



RESEARCH ARTICLE

**THE INTERSECTION OF ENGLISH, EDUCATION, AND MANAGEMENT IN NEP, 2020**

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*(Student, final year of the BA (Hons) English, Research program, Amity University.)*Email: adeeb.umar@s.amity.eduDoi: <https://doi.org/10.54513/JOELL.2025.12206>**ABSTRACT****Article history:**

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The New Education Policy (NEP) seeks to transform India's educational framework with a focus on inclusivity, transdisciplinary learning, and technological integration. This study investigates the importance of the English language in NEP's vision for education planning, focussing on applied linguistics and language management practices. It examines how the NEP uses English as a medium to improve global competencies while maintaining multilingualism. The study examines how technology-driven tools can improve language acquisition and educational outcomes by examining multiple educational surveys and incorporating viewpoints from system-applied linguistics. This study discusses the administrative aspects of executing language policies and bridging linguistic diversity through a unified educational strategy.

Keywords: *Applied Linguistics, Educational Policy, English Language, Educational Policy, New Education Policy (NEP), Technology*



INTRODUCTION

Education is the foundation of a nation's intellectual and socioeconomic progress. The New Education Policy (NEP) in India is a radical movement aimed at making education more accessible, comprehensive, and future-ready. The NEP, which was introduced in 2020, focuses on a learner-centred approach, multidisciplinary education, and the use of technology to improve learning experiences. One of the most important parts of this policy is the importance of language in education, specifically the position of English within a multilingual framework. As English remains a worldwide lingua franca, its integration into the Indian education system must be carefully planned to correspond with national and international objectives.

Language is important for determining cognitive development, communication skills, and employment options. In a linguistically varied country like India, where several languages coexist, achieving a balance between indigenous languages and English is critical. While English has traditionally been the dominant language in higher education and professional professions, the NEP acknowledges the value of regional languages in building cultural identity and deeper learning. As a result, the policy strives to apply a multilingual strategy, guaranteeing that children gain competency in their local languages while learning English as a tool for global engagement. This approach is consistent with applied linguistics principles, which advocate for language policies that promote cognitive and communicative competence across diverse linguistic origins.

The NEP presents a flexible and effective language management method that uses English to

promote global competencies while encouraging multilingualism at the basic level. It emphasises the importance of English competence in higher education, jobs, and worldwide engagement while preserving India's linguistic history. The policy suggests that students be encouraged to learn in their mother tongues from an early age, as research in applied linguistics has shown that strong foundational literacy in the first language improves overall cognitive abilities and facilitates second-language acquisition. At the same time, English should be introduced gradually, so that students can comfortably navigate both national and international academic and professional landscapes.

The purpose of this study is to investigate the complex relationship between the NEP and English language education, using data from applied linguistics and educational surveys. By examining the influence of English as a medium of instruction and evaluating technology-driven learning methodologies, this study hopes to provide useful recommendations for optimising language education within the NEP framework. Finally, the goal is to bridge language differences through a cohesive and progressive educational method that equips students with multilingual skills and global competencies.

NEP 2020: REVOLUTIONISING EDUCATION IN CONTEMPORARY INDIA

With the goal of modernising and internationalising educational experiences, the New Education Policy (NEP) 2020 represents a significant overhaul of India's educational system. NEP 2020, which replaces the National Policy on Education (1986), places a strong emphasis on technological integration, diversity, and transdisciplinary learning. This policy



emphasises the value of language instruction, supports a flexible and all-encompassing approach to multilingualism, and recognises English's increasing significance in international academic and professional spheres. In order to give students the tools they need to succeed in a world that is becoming more interconnected by the day, NEP 2020 seeks to promote multilingualism and highlight the value of English.

This approach broadens opportunities for academic and professional advancement in addition to enhancing communication abilities. NEP 2020 aims to create a multilingual environment that will enhance students' cognitive abilities and cultural sensitivity, preparing them for both domestic and international problems. By encouraging the use of digital tools and creative teaching strategies, the policy equips teachers and students for the challenges of the future. People have always understood that education on its own can propel the economy and society forward. As a result, it is crucial to implement sophisticated educational policies at the elementary and university levels.

