of the problem is to study the impact and effect of the educational reform of English language pedagogy and enhancement policies in higher education under NEP 2020. Are the policies practically expedient and entirely based on enhancing the ELP and English curriculum? Are these focused approaches student-friendly, technology-based, job-oriented, and preoccupied with skill-enhancing tools? Finally, the study seeks to examine the future fruitfulness of implementing the policies.

### Research hypothesis

The research hypothesis is to determine whether the changes that NEP transmits in college education due to



English language enhancement and pedagogy policies will be rewarding. Secondly, the NEP ascertains a positive impact in enhancing policies on the ELT and ELL in college students.

### Rationale

The research argues that English language teaching and learning in higher education provide opportunities for comprehending and understanding a second language. In addition, it gives access to skills and knowledge for promoting personal growth and participation in society.

### Research objectives

- a. The research objective is to study the pedagogy and enhancement policies and their impact on English language teaching and learning under NEP 2020
- b. Analysing the curriculum, approaches, opportunities, implications and implementations of English Language teaching and learning in higher education.

### LITERATURE REVIEW

Language policies and planning study any action taken by the government, linguists, institutions, community members, and families to retain or modify a language used on an individual level, regional, or national level. These actions can be taken either explicitly or implicitly. This could be done by the state, linguists, institutions, community members, families, or other characters. The literature distinguishes between macro, formal, and state-backed language policies and the micro and informal practices of individuals, families, and groups as they interact in professional and leisure settings. Because of that, the state's power is used to manage the status of languages and how people use them. The spread of English worldwide has caused much debate about language and linguistic policies and plans. Indian students and citizens are eager to know what caused it, its consequences, and how it has led to differences in communication, education, language preservation, and knowledge production. Historically, the adoption of English medium instruction in non-English speaking regions has acted as a catalyst for bilingual research and the role of bilingualism in mediating the linguistic challenges caused by language contact.

Kalyani (2020) says that education determines the fate of a country's people, which has a big effect on how a country is made. In terms of the nation's and the citizen's growth and development education has the long-lasting impacts. In the current environment, the relevance and role of education cannot be disregarded and undermined. We can see progress and development by contrasting the pre- and post-independence eras. This will be the third time in the Indian government's 34-year history that education policies have been changed. The new NEP 2020 has numerous measures that undoubtedly affect the parties involved. In this paper, the author looks at NEP 2020 and how it affects stakeholders. It also tries to make people more aware of the policy's potential and its

possible future effects.

According to Kathi et al. (2022), NEP 2020 is considered the first educational policy in the 21st century to anticipate universal access to high-quality education. Therefore, all aspects of the organization, including governance and rules, must be revised and updated. Sustainable development goals are divided into four categories that aim to ensure comprehensive, justifiable quality education and the promotion of opportunities for lifelong learning for all. It is an amazing development that allows for the need to support creativity and originality to incorporate liberal education within the current educational system. This reorganization could significantly impact education quality, gross enrolment ratio, employability research, internationalization in the future, institutions of higher education, and school level. With equity, quality, inclusion, and access, the policy seeks to shift India's educational environment from one of local to the global leadership. Pallathadka et al. (2021) investigated in their study how education in India has changed frequently throughout its history. They discussed that education is not just learning about subjects like history, economics, mathematics, science, etc., but also gaining relevant skills. Education helps to utilize resources successfully.

People can learn more about each subject and improve their skills by making education better. A country can build up its resources and get things done by investing in education. India has now come up with new policies related to the education sector. The journey through the national education policy shows how all of India's policies fit together. At the same time, it shows the different committees and commissions that have been set up to improve education. Researchers also focused on three significant national education policies introduced by the Government of India in the previous years of 1968, 1986, and 2020. These study compared the objectives and other important factors of the three national education policies that have succeeded in bringing changes to the education sector from time to time.

According to Singh and Srivastava (2022), futuristic education is technology-driven, as they have repeatedly witnessed the epidemic and the horror of being imprisoned entirely. The epidemic has drastically changed the educational system, converting it overnight from traditional classroom instruction to online learning with new restrictions. The comprehensive framework for education up to higher levels and vocational training in rural and urban India is NEP 2020. The policy suggests some actions to encourage digital learning and increase the infrastructure needed to modernize India's educational system by 2025. The NEP 2020 emphasizes the benefits of technology and prepares young people for the problems of the future. Due to India's socioeconomic and regional diversity, emphasis should be placed on the accessibility of online education and training for all to improve society and advance knowledge.

