



Pedagogical Perspective on English Language through the Lens of NEP 2020: An Analytical Study

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<p>Received 21/06/2025</p> <p>Accepted 24/06/2025</p> <p>Published 09/07/2025</p>	<p>Abstract</p> <p><i>A nation's societal and economic development relies heavily on well-structured, dedicated, transparent, and technologically advanced education systems and learning policies. India, with its rich educational heritage, has long been a center of learning, where university-level education has flourished since ancient times. Over the years, both before and after independence, India's education system has undergone significant reforms. This study critically examines the pedagogical approaches and enhancement strategies in English language teaching and learning within the framework of the National Education Policy (NEP) 2020 in the context of higher education. Adopting a descriptive research design, the study collected quantifiable data for statistical analysis of the target population. It explores key aspects such as challenges, curriculum development, pedagogical approaches, opportunities, and the implementation process under NEP 2020. As a preliminary policy analysis, this research serves as a foundational reference for future empirical studies that will evaluate the long-term effects of NEP 2020 once fully implemented. By focusing on reforms in higher education, the paper offers a comprehensive and transformative interpretation of the NEP, emphasizing the pivotal role of technological integration in fostering innovative teaching and learning. This article may serve as a valuable reference for policymakers, educators, and stakeholders involved in implementing English language pedagogy enhancement initiatives under NEP 2020 in India.</i></p> <p>Keywords: <i>Pedagogical Approaches, Pedagogical Perspective,</i></p>
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Introduction

Education is considered at the fundamental to achieve human potential and develop an equitable for the national development. The global education development agenda reflected in the Goal4 (SDG4) of the 2030 Agenda for Sustainable Development, adopted by India in 2015- seeks

to 'ensure inclusive and equitable quality education and promote lifelong opportunities for all' by 2030." 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 worldclass education is mastering English skills (Yadav and Yadav, 20 23).

Education policies should emphasize on developing students' problem solving, creative and critical thinking and communication skills in addition to their basic cognitive capacities. In present time, the skill 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) for both occupational and educational purposes. This policy is based on our ancient texts, Indian philosophy, thoughts and knowledge passed down through ages. The education in ancient India was that freedom of self and total realization of knowledge accumulation lies after school in the world.

Review of Literature

Chakraborty (2025) assessed that the National Education Policy (NEP) 2020 aims to modernize English instruction by strengthening communication skills and digital literacy. However, the policy's effective implementation is hindered by challenges such as inadequate teacher training, lack of resources, and systemic misalignment. Similarly, Yadav et al. (2023) highlighted that NEP 2020 has had a significant impact on English language teaching and learning programs across India, with technological integration emerging as a key enabler. Kasar (2025) emphasized the policy's focus on multilingualism, English language proficiency, and competency-based education, particularly to enhance accessibility and practical learning outcomes in rural communities. In a global context, Rose et al. (2020) argued that Global Englishes research needs more robust methodological frameworks and greater inclusion of diverse contexts beyond university language classrooms to ensure broader relevance in language pedagogy. Mangala and Manju (2023) revealed that innovative formative assessment strategies can enhance learner engagement and are well-aligned with the objectives of NEP 2020. In a comparative perspective, Weinmann et al. (2021), studying English language education reform in Japan for the 2020 Olympics, emphasized the need to include teachers' voices to challenge dominant narratives and foster pedagogical transformation. Delgado et al. (2024) demonstrated that the integration of epistemological, methodological, and pedagogical approaches in English language teaching promotes cognitive development, enhances communicative competence, and increases student engagement and motivation. Likewise, Gayawali et al. (2023) proposed a shift toward learner-centered, language-integrated, and future-oriented methodologies to bridge the gap between traditional pedagogical methods and modern educational demands. Bhagoji (2024) reviewed the use of graphic novels as a pedagogical tool. Behzadpoor and Dadvand (2020) introduced a nine-component framework for pedagogical knowledge in English language teaching, highlighting the complex and multidimensional relationships among different knowledge domains. Cenoz and Gorter (2020) advocated for pedagogical translanguaging, which involves the deliberate integration of multiple languages in instruction to promote multilingualism and metalinguistic awareness, while affirming learners' linguistic identities. Mishra and Mishra (2024) studied NEP 2020's strong emphasis on mother tongue-based instruction, while also encouraging the use of English and other languages, underscoring the need for robust teacher training and resource development. Yadav (2025) further supported the integration of ancient Indian pedagogical

