

Original Article

Understanding Generation Z's Response to Teaching Methods in Palghar Degree Colleges after NEP 2020

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Abstract

Purpose: The National Education Policy (NEP) 2020 emphasizes student-centric learning and skill-based education. This study examines Generation Z students' perceptions of teaching methods in Palghar degree colleges Post NEP implementation assessing their preferences, satisfaction levels and challenges faced.

Design/Methodology/Approach: A quantitative survey-based approach was employed, collecting responses from 120 students across various disciplines (Arts, Science, Commerce and Professional Courses) in Palghar degree colleges. Secondary data was collected from websites and research papers. The data was analyzed using Simple Percentage.

Findings: Blended learning (online + offline) and interactive sessions were the most preferred teaching methods. A significant proportion of students reported moderate satisfaction with current teaching methods and lack of practical exposure. Challenges included over-reliance on traditional lectures and uneven adoption of digital tools.

Research Limitations: The main limitation of this paper is that the study is conducted regarding Generation Z's perceptions of teaching methods in Palghar Degree Colleges post NEP implementation.

Research Implications: The study reveals that while NEP 2020 has initiated positive changes, there is a need for greater emphasis on interactive and application-oriented teaching to align with Gen Z's learning preferences.

Keywords: NEP 2020, Generation Z, Teaching Methods, Student-Centric Learning, Technology in Education

Introduction

NEP 2020 implementation calls for several coordinated, systematic initiatives and efforts across multiple entities. The policy specifies numerous deadlines along with the fundamental principles and procedures necessary for its execution. Therefore, the Ministry of Education (GOI), State Departments of Education, Different Boards, NTA, the regulatory authorities for schools and higher education, schools and HEIs, along with the Union and State Governments, will oversee the execution of this policy. A timeline and a review plan will also be established to guarantee that the policy is carried out in accordance with its core purpose, promoting coordination in planning and collaboration among all relevant educational institutions.

For the successful execution of this strategy, NEP 2020 necessitates careful planning, collaborative action from both Central and State governments, and synchronized monitoring.

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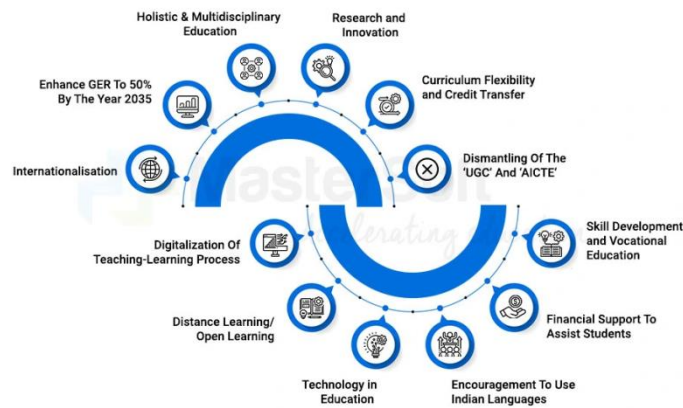
The policy's effective execution will rely on the timely provision of essential financial, human, and infrastructure resources at both federal and state levels. Five key themes—learner-centric education, digital learning, collaboration between

industry and institutes, academic research and globalization and the Indian knowledge system—are intended to be used to assess the progress of NEP 2020.

Highlights of NEP 2020 for Higher Education

Internationalization	Increase the GER To 50% By the Year 2035
Holistic & Multidisciplinary Education	Independence and Accountability
Inclusivity and Equity	Research and Development
Curriculum Flexibility and Credit Mobility	Digitalization Transformation of Teaching-Learning
Financial Assistance to Assist Students	Promotion of Indian Languages usage
Use of Technology in Education	Streamlined Education Framework
Distance Learning/Open Education	Providing Professional Education

Source: https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf



Literature of Review:

Objectives	Research Methodology	Data Analysis	Findings and Conclusion
Saetang, S. (2025).			
To shed light on the learning styles and preferences of Gen Z on online learning and their searching strategies.	Two phased method design: open-ended questionnaires and an experiment on search tasks from 94 students of Computer Science	Content analysis was performed	Gen Z students tend to prefer visual and kinesthetic learning. Moreover, individual goals influence both structured and unstructured online learning methods.
Kumar, A. (2021)			
To highlight NEP 2020 and study India 2.0 vision towards overall transformation of the education system to meet the challenges of 21st Century	This study is based on secondary data and exploration in nature.	Findings are based on a systematic review of existing literature.	It was found that one of the main objectives of NEP 2020 is to increase student's enrollment in all educational institutions such as elementary school, professional and higher education by 2030. To achieve that it has suggested progressive reform in the existing education and governance systems.
Chandvekar, S. D., Parkhe, S. R., & Bhosale, K. D. (2023)			
Explores the awareness of	Primary data was	Analysis was done	The findings provide insights into the awareness