Gupta & Choubey (2021) said it is a policy of education in the 21st century to consider reengineering higher

education institutions for excellence and a higher institution standard. According to the policy, higher education institutions (HEIs) will change to offer high-quality education and subsequently receive accreditation. The institute's accreditation will give them more autonomy, leading to higher-quality instruction and research. Higher levels of accreditation will lead to greater levels of autonomy for them. The HEIs follow a road toward autonomy, quality, and accreditation and may develop into multidisciplinary universities, making institutions accountable to stakeholders' centers on autonomy. Utilizing the institute's total capacity will eventually increase responsiveness and innovation.

Tejashwini (2022) reported that the NEP directly contributes to the long-term transformation of the nation into a prosperous and knowledgeable society by providing high-quality education to everyone. The Union Cabinet of India approved the new NEP on July 29, 2020, with a comprehensive framework starting with primary education, higher education, and vocational training in all parts of India. School education has a 100% gross enrollment ratio, and higher education should attain a 50% GER by 2025, as the new plan aims to establish universal pre-kindergarten through secondary education by 2030. The implementation of NEP 2020 presents the education community with a wide range of opportunities and challenges. The study reviewed the NEP in relation to HE, examined its effects on teachers, expressed the opportunities and challenges associated with its implementation, and outlined the path the NEP would take. Boruah and Mohanty (2022) explored that neoliberal notions of individual and institutional agency and responsibility for economic success boost English medium education (EME) in India.

Dev (2022) raised the issue of how a significant "generic learning outcome" and "communication skills" will empower students to study further and/or enter the world of work after graduating, according to the recommendations of the National Education Policy 2020 and UGC's draft National Higher Education Qualifications Framework (NHEQF). The researcher, Dev, is worried about how the policy's goals, which will cause a big change in higher education across the country, will affect the teaching of English, especially in terms of pedagogy, assessment, and teacher training.

Paliath & Dhinakar (2021) found numerous issues brought up by the NEP 2020, particularly regarding the language portion. The research study examines the objections made regarding teaching the English language

and other regional languages, along with subjects taught using English and other regional languages, as well as the history of this policy and pertinent language-related topics. It contends that a large portion of the criticism stems from a lack of comprehension of the policy and the fact that children can study language and other disciplines at various ages. In addition, the benefit of language learning with several languages is emphasized. To adjust to the changes brought about by the NEP 2020, ELT experts must create new teaching strategies.

### Research gap

As of now, no research studies have been conducted to find out the gaps in the implicit impact of English language pedagogy and enhancement policies in higher education under the Indian NEP 2020. According to the literature review, most researchers examine the 2020 national education policy in general. Some research studies have been done on school education, and the impact is being evaluated for management purposes. However, only some researchers have analyzed the effects of old policies and the NEP 2020 on language teaching and learning. The novelty of this research study is to analyze pedagogy and enhancement of the English language with particular reference to the curriculum, challenges, approaches, implications, and implementations in higher education, which are subject to scientific debate and discussion, which creates emerging lacunae that need to be filled in with continued scientific research.

### METHODOLOGY

The study includes the descriptive and quantitative research methodologies necessary to complete the study. The target population is the graduating male and female students of the five colleges at the University of Rajasthan (India). A student questionnaire was sent to 200 students to collect the data. Although it was a national strategy, collecting information from every state took much work. Therefore, the data was obtained from the researcher's home state, where they attended college and the results considered in general way.

### Participants and data collection process

As mentioned above, the questionnaire was designed and distributed to 200 college students. The questionnaire consisted of 10 statements regarding the high, medium, neutral, and low impacts of all components in general. The data was collected by sending the questionnaire to students by mail. The questionnaire is presented in Table 1 below.