practices—such as oral traditions and experiential knowledge—within the NEP 2020 framework to provide a more student-centric and culturally relevant education. Khuntia (2025) revealed that the National Education Policy 2020 (NEP 2020) revolutionizes teacher education in India by shifting from rote-based learning to competency-driven, experiential, and multidimensional approaches, while also integrating technology into teacher training. The policy emphasizes foundational literacy and numeracy, play-based learning, and child-centered teaching strategies in early childhood education, aiming to enhance children's school readiness, cognitive development, and lifelong learning capacities. Yadav and Shukla (2025) stated that NEP 2020 has driven a shift toward technology-based learning methods, including artificial intelligence and online platforms, thereby transforming the educational landscape and presenting both challenges and opportunities in terms of accessibility, equity, and the development of 21st-century skills. Maharaj et al. (2021) argued that the pedagogical philosophy of the Bhagavad Gita can contribute meaningfully to the successful implementation of the National Education Policy (NEP) 2020 in India. Nag (2024) emphasized that NEP 2020 recognizes the significance of linguistic inclusion and multilingualism in school education, promoting economic and social mobility, justice, and equality. Chandan et al. (2025) stated that art-integrated pedagogy fosters in-depth understanding of topics across various subjects and aligns with NEP 2020's goal of incorporating art into education. Choksi et al. (2022) found that Indian students at an engineering university face challenges in identifying simultaneously with the nation (through the mother tongue) and with English, underscoring the need to reevaluate colonial and post-colonial language ideologies. Chandan (2022) noted that globalization has deeply influenced English language teaching and learning in India, both bridging and widening the urban–rural divide, while also promoting inclusivity through government initiatives like NEP 2020. Adhikari (2023) stated that the National Education Policy (NEP) 2020 seeks to transform the school curriculum and teaching methodologies by moving away from rote learning toward a more research-based, student-centered approach. Tazeen and Kader (2024) highlighted that a constructivist approach to teaching grammar at the secondary level enhances students' grammar comprehension and their ability to apply it in English writing, thereby aligning with NEP 2020's emphasis on learner-centric pedagogy. Monga et al. (2025) clarified that NEP 2020 aims to reform India's education system by 2021 without enforcing a mandated language change or shifting from English to regional languages. Ghosh (2024) observed that the NEP 2020 promotes multilingualism and the three-language formula, aiming to foster the holistic development of students from primary through higher education. Bhat (2023) revealed that the National Education Policy (NEP) 2020 in India emphasizes curriculum reform and pedagogical innovation, shedding light on both the achievements and persistent challenges within Indian higher education. Pandey and Ozarkar (2024) highlighted that adopting a bottom-up, inclusive approach to multilingual education is essential for preserving linguistic diversity and fostering social democracy. Darji (2023) noted that constructivist pedagogy significantly enhances the rapid acquisition of English language competence, leading to improved content knowledge, skills, and attitudes among upper primary students. Purnama et al. (2021) reviewed that English teachers need for improvement in both instructional strategies and overall teaching competence. Meitei et al. (2024) stated that the integration of play-based learning, language development, and numeracy into pre-primary education in India can significantly foster holistic development and early childhood growth.

Objectives of the Study

1. To explore how the National Education Policy (NEP) 2020 promotes multilingualism and to analyze its implications for English language teaching.
2. To examine the extent and effectiveness of technology integration and experiential learning approaches in English language pedagogy in alignment with the National Education Policy (NEP) 2020.
3. To evaluate the pedagogical framework recommended by NEP 2020 for English language instruction at the higher secondary level.
4. To assess the transition from rote-based learning to learner-centric and competency-based approaches in English language instruction in accordance with the principles of NEP 2020.

Research Question

1. How does the NEP 2020 promote multilingualism and what are its implications for the teaching of English language?
2. To what extent has technology and experiential learning been integrated into English language pedagogy and how effective are these approaches in the context of NEP 2020?
3. What pedagogical framework does NEP 2020 suggest for English language instruction at the higher secondary level and how efficiently is it being implemented in practice?
4. How has the transformation from rote-based learning to learner-centric and competency-based methodology in English language instruction been applied with the principles of NEP 2020?

Methodology of the Study

This study employed the Document Analysis method within the framework of Qualitative Research. It involved a thorough examination of the recommendations outlined in the National Education Policy (NEP) 2020, along with the strategies adopted by the National Curriculum Framework (NCF) for the Foundational Stage and School Education, specifically concerning language education through descriptive survey method from various schools. Additional data were gathered from various academic journals, articles, and relevant educational policy documents.

