



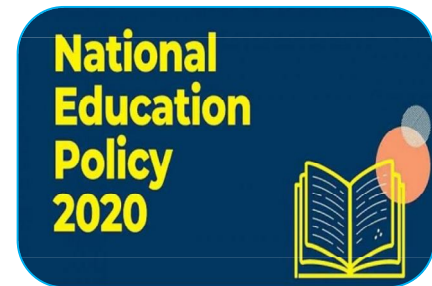
STATUS OF ENGLISH IN THE NATIONAL EDUCATION POLICY 2020

Dr. Malik S. Rokade

Deputy Registrar, Punyashlok Ahilyadevi Holkar Solapur University,
Solapur, Maharashtra.

ABSTRACT:

The Public Instruction Strategy 2020 has raised a ton of worries, particularly concerning the segment on dialects. This article addresses the criticisms raised regarding the teaching of English and regional languages, as well as other subjects using English or regional languages, as well as the background of this policy and the relevant language aspects. It contends that a significant portion of the criticism stems from a lack of comprehension of the policy and a child's capacity to learn languages and other subjects at varying ages. The benefit of learning numerous dialects is featured. In order to adapt to the NEP 2020's changes, ELT professionals must develop new teaching methods. Language is a gift given to humans. Their proficiency and communication depend on having skills in reading, writing, speaking, and listening. The National Education Policy (NEP) 2020 has called for schools to teach in the student's native language, mother tongue, local language, or regional language until at least the fifth grade, or preferably until the eighth grade and beyond. All understudies will learn three dialects in their school under the 'equation'. India should be the home of at least two of the three languages. Be that as it may, the strategy discusses shedding the English language rather it stresses on the significant of multilingualism which has incredible mental advantage for small kids. The learner benefits from a modern education that is more comprehensive, useful, and fulfilling. For instance: A student in Hyderabad who is studying English and Telugu will have to decide whether or not to study another Indian language.



KEYWORDS: Teaching, the English Language, and the National Education Policy.

INTRODUCTION

There have been a ton of conversations as of late on how the Public Training Strategy 2020 (NEP 2020) would compel the current English Medium Schools to move their mode of guidance to neighborhood or local dialects. The NEP 2020 is the third schooling strategy formed by the Indian Government in its endeavors to increase the training expectations in India following a hole of 34 years. The policy's stated objective is to instill a "deep-rooted pride" in being Indian, not only in thought but also in spirit, intellect, and deeds.¹ The National Policy on Education of 1986 was renamed Program of Action in 1992. In its 2016 Report, the T.R. Subramanian Committee made additional changes to it. The NEP 2020 depends on the Dr. K.Kasturirangan Council report submitted in 2019. Dr. Kasturirangan, who led ISRO for nearly a decade and is the Chancellor of the Central University of Rajasthan and NIIT University², was in charge of this committee of nine prominent academics and scientists. Subsequently,

there can be little uncertainty about the certifications of this council or the work put in to develop the Arrangement.

English is the most communicated in non-local language in India. As a result, English is taught in India in a variety of ways, including EAP (English as an Additional Language) and EFL (English as a Foreign Language). The learner learns English from school to college until they find a job. During that period, there is a tussle between learning English as a Subject and as a language. The use of various electronic resources is now an essential component of the learning process. The use of technology in the classroom by the teacher results in positive changes. In addition, it helps them grow in knowledge and enthusiasm. The current study also demonstrates that using ICT and other resources to improve language skills is extremely beneficial.

Language is one of the critical components that influence public and worldwide correspondence exercises. For proficiency and communication, students use a variety of English language skills, including listening, speaking, reading, and writing. For both public and private schools, the National Education Policy (NEP) 2020 recommends that the medium of instruction be the home language, mother tongue, local language, or regional language until at least Grade 5, with a preference for Grade 8 and beyond. All students should be taught three languages in school, according to the new National Education Policy (NEP). India should be the home of at least two of the three languages. However, the policy emphasizes the importance of multilingualism, which has significant cognitive benefits for young children, rather than eliminating the English language. For instance: A student in Hyderabad who is studying English and Telugu will have to decide whether or not to study another Indian language.