**Table 1:** Evaluating the impact of English language enhancement under NEP 2020

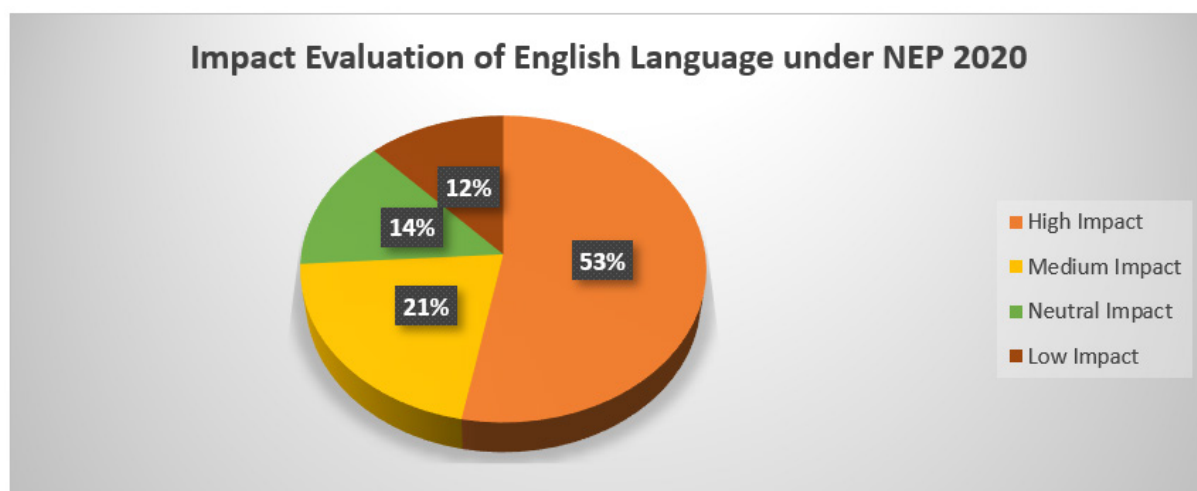
S. No	Statements
1	The NEP 2020's new educational strategy has the potential to affect students at a fundamental level.
2	By the NEP 2020, the universities and institutions offer multidisciplinary programs until 2040.
3	The English language teaching and learning enhancement strategies provide students with more job opportunities.
4	Under NEP, the world-class universities established in India improve the English language.

5	The English language teaching and learning enhancement under NEP 2020 improve India's economic and educational standards.
6	To increase student achievement, the massive transition from NEP 2020 must occur.
7	The amendment necessitates significant modifications to the structure and content of higher education and is acceptable.
8	The instructional policies at teaching and learning in institutions enhance college students' command of the English language.
9	The NEP 2020 can produce English language experts in the ELT field.
10	The educational fees are regulated and structured by NEP 2020.

## RESULT

The impact of English language teaching and improvement under NEP 2020 is analyzed using a survey questionnaire from 200 higher education respondents. The impact is evaluated across four categories: high, medium, neutral, and low. One hundred six respondents create high impact

with 53 percent. The medium impact is created by 42 percent of respondents, the neutral impact is created by 28 percent of respondents, and the low impact is created by 24 percent of respondents among college students of English language pedagogy and enhancement under NEP 2020.



**Figure 1:** Impact of English Language pedagogy and enhancement under NEP 2020

Based on the statistical analysis, the researchers estimate that English language instruction in higher education will have a more significant influence of 53%, representing the majority of the study. The new educational strategy has the potential to affect the fundamental level of students and will provide more job opportunities to EFL learners. Based on the questionnaire, high impact is shown to establish world-class universities to improve students' level.

The improvement in the field of language learning will uplift economic and educational standards. The amendments that necessitate significant modifications to the structure and content of higher education will be highly beneficial, and instructional to enhance students' command of the language. The NEP policies will produce English language experts. Most students will benefit from NEP 2020's English language pedagogies and enhancement policies. The study demonstrates that the new educational policy adopted in institutes and universities provides students with more chances and will increase the pedagogy and enhancement in English Language learning and teaching.

## DISCUSSION

### Implicit impact of English language pedagogical enhancement policies in higher education under the Indian NEP 2020

Implicit learning is an essential component of human cognition. Many essential skills, like understanding and using language, making decisions about an area, and getting along with others, mainly depend on implicit knowledge.

