



## RESEARCH ARTICLE

# NEP 2020 AND LANGUAGE LEARNING IN INDIA: A CRITICAL ASSESSMENT

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### ABSTRACT

National Education Policy of India 2020 outlines the country's plan for the new century. Its goal is to give everybody the access to a decent education, which aligns with SDG 4 of Agenda 2030. The NEP emphasises teaching in the mother tongue in public and private primary schools. This paper examines NEP 2020's language-in-education policy. On one hand, it wants to include historically disadvantaged and left-out groups, but on the other, it aggressively privatises public education and doesn't fund it.

## INTRODUCTION

The Modi administration approved the New Education 2020 strategy. In the current educational system, the 10 + 2 format has been eliminated entirely. Up until now, our country's school curriculum has consisted of 10 + 2, but it will now consist of 5 + 3 + 3 + 4. This means one part from first to second, another from third to fifth, a fourth from sixth to eighth, and the final from ninth to twelfth. To ensure optimal learning for all children, the curriculum must include developmentally knowledge and skills, interpretive flexibility, and young children's diverse needs. Curriculum must cover important instructional areas and meet young children's developmental needs. It promotes the adoption of a standard pedagogical method to ensure quality and address the wide variety of ECCE programmes in India. This framework promotes quality and excellence in early childhood education by outlining a variety of approaches as well as experiences rather than specific content definitions. A cautious approach is being taken to avoid giving young children a prescriptive, straitjacketed' curriculum/syllabus. Curriculum Structure emphasises universal values as well as developmental activities while recognising child-rearing practises and ECCE context-specific requirements. The programme must develop its own curriculum to meet student, family, local environment, language, and culture needs. The programmes should follow this system's curriculum standards and suggestions.

This Structure will be constantly revised and updated to meet changing needs. If the framework is implemented, case studies of emerging quality standards will strengthen it. This approach is based heavily on children's needs, which can contribute to better, developmentally appropriate childcare environments, improving learning quality and outcomes for ECCE participants. This strategy also focuses on childcare and early education. According to the National ECCE policy, nutrition, health and hygiene, safety and care must be guaranteed by cross-referencing relevant policies and resources. The ECCE curriculum has three sections. Introduction, vision for an Indian boy, and theoretical basis for early childhood care and education (ECCE). Early learning objectives and principles are presented. Section II describes physical, linguistic, cognitive, social-emotional, artistic, and aesthetic development goals for children under six. It recommends age-appropriate activities. Section III focuses on implementation details such as programme planning principles, steps, parent/caregiver/ECCE instructor positions, required play materials, and evaluation procedures. The National Education Policy of India 2020 sets the new millennium's agenda. It aims for universal quality education, per Agenda 2030's SDG 4. NEP emphasises mother tongue instruction in state and private primary schools. Article reviews NEP 2020's communication policy. The study aims to include historically poor and marginalised groups while privatising public education. NEP 2020 is India's first education policy in the new millennium. 1986 saw the last NEP. 1992 brought changes. It's a key policy tool for India, which is proud of its young population. It provides the foundation for India's education structure, goals, and future.

The new education strategy shifts from "what to think" to "how to think" in the digital age, according to the government (Bhasin 2020). This study argues that language is political and education policy does have long-term political repercussions. Language reflects social power. Choice determines whether a language is taught in school. Who chooses? Future minorities The paper analyses NEP components like SEZs, teacher recruitment, privatisation rigour, and social fairness. NEP 2020 is "conflicted" Rollback of public funding for education comes at a time when student-teacher ratios are off and there are teacher as well as faculty shortages in institutions of higher learning (Press Trust of India 2020). The poor and marginalised, especially SC and ST members, suffer (Ram and Yadav 2021). Education helps India's economy and job market.

### **Advantages of Teaching in the Mother Tongue in Elementary School**

**Making room for other things to do:** If kids didn't have to learn a new language when they were young, they could focus on other areas of learning or getting better at things.

**Fulfilling the constitutional obligation:** Article 350A of the Indian Constitution requires every state and local authority to provide primary-level instruction in the mother tongue to children from linguistic minority groups.

**Developing a sense of pride:** Learning in mother tongue could infuse a sense of ownership and glory in one's own heritage and culture in primary school children.