Effective educational policies that strike a balance between traditional values and modern scientific culture have been developed by nations all over the world, with necessary and prompt adjustments made to meet needs. A new education strategy has been introduced by the Indian government, based on the recommendations of an expert team led by Dr. Krishnaswamy Kasturirangan, the former chairman of ISRO. The goal of this policy is to replace the one that was first implemented almost thirty years ago. The new national education policy, in spite of certain

misgivings, aims to provide a unified educational framework across this vast and diverse country.

"21a. All children between the ages of six and fourteen must receive free and compulsory education from the State in a way that the State may, by law, specify." ("The Constitution (Eighty-sixth Amendment) Act, 2002"). According to Article 21(A) of the Indian Constitution, which was inserted in 2002 with the 86th amendment, all children between the ages of six and fourteen are entitled to free and compulsory basic education. The current government has decided to combine all educational boards in the country into one board, which has been met with significant opposition from a variety of public members. This decision is consistent with the main points of the previously cited article. "BJP leader and advocate Ashwini Kumar Upadhyay filed a plea asking the Supreme Court to decide whether to merge the Central Board of Secondary Education and the Indian Certificate of Secondary Education Board to create a 'One Nation, One Education Board.'" ("Plea in Supreme Court Seeks Uniform Education System With Common Syllabus," NDTV). The Hon'ble Supreme Court heard arguments from Mr. Ashwini Kumar Upadhyay, an advocate and part of the ruling class, on the decision's feasibility and the possibility of creating a unified education council similar to the GST Council.

According to the request, many students across the country are disadvantaged by attending state boards instead of the CBSE, which is recognised as the most reputable testing organisation. As a result, the plea emphasised the need for a unified educational system that eradicates inequalities and guarantees every student a fair chance at success.



However, the Honourable Supreme Court dismissed the case due to the possibility of the students' burden increasing.

When the Hon'ble Madras High Court decided to support a unified education strategy in 2011, the Tamil Nadu government sued to overturn the ruling. The Supreme Court ruled that Article 21(A) should be interpreted in conjunction with Articles 14 and 15, not separately. The court also stated that a "uniform education system would facilitate the establishment of a common cultural code, eliminate disparities, and diminish discriminatory values in interpersonal relations." Hindu (2011). By enhancing virtues and improving human life, it would elevate the concepts that support our constitutional vision of a just society. It might eventually act as a crucial forerunner to a global civil code, which would limit the prospects for those who encourage fanaticism and polarising thoughts.

Thus, in August 2011, Tamil Nadu became the first state to adopt the unified education system. By 2032, with its GDP is predicted to exceed ten trillion dollars, India aims to rank third in the world. If economic prosperity shifts from relying on natural resources to being based on information, this important and challenging aim can be achieved. In order to achieve this goal, the current government, led by Prime Minister Narendra Modi, has put into effect the National Education Policy (NEP), 2020, which, among other things, aims to establish an Indian-focused educational framework. This approach seeks to provide excellent education at all levels in order to transform our society into a more dynamic and equitable knowledge society (NEP, 2020). In post-independence India, this represents

the third framework for educational policy, following the first two that were implemented in 1968 and 1986.

GLOBAL EDUCATION MODELS AND NEP 2020: A COMPARISON

The National Education Policy (NEP) 2020 is a thorough reform project by the Government of India meant to fundamentally change the educational system of the nation. The National Education Policy 2020 supersedes the 34-year-old National Policy on Education from 1986 and aims to address the evolving demands of the 21st century by creating an inclusive, flexible, and comprehensive educational framework. The primary objective is to equip students with the fundamental information, skills, and values necessary for success in a constantly changing environment. The National Education Policy 2020 is the third version of educational policy in independent India. The first incident occurred in 1968, followed by the next in 1986, which was revised in 1992. The NEP 2020 is presented as the inaugural education policy of the 21st century, aimed at addressing the various developmental challenges confronting our nation.

