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## Undergraduate English Classrooms as per guidelines of NEP 2020

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### ABSTRACT

The National Education Policy 2020 has raised innumerable concerns, especially with special reference to language teaching. Language teaching has become one of the major concerns. This research will discuss the relevant aspects of NEP policy on teaching the English language. This research will dwell on the challenges and opportunities of NEP2020 related to English language teaching. This research will also discuss the effective pedagogy for English language teaching, assessment, and training of teachers based on NEP guidelines.

### Keywords:

English language teaching, Undergraduate English classrooms, Pedagogy, Assessment, Teacher's training, Challenges, Opportunities and Recommendations.

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### 1. INTRODUCTION

Language is one of the most prominent elements of anyone's personal and professional growth. English language includes four essential parts; listening, speaking, reading, and writing. The National Education Policy (NEP) 2020 focuses on multilingualism. The National Education Policy (NEP) 2020 has advocated that the medium of instruction should be home language/mother tongue/local language/regional language for both public and private schools, until at least Grade 5, but preferably till Grade 8 and beyond. The new National Education Policy (NEP) recommends that all students should learn three languages in school. At least two of the three languages should be native to India. The new curriculum will include skill-based courses, ability-based courses, and courses based on the Indian knowledge system along with major and minor respective subjects. NEP 2020 focuses not only on multilingualism but also on multicultural aspects for the overall growth of a student. The courses might include basic arts, crafts, humanities, games, sports and fitness, languages, literature, culture, human

values, science, and mathematics to develop all aspects and capabilities of learners. Therefore, it makes education more well-rounded and useful to the learner.

English is the most spoken non-native language in India, after Hindi; it becomes essential to learn English as EFL (English as a Foreign Language), ESL (English as a Second Language), and EAP (English as an Additional Language). In India, it has always remained a dispute regarding teaching English. It should be taught as a subject or as a language.

## **2. RATIONAL OF THE RESEARCH**

This research is an attempt to make the discussion of aims and objectives of NEP 2020 in the context of English language teaching in undergraduate classrooms.

Language learning is one of the most important aspects for undergraduate students. When the subject is taught in the classrooms, students come for attendance for half a semester but later on, the subject is neglected and taken for granted. Students take it as a subject and want to obtain passing marks but they neglect it as a skill. After graduation, they realize the importance of English language communication and start working hard for it. Teachers and students have to go beyond the textbook to learn language skills and skills for employability.

However undergraduate students' interest cannot be sustained easily in the classroom. After the survey of the literature review, the following rationales have come in mark.

1. Lack of student's interest in English language learning
2. Teaching methods in the classrooms
3. Poor assessment techniques
4. Need for teachers' training for implementing new curriculum in the classrooms designed as per NEP guidelines.

## **3. SIGNIFICANCE OF NEP 2020 GUIDELINES FOR ENGLISH CLASSROOMS**

NEP2020 considers English only an international language that everyone should learn for convenience in life, intelligence will not be measured on the basis of English language skills. Even a person who knows only a regional or national language can also be intelligent. National Education Policy 2020 was approved by the Union Cabinet on 29 July 2020. That is the reason, students from many core branches do not take this subject seriously, and in later stages of life, they find difficulty in their professional growth because of English. The guidelines of NEP2020 have focused on activity-based learning for all subjects. Practical education has been focused more. These guidelines can assist in making English classrooms

interactive, interesting, and innovative which will sustain students' interest for a long period of time.

#### **4. CHALLENGES OF NEP 2020 FOR DESIGNING ENGLISH SYLLABUS**

Although the NEP 2020 has been formulated to enable children to get a full advantage in the field of education, still various concerns have come up which include:

- a) Limited time for English lectures to teach English as a language.
- b) Using other languages in the classrooms.
- c) English language for convenience not for intelligence.
- d) Lack of infrastructure and internet facilities for activity-based teaching.
- e) Lack of human resources.

#### **5. OPPORTUNITIES OF NEP 2020**

NEP 2020 has come up with numerous opportunities as far as English language teaching is concerned. This policy motivates students and teachers for effective teaching and learning methods for English language learning.

- a) Activity-based learning
- b) English as a language not as a subject
- c) Hi-tech classrooms
- d) interdisciplinary and multidisciplinary holistic education
- e) Teachers' development

Teachers will be encouraged to use a bilingual approach; they will use bilingual teaching-learning materials which will help students to understand their lessons better when taught in their local language.

#### **6. ENGLISH LANGUAGE TEACHING ENTERS A NEW PHASE**

English is considered to be a foreign language so it might require special techniques to sustain the interest of students. To enhance the interest of students in the English language, NEP has opened up new doors in the form of using technical tools to teach the English language. Students will start taking English as a skill, not as a subject. It has focused on the

holistic development of students; English language skill is necessary for the students for their professional and personal growth. It would create problems when the main focus would be on their core subjects which has forced NEP to focus on reading and writing skills on a regular basis to attain effective speaking skills. The methodology of English Language teaching will now enter a new phase by making it simpler and easily understandable for the students, right from the pre-schoolers. Whether English is taught as a subject or used as a medium of instruction, the fact remains that English is a foreign language in our country. Hence teaching English right from pre-school will be the optimal due to its being a foreign language in India. The teaching methodology of teaching English will be kept very simple and interesting. The students will not be repeated for the teacher for all semesters, they will keep changing for the teacher to sustain their interest for all semesters. The new phase also includes the prior assessment of the student to chart the milestones and journey of the further semesters. This pilot testing will assist teachers and students in arriving at the same benchmark destination.