OBJECTIVES

- 1) To be familiar with NEP-2020.
- 2) To figure out NEP and significance of dialects.
- 3) There is an effect of Globalization on schooling.
- 4) Learning resources have increased as a result of globalization.
- 5) The use of cutting-edge technology in English language instruction
- 6) E-Learning is a method of simple, fast and helpful learning framework.
- 7) It offers numerous benefits to language learners.
- 8) To learn about the issues with ICT use in rural areas.
- 9) ICT makes positive changes.
- 10) It encourages students to grasp the material with enthusiasm and expands their knowledge.

National Education Policy 2020

Schooling Strategy lays specific accentuation on the improvement of the inventive capability of every person. It is based on the idea that education should help students develop not only their cognitive abilities (such as literacy and numeracy's "foundational capacities" and "higher-order" cognitive abilities like problem-solving and critical thinking) but also their social, ethical, and emotional dispositions as well. This Policy has been guided by the rich heritage of ancient Indian knowledge and thought. The quest for information (Jnan), shrewdness (Pragyaa), and truth (Satya) was constantly viewed as in Indian idea and reasoning as the most elevated human objective. In ancient India, education was not just about getting knowledge to prepare for life in this world or life after school, but also about fully realizing and freeing oneself. In ancient India, world-class institutions like Takshashila, Nalanda, Vikramshila, and Vallabhi hosted scholars and students from all over the world and set the highest standards for multidisciplinary teaching and research. Charaka, Susruta, Aryabhata, Varahamihira, Bhaskaracharya, Brahmagupta, Chanakya, Chakrapani Datta, Madhava, Panini, Patanjali, Nagarjuna, Gautama, Pingala, Sankardev, Maitreyi, Gargi, and Thiruvalluvar, among others, were great scholars who made significant contributions to world knowledge in a variety of The philosophy and culture of India have had a significant impact on the world. These rich inheritances to world legacy should not exclusively be sustained and saved for any kind of family down the line yet in addition explored, improved, and put to new purposes through our school system. The education system's

fundamental reforms must center on the teacher. The new instruction strategy should help restore educators, at all levels, as the most regarded and fundamental individuals from our general public, since they genuinely shape our up and coming age of residents. It must do everything in its power to empower teachers and assist them in performing their duties as efficiently as possible. The new schooling strategy should help enlist the absolute best and most brilliant to enter the showing calling at all levels, by guaranteeing job, regard, poise, and independence, while additionally imparting in the framework fundamental techniques for quality control and responsibility. A quality education system must be provided to all students, regardless of where they live, by the new education policy, with an emphasis on historically underrepresented, disadvantaged, and marginalized groups. Training is an incredible leveler and is the best device for accomplishing financial and social versatility, incorporation, and fairness. There must be plans in place to make sure that all students from these groups have a chance to enter and succeed in the educational system, despite the challenges they face. These aspects must be incorporated with respect for and consideration for the country's rich cultural diversity and local and global requirements. For the purposes of national pride, self-confidence, self-knowledge, cooperation, and integration, it is considered essential to instill in India's young people knowledge of its diverse social, cultural, and technological requirements, as well as its distinctive artistic, language, and knowledge traditions and strong ethics.

Criticism Of Nep 2020

Despite the fact that the NEP 2020 was designed to give children every opportunity to succeed in education, there are a lot of different points of view, concerns, and criticisms about various aspects of the policy^{3, 4, and 5}. Among these are the following: a) Widening gaps in society: When compared to students in Private Schools, where English will continue to be the medium of instruction, Government School students who are instructed in regional languages until the fifth or eighth grade will undoubtedly be at a disadvantage. Downloadable and printable reading material made accessible web-based in various local dialects may not be a constant chance with under 30% of our understudies having PDAs or web access. Additionally, beginning in sixth grade, students must have access to a computer in order to learn coding. This may not be plausible among the more fragile segments of the general public. b) A four-year program for graduation: Students can drop out of the new graduation program with a Diploma Certificate after two years. Numerous understudies of the lower - pay gathering might be compelled to quitter to track down work and backing the family. c) Language: The availability of qualified teachers who are proficient in these languages, the publication of textbooks in approximately 22 languages that are active in various parts of the country, and opposition from states like Tamil Nadu to the inclusion of Hindi in the three-language curriculum are just a few of the practical obstacles schools will face when introducing mother tongue or regional language as a medium of instruction.