The implicit impact of English language pedagogy and English enhancement policies of ELT and EEL on higher education under NEP 2020 resulted in significant changes in the reforms and governance of higher education institutions and colleges to establish a multidisciplinary institution that includes clusters of higher education institutions, colleges, and universities by tying in with the impending global revolution for the creation of skilled jobs as well as exchanging knowledge. The strategy also emphasizes the role of the National Research Foundation in actively supporting research in colleges and universities by providing funding for definitive studies. NEP 2020 specifies admission mechanisms in all universities and

undergraduate higher education, preferably through the national testing agency, to reduce the burden of numerous duplicate exams held by Higher Education Institutions (HEI) individually. Now the process is indeed in motion. For the undergraduate programs linked with federal universities, launch the effort to conduct central universities' entrance tests. In years to come, state universities will also join the community. The policy is a reduction of the number of institutions in the Indian higher education system across three types of higher education institution clusters in order to increase the gross enrolment ratio to 50 percent by 2035, as targeted, and GDP at 6 percent (Kaurav et al., 2020). The policies help with multiple entry and exit, quality higher education, maintaining an academic credit bank, the capacity of multidisciplinary teams, the efficiency of resources, and quality teaching and research. NEP 2020 will also emphasize the creation of a technology forum for correctly applying technologies in the areas of learning, assessment, and teaching, as well as management and administration systems in the English language. The critical theoretical approach can be used to assess whether the relationship between language policy and linguistic tension, from the perspective of both English and other Indian mother tongues, is contrary to the stated country and organizational goals and whether the current language policy and its implementation are undermining the nation's linguistic prosperity. Other hand, this has led to the implicit assumption that the English language is limited, but improvement occurs during higher education studies, and policies are the reason for delivering higher education courses in the English language in Indian university contexts.

The emotional agency tools for teaching, learning, and enhancing English language skills are determined by how a specific educational policy's strategies and a set of implicit and explicit feeling rules are communicated to those whose mother tongue is not English. The English-medium instruction is incompatible with the students' low English proficiency levels; the implementation of the institution's bilingual policy is geared towards the development of English only; a monolingual conceptualization underpins institutional practices, thus contributing to the loss of other regional languages in the education domain. Therefore, higher education in the country should be linguistically diversified to achieve higher education goals and protect local citizens' linguistic rights.

Another cultural challenge is the anxiety associated with the perceived superiority of instruction in English to the detriment of local languages, which seems to occur particularly in every corner of India that has experienced prior subjugation of domestic minority languages. The government has made enormous strides in the English and mother tongue educational sectors to improve quality, equity, access, and excellence in a way that is inclusive, in addition to major social programs for the nation's economic development and social transformation at a certain pace comparable to that of development at the

international level (Kushwaha, 2022; Sethu, 2022).

The English language has been essential to the social and economic growth of the subcontinent, but there are worries about how it might affect local languages. Through English-language education, democracy as a widely acknowledged form of political structure is introduced to South Asia. Since the political system in any nation is influenced by the educational system, improving educational institutions must come first if a democratic political system is what everyone wants. However, English has played a role in the struggle for democracy by serving as the official language and medium of instruction, a role that has not been thoroughly studied. A comparison between the three significant nations has been made based on recent research studies to examine how the English language contributes to the teaching and upholding of democratic ideals and values in educational institutions (Ud Din & Akhlaq, 2020).

English language pedagogy and enhancement policies under NEP 2020 in higher education have brought fruitful results, like the conversion of the education system from teacher-centric to student-centric for choosing the subject they can access through competency-based evaluation according to their own pace of learning. This choice-based credit system helps the students analyze their problems in a particular study area and evaluate their skills. The policies enhance the communication level of students in higher education and develop quality education like that in foreign countries through the development of English language learning. Based on the research output, the productivity of the faculty is determined, and research is considered the central part of higher education. Due to enhanced communication, students can now publish their research independently.