**Enhances the three language formula:** Introducing mother tongue at primary level establishes a strong base to learn other languages at the higher level of education. It could help promote speaking more than one language and keep the country together. 10 per cent of the world's 4000 languages are in danger of dying out.

**Comfort in learning:** A child is used to his or her native language, so at the primary level, it is the best way to teach him so that he can learn. Understand what's going on in the world.

**Achieving Sustainable Goals:** The Sustainable Development Goals (SDGs) on hunger, health, and the goals of early learning for holistic education are education and justice. UNESCO's World Conference on Arts and Cultural Development was about education pointed out that awareness as well as expressions are one of the eight three. There are skills that a child should learn. These skills would be more than easy for children to learn by building language skills in their mother tongue. Vernacular languages need to be supported. There are many different mother tongues. The reason for this has been the promotion of regional languages in primary schools. Almost all education policies in the past have been based on this.

### **Formula for Three-Language (National Policy on Education, 1968)**

It will be the native language or a language spoken in the area. In Hindi-speaking states, it'll be modern Indian or English. In non-Hindi states, it's Hindi or English. In Hindi-speaking countries, it's English or modern Indian. In non-Hindi states, English or a modern Indian dialect will be used.

**NEP 2020 and the Sustainable Development Goals:** In order to speed up the changes the world wants to see by 2030, the United Nations made a plan for women, children, and teenagers. SDG-4 is the goal for education. Its goal is to make sure that everyone gets the same quality. It wants to get more money invested in the development of young children. With changes to primary education, NEP 2020 would reach its goals, which are in SDG 2030, describe a plan for early childhood development. Problems with putting the NEP into place needs to get enough people involved to bring all the parties together. Changing the way kids learn in elementary school. There isn't enough art in the language curriculum at the elementary school level.

**Issues in Implementation of NEP:** Problems with implementing the NEP include getting enough people to work together to change the

way primary school education is done. There isn't enough art in the language curriculum at the elementary school level. Overemphasis on the intelligence quotient, which is a way to measure intelligence, takes away from other things. The focus on emotional quotient and spiritual quotient for holistic development of children.

**Language-Through Curriculum & Pedagogy (as per NEP2020):** Music, arts, and crafts have returned as non-verbal forms of educational communication. Early childhood special education. Early three-language formula implementation multilingualism. Homeschooling is encouraged. Experiential learning whenever possible By hiring local artists, master educators include writers, craftspeople, and others. Various local specialties. Traditional and Indian tribal and local knowledge wherever Humanities, sciences, arts, crafts, and sports, relevantly curriculum flexibility, Secondary and higher education students can choosing the right courses to develop themselves. Home language not mother tongue or Localization needs are met. Instructional medium until grade 5, preferably 8 and beyond home/mother tongue/local/language/regional language. Home/local language shall remain thereafter. Public and private schools teach it whenever possible. Home language will continue between teachers and pupils. Always use mother tongue. Using bilingual teaching-learning materials pupils whose home language isn't

Incredible India- Tourism Slogan Must Be Promoted Indian culture provides economic growth. Culture and expression provide identity. Belonging, cultural identity, self-esteem. It promotes cross-cultural understanding. Boosting cognitive and creative skills Happiness. Thus, all Indian arts recommended for all educational levels, starting with elementary with ECCE Educating focus on experiential learning Higher education programmes will employ mother tongue more. Local language as instruction and/or programmes. To enhance access, GER, and the All Indian languages' use and liveliness. High-quality. Translation and Art degrees

**Three-Language Formula:** It was in Indira Gandhi's 1968 education policy. Hindi-speaking states speak English, Hindi, and a modern Indian language. English, Hindi, and a non-Hindi Indian language. The country's teaching system wasn't standardised. Also, Hindi was the general medium of instruction inside the north, regional languages and English was the language of instruction in other parts. Chaos and inter - state communication issues result. The three-language formula sought to serve three functions namely, trying to accommodate group identity, affirming unity, and increasing administrative efficiency. In 1968, the three-language formula was implemented from across country, barring Tamil Nadu which adopted a two-language policy. The NPE 1986 keeps repeating the 1968 policy on the three-language equation and promotion of Hindi verbatim. Education is indeed a state responsibility, and as such states implemented the formula. Only a few states adopted this same formula in principle. Sanskrit became the third language across several Hindi-speaking states, mainly in south India. Therefore, the intent of the three-language formula has been defeated to promote cross communications. Also, a non-Hindi-speaking state like Tamil Nadu introduced a two policy and did not enforce the three-language formula. Tamil Nadu's two-language policy works since then. Tamil/English. Tamil Nadu was anti-Hindi. First, democratic society and state politicians protect the local language. Any attempt to devalue Tamil is cultural homogenization. Many in Tamil Nadu oppose Hindi because they want to keep English. There, English empowers and educates. Some fear Hindi will remove English, a global language. The state has never restricted Hindi learning. Resistance meets compulsion.