NEP 2020: Overview with Focus on the English Language

The National Education Policy (NEP) 2020 introduces major reforms in the Indian education system, aiming to promote inclusivity, flexibility, and holistic development. While it encourages the use of mother tongues and regional languages in the early years of schooling, it also recognizes the importance of English in a globalized world.

- NEP 2020 promotes multilingual education, encouraging the use of the mother tongue or regional language as the medium of instruction until at least Grade 5, preferably up to Grade 8.
- At the same time, it allows for the gradual introduction of English, recognizing its value for global communication and access to international opportunities.

Policy Analysis

This study primarily draws on secondary data, including official NEP 2020 documents,

academic literature, and research reports related to language education in India. The analysis offers a comprehensive examination of the proposed changes in English language instruction under NEP 2020, with a particular focus on the higher secondary level. It evaluates the potential outcomes and identifies key challenges in implementing these reforms effectively.

Field Studies

Field studies were carried out in a range of schools across both urban and rural areas to assess the current state of English language instruction at the higher secondary level. These visits offered valuable first-hand insights into the implementation process, existing challenges, patterns of student engagement, resource availability, and students' attitudes toward learning English. The observations gathered from these on-site visits provided a contextualized understanding of the practical feasibility of NEP 2020 in real-world educational settings.

Survey

A comprehensive survey was conducted among teachers, students, and educational administrators across multiple schools to gather their perspectives on the NEP 2020 recommendations related to English language education. The survey focused on critical areas such as curriculum relevance, teacher preparedness, assessment practices, and the availability of instructional resources. The responses provided valuable insights into existing gaps in policy implementation and highlighted areas where further support, training, or infrastructure may be required to ensure effective execution of the policy.

Field Study Observations

Field studies conducted across higher secondary institutions in both urban and rural areas revealed distinct patterns and challenges in English language instruction.

In urban schools, students generally demonstrated higher levels of English proficiency and greater familiarity with digital tools. These schools were typically better equipped with resources such as language labs, multimedia facilities, and qualified English-speaking instructors. Students in urban settings showed strong enthusiasm for skill-based learning, aligning well with NEP 2020's focus on communicative and applied language skills. In contrast, rural schools faced several notable challenges. Many educators cited limited access to digital infrastructure, which hindered the integration of technology-driven language learning as encouraged by NEP 2020. Teachers also expressed concerns about the lack of professional development opportunities, particularly in adopting innovative and student-centered teaching methodologies. Furthermore, students in rural areas often had minimal exposure to English outside the classroom, leading to a sense of intimidation toward interactive, skill-based learning activities-perceived as a sharp departure from the traditional rote-learning methods they were accustomed to. These observations underscore the need for targeted interventions to bridge the urban-rural divide in English language education and to support the effective implementation of NEP2020 across diverse educational context.

Survey Report Findings

The survey collected responses from approximately 150 participants, comprising 100 students, 30 teachers, and 20 administrators from both urban and rural schools. The findings revealed diverse perspectives on the English language reforms proposed under NEP 2020, highlighting clear distinctions in opinion across different stakeholder groups.

Teacher Preparedness and Training

Approximately 63% of teachers reported feeling inadequately prepared to implement NEP

2020's skill-based approach to English instruction. A significant number highlighted the lack of training in communicative language teaching methods as a key challenge. This issue was especially pronounced among teachers in rural areas, where limited access to professional development programs hinders the transition from traditional rote learning to more interactive and project-based teaching methodologies.

Administrative and Resource Challenges

School administrators, especially those in rural areas, identified resource limitations as a significant barrier to the effective implementation of NEP 2020. Over 70% of rural administrators reported inadequate digital infrastructure and insufficient funding for essential teaching materials. In contrast, administrators from urban schools were more optimistic, with 80% expressing confidence in achieving NEP 2020's objectives-provided they receive adequate training support and resource allocation.

Student Engagement and Learning Preferences

Among urban students, 63% expressed enthusiasm for NEP 2020's skill-based approach, particularly valuing its emphasis on communication and real-world application of English. In contrast, only 33% of rural students shared this enthusiasm. Many rural students reported feeling that their foundational language skills were inadequate for effectively participating in applied learning activities. This highlights a clear need for targeted support to strengthen foundational competencies before fully transitioning to skill-based assessments.

