

# Technical English education concerning NEP

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*Abstract— This study examines the current state of technical-technical English education in government polytechnics in the North Coastal Districts of Andhra Pradesh, considering the National Education Policy (NEP) 2020. Employing a mixed-methods approach, this study integrates quantitative surveys of students and teachers with qualitative interviews and focus group discussions to uncover significant gaps and obstacles in the execution of technical English programs. The results highlight a clear gap between the objectives of the NEP and the current curriculum practices, underscoring the importance of developing practical, industry-specific language skills and enhancing teacher training. Regional disparities, limited digital resources, and resistance to change further complicate the program's effectiveness. The study indicates that certain policy adjustments are required to address these disparities and harmonise technical English education with the objectives of NEP 2020. It is important to prioritise the improvement of teacher training and access to digital tools.*

*Index Terms- Technical-Technical English Education, National Education Policy (NEP) 2020, Technical English Programs, Digital Resources, Teacher Training and Access to Digital Tools*

## I. INTRODUCTION

The National Education Policy (NEP) 2020 marks a significant transformation in India's education landscape, emphasising a holistic and multidisciplinary approach to learning. For technical education, particularly in fields such as engineering, polytechnics, and vocational courses, the policy underscores the importance of strong foundational skills in language, communication, and critical thinking (Ministry of Education, 2020). This is evident in the policy's focus on technical English as a crucial component of the curriculum, aiming to equip students with the linguistic competencies required to navigate the globalised workforce. According to recent studies, the integration of technical English into technical education curricula is vital for improving the

employability and adaptability of graduates (Kumar & Jain, 2023).

Recent studies have shed light on how technical English education can significantly enhance the technical workforce's readiness. Soni et al. (2023) conducted a study which revealed that students undergoing specialised training in technical English exhibit improved understanding of technical documents, enhanced communication abilities, and increased self-assurance when presenting their ideas. The NEP 2020's focus on these skills is in line with international developments that acknowledge the importance of technical professionals having not just technical expertise but also strong communication skills in English. English continues to be the common language in the fields of science, technology, engineering, and mathematics (STEM) (Gupta & Sharma, 2022). Ensuring this alignment is of utmost importance to expand employment prospects for Indian graduates, both within the country and abroad. Patel et al. (2024) anticipate that the implementation of NEP 2020 in technical institutions will lead to curricular reforms that integrate language skills with domain-specific knowledge. The study also expects these changes to foster a dynamic and student-focused learning atmosphere, enabling students to hone their critical thinking and problem-solving skills through teamwork and practical experiences. As a result, the policy's approach to technical English education has the potential to have a significant impact on creating a workforce that is both highly skilled in their fields and capable of effective communication. This will help achieve the goals of academic excellence and global competence.

## II. STATEMENT OF THE PROBLEM

The National Education Policy (NEP) 2020 has introduced significant reforms in India's education system, emphasising the need for a holistic,

multidisciplinary approach to learning. One key aspect of these reforms is the enhancement of language education, particularly in English, to meet the diverse needs of learners. However, implementing technical English education in polytechnics and other technical institutions presents several challenges.

The problem lies in aligning the current curriculum and teaching methodologies for technical English with the vision outlined in NEP 2020. There is a gap between the intended learning outcomes of the policy and the actual classroom practices. This gap affects students' ability to acquire the necessary communication skills, critical thinking abilities, and industry-relevant competencies.

Key issues include inadequate teacher training, outdated curricula, limited resources, and a lack of integration between technical content and language learning. As a result, students in technical education institutions, particularly in government polytechnics, struggle to meet the language proficiency standards required for employability in a globalised job market. This study aims to explore the specific challenges and opportunities associated with implementing technical English education as envisioned by NEP 2020, with a focus on government polytechnics in the North Coastal Districts of Andhra Pradesh. The goal is to develop actionable recommendations to enhance the effectiveness of technical English education, ensuring it aligns with the NEP's objectives of improving language proficiency and employability.