**NEP 2020's three-language formula:** Home language/mother-tongue/local communication language should be used until grade 5, but preferably grade 8 and beyond. Three-language formula promotes multilingualism and national unity. "Three language Formula" refers to Hindi imposition, hegemony, and colonisation in non-Hindi speaking South India and North East India. Long-term plan of Hindi Belt politicians who often serve as India's PM. It's Congress and BJP's goal. The plan is to impose Hindi across India for now, then switch to

Sanskrit, the future national language. South Indians don't speak either. NEP's three-language formula is flexible. We won't impose a state's language. Students, states, and regions can learn three Indian languages. The three-language formula will continue in schools "with increased freedom," but "no state will be imposed on."

**Experts on the three-language policy?:** It's praised. This approach has many benefits, says Educational Initiatives Co-Founder Sridhar Rajagopalan. Primary school children learn best in their native language, according to research. "This doesn't mean kids shouldn't learn English; this just means English shouldn't be the primary language," he said. Native-language instruction is best. European universities teach Sanskrit. Linguists study language death. Language dies when nobody speaks it. Keyword: speak. As long as the language is spoken, written ability doesn't matter. "Language death" is the loss of a language due to language contact (Lyle Campbell). So language death will only occur if we all speak English/Hindi only within the same language community. Mixing English and Tamil isn't shifting to the dominant language. Linguists categorise death stages. If kids prefer the dominant language (English) and learn Tamil poorly. Despite some claims, this isn't happening. Imperfect means ignoring grammar and syntax. Mixing English and Tamil isn't good.

Endangered if young speakers outnumber child speakers. No, because most children will speak Tamil. Endangered if only middle-aged people speak it. Nope. By all linguistic measures, Tamil isn't endangered. Social media and idea sharing have made Tamil more robust than a century ago. Code switching isn't language endangerment. Code-switching is common. 30% of Tamil words are English, mostly localised, e.g. carru, bussu. Most code switches are for nouns and verbs because pure Tamil equivalents are too cumbersome. Nominal and verbal code switch doesn't affect syntax. Code switching for conjunctions, pronouns, and prepositions is 1%. Not doing this will shake the base. So basically NEP or anything won't shake Tamil's linguistic foundation. Our language has evolved positively, so all these fears of language death are unfounded and scientifically baseless. We don't oppose NEP's three-language policy because it threatens Tamil. Three-language policy is an unwanted nail. Finish.

**Comparing Tamil Nadu's and Singapore's language policies:** Lee Kuan Yew's mission in Singapore. It requires English and mother tongue for international cooperation. Annadurai ruled Tamil Nadu. He realised that schools in Tamil Nadu only taught Tamil and English. Lee Kuan Yew credited his two-language formula for Singapore's success. His lingua franca should be culture-neutral. Fairness and opportunity result. Annadurai proposes using English as a link language between national languages. The official language of a multilingual society should be accessible to all, he said. Lee Kuan Yew put in place Annadurai's language policy in Singapore, not India. Hindi-speaking Indians aren't yet 50%. Singapore is 74.2% Chinese, 13.3% Malays, and 9.2% Indians. His decision boosts development agenda. Considered third-world country's possibilities, limitations, and challenges. Their two-language policy aided globalisation. Annadurai's work is underappreciated. Even without a large trade or capital, it's one of India's developed states. It lacks Punjab's water, fertile land, and political clout. Singapore's language vision is compared to Tamil Nadu's education results. Most countries teach elementary school in their native language. Middle schoolers can learn a language, usually English, but it isn't required and voluntary.