### Challenges

Main challenges are linguistic, cultural, structural, and identity-related. EFL students rely on a complex and confusing set of individual language and academic learning skills and culturally embedded notions of what academic environments look like in higher education. Understanding the cultural nuances of interaction and difference is no longer enough. Still, both ESL instructors and students need to be aware of the academic problems that come with having ELLs in regular university settings and take steps to solve these problems. There is a shortage of linguistically qualified lecturers, no stated expectations of English language proficiency, and few organizational or pedagogical guidelines, which might lead to ineffective English medium instruction teaching and learning and no English medium instruction content in initial lecturer education preparation training programs as well as continuing professional development courses. Despite good planning, curriculum, textbooks, qualified lecturers, and effective administration, the teaching-learning process sometimes seems futile when skill development needs to improve. At this stage, English is an international language, and we need to note that although



our students spend a long time in language classes, they still need to achieve a desirable level in various language skills and express themselves in simple English sentences. Due to the deficiencies in their learning, the desired result cannot be achieved given that English is the language of English-medium instruction for core courses. Therefore, English has a decorative aspect, and it has no academic consequences if a further investigation does not address solutions to the problems.

### Curriculum

Effective English language learning necessitates a comprehensive strategy that includes a suitable curriculum, engaging pedagogy, ongoing formative evaluation, and sufficient student support. In addition, the curriculum must be interesting and up-to-date to meet the most recent needs for knowledge and meet specific learning goals for teaching and learning English. The successful delivery of the curriculum to students, therefore, requires high-quality teaching; practices on pedagogy shape the experiences in learning offered to the students that directly affect the outcomes of learning; the evaluation method should be scientific, created to enhance the learning throughout the time as well as tested for knowledge application. Not to mention, it is essential for high-quality English language learning that students develop the skills that support their overall wellness, including physical fitness, excellent health, psychosocial well-being, and a strong ethical foundation. Consequently, students need the designed curriculum as,-

i. English language learning pedagogy in NEP 2020 seeks to restructure the Indian educational system in a revolutionary and creative way. The development, governance, execution, and accreditation of educational programs in the education system in India through the English language would undergo a radical change as a result of the NEP 2020. Through educational program accreditation, more creative courses for English language learning will be introduced, and the students will make use of them. The policy assumes that effective teachers with the skills to provide task-based education, creative learning, and a communication approach are needed and an important part of the process of delivering outcome- and skills-based education. Because of this, higher education institutions and universities would be better equipped to implement NEP 2020's goals, receive high certification from the relevant accreditation bodies and regulatory agencies, and provide students with an education that is the outcome- and skills-based (Chakrader & Inamdar., 2022).

ii. Identifying, fostering, and recognizing the unique strength of every student through educating teachers and parents about the need to foster holistic student development in academic English Language learning as well as extracurricular areas (Sontakke et al., 2022).

iii. Foundational literacy and numeracy should be a priority for all students. Flexibility should be provided for the students to choose the learning programs

and trajectory based on their interests and talents; communication should not be a barrier to achieving those things. Thus, the impact of the English language acts as the foundation of education.

iv. Fostering multilingualism and the value of language in teaching and learning; fostering critical thinking and creativity for promoting decision-making and innovation; and logical thinking. Human ethics and values of the constitution, like scientific temper, respect towards the public property, service spirit, democratic spirit, courtesy, cleanliness, respect for others, and empathy; and life skills like communication, cooperation, and teamwork are emphasized in English language learning and teaching (Datta, 2020; Maurya & Ahmed, 2020; Kumar, 2021; Chatterjee & Mahmood, 2022).

First, a comprehensive framework of higher education qualifications that maintains uniformity across institutions and programs and online and traditional class modes will allow faculty and institutions to innovate on assessment, pedagogy, and curriculum in the English language. In order to ensure that every student has a fascinating and engaging learning experience, institutions and motivated professors will construct curricula and pedagogy, and ongoing formative assessments will be employed to advance the objectives of each program. The HEI shall also make decisions on all assessment processes, including those that result in final certification. Changes will be made to the choice based credit system to encourage creativity and adaptability (Wankadhe., 2021). The system will be fairer, and the results will be more comparable if HEIs switch to the criteria-based grading system for evaluating the student's progress based on language learning objectives.

Second, each institution will incorporate its academic plans, including improving the curriculum or how students interact in class, into its overall Institutional Development Plan (IDP). For instance, higher education institutions will offer procedures and possibilities for sponsoring topic-focused clubs and events, such as those centered on science, math, sports, music, debate, literature, language, and poetry, that the students, with the assistance of teachers and required professionals, run. Such activities might eventually be included in the English language curriculum once the necessary academic knowledge and student demand are established on campus. ESL Faculty will be equipped with the skills and knowledge necessary to interact with students, not teachers, who should behave like advisors and mentors.