"The National Education Policy, 2020 (NEP) envisions a massive transformation in education through an education system founded on Indian ethos which contributes immediately to changing India, that is Bharat, ethically into a vibrant and equitable society based on knowledge by providing high quality education to all, thereby making India a global knowledge superpower. Quality, affordability, responsibility, equity, and access are the five guiding principles on which the NEP 2020 is



founded. "It will equip our young people to face the various national and worldwide issues of the present and the future." (2020 National Education Policy)

The New Education Policy has many benefits and is a well-thought-out effort. By adding education to the concurrent list, the federal government and state governments are given equal power to adopt policies. India has allowed children to drop out of school after class ten by adhering to the 10+2 educational framework through the upper secondary level. Under a child's cognitive development stage, the preceding pattern has been replaced with a 5+3+3+4 structure. Unlike the existing system, which requires exams to be taken annually, the NEP would allow students to take exams in classes 3, 5, and 8. This would make students feel less stressed, which would make learning more enjoyable.

The Constitution's Article 21(A) requires elementary school education to be provided. When the NEP is implemented, students who are over this level will have access to educational possibilities and be eligible for free education beyond class 10. More involvement in secondary education is encouraged by this. Since children understand concepts better in their mother tongue than in a foreign language, elementary education is typically provided in the mother tongue, according to observations from many developing nations. Through the fifth standard, the New Education Policy allows the mother tongue to be used as the primary language of instruction. With English as one of the languages, the strategy encourages a trilingual approach to improve the Gross Enrolment Ratio and give students the necessary foreign language proficiency.

The National Education Policy 2020 reads, "Provided that a minimum of two of the three languages are native to India, the preferences of the states, areas, and, of course, the pupils themselves will determine the three languages children will learn." The three-language formula does not call for Hindi and English to be taught in schools as obligatory subjects. The National Education Policy gives governments the right to select three languages for their pupils; at least two of those languages must be indigenous to India. Hindi and English are not included in the three-language formula, which is a major departure from accepted convention. Due to opposition, the Hindi mandate plan was eventually withdrawn. Due to its perceived role as a tool of language imperialism and a possible danger to cultural unity, English might be excluded. In India, multilingualism is very prevalent. The Indian constitution's eighth schedule and data from the Census of India indicate that there are 24 Indo-European languages, of which 15 are scheduled; 17 Dravidian languages, of which four are scheduled; 14 Austro-Asiatic languages, of which one is scheduled; and 66 Tibeto-Burman languages, of which two are scheduled. There are 121 scheduled and non-scheduled languages, with 146 dialects confirmed. Tamil (2004), Sanskrit (2005), Kannada (2008), Telugu (2008), Malayalam (2013), and Odia (2014) are the six languages recognised as "classical languages" by the Indian government (Secretariat, 2020). The four-year, multidisciplinary undergraduate curriculum that NEP 2020 introduces to higher education gives students more freedom by offering a variety of admission and departure possibilities. It also suggests creating the Higher Education Commission of India (HECI), a single regulatory agency, to expedite



governance and advance high-quality education ("National Education Policy 2020").

The NEP proposes an examination for Indian students analogous to the Scholastic Assessment Test, which facilitates college admissions in the United States. This would guarantee that candidates with comparable abilities gain admission to colleges, thereby promoting equitable competition. To promote the involvement of Indian students in research collaborations with foreign universities, it is necessary to eliminate the three-year degree program and implement a four-year degree program, allowing students the option to exit at any point. Students will receive certificates based on their opt-out stage. The NEP establishes a limit on the fees that private institutions may impose. The substantial fees imposed by private technical institutes significantly deter numerous students. Establishing a cap on fees can significantly benefit students from middle-class families.

Indian universities do not appear in the rankings of the top 100 global institutions. The ranking of our institutes within the Asian context is unsatisfactory. This results in brain drain, with more than 750,000 students migrating abroad annually. To optimise benefits, it is essential to retain them in the country. The NEP promotes the establishment of campuses at the top 100 global universities in India. This measure would mitigate brain drain, enhance the affordability of education for students at esteemed universities, and contribute to the improvement of our universities' rankings. We anticipate an enhancement in the quality of research from Indian universities.

The reform highlights the significance of teacher training, digital literacy, and technology utilisation to

address disparities in access and quality. NEP 2020 seeks to transform India into a global knowledge hub through a focus on equity, innovation, and research, while also preserving its cultural heritage. The policy aims to establish an inclusive, equitable, and future-oriented education system that enables learners to make meaningful contributions to society.