**NEP Gap in Implementation:** First, It wondered if goal and implementation would differ. Nothing is possible without better teachers. The proposal devalues education. That may work or fail. Cautious voices advise stage-wise approaches with escape provisions and restore clauses. HRD renamed Ministry of Education. The extreme policy changes all we know. The country's education system has become a massive rote learning, exam-oriented, marks-centric framework with a concentrate on English. So goes Indian schooling. A child will know about electrons flowing about shells, but probably not how to change a light bulb or wield a hammer. The new education policy intends to improve our education system's output. Hopefully,

children won't be divided into three streams and never meet. Fewer tests, more emphasis on learning from masters of diverse fields like carpentry, and children interning to learn something other than from books is a wonderful approach. People who leave courses midway should have exit alternatives, with first-year dropouts deemed certificate-worthy and second-year dropouts diploma-worthy for their effort. Rancho of Three Idiots would love this. Diverse course alternatives are needed since people want flexibility when studying abroad. Decreased rigidity is desirable. The idea of grooming kids from age three is fascinating and not so much. What is the need for structure in the first two years of pre-school, when most parents send kids just to develop social skills and play? After age 5, the government can introduce structure into learning. Local language instruction could be school-based but not required. Some parents may prefer English over the local language; a Tamilian in Bihar whose child attends the local school is an example. What should that person do? Why is there no talk of improving government-run schools to match private institutions? The schism will persist, and discussion about an anganwadi child obtaining the same education as a private school youngster is nonsense - where will instructors' skill sets match? Future teachers need 4-year B.Ed degrees. What about government teachers who don't know the duster side? Who cheats? Who earns without educating? How does this education policy help? Modi 1.0 emphasised vocational education. Someone dyslexic assumed the government meant IITs instead of ITIs. Engineers! When the current ones couldn't find work. "Easy board exams"? Less than 90% makes students feel like they've failed, easy or hard wasn't the issue. Comprehension vs. memorization was the issue. Change is needed. Why not CCE and utilise the SAT? To reduce school stress, eliminate board exams. The concept is overdue and praiseworthy. How will it be executed, why isn't it in phases, and why is the obvious being addressed?

**Benefits of NEP:** It's well-planned. I've supported many of these improvements since 9th grade. Satisfying to see "student grumblings" become national policy. Reiterating positives won't help. As a trainee scientist, you must identify mistake sources. This is best investigated by asking how it will be executed. The NEP isn't compelling here. While specific about what it wants to accomplish, it glosses over how. Given the lofty ambitions and the necessity to accomplish them rapidly, implementation details are crucial. Several areas lacked appropriate implementation descriptions:

It centralises schools for resource sharing. How might that be done when schools are spread out over the city? How can we train teachers to offer the diversity of classes desired? India has a teacher shortage due to low pay and the public's opinion of the profession as subpar. How can teaching be profitable? Why can't English be a second/third language if it's not the instruction language? My parents attended Odia-medium schools and learned English in 4th grade. Even now, their confidence is low, which hurts their careers. The NRF claims to have a rotating Board of researchers, however their appointment method isn't defined. I fear to contemplate what would happen if the government's whims were followed. I've witnessed the negative effects at a national institute. "Graded autonomy" looks to be a copy of IITs and IISERs. Reduce financing for institutes so they can handle their own finances. The incoming class of 2019 pays 4 times what my class of 2016 did, therefore the student body is more urban, upper-caste, middle class, and masculine. The institute's sovereignty over land, funding, etc. is limited. The policy recognises implementation challenges and states things will be done to fix them (for example, teacher education institutes will be held accountable), but it doesn't explain how. A holistic approach to college admissions is appreciated. Abolishing streams and giving students greater choice to choose courses will enable them play to their interests and skills, ensuring they study/work on subjects they're passionate about. Due to wider recognition, a 4-year Bachelor's degree gives Indian students better mobility. We should wait to see how implementation goes. First, allocate GDP. Given that the current system cuts education and research spending practically every year, even halving the GDP allotment would enhance trust. There are reasons to applaud, but I hope the nation pays attention to implementation discussions. Implementation issues mustn't dilute the policy.

## CONCLUSION

This policy guidelines in place and envisions a significant increase in government expenditure on education by the federal government and all state governments to achieve educational excellence and the resulting economic benefits. The federal government and states will work together to increase public education spending to 6% of GDP. This is essential for India's economic, social, cultural, intellectual, and technological development and growth. Yes. Universal access, learning opportunities, nutritional support, student safety and well-being, sufficient numbers of teachers and staff, teacher growth, and support for all important steps toward inclusive, high-quality education for vulnerable and socioeconomically poorer kids will receive financial support.

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