The third part is that students from socioeconomically challenged families need help and encouragement to advance successfully to higher education. As a result, universities and colleges will be forced to establish top-notch support centres and be provided with enough funding and academic resources to do so successfully. All students will also have access to expert academic and career counselling and counsellors to ensure their emotional, physical, and mental well-being for the English enhancing.



The fourth part is online and distance learning (ODL) offers a logical way to widen access to top-notch higher education in colleges and universities. ODL revitalizes the deliberate efforts based on evidence towards the expansion by guaranteeing adherence to the quality standard to realize the potential completely. The program strives to be on par with the best-in-class programs currently offered. To ensure that ODL is of a high enough standard to be recommended to all HEI guidelines, norms, and standards for systematic regulation, development, and accreditation to be created (NEP, 2020).

The vision of NEP 2020 focuses on transforming and reshaping the structure of the Indian education system. Online education is especially focused on NEP 2020. Institutions and universities conduct pilot studies through digital learning to maximize the benefits in India. The new insight includes upgraded online platforms and tools for profiles, assessment tools, and resources for in-class and training content for greater interaction. Virtual English communication labs are created for the students to practice their new and advanced course contents and theoretical knowledge in English language learning. It also emphasizes online examinations and assessments of the English language. The era of digital technology has had more impact on English language learning with the influence of the internet. It brings the language learner and English language teacher under one roof of the virtual classroom through the social media and intranet platforms which play an essential role in completing their higher education with an enhanced curriculum in online learning under NEP 2020.

### Approaches

The art of looking at how language learning and teaching are done is known as the “approach.” Approaches like the audio-lingual or aural-oral approach, cognitive coding, and communicative approach are used effectively to enhance English language learning in higher education. The methodology used here is task-based teaching. In the modern language learning classroom, learners use different approaches and techniques, such as the eclectic approach. English language teachers can select a particular approach according to the learner’s needs. The Macaulay system throughout the nation replaced the Gurukul education system. Poor employability and a student exodus to foreign universities are symptoms of the failure of India’s higher education system. To make Indian higher education competitive internationally, it needs growth opportunities based on performance, incentives to improve skills and hierarchy, and a focused approach to giving faculty more power, autonomy, and freedom (Pathak, 2021).

Efficiency is increased through good governance in both public and private sector enterprises. End-user happiness and investment value based on money and time are intimately related to productivity and excellent governance. Productivity in higher education and quality development are dependent on institutional governance trends and

effective leadership. Discipline, a high-quality vision, and policies are propagated down the timeline hierarchy by the leadership of higher education institutions. The study talks about necessary global studies, well-known opinions, case study strategies for making policy, and the excellent management of higher education institutions in India. The rise of India’s economy and living conditions in the twenty-first century can be attributed mainly to the country having the world’s third-largest young population attending HEIIs. To help the organization be productive on the Indian subcontinent, it needs leadership. This will be possible when the educational productivity of HEI leadership is creatively turned into transformative innovation. In this study, the main problems and challenges existing HEIIs face in trying to become world-class educational systems are carefully examined in terms of their effects, consequences, impacts, possibilities, problems, and solutions. Recommendations for 21st-century HEI leadership are provided based on research and conclusions, and a practical methodology is presented to gauge productivity (Dwivedi & Joshi, 2020).

Teaching strategies play an important role in classroom instruction. Without a strategy, teachers aimlessly project information that does not connect with learners or engage them. Strategies help learners participate, connect, and add excitement to the delivered content. The pedagogical prescriptive and emergent approaches should be a planned methodology of a logically reasoned, best-option technique, with different options offering different reasoned operational and transformational strategies that can be used in English skill enhancement. The pedagogical methods, strategies, and techniques that instructors implement to help students develop skills should be both teacher-centered and student-centered. For goal-achieving curricular pedagogy, English language instructors should adopt the five different strategies of Mintzberg (1987): plan, ploy, pattern, position, and perspective. These pedagogies include working together and forming partnerships, using technology, changing and making new policies, building up people’s skills, and changing and integrating systems. An ESL instructor should follow constructivist, collaborative, integrative, reflective, and inquiry-based learning for productive and entertaining classes.