first year students in India regarding the NEP 2020 and to understand the level of awareness, perception, and engagement of students, who are the stakeholders in these respective groups with the NEP 2020.	collected by using a structured research instrument through Google forms by using Random Sampling Technique from 52 students	through basic percentage analysis, bivariate U test keeping in mind the results of data normality along with Association and Reversion analysis	gaps and varying levels of engagement across the different educational levels, offering valuable implications for policymakers and educators to effectively implement the NEP 2020 reforms at each stage of education.
Saikia, R., & Roy, P. (2024)			
An attempt has been made to discuss students' perception towards NEP 2020 in Assam and perceptions of implementing ICT tools in class room	An attempt has been made to discuss students' perception towards NEP 2020 in Assam and perceptions of implementing ICT tools in class room	An attempt has been made to discuss students' perception towards NEP 2020 in Assam and perceptions of implementing ICT tools in class room	An attempt has been made to discuss students' perception towards NEP 2020 in Assam and perceptions of implementing ICT tools in class room
Sinchana, B. S., & Yuvaraja, U. (2024)			
To assess the NEP implementation in Karnataka and craft the comparative analysis of the Old and New Education Policy.	To assess the NEP implementation in Karnataka and craft the comparative analysis of the Old and New Education Policy.	To assess the NEP implementation in Karnataka and craft the comparative analysis of the Old and New Education Policy.	To assess the NEP implementation in Karnataka and craft the comparative analysis of the Old and New Education Policy.
Wajdi, M., Susanto, B., Sumartana, I. M., Sutiarto, M. A., & Hadi, W. (2024)			
To provide an in-depth understanding of Generation Z characteristics and explore how these traits can shape contemporary educational approaches	The research method involves a document study. It involves a document review conducted to detail the historical, social, and technological contexts that have shaped the identity of Generation Z	Data analysis reveals that Generation Z tends to have a digital orientation, engage in multitasking, exhibit high levels of creativity, and embrace inclusive values.	The implications of these findings on education highlight the need for responsive and innovative approaches to optimize the learning process. By understanding the characteristics of Generation Z, educators can design more effective and relevant teaching strategies.

Research Gap of the Study:

Existing literature highlights Generation Z's learning preferences (visual, interactive, technology-driven) and the transformative potential of NEP 2020 in shifting toward student-centric, skill-based education. However, critical gaps remain:

1. Limited Regional Focus: While studies have examined NEP 2020's implementation in states like Karnataka (Sinchana & Yuvaraja, 2024) and Assam (Saikia & Roy, 2024), there is no

empirical research on how Gen Z students in Palghar's degree colleges perceive teaching methods post-NEP.

2. Disconnect Between Policy and Practice: Prior works (e.g., Chandvekar et al., 2023) reveal low awareness of NEP 2020 among students, but none explore whether its pedagogical reforms (e.g., blended learning, practical skill integration) are effectively translating into classroom practices in semi-urban settings like Palghar.

- Gen Z's Unmet Expectations: Though Gen Z prefers digital tools and interactive methods (Wajdi et al., 2024; Saetang, 2025), no study assesses whether Palghar's colleges are adapting to these preferences post-NEP or facing institutional resistance.

Research Questions:

Based on the literature review, the following research questions have been framed.

- How do Generation Z students in Palghar degree colleges perceive the effectiveness of teaching methods (traditional vs. technology-integrated) after the implementation of NEP 2020?
- To what extent has NEP 2020 succeeded in making learning more student-centric and skill-oriented in Palghar's degree colleges, as perceived by Gen Z learners?

Objectives:

- To analyze the adoption and effectiveness of teaching methods by Generation Z students in degree colleges of Palghar City post-NEP 2020 implementation.

- To assess the impact of NEP 2020 on teaching practices in degree colleges.
- To understand the challenges faced by teachers in adapting to the learning preferences of Generation Z.

Research Methodology:

- Data Source:** Using primary data, this study aims to analyze the adoption and effectiveness of teaching methods by Generation Z students. The structural questionnaire provided the necessary information. Additionally, books, newspapers, articles and journals have provided secondary data.
- Sampling technique:** The Simple Random Sampling Technique is used for this study through questionnaire method.
- Sample size:** The sample size for the study is 120 respondents from the Palghar Degree Colleges in Maharashtra, India.
- Study Period:** The study takes a period of three months from February 2025 to April 2025.
- Data Analysis:** In this study, the data is analysed using percentage analysis of demographic profile of respondents.