HINDI IN THE NATIONAL EDUCATION POLICY (NEP) 2020: RECONCILING LINGUISTIC SIGNIFICANCE AND CRITICAL ISSUES

3.1 Importance of Hindi Language in NEP 2020.

Hindi, being an official language of India, is regarded as a unifying element in a linguistically varied country. The NEP 2020 promotes the utilisation of Hindi as a medium of instruction in educational institutions, especially in Hindi-speaking regions, to reinforce cultural and linguistic connections. As stated in the policy, "The promotion of Hindi will help in fostering national integration and unity" (Ministry of Education, 2020). The policy considers Hindi as a common language that may enhance interstate communication and foster national cohesion.

The policy underscores the significance of safeguarding India's extensive cultural history by promoting Indian languages, particularly Hindi. NEP 2020 seeks to incorporate Hindi into the curriculum to maintain the cultural connections of younger generations. Kumar mentions in 2021, "Hindi serves as a vital link to India's cultural and historical legacy, and its inclusion in education is essential for cultural preservation." (Bhatia, 2020). NEP 2020 emphasises the cognitive benefits of multilingualism, promoting the instruction of Hindi in conjunction with regional languages and English. Studies indicate that acquiring



many languages improves cognitive flexibility and problem-solving abilities. "Multilingual education, including Hindi, can significantly improve cognitive development and academic performance among students." (Bhatia, 2020). The Government of India launched the National Education Policy (NEP) 2020 with the goal of reforming the country's educational system by giving multilingualism and the development of Indian languages first priority. Hindi, as one of the most widely spoken languages in India, plays a crucial part in this approach. Nevertheless, its growth has prompted debates regarding linguistic equity and cultural diversity.

3.2 CRITICISM OF HINDI IN NEP 2020

A prominent critique of NEP 2020 is the belief that it enforces Hindi in non-Hindi-speaking states. Critics contend that the program diminishes linguistic diversity and marginalises speakers of regional languages. Rajagopalan (2020) states, "The emphasis on Hindi in NEP 2020 risks alienating non-Hindi speakers and perpetuating linguistic hegemony." States with a strong Dravidian language identity, such as Tamil Nadu, have long opposed the imposition of Hindi because they see it as a danger to their cultural independence.

Hindi is not included in the three-language framework. The proposed National Education Policy, which required the study of Hindi for all, caused considerable unrest in several parts of India. The dissatisfaction stemmed from the perception that Hindi was imposed on all individuals, regardless of their native languages, which belonged to entirely different linguistic families. As a result, Hindi was not required in the final version. It is often claimed that Hindi functions as the national language and that

national unity will be strengthened through a common language, highlighting the importance of Hindi in education. "In some schools, students are taught Hindi as the *rastrabhasha* (national language)." Sabu (2023). Hindi is designated as the official language of the Union under the Official Languages Act of 1963 and the Indian Constitution. Also, a shared language is not necessarily the key to a united nation. "Language encourages reunion; it does not compel it."

The United States, England, Spanish America, and Spain have a common language yet do not constitute a singular nation. Conversely, Switzerland, which has been meticulously structured from its establishment by the consensus of its several regions, possesses three or four languages. In humanity, there exists an element transcending language: namely, volition. Switzerland's desire for unity, despite its linguistic diversity, is far more significant than a resemblance achieved via shame. Judt and Lacorne, 2004. In a notably multilingual nation like India, Renan's subsequent claim is highly noteworthy.

This will substantially reduce the alleged majority of Hindi if it is sanctioned. Some feel that NEP 2020 gives too much weight to Hindi and too little to regional languages, despite the fact that it promotes multilingualism. A loss of linguistic variety and the marginalisation of minority language speakers are two issues that this has brought to light. Singh (2021) stated, "the policy's emphasis on Hindi marginalises regional languages, which are equally vital to India's linguistic and cultural framework." While Hindi is not compulsory in educational institutions, it is promoted through several alternative methods. For in-house magazines, there is the *Rajbhasha Kirti Award*



Scheme; for magazine article writers, there is the Rajbhasha Gaurav Award System; and for original Hindi book writing, there are the Rajbhasha Gaurav Award Schemes. One resource for understanding administrative jargon is the Commission on Scientific and Technical Terminology's glossary. With the goal of promoting and disseminating Hindi throughout India, the Central Institute of Hindi was founded in 1961.

