

## **Reimagining English Language Teaching in India: An Institutional Perspective on the Implementation of the National Education Policy 2020**

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### **Abstract**

The National Education Policy 2020 (NEP 2020) represents a landmark reform in Indian higher education, proposing structural, curricular, and pedagogical transformations. English Language Teaching (ELT), positioned at the intersection of academic discourse, professional communication, and global engagement, is significantly influenced by these reforms. This study critically examines the implications of NEP 2020 for ELT in higher education through an institutional case study of an undergraduate college in Punjab. Adopting a qualitative research design, the study analyses curriculum restructuring, outcome-based education models, digital integration, assessment reforms, and student responses to pedagogical change. Classroom observations and feedback from 42 undergraduate students reveal increased engagement, improved communicative confidence and greater acceptance of skill-based learning strategies. However, infrastructural constraints and faculty preparedness remain challenges. The study concludes that sustained institutional commitment and professional development are essential for successful implementation.

### **Keywords**

NEP 2020, English Language Teaching, Outcome- Based Education, Skill Development, Higher Education Reform

Education policy reforms in India have aimed to align higher education with global standards and socio-economic demands. The National Education Policy 2020 envisions multidisciplinary learning, flexibility, outcome-based education, and employability-driven curricula (Government of India, 2020). English Language Teaching (ELT) plays a central role in this transformation, shifting from examination- oriented pedagogy toward communicative and skill- based learning (Richards, 2006).

Outcome- Based Education emphasizes measurable competencies and student achievement (Spady, 1994). Constructivist theory advocates active learning environments (Bruner, 1966). Bloom's revised taxonomy promotes higher- order thinking skills (Anderson & Krathwohl, 2001). Digital integration enhances ELT effectiveness (Hockly, 2018).

This qualitative case study was conducted in an undergraduate college in Punjab during the academic session 2020-2021. Data were collected through classroom observations, student feedback, syllabus review, and faculty discussions. Curriculum restructuring introduced skill-enhancement modules such as resume writing, presentations, and communication workshops. Course outcomes were mapped according to Outcome- Based Education frameworks. Digital tools and blended learning strategies were integrated into classroom teaching.

Student feedback indicated increased confidence in speaking and improved engagement through multimedia learning. However, infrastructural constraints and documentation

workload posed challenges. The reforms reflect a shift toward learner-centered pedagogy aligned with NEP objectives.

NEP 2020 provides a progressive framework for transforming ELT in India. Institutional adaption demonstrates promising outcomes, though sustained support and professional development are essential for long-term success.

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