The Vision of this Policy

This Public Training Strategy imagines a schooling system established in Indian ethos that contributes straightforwardly to changing India, that is Bharat, economically into an impartial and lively information society, by giving great instruction to all, and consequently making India a worldwide information superpower. The Strategy visualizes that the educational plan and teaching method of our organizations should create among the understudies a profound feeling of regard towards the Essential Obligations and Sacred qualities, holding with one's nation, and a cognizant consciousness of one's jobs and obligations in an impacting world. The Policy's goal is to help students develop knowledge, skills, values, and dispositions that support a responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen, and to instill a deep-rooted pride in being Indian in thought, spirit, intellect, and deed.

NEP 2020 AND ELT

"Wherever possible, the medium of instruction until at least Grade 5, but preferably until Grade 8 and beyond, will be home language / mother tongue / local language / regional language," the NEP states in the section titled "multi-lingualism and power of language." After that, whenever it is possible, the home or local language will continue to be taught. While, initially, maybe NEP 2020 has overlooked the significance of English Language Educating, an exhaustive comprehension of the Strategy Rules will make obviously English will in any case stand apart as a significant language in school training. Schools now have the option to choose their own instructional medium thanks to NEP 2020. It doesn't stop the students from learning English, whether they start at the beginning or later. Since English language education is not up to par in many of the so-called English medium schools across the country, now is the time to make changes to the method of teaching English. The NEP 2020 represents an exhilarating test to all the language educators to foster imaginative techniques to cause the understudies to secure talking and composing abilities in the dialects they master. This is especially true when it comes to the English language because it is a foreign language and students who choose to learn it hope to one day interact with people from the West. It is common knowledge that young children learn and comprehend nontrivial concepts more quickly when they speak their mother tongue or home language. With students whose native language may differ from the medium of instruction, teachers will be encouraged to employ a bilingual approach, including bilingual teaching and learning materials. All students will receive high-quality instruction in all languages; a language needn't bother with to be the vehicle of guidance for it to be educated and scholarly well. These variables will be truly helpful for understudies of the Financially More vulnerable Segments conceded into Englishmedium schools, who will presently comprehend their examples better when shown in their neighborhood language. There are currently a lot of teachers who use the local language to include these kids, and others also accept it. In addition, it is made abundantly clear that "the three languages learned by children will be the choices of States, regions, and of the students, so long as at least two of the three languages are native to India"¹ is the stated purpose.

As indicated by a horde of studies directed worldwide⁶, youngsters gain dialects very well from the age of 2 to 8 years. Additionally small children learn dialects through sight, play, contact, feel and collaborations in families and with different children. Science has also shown that learning languages before the age of 10 is the best time. In light of all of these considerations, it would be in the best interest of the younger generation to implement the three-language system in the pre-school itself as part of NEP 2020. English will be instructed as a subject. For children whose parents do not speak English, this will be an effective method of learning English. This helps them connect the new English words to ideas they already know at home. After primary school, this will also ensure a smooth transition to English. There is a lot of concern and confusion, especially among parents, who believe that their children's ability to communicate effectively in English is crucial to their children's ability to interact with the outside world. Keep in mind that the NEP 2020 does not completely abolish the use of English as a teaching medium in schools. In fact, NEP has suggested that students study science and mathematics in two languages—their mother tongue and English—in higher grades. This will help students comprehend more complex concepts. In this manner, educating of English Language has equivalent significance as educating of other local dialects, as per the NEP 2020.

Education In English

India is worldwide perceived as a goliath in multi-disciplinary regions in light of the solid groundwork in India's advanced education framework. Our country has created a line of top entertainers - SundarPichai (Google), Satya Nadella (Microsoft), IndiraNooyi (PepsiCo), Shantanu Narayan (Adobe), Sanjay Mehrotra (Micron Innovation), and Ajay Singh Banga (Expert Card) - to give some examples. Their superiority in their chosen fields India has approximately 22 officially recognized languages. Individuals of India utilize their particular first languages, state dialects, Hindi and obviously the worldwide language - English in their day to day existence. Education for all children from all socioeconomic groups will be guaranteed if instruction is provided in their native tongue. The following

are the primary advantages of using a mother tongue or regional language as the medium of instruction in schools:

- Assists the little children with seeing better and further develops learning in the early times of young life.
- Makes certain that more students participate.
- Fosters an upbeat and fearless learning environment in the classroom.
- Improves the child's self-assurance and confidence.