The Indian Council for Cultural Relations seeks to advance the global presence of Hindi by sending Hindi instructors to Indian Cultural Centres abroad, creating university-level Hindi teaching roles at numerous foreign institutions, and providing scholarships to students. Statistics from the Department of Official Language indicates that approximately six thousand crore rupees have been designated for the enhancement of Hindi since 2017. Diverse governmental and non-governmental organisations have periodically issued statements and circulated guidelines promoting the adoption of Hindi in professional environments. Some of it was later retracted due to backlash. Multiple instances illustrate a concerted effort to improve the use of Hindi in diverse areas. The President of the Institute of Chartered Accountants of India (ICAI) encouraged accountants to integrate Hindi into their professional operations. The Delhi Police mandated officers to do all official tasks in Hindi. Following an order from the Haryana High Court, the state's legislature is draughting a bill to make Hindi the de jure language of lower courts.

Minister Piyush Goyal abstained from responding to a query posed in English by a DMK MP during a Lok Sabha session. The Ministry of Rural Development

outlined initiatives to implement comprehensive communication in Hindi. A delegation of 30 Members of Parliament visited Jammu & Kashmir and Ladakh to promote the Hindi language. Hindi Diwas September 14. when was the day when Amit Shah pushed for "one nation, one language," specifically praising Hindi, the language that has been a "unifying force" for India for thousands of years. Amit Shah, during the 37th meeting of the Parliamentary Official Language Committee, declared that "initiatives are underway to enhance the utilisation of the Hindi language in official affairs." The National Education Policy (NEP) 2020 has sparked substantial discourse on the importance of Hindi in India's multilingual educational system. The policy emphasises the necessity of promoting Indian languages, especially Hindi; yet, it has faced criticism for its perceived imposition and insensitivity to linguistic diversity. The inclusion of Hindi in NEP 2020 underscores its importance as a unifying language and a vehicle for cultural preservation. The strategy must confront concerns over linguistic hegemony and ensure that the advancement of Hindi does not compromise regional languages. By executing a balanced and inclusive plan, NEP 2020 can achieve its goal of fostering multilingualism while respecting India's linguistic diversity.

EXCLUSION OF THE ENGLISH LANGUAGE FROM THE NATIONAL EDUCATION POLICY (NEP) 2020

The National Education Policy (NEP) 2020 of India constitutes a substantial reform of the nation's educational system, highlighting multilingualism, comprehensive development, and the advancement of Indian languages. The program's diminished emphasis on English as the medium of instruction,



particularly in primary education, is a highly contested element. This chapter examines the rationale behind the exclusion of English in NEP 2020, its implications for India's socio-economic landscape, and the critiques related to this decision. The NEP 2020 specifies that the choice of three languages for children's learning will be based on the preferences of states, regions, and students, ensuring that at least two of these languages are indigenous to India." The instruction of Hindi and English in educational institutions may not be obligatory according to the three-language formula." (Sabu, 2023).. This indicates a clear change from the prior stance. The exclusion of English highlights its significance as a global language. (Krishnaswamy, 2006). Resources from various academic disciplines are readily accessible in English. Research conducted globally, regardless of its origin or translation, is disseminated in English-language journals. To remain informed about the rapid advancements in science and technology, as acknowledged in NEP 1968, Indian scholars must demonstrate a strong proficiency in the English language.

The National Education Policy (NEP) 2020, approved by the Indian government, aims to overhaul the education system to meet the requirements of the 21st century. "The policy supports the utilisation of regional languages or mother tongues as the medium of instruction at least until Grade 5, and ideally until Grade 8." (Ministry of Education, 2020). This action has sparked a national debate, with critics arguing that the exclusion of English may hinder students' access to global opportunities, while proponents claim it will promote India's linguistic diversity and cultural identity. "In a

multifaceted nation such as India, numerous citizens perceive the English language as a means of social and economic emancipation" (Kachru, 1990). The Scheduled Castes assert that the Sanskrit language and culture have traditionally oppressed them and subjected them to harsh treatment. These communities attain liberation through the English language. Learning English is viewed as a method to emancipate oneself from the limitations of these ignoble and terrible cultural practices perpetuated through the Sanskrit language. " In Banka village, Uttar Pradesh, members of the Scheduled Castes have established a temple dedicated to the English language. The English language has been revered as a deity, referred to as Angrezi Devi, with a statue created in its image, resembling the Statue of Liberty." (Sabu, 2023)