### Opportunities

The NEP 2020 is a remarkably detailed planning document. Higher education and its delivery have received the majority of attention. However, other concerns, such as vocational education, research, and online and digital education, to name a few, have also received the attention they deserve. Overall, the administration has made a remarkable and highly encouraging stride forward. How much effective net output is generated will only become apparent with time (Panditrao & Panditrao, 2020).

Many education professionals have yet to anticipate the adjustments that NEP 2020 has suggested. Although the education policy has touched both high school and

college, the article primarily concentrates on NEP 2020 and its effects on higher education. The approach will also apply to foreign universities entering the nation and consist of transformational reforms for higher education (Joshi & Ahir., 2022). The main goal of the NEP is to “ensure that teachers receive the highest quality training in the development of study materials, teaching methods, and skills and introduce the teacher education system into multidisciplinary faculties and universities; the establishment of a 4-year integrated B.Ed. offered by such multidisciplinary institutions will become the minimum degree qualification for school teachers by the year 2030.” (Smitha, 2020; Dixit, 2021).

India's language policies have been affected by how important it is for people and businesses to be able to communicate in English. This has led universities to use interpreter training as an innovative way to improve language skills. Therefore, a higher education organization in India can use interpreter training as a language tool by promoting it. This article critiqued the linguistic instrumentalism and looked at the experiences of both students and teachers in the program. The researchers argued that there is a pedagogical conflict between implementing policy education strategies and using realistically interpreted curricula that consider students' needs. Interpreter training for enhanced communicative competence is embedded in the neoliberal rhetoric of linguistic instrumentalism, promising competitive professional advantages to students. However, paradoxically, it does not keep its promises about language acquisition. Teachers' methods, students' goals, and the way the curriculum is set up are not pedagogically sound because students' skills do not match the suggested activities.

By improving their writing, speaking, listening, and reading skills, instructors of the English language help students gain the confidence they need to share their ideas and present them. Moreover, English language teachers encourage the students to develop the most required skills, like adaptability, autonomy, leadership, collaboration, and creativity, which pave the way to more opportunities. The skills can be transferred and help the learners, and they can be applied in many fields throughout their lives. Through high-quality training in the development of skills in English language teaching and the study materials that are introduced in the teacher education system in multidisciplinary universities, higher education becomes more prominent.

### Implementations

In the overview of NEP-2020, the policy's strengths and weaknesses in the higher education and research sectors are listed, as are its implementation and recommendations. Based on the data collection discussion, possible generic strategies for putting NEP-2020 into action to reach its goals are also listed and analyzed. The study has yielded numerous predictions on the topic, such as the creation of high-quality colleges and universities with English-language institutional consolidation under restructuring,

multidisciplinary and complete education, and the best learning environment and support for students changing to the regulatory system in higher education that integrates and uses technology, digital, and online education. As a result, suggestions are given for successfully executing the NEP-2020 despite numerous limitations. The study can also be used as a guide by the teams in the Indian government implementing English language pedagogy and enhancement policies in higher education to put policies into action (Aithal & Aithal, 2020).

The responders made a few proposals, some of which are as follows:

NEP 2020-related clarification should be the main focus.

a) Many government-run and government-aided colleges need ESL professionals trained or certified instructors. Therefore, it would be better to fill open positions long before implementing the NEP 2020.

b) Many instructors prefer to avoid it, so when NEP 2020 is implemented, the primary facility should be there.

c) NEP 2020 must be implemented on an experimental basis; if it is a success, it must only be applied nationwide in India.

d) The NEP 2020 emphasizes the development of a knowledge-based economy. At the same time, it should be noted that English language education has become a luxury for the middle class. Therefore, the difficulties faced by the middle-class category are considered when implementing NEP 2020.

e) Some funding should be provided to private institutions at the time of English skills internationally implementation.

f) Take the English-speaking work market. It needs to be revised to give English and regional languages the same weight.

g) Lack of college enrollment is another issue, and the government must prepare for the future problem (NEP, 2020).