The New Education Policy emphasizes multilingualism rather than the elimination of the English language. The new educational program will incorporate fundamental expressions, makes, humanities, games, sports and wellness, dialects, writing, culture, human qualities, science and math to foster all viewpoints and abilities of students. In this manner it makes schooling all the more balanced and helpful to the student.

ENGLISH LANGUAGE TEACHING ENTERS A NEW PHASE

The NEP 2020 emphasizes the significance of English as a medium of instruction in higher grades. Thus, it is most certainly better to show English as a subsequent subject or the vehicle of guidance from pre-school itself since getting a handle on dialects is simpler at a more modest age. English being an unknown dialect might require exceptional strategies of instructing when contrasted with the generally recognizable local dialects or native language. Additionally, students may have more time to develop their reading and writing skills in a variety of languages in the lower grades. However, it may be challenging for middle school students to learn English because they must focus more on other subjects. At this point, it will be helpful to remember that children reach 50% capacity in terms of language learning skills by the time they are four years old, and another 30% capacity by the time they are eight years old. The fact of the matter is that English is a foreign language in our nation, regardless of whether it is taught as a subject or as a medium of instruction. Since students are better suited to learning languages when they are younger than when they are in their teens, teaching English right from preschool will be the best option. The procedure of English Language showing will currently enter another stage by simplifying it and effectively justifiable for the understudies, right from the pre-schoolers. Students would be able to transition to English in higher grades if they were given a greater emphasis on English comprehension and communication skills.

CONCLUSION

In spite of the fact that there might be a couple of downsides in the NEP 2020, it is without a doubt a progressive strategy, which when executed subsequent to stopping the escape clauses, will definitely see a changed India in the field of Schooling. NEP 2020 is more adaptable, inventive, and productive overall. The policy has considered the possibility of integrating India's entire child population into the educational system. The opportunity given to the states to teach understudies in Local Dialects or Native language will go far in connecting with each segment of the general public. In addition, NEP 2020 gives individual schools the freedom to choose the medium of instruction for pre-K, which will satisfy those who want to pursue higher global education in the future. Creating imaginative showing methods for English Language would to be sure be a provoking errand to adjust to the significant changes in delivered in the Dialects part of the NEP 2020. Today, there are many variables that play changed the conventional part of the instructor to a more expert job. The current educators in globalization need to direct, help, support, propel, and center around scholastic likely to work with the growing experience and work on the nature of educating. It is conceivable just through ICT learning. Accordingly the instructor ought to construct certainty among the understudies from the start as far as possible. The teacher can use more resources and create a better learning environment with the assistance of ICT.

REFERENCES

- Nandini, ed. (29 July 2020). "New Education Policy 2020 Highlights: School and higher education to see major changes".
- Jebaraj, Priscilla (2 August 2020). "The Hindu Explains | What has the National Education Policy 2020 proposed?".
- Vishnoi, Anubhuti (31 July 2020). "No switch in instruction medium from English to regional languages with NEP '20: HRD".
- Gohain, Manash Pratim (31 July 2020). "NEP language policy broad guideline: Government". The Times of India. Archived from the original on 31 July 2020. Retrieved 31 July 2020.
- Chopra, Ritika (2 August 2020). "Explained: Reading the new National Education Policy 2020". The Indian Express.
- "Education in Mother Tongue". www.pib.gov.in. Archived from the original on 23 January 2023.
- Chaturvedi, Amit (30 July 2020). "'Transformative': Leaders, academicians welcome National Education Policy".
- "Kasturirangan-led panel to develop new curriculum for schools". indianexpress.com. 22 September 2021.
- "State education boards to be regulated by national body: Draft NEP". The Times of India. 30 October 2019.
- "Here's Why You Can Rejoice Over the New NEP. And Why You Cannot".
- Jebaraj, Priscilla; Hebbar, Nistula (31 July 2020). "Rigorous consultations done before framing new National Education Policy, says Ramesh Pokhriyal Nishank".
- Rohatgi, Anubha, ed. (7 August 2020). "Highlights | NEP will play role in reducing gap between research and education in India: PM Modi".
- "Govt approves plan to boost state spending on education to 6% of GDP".