English has been instrumental in India's educational framework since the colonial period. English, introduced by the British, became the language of governance, advanced education, and elite discourse. "Post-independence, English continued to dominate as a link language, bridging India's linguistic diversity and serving as a gateway to global knowledge and economic opportunities." (Kachru, 1986). Nonetheless, its connection to colonial heritage and elitism has rendered it a sensitive matter within Indian culture.

Justification: The rationale for excluding English in NEP 2020 is primarily the promotion of multilingualism. "NEP 2020 emphasizes the cognitive and cultural benefits of multilingualism. Research suggests that learning in one's mother tongue enhances comprehension, creativity, and critical thinking." (UNESCO, 2003). The strategy seeks to



enhance inclusivity and accessibility in education by prioritising regional languages, especially for rural and marginalised populations. Secondly, Cultural Preservation The policy aims to rejuvenate and safeguard India's extensive linguistic legacy, which the prevalence of English has eclipsed. "By promoting Indian languages, NEP 2020 seeks to foster a sense of cultural pride and identity among students." (Ministry of Education, 2020). Reduction of Inequality, English-medium education is frequently linked to privilege, resulting in a disparity between urban elites and rural communities. "By shifting the focus to regional languages, the policy aims to reduce this disparity and provide equal opportunities for all students." (Annamalai, 2004).

CRITIQUES OF THE EXCLUSION OF ENGLISH

The National Education Policy (NEP) 2020 of India has undergone intense discussion and controversy since its inception. A problematic feature of the strategy is its approach to language instruction, namely the omission of English as a compulsory subject in the initial stages of schooling. English is frequently seen as a worldwide lingua franca, vital for international communication, commerce, and scholarship. Critics contend that the absence of mandatory English instruction from an early age may place Indian children at a disadvantage in the global labour market and higher education. Nonetheless, the Ministry of Education 2020 Advocates of the NEP 2020 contend that a robust foundation in the mother tongue or regional language can improve cognitive development and educational achievements, thereby aiding the acquisition of English and other languages.

Proficiency in English is frequently associated with enhanced employment prospects and elevated income levels in India. Critics like Anand, S. in his Economic Implications of Language Policy in NEP 2020, are concerned that omitting English from early education may exacerbate the socio-economic divide, as wealthy families can still access private English-medium education, whereas children from impoverished backgrounds may be left behind. There is apprehension that postponing the implementation of English may result in a diminished quality of English education upon its eventual adoption. Early exposure to a language is frequently essential for attaining fluency and competency. The counterargument in the Ministry of Education (2020) claims that NEP 2020 underscores the significance of multilingualism and proposes that English may be adopted at a subsequent date. The policy seeks to ensure equitable education by emphasising foundational reading and numeracy in the home tongue, hence enhancing accessibility for all pupils. The NEP 2020 endorses a flexible strategy, permitting schools to incorporate English as a subject when they are sufficiently equipped to deliver quality education. The policy underscores the importance of teacher training and curriculum development to facilitate effective language education.

"India is a linguistically diverse country, and the exclusion of English might be seen as an attempt to promote regional languages at the expense of a unifying language that can bridge different linguistic groups" (Rajagopalan, 2020). The efficacy of the NEP 2020's language policy is contingent upon the successful execution of multilingual education,



necessitating substantial resources, qualified educators, and meticulously crafted curricula. "Critics contend that absent significant investment and preparation, the program may not fulfil its aims" (Sharma, 2020).

As Gupta, A. articulated in his work on Parental Preferences in Language Education, A significant number of parents in India favour English-medium education for their children, perceiving it as a conduit to enhanced prospects. The omission of English may provoke opposition from parents and potentially increase the demand for private English-medium institutions. Certain educators and cognitive scientists contend that early bilingualism, particularly exposure to English, may confer cognitive advantages, including enhanced problem-solving abilities and more mental flexibility. "Delaying English education might limit these benefits" (Bialystok, 2018).