Policy Objectives of English at the Higher Secondary Level

At the higher secondary level, the National Education Policy (NEP) 2020 underscores English proficiency as a crucial foundation for enhancing global competence and improving employability (Ministry of Education, 2020). The policy marks a shift away from rote memorization, advocating instead for competency-based learning that emphasizes communication, comprehension, and analytical thinking. English is repositioned not merely as a subject, but as a medium for interdisciplinary engagement-integrating areas such as digital literacy, environmental studies, and scientific inquiry-to align with 21st-century learning goals. Central to this approach are experimental and inquiry-based methods, designed to help students build confidence in English communication and prepare them for success in higher education and contemporary professional settings. Furthermore, in a digitally driven economy, English proficiency is essential for accessing global educational resources, using collaborative digital tools, and participating in remote learning platforms. These competencies are critical to bridging the digital divide and ensuring equitable learning opportunities across diverse regions.

Pedagogical Tips for Teaching English

NEP 2020 encourages a shift away from traditional grammar-translation methods, advocating instead for learner-centered, activity-based approaches to English language instruction. The policy promotes the use of experiential learning, project-based tasks, collaborative group work, and the integration of digital tools to facilitate more dynamic and meaningful language acquisition. Digital platforms such as DIKSHA and ePathshala are recommended to complement classroom teaching and improve accessibility, especially in diverse learning environments. Additionally, techniques like storytelling, role-play, peer teaching, and multimodal learning are encouraged to make English instruction more interactive, engaging, and contextually relevant. These pedagogical strategies aim to cultivate real-world language use, critical thinking, and

creativity, moving beyond theoretical knowledge to develop practical communication skills aligned with 21st-century educational goals.

Challenges and Implementation Barriers

While NEP 2020 presents a progressive vision for transforming education, its implementation is hindered by several practical challenges. A major concern is the shortage of adequately trained English teachers, particularly in government and rural schools. Many educators lack both the digital literacy and the pedagogical expertise required to adopt NEP-aligned, modern teaching practices. Infrastructure disparities further complicate the rollout of reforms. Limited access to the internet, smart classrooms, and digital devices contributes to a persistent digital divide, restricting the policy's effectiveness, especially in under-resourced regions. Moreover, the implementation of NEP 2020 entails wide-ranging reforms, including textbook revisions, curriculum restructuring, and the establishment of standardized assessment frameworks. These changes require seamless coordination between central and state authorities—a process often marred by delays, inconsistent execution, and logistical hurdles. Subject-specific committees tasked with these reforms frequently face resource constraints, resulting in uneven adoption across different states. To address these systemic issues, the policy calls for significant investment in teacher training, educational technology, and institutional collaboration. NEP 2020 emphasizes the integration of technology into teacher education and advocates for interdisciplinary collaboration to support teachers in adapting to evolving pedagogical demands. Additionally, the policy promotes ongoing professional development through workshops, online courses, and structured mentoring systems, ensuring that educators are well-prepared to implement experiential, competency-based learning approaches in line with 21st-century educational goals.

Analysis of NEP 2020

The Role of English in Indian Education

English serves as unifying language in India, bridging communication among diverse linguistic communities and granting students access to global knowledge and resources. Studies suggest that proficiency in English is often linked with the upliftment of career prospects and socio-economic mobility. However, significant disparities in English education between urban and rural areas pose challenges to ensure equitable access. Furthermore, variations in the quality of English instruction affect students' academic performance and readiness for higher education.

The Historical Foundations of English Education in India

English education in India is shaped by a complex socio-political history, rooted in its colonial legacy and its role in enabling socio-economic mobility. Following independence, English maintained its significance as both a medium of instruction and a vital subject of study. The Kothari Commission (1964-66) recognized English as an important link language, further reinforcing its academic and societal importance. Over time, English has become essential for accessing higher education, technical fields, and global opportunities, securing its place as a core component of the higher secondary curriculum.

English Proficiency for Higher Education and Employment

- NEP 2020 acknowledges the importance of English proficiency for success in higher education, technical fields, and global job markets.

- It promotes English as a critical skill while ensuring it does not overshadow Indian languages.

Pedagogical Shifts in Teaching English

The National Education Policy (NEP) 2020 marks a significant shift in the approach to English language education, transforming pedagogy, assessment, and curriculum design. Emphasizing multilingualism, critical thinking, and competency-based learning, the policy aims to redefine English instruction as part of a broader vision for holistic development. A key aspect of this vision is moving away from rote memorization toward skill-based, experiential learning, particularly in language education. NEP 2020 seeks to develop students' functional proficiency in English by promoting active engagement with the language in real-life contexts rather than relying on memorization. The policy advocates for communicative competence through context-based instruction, a method widely regarded by educators as vital for enhancing English learning outcomes. However, implementing this new model requires substantial teacher retraining.