Data Analysis and Interpretation:

1. Demographic Profile of the respondents:

Demographic Profile (N=181)	Items	Frequency	Percentage (%)
Age	18 – 20 years	1	0.8%
	21 – 23 years	117	98.3%
	Above 26 years	2	100%
Gender	Male	38	31.4%
	Female	82	67.8%
Class	FYBSC	1	0.8%
	FYBA	1	0.8%
	FYBAF	89	74.2%
	FYBBI	17	14.2%
	FYBFM	12	10%
Effective Teaching Method	Interactive Sessions	62	85.8%
	Online Learning	8	6.7%
	Project-based Learning	7	5.8%
	Traditional Lectures	25	20.8%
	Blended Learning	18	15%
Use of Technology by Teachers	Always	13	10.8%
	Never	10	8.3%
	Often	7	5.8%
	Rarely	20	16.7%
	Sometimes	70	58.3%

Satisfaction with Current Teaching Methods	Very Dissatisfied - 1	4	3.3%
	2	20	16.7%
	3	39	32.5%
	4	39	32.5%
	Very Satisfied - 5	18	15%
Teaching Methods have become more student centric after NEP 2020	Yes	98	81.7%
	No	22	18.3%
How important is the use of technology in teaching for your learning?	Not at all Important - 1	2	1.7%
	2	2	1.7%
	3	27	22.5%
	4	39	32.5%
	Very Important - 5	50	41.7%
Has NEP 2020 improved the quality of teaching?	Yes	105	87.5%
	No	15	12.5%
NEP 2020 has encouraged the use of innovative teaching methods	Yes	102	85%
	No	18	15%
NEP 2020 impacted your engagement in class	Increased significantly	33	27.5%
	Increased slightly	66	55%
	No change	15	12.5%
	Decreased slightly	4	3.3%
	Decreased significantly	2	1.7%
NEP 2020 has made learning more practical and skill-oriented	Yes	106	88.3%
	No	14	11.7%
Any challenges with the current teaching methods	Yes	83	69.2%
	No	37	30.8%
Participation in class discussions or activities	Always	42	35%
	Often	8	6.7%
	Sometimes	55	45.8%
	Rarely	15	12.5%
	Never	0	0%
Teachers understand your learning preferences	Yes	108	90%
	No	12	10%
Overall quality of education after NEP 2020	Very Poor - 1	6	5%

	2	6	5%
	3	51	42.5%
	4	35	29.2%
	Excellent - 5	22	18.3%
How often do you use online resources (e.g., YouTube, Coursera) to supplement your learning?	Daily	33	27.5%
	Weekly	46	38.3%
	Monthly	18	15%
	Rarely	19	15.8%
	Never	4	3.3%
NEP 2020 has increased the relevance of your curriculum to real-world applications	Yes	104	86.7%
	No	16	13.3%
(Source: Primary Data)			

Interpretation:

1. Demographic Profile

- Age: Majority (98.3%) of respondents are between 21–23 years, indicating a young student population.
- Gender: Female students (67.8%) dominate the sample compared to males (31.4%).
- Class: FYBAF (74.2%) is the most represented, followed by FYBBI (14.2%) and FYBFM (10%), suggesting a focus on commerce and business-related courses.

2. Teaching Methods & Effectiveness

- **Most Effective Teaching Method:** Interactive Sessions (85.8%) are the most preferred, followed by Traditional Lectures (20.8%) and Blended Learning (15%). Online Learning (6.7%) and Project-Based Learning (5.8%) are less favored, possibly due to limited infrastructure or engagement issues.
 - **Technology Use by Teachers:** 58.3% say teachers use technology "sometimes", while 10.8% report "always", indicating moderate adoption. 8.3% claim teachers "never" use technology, suggesting gaps in digital integration.
 - **Student Satisfaction:** 65% (3 & 4 ratings) are moderately satisfied, while 15% are very satisfied. 20% (1 & 2 ratings) express dissatisfaction, indicating room for improvement.
- ##### 3. Impact of NEP 2020:
- 81.7% believe teaching has become more student-centric post-NEP.