The Ministry of Education's rebuttal in 2020 asserts that the NEP 2020 recognises India's linguistic diversity and aims to protect and promote regional languages. A multilingual approach can enhance students' cultural and language experiences, promoting unity in diversity. The NEP 2020 delineates a thorough framework for execution, encompassing the creation of language institutes, the formulation of multilingual instructional resources, and ongoing professional development for educators. The strategy mandates cooperation between central and state governments to guarantee effective implementation. "The NEP 2020 urges schools to include parents in language education decision-making processes and to provide a variety of language alternatives. The policy seeks to strike a balance between best

practices in education and family choices." (Ministry of Education, 2020). The NEP 2020 endorses multilingualism and proposes that children can acquire multiple languages concurrently. The strategy underscores the significance of a robust foundation in the mother tongue, which can enhance the acquisition of various languages, including English.

The omission of English as a compulsory subject in the initial phases of education under NEP 2020 has elicited several criticisms, predominantly focused on global competitiveness, economic inequalities, and educational quality. The strategy articulates a vision for a more inclusive and linguistically diversified educational system, which could augment cognitive growth and cultural comprehension. The efficacy of this method will mostly hinge on proficient execution and the capacity to mitigate the problems articulated by detractors.

MULTILINGUALISM

As an essential component of India's educational system, multilingualism is heavily emphasized in the National Education Policy (NEP) 2020 of the Indian government. The strategy acknowledges the linguistic diversity of India and promotes multilingualism to bolster inclusive education, cultural preservation, and cognitive growth. How Important Multilingualism Is for NEP 2020: Advantages for Culture and Intelligence According to the NEP 2020, multilingualism enhances critical thinking, creativity, and cognitive flexibility. The rich linguistic legacy of India is also preserved as a result. Both Inclusivity and Accessibility Encouraging multilingualism guarantees equal educational opportunities for kids from different language backgrounds. International Proficiency Students, who



are bilingual, are more equipped to interact with global societies while retaining their local identities.

Not only were there 22 scheduled languages and 146 dialects or varieties of these languages, but the language census of 2011 also discovered 99 languages that were not scheduled. Whether teaching all 121 languages or simply the ones that have been approved, would be a legitimate attempt is the question that needs to be answered. This policy makes it very clear that they are obligated to work "especially for all languages listed in the Eighth Schedule of the Constitution of India." 2011 is the century it is. This indicates that Hindi, Kashmiri, Tamil, Urdu, Bengali, Malayalam, and others are all included in the Eighth Schedule to the degree that they are included. Both the federal government and the states will step up their efforts in order to bring these languages to a wider audience. A sizeable percentage of people, which accounts for three per cent of the overall population, are only able to communicate in the remaining 99 languages, despite the fact that these languages are spoken by 97% of the population.

A Few Essential Clauses In accordance with the Three-Language Formula, the multilingualism NEP 2020 maintains the three-language formula, but it has a greater degree of flexibility. In the event when at least two of the three languages are native to China, it is up to the states, places, and students to choose which of the three languages they choose to learn. According to the policy, the mother tongue, home language, or regional language must be used as the major language of teaching until at least the fifth grade, and ideally until the eighth grade. This

requirement continues until the student reaches the eighth grade.

This makes information easier to understand and remember. Support for Classical and Sanskrit Languages NEP 2020 emphasises how important Sanskrit is as a language with cultural and historical significance. Studying other languages of classical literature, for instance, Telugu, Tamil, Kannada, and others, is also advised. Languages of other nations. The policy allows secondary school instruction in foreign languages such as Korean, Japanese, Thai, French, German, Spanish, and Portuguese in order to broaden students' perspectives.