Educators must adopt experiential teaching strategies and also develop digital literacy skills, in line with NEP 2020's emphasis on integrating technology into education (e.g., through the CIEC 2025 framework). Various initiatives-such as those led by Leap School and NCERT-highlight the critical role of professional development in this transformative process.

The policy's emphasis on multilingualism presents both opportunities and challenges for English language education. As outlined in the NEP 2020, multilingualism offers significant cognitive benefits for young learners, including enhanced creativity, critical thinking, and problem-solving abilities. This commitment to multilingual education is a foundational element of the NEP 2020 framework, which seeks to promote linguistic diversity while positioning English as a secondary or tertiary language during the early stages of schooling. However, English continues to be perceived as a language of higher socio-economic value. This widespread perception often results in an overemphasis on English at the expense of regional languages, despite the policy's intention to create a more balanced and inclusive linguistic environment.

India's National Education Policy (NEP) 2020 advocates a transformative shift from rote memorization to skill-based, experiential learning, particularly in the domain of language education. This approach is designed to cultivate critical thinking and digital literacy, aligning with global educational trends that view English not merely as a medium of communication, but also as a gateway to global knowledge and participation in an increasingly digital world. The policy supports the integration of digital tools and content into the curriculum to enhance learning outcomes (Ministry of Education, 2020). However, the implementation of this vision is challenged by India's significant digital divide. Many students in rural and underserved areas lack access to devices, reliable internet connectivity, and digital infrastructure, which poses a major barrier to the equitable realization of NEP 2020's goals.

Adding to the complexity is the challenge of assessment reform. NEP 2020 advocates for a shift from traditional examinations to formative, skill-based assessments that emphasize applied language skills over rote learning. This approach supports the policy's broader vision of holistic and competency-driven education. However, effectively implementing such assessments demands significant administrative restructuring and comprehensive teacher training to ensure that evaluation practices are both standardized and equitable.

Discussion

Curriculum Customization and Flexibility

Schools should be empowered to adapt the NEP-prescribed English curriculum to address regional needs and contexts. Allowing flexibility in curriculum design enables educators to integrate local linguistic elements and cultural references, making English language learning more meaningful and relevant to students' real-life experiences.

Enhancing Digital Accessibility

A strong digital infrastructure is essential to achieving NEP 2020's vision for digital literacy. To ensure equitable access to technology-enabled education, the government should prioritize investment in digital resources, particularly in rural and economically disadvantaged areas. This includes providing reliable internet connectivity, devices, and technical support to bridge the digital divide and support inclusive learning environments.

Professional Learning for Educators

To effectively implement the vision of NEP 2020, comprehensive teacher development programs focused on experiential and technology-integrated pedagogies are crucial. These training initiatives should be mandatory, government-funded, and strategically targeted toward underserved regions to ensure that all educators are equipped with the skills and tools needed for modern, student-centered instruction.

Evaluation of Implementation Effectiveness

A robust monitoring system is essential to assess the effective implementation of NEP 2020 at the higher secondary level. Regular evaluations and structured feedback loops involving teachers, students, and administrators will help identify implementation gaps and inform timely interventions and course corrections to enhance policy outcomes.

Funding and Resource Management

Equitable distribution of resources is essential to ensure consistent standards in English education across diverse regions. Dedicated budget allocations should be made for rural and economically disadvantaged areas to provide essential teaching materials, technological tools, and support systems. This targeted investment will help bridge educational disparities and promote inclusive, quality learning environments.

Cultivation of Multilingualism

The multilingual approach advocated by NEP 2020 should be implemented in a balanced and inclusive manner to avoid the dominance of English at the cost of regional languages. Initiatives such as multilingual workshops and cross-cultural language exchange programs can be promoted to foster an appreciation of linguistic diversity while simultaneously enhancing English proficiency. This balanced strategy supports both cultural preservation and global communication skills.

Conclusion

The NEP 2020 vision for English education at the higher secondary level represents a transformative shift in India's educational priorities. It seeks to equip students with the skills needed to thrive in a globalized world while preserving the country's rich multilingual heritage. By emphasizing skill-based learning, critical thinking, and communicative competence in English, the policy aligns with the evolving demands of higher education and the modern workforce.

However, the successful implementation of these recommendations faces several practical challenges, including gaps in teacher training, digital infrastructure, and resource availability. Addressing these issues through strategic planning, investment, and collaboration will be essential to realizing the full potential of NEP 2020.

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