### III. SIGNIFICANCE OF THE STUDY

The investigation into technical English education considering the National Education Policy (NEP) 2020 holds enormous importance for a variety of reasons. First and foremost, the NEP 2020 highlights the importance of a well-rounded, diverse education system that values effective communication skills, particularly in English, for technical students in academic and professional environments. By examining how polytechnics and technical institutions teach technical English, we can gain insights into the gaps and challenges in the current curriculum. These include the need for practical communication skills, improved teacher training, and better resource availability. Recent studies emphasise the significance

of integrating technical English courses with the objectives of the NEP to improve employability, especially in the global market. This alignment is crucial in engineering, technology, and related fields where English serves as the primary means of communication (Gupta, 2023; Sharma & Kumar, 2022).

In addition, the research is of enormous significance for areas such as the North Coastal Districts of Andhra Pradesh. These regions face socio-economic inequalities and lack sufficient access to high-quality educational resources, which could hinder the successful execution of NEP 2020. The study aims to deepen our understanding of tailoring language education policies to meet the specific needs of students in rural or underserved areas. We will achieve this by analysing the current state of technical English education in these districts. Ensuring equitable access to education and fostering inclusive growth in India's technical education sector is of utmost importance. Recent studies have revealed that implementing specific strategies, like providing training for teachers and creating curriculum materials tailored to specific regions, can have a substantial positive impact on learning outcomes in technical English (Mishra, 2022; Rao, 2023).

#### Objectives of the Study:

- To assess the current state of technical English education,
- The objective is to evaluate the impact of the National Education Policy (NEP) 2020 on technical English education.
- To identify gaps and challenges in the technical English program's implementation,
- To explore strategies for improving technical English education at polytechnics:
- To Assess the Role of Teacher Training and Professional Development:
- To explore how language skills can enhance employability,

### IV. REVIEW OF RELATED STUDIES

Current research on technical English education in India has emphasised the urgent requirement for proficient language teaching in technical and

vocational education environments, especially considering the National Education Policy (NEP) 2020. In a recent study, Gupta (2023) delved into the effects of NEP 2020 on the curriculum design of technical institutions. The study shed light on how the policy places a strong emphasis on language proficiency and communication skills as crucial elements for a well-rounded, multidisciplinary education. The study revealed a noticeable discrepancy in the implementation of the NEP's goal of combining language learning with technical education. Significant obstacles to realising the policy's vision involve a shortage of well-prepared educators, insufficient resources, and institutional reluctance to embrace change. Gupta's findings highlight the significance of updating technical English curricula to incorporate interactive and practical learning modules that meet the needs of the industry.

Sharma and Kumar (2022) conducted a recent study that focused on the impact of teacher training on improving technical English education within the NEP 2020 framework. Their findings shed light on the fact that a significant number of educators in polytechnics do not possess the necessary expertise in teaching English for specific purposes (ESP), especially in technical settings. Insufficient training frequently leads to ineffective teaching methods that fail to adequately equip students for the communication challenges they will face in their chosen professions. Sharma and Kumar assert that teachers must participate in comprehensive professional development programs to gain the necessary skills for delivering context-specific language instruction. Experts suggest that a blended learning approach, integrating both face-to-face and digital methods, can significantly enhance the effectiveness and accessibility of technical English programs in polytechnics.

In a recent study, Mishra (2022) delved into the regional discrepancies in the execution of technical English education in various states of India. The study specifically honed in on rural and underserved areas, such as the North Coastal Districts of Andhra Pradesh. The study uncovered notable disparities in resource availability, infrastructure, and access to high-quality teaching materials between polytechnics located in

urban and rural areas. Mishra highlighted the impact of these disparities on students' learning outcomes, as they may face difficulties meeting the language requirements of technical professions. The study proposes that specific policy interventions, such as creating curriculum materials tailored to different regions and providing digital resources, are crucial for addressing these disparities.

Finally, Rao (2023) conducted a qualitative study to explore the viewpoints of students and teachers on the effectiveness of technical English courses in polytechnics. Based on the findings, it appears that students have a clear understanding of the importance of English in shaping their future careers. However, many students often find the current courses to be dull and disconnected from real-life scenarios. Teachers, on the other hand, expressed their reservations regarding the NEP guidelines, which they perceived as lacking in terms of providing clear instructions on how to effectively combine language skills with technical subjects. Rao proposes embracing a cooperative strategy for curriculum development, which entails engaging educators and students in the course design process to create courses that are meaningful, captivating, and aligned with the objectives of the NEP.

These studies emphasize the critical aspects that must be addressed to successfully implement technical English education under the NEP 2020. These aspects include curriculum design, teacher training, resource allocation, and the necessity for adaptations specific to different regions. They lay the groundwork for additional research and policy development focused on improving the quality of language education in India's technical institutions.