87.5% agree NEP has improved teaching quality, while 12.5% disagree. 85% say NEP has encouraged innovative teaching methods. 82.5% report increased class engagement (27.5% significantly, 55% slightly). 88.3% feel learning is now more practical and skill oriented. 86.7% say the curriculum has better real-world relevance.

Therefore, NEP 2020 has positively influenced teaching methods, making them more interactive, practical, and student focused.

4. Challenges & Student Participation

- **Challenges:** 69.2% face challenges with current methods, possibly due to implementation gaps.
- **Class Participation:** 35% always participate, while 45.8% do so sometimes. 12.5% rarely engage, suggesting some students remain passive. 90% feel teachers understand their learning preferences, indicating good instructor-student alignment.

5. Technology & Supplementary Learning

- 41.7% consider technology "very important", while 32.5% rate it "important". 65.8% use online resources (daily/weekly), showing reliance on digital learning (YouTube, Coursera). 15.8% rarely use them, possibly due to accessibility or preference issues.

6. Overall Quality of Education Post-NEP

- 71.7% rate it 3 or above, with 18.3% giving the highest rating (5).
- 10% rate it poorly (1 or 2), indicating some dissatisfaction.

Implications:

For Educational Institutions in Palghar:

- **Interactive & Blended Learning:** Since 85.8% of students prefer interactive sessions, colleges should reduce reliance on traditional lectures and adopt more discussions, case studies, and flipped classrooms.
- **Technology Integration:** 41.7% considering technology "very important," institutions must invest in digital tools (smart classrooms, LMS platforms) and train teachers in tech-enabled pedagogy.
- **Skill-Based Curriculum:** 88.3% agree NEP 2020 made learning more practical; colleges should expand internships, labs, and industry collaborations.

For Policymakers (NEP 2020 Implementation):

- **Regional Adaptation:** Since Palghar shows high satisfaction (87.5%) with NEP reforms, similar semi-urban areas may benefit from tailored teacher training and infrastructure grants.
- **Awareness Campaigns:** 18.3% still feel teaching isn't student-centric; policymakers should conduct workshops to bridge the gap between policy intent and classroom execution.

For Teachers:

- **Personalized Learning:** 90% of students feel understood, but 69.2% report challenges. Teachers should use feedback to refine methods (e.g., more group work, digital aids).
- **Encouraging Participation:** Only 35% always engage in class; techniques like gamification or peer learning could boost involvement.

For Students:

- **Self-Directed Learning:** 65.8% use online resources (YouTube/Coursera) weekly/daily; colleges should formally integrate these into syllabi.

Limitations of the Study:

1. **Geographic Constraint:** Limited to Palghar degree colleges; findings may not apply to rural or metropolitan institutions.
2. **Sample Size & Representation:**
 - Only 120 respondents, with 74.2% from FYBAF (Commerce), skewing results toward one discipline.

- Gender imbalance (67.8% female), potentially overlooking male perspectives.

3. **Timeframe:** Conducted over 3 months (Feb–Apr 2025); long-term NEP impacts (e.g., employability) remain unassessed.

4. Methodological Constraints:

- Reliance on Self-Reporting: Perceptions may not align with actual teaching quality.
 - No Teacher Data: Challenges faced by educators in adopting NEP reforms are unexplored.
4. **Lack of Advanced Analysis:** Only percentage analysis used; correlations (e.g., tech use vs. satisfaction) were not tested.

Conclusion:

The present study aimed to evaluate the adoption and effectiveness of teaching methods among Generation Z students in Palghar's degree colleges following the implementation of NEP 2020, while also assessing the policy's impact on making education more student-centric, skill-oriented, and technology-driven. By analyzing primary data from 120 respondents, this research provides critical insights into the successes, challenges, and areas needing improvement in the post-NEP educational landscape.

The findings of this study underscore a pivotal moment in India's educational evolution. The National Education Policy (NEP) 2020 has undeniably set in motion a paradigm shift in Palghar's degree colleges, moving toward student-centric, skill-driven, and technology-enhanced learning—principles that resonate deeply with Generation Z's learning preferences. However, the true measure of NEP 2020's success lies not just in policy intent but in its equitable and effective execution across diverse institutional contexts.

While NEP 2020 has positively transformed Palghar's classrooms, sustained efforts in teacher training, tech infrastructure, and participatory learning will maximize its potential.

Scope for Future Research:

- Expand to multiple regions for comparative analysis.
- Include teacher perspectives on NEP implementation hurdles.
- Use statistical tests (chi-square, regression) to identify predictive factors for satisfaction.

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Conflicts of Interest

The authors declare that there are no conflicts of interest regarding the publication of this paper.

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