## **7. ASSESSMENT IN THE NEW ENGLISH CLASSROOM**

As per Kizlik (2012), “assessment is a process by which information is obtained relative to some known objective or goal. Assessment is a broad term that includes testing, whether implicit or explicit, assessment is most usefully connected to some goal or objective for which the assessment is designed. ... Assessment of skill attainment is rather straightforward. Either the skill exists at some acceptable level or it doesn't. Skills are readily demonstrable. Understanding of assessment is much more difficult and complex. Skills can be practiced; understandings cannot. We can assess a person's knowledge in a variety of ways, but there is always a leap, an inference that we make about what a person does in relation to what it signifies about what he knows.” The NHEQF defines assessment in the following terms: “The process of determining a student's achievement of expected learning outcomes involving the use of a range of methods and practices”.

If an assessment is taken carefully, students' output will be attained carefully. Assessment can play a great role in a strong foundation for the entire teaching and learning process. Appropriate analytical rubrics can play the best role in collaborative learning.

For English assessment, appropriate domains will be selected as per the new NEP policy, and new technical tools for assessment will also be appreciated.

## **8. TEACHER TRAINING FOR THE NEW ENGLISH CLASSROOM**

As per the journey of higher education in India with respect to teacher training, it can be seen that NEP 2020 is carrying forward a legacy of best practices that begins with the setting up of a ‘normal training school’ in Serampur in 1802 and carries on after Independence, wherein in every education commission report emphasis is laid on the importance of having a cohort of well-trained teachers to realize the vision of each subsequent policy. In a comprehensive presentation on this theme, Singh (2020) marks the shifts that the teacher is now seen as “a co-creator of knowledge” and at the “centre of knowledge creation” and must be conscious and sensitive to issues of gender, access, diversity”, etc. The NEP 2020 is one of the first education policy documents to mention teacher training for those teachers who will be responsible for teaching in higher education institutions and training students at the tertiary level. The document recommends that along with their doctoral degree, potential and prospective teachers will take “credit-based courses in teaching/education/pedagogy/writing related to their chosen Ph.D. subject” and also be exposed to “pedagogical practices, designing curriculum, credible evaluation systems, communication,” through programs like teaching assistantships. This will motivate many researchers to become teachers (NEP, 2020: Section 15.9). The policy document also suggests various programs for in-service training of tertiary-level teachers along with “technology platforms such as SWAYAM/DIKSHA for online training” (NEP, 2020, Section 15.10). One of the most laudable recommendations of this document in the context of teacher training is the proposal to set up “A National Mission for Mentoring” that will have a “large pool of outstanding senior/retired faculty—including those with the ability to teach in Indian languages— who would be willing to provide short and long-term mentoring/ professional support to university/college teachers” (NEP, 2020, Section 15.11). Beyond the syllabus of the program of study, teachers are also concerned with what the NHEQF calls ‘generic learning outcomes’ and this is how these are defined: “Generic learning outcomes: The transferrable, no discipline-specific skills that students of all programs of study need to achieve through appropriate learning experience. Generic learning outcomes include those that have application in study, work, professional practice, and life contexts”. It is hoped that with a recalibrated teacher education program, the teachers who enter the classrooms in higher education institutions will be better equipped to collaborate with their students to create a learning environment that is empowering and relevant to the needs of individuals and society.

## **9. RECOMMENDATION**

Continuous learning is crucial to sustain changes and the NEP requires all teachers to undergo 50 hours of ongoing professional development through regional, local, and national workshops. Additionally, the NEP proposes the need for leveraging technology in advancing professional development for teachers. A new curriculum and pedagogical structure should be followed in all universities of any region. The activity-based syllabus should be designed by all universities for the holistic development of students. Technology can be the most interesting source for sustaining the interest of the students for longer periods of time in the classrooms.

## **10. CONCLUSION**

Although there may be a few drawbacks in the NEP 2020, it is indeed a revolutionary policy, which when implemented after plugging the loopholes, will surely see a transformed India in the field of Education. In general, NEP 2020 is flexible, creative, and more productive with special reference to language teaching. Developing innovative teaching techniques for the English Language would indeed be a challenging task to adapt to the major changes brought forth in the Languages section of the NEP 2020. NEP envisages the promotion of Indian languages through regular use, preparation of pedagogical materials, training of teachers, adoption of mother tongues as a medium of instruction, innovative methods, judicious use of technology, and development of positive attitudes towards all languages and their remarkable unity.

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