## V. RESEARCH METHODOLOGY

The study utilises a mix of qualitative and quantitative research methods to thoroughly examine the present condition of technical English education in polytechnics, with a specific focus on the North Coastal Districts of Andhra Pradesh. We conduct this analysis within the framework of the National Education Policy (NEP) 2020. We are planning to survey students and teachers in government polytechnics to collect their perspectives on the

efficiency of technical English courses, teaching approaches, and curriculum alignment. We will select a diverse group from various polytechnics in the area using a technique known as stratified random sampling. Using statistical methods, we will thoroughly analyse the data collected from these surveys to identify patterns, potential areas for enhancement, and challenges in current educational practices. Investigating current educational practices. The qualitative aspect entails conducting comprehensive interviews with various key stakeholders, such as educators, curriculum developers, policymakers, and students.

This approach aims to gain a deeper understanding of the factors that influence the implementation of technical English education. According to the guidelines set forth in the NEP 2020, we have scheduled focus group discussions (FGDs) with teachers. These discussions will provide us with valuable insights into their experiences, challenges, and suggestions for improvement. We will conduct a comprehensive analysis of the NEP 2020 policy, institutional curricula, and existing teaching materials to evaluate their compatibility with the intended policy objectives. Discoveries. The study seeks to gain a comprehensive understanding of the current state of technical English education by analysing both quantitative and qualitative data. Our goal is to identify areas that require improvement and provide practical recommendations to enhance the quality of language education in technical institutions.

## VI. DISCUSSION AND FINDINGS

The findings of this study highlight notable deficiencies in the execution of technical English education according to the NEP 2020 in government polytechnics, specifically in the North Coastal Districts of Andhra Pradesh. According to the survey data, it is evident that students and teachers recognise the significance of English language proficiency in technical fields for better job prospects. However, there seems to be a significant gap between the existing curriculum and the comprehensive, interdisciplinary education envisioned by the NEP. Several students have expressed their concerns about the current Technical English courses, stating that they primarily emphasise theoretical knowledge and offer

limited chances for practical application. These students feel that there is a lack of real-world communication scenarios and interactive language learning activities. There appears to be a clear need for a curriculum overhaul that includes more practical, real-world content to improve students' communication abilities and better equip them for the competitive global job market.

The qualitative data sheds light on various obstacles that hinder the successful execution of initiatives, including insufficient teacher training, limited availability of digital resources, and institutional resistance to change. Teachers have expressed a strong desire for additional professional development opportunities to further enhance their teaching skills in the specific area of English for Specific Purposes (ESP), especially when it comes to technical contexts. In addition, the unequal distribution of resources between urban and rural polytechnics has become a significant concern, impacting the quality of language education in underserved areas. The results of earlier studies (Mishra, 2022; Rao, 2023) support the idea that certain interventions are needed to make sure that technical English education is fair and effective. These include region-specific curricula, digital learning tools, and targeted teacher training programs. Indeed, this study highlights the importance of adopting a more strategic approach to harmonise technical English programs with the objectives outlined in NEP 2020. It calls for the active involvement of policymakers, educators, and institutions to work together to address these gaps effectively.

## CONCLUSION

This study suggests that the National Education Policy 2020 provides a promising framework for improving technical English education in India. However, effective implementation of this policy faces notable obstacles, particularly in government polytechnics located in regions such as the North Coastal Districts of Andhra Pradesh. There is a noticeable gap between policy objectives and the actual situation on the ground, as evidenced by the lack of synchronization between current curricula and the multidisciplinary and practical learning goals set out by the NEP. The findings emphasise the importance of a curriculum that incorporates practical language skills and real-

world applications in response to the increasing need for effective communication in the global technical workforce.

In addition, the study highlights key areas that require attention, such as enhancing teacher training, increasing availability of digital resources, and creating educational materials tailored to specific regions to address local differences. Tackling these obstacles necessitates a collaborative endeavour from all parties involved, including educators, policymakers, and institutions, to establish a more comprehensive and efficient method for technical English education. Educational institutions can enhance students' language skills by emphasizing these areas, preparing them for national and international job opportunities. This aligns with the NEP 2020's objective of providing comprehensive and career-orientated education.

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