The NEP 2020 introduced a wide range of adjustments. It came across as a reasonably progressive text with a clear understanding of the existing socio-economic environment and the possibility of future unpredictability. The NEP 2020 news came as a complete shock to many. Many education professionals have yet to anticipate the adjustments that NEP 2020 has suggested. Although the education policy has touched both high school and college education, this article primarily concentrated on NEP 2020 and its effects on the college level. This approach will also apply to foreign universities that enter the country. This research paper regarding the NEP 2020 critically evaluates a system of transformational reforms for higher education (Venkateshwarlu, 2022).

### Future research

This exploratory research tries to define the NEP-2020 as an innovative and futuristic proposal with both positive and negative aspects of education policy for college students, which will help India's economy and society credentials. Researchers explored an overview of NEP-

2020, distinguished the strengths and weaknesses of the approach in higher education and research, evaluated the implementation suggestions given in the policy, and identified and analysed possible generic strategies for implementation of NEP-2020 to fulfil its objectives based on the population's data collection discussions. This research attempt included many predictive proposals on issues like developing quality universities and colleges, institutional restructuring and consolidation, more holistic and multidisciplinary education, optimal learning environments, and student support; transforming the regulatory system of higher education; technology usage and integration; and online and digital education. Therefore, this article has covered all the related coverages of the problems, values, goals, vision, challenges, and solutions about the implicit impact of English language pedagogy and enhancement policies in higher education under the Indian NEP 2020: challenges, curriculum, approaches, opportunities, and implementations. Finally, some recommendations are made to effectively implement the NEP-2020, irrespective of various constraints. Therefore, this article can be considered as a reference to the policy implementation of English language pedagogical enhancement policies in higher education by the NEP 2020 teams of the Government of India.

## CONCLUSION

This research study evaluated overall the high impact of pedagogy and enhancement of English language teaching and learning under NEP 2020. In addition, the challenges, approaches, opportunities, implementations, and implications are discussed and evaluated through this research study. The NEP will dramatically impact ELT and ELL in the higher education system, as evidenced by the respondents' case studies. It will significantly impact college students' English language teaching and learning. The year 2020 has been unique for nations all over the world. Researchers are paying attention because several committees have said that the budget for education should be raised to 6% of the GDP over time. At the state and central levels, language-specific committees and experts are set up for consultation and to work together on making detailed plans for implementing every part of the policy according to the above guidelines in a clear and step-by-step way. The complete policy will be operational over the decade of 2030–2040, after which a new, thorough evaluation will be carried out. NEP 2020 is a worthy government project. However, the government's new plan should focus on development instead of using it to further its political goals. Funding infusions are urgently required to enhance the educational sector. It is crucial to think that there should not be resource scarcity when implementing this particular program. Intellectuals should be aware that they are shaping and preparing young brains for the future; therefore, while developing appropriate improvements in English language skills education, the current system's

shortcomings should also be a top priority. Once NEP 2020 is implemented for English language enhancement policies in higher education contexts in the country, its goal must be achieved. To make India a worldwide power in knowledge, the national educational policy must invade an education system that anchors Indian culture by directly contributing to English language developments in India. NEP 2020 achieves a sustainable, lively, and egalitarian knowledge society through pedagogy and English language strengthening. According to this policy, the English language skills enhancement pedagogy and curriculum of the institutions encourage student respect for fundamental duties and constitutional values, as well as allegiance to the nation and comprehension of others' responsibilities in a changing world.

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## About Authors' Bio

Dr. Meenakshi Sharma Yadav is an assistant professor of linguistics at the Applied College for Girls, King Khalid University, Abha, Saudi Arabia. She holds a Ph.D. in linguistics from the University of Rajasthan (India), M.Phil. (ELT) from Banasthali University, (India), and TEFL from London, UK. Her teaching, training, research, and curriculum design specialties are in linguistics and literary criticism. ORCID: <https://orcid.org/0000-0001-7962-3267>

Dr. Manoj Kumar Yadav is working as an associate professor of English at Singhania University, India. He has extensive teaching experience spanning more than 15 years at universities, including abroad. He holds a Ph.D. in English literature from the University of Rajasthan, India. He has written more than twenty research papers in literary criticism and linguistics up until now. ORCID: <https://orcid.org/0000-0002-2033-9592>

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