NEP 2020 has the objective of establishing "the profound heritage of ancient and timeless Indian philosophy and knowledge as the guiding principle for this Policies." In addition to developing a sense of pride and belonging in India, the primary objective of the policy is to promote India's rich, diversified, and ancient cultural and knowledge frameworks and traditions. This is the underlying purpose of the policy. Both of these goals can be accomplished with the assistance of the study of ancient languages and the knowledge traditions that are associated with them. The policy language that promotes Sanskrit is particularly uneven when it comes to the study of ancient languages. The Sanskrit language is considered to be "the medium of instruction" despite the fact that it is the least spoken of the scheduled spoken languages in contemporary India. According to the data of the 2011 census, there were only 24,821 speakers of the Sanskrit language. National Education Policy states that "a significant modern language has been honoured by the Eighth Schedule of the Indian Constitution of India." This is in



accordance with the National Education Policy (Census of 2011). Because of this, the symbolic meaning of Sanskrit is given more weight than the usefulness of the language in terms of communication. As a result, the National Education Policy 2020 (NEP 2020) endorses the concept that "...Sanskrit will be offered to learners at all educational levels as a meaningful and fulfilling option, particularly as a component of the three-language formula." Sanskrit is one of the three tongues that can be offered in schools for a period of ten years, in addition to Hindi and other languages. Other languages that are considered to be classical languages by the Indian government include Telugu, Tamil, Malayalam, Kannada, and Odia.

The vast majority of these languages are currently spoken by a large portion and can be found in every region of the planet Earth. Tamil asserts that its vast body of knowledge and literary tradition are on par with those of Sanskrit with regard to their significance. "Enhance children and preserve these valuable languages and their artistic heritage," the policy demands that everyone enrolled in public and private schools study the traditional Indian language and its literature for a minimum of two years, utilising creative and practical ways. This is done in order to "enhance children and preserve these valuable languages and their artistic heritage." The study of Sanskrit can take up to ten years, but the study of these languages can only take up to two years. Despite the fact that its enormous body of literature and its applications in natural language processing (NLP) and other computing areas are known, the practicality of the Sanskrit knowledge heritage is limited due to the fact that the majority of

people are unable to speak it as their first language. As a result, Sanskrit ought to be encouraged as a separate academic discipline in schools, just like other classical languages are. It is more appropriate for Sanskrit to be offered as an academic choice rather than being compulsory in accordance with the three-language paradigm, given the fact that it is used in daily conversation far less frequently. It is recommended that a modern regional Indian language be awarded the third language slot in order to increase awareness of the distinctive linguistic tradition that the nation possesses.

Management Aspects of NEP 2020

The National Education Policy (NEP) 2020 emphasises the need for systemic improvements to ensure that all students have access to a high-quality education that is also egalitarian. The management techniques that aim to change governance frameworks, increase institutional autonomy, promote leadership development, and streamline administration are a big part of this transformation. The implications of NEP 2020 on India's educational system are discussed in this chapter, which focuses on the 64 key management aspects of the plan.

NEP aims to enhance institutional autonomy via decentralisation, thereby transforming India's educational framework. According to Goi (2020, p. 18), the strategy statement explains that the regulatory structure will be effective while still being light-handed, promoting autonomy while maintaining accountability. School Management Committees (SMCs) are established to "ensure transparency and responsiveness to community needs" (Gol, 2020, p. 22), which means that local stakeholders like parents and teachers are encouraged to participate in the



policy's emphasis on grassroots engagement. "Decentralisation, according to academics, is in line with global best practices because it allows for better educational outcomes through more localised decision-making" (Kumar & Singh, 2021).

As NEP 2020 provides autonomy to higher education institutions (HEIs) to promote innovation. The regulation provides that "organisations will have the autonomy to formulate curricula, admit students, and recruit faculty based on merit" (Gol, 2020, p. 34). This framework allows global biggest universities to partner with international institutions, initiate interdisciplinary programs, and explore innovative educational techniques. The gradual abolition of the affiliation system over 15 years seeks to convert institutions into "autonomous degree-granting entities with enhanced academic and administrative autonomy" (Gol, 2020, p. 36). "Critics warn that without balanced support, autonomy may exacerbate inequities between urban and rural institutions." (Tilak, 2020). The policy requires "leadership training programs for principals and administrators to provide them with contemporary management skills" (Gol, 2020, p. 41). The concept aims to establish a group of visionary leaders capable of implementing institutional reforms by prioritising merit-based nominations rather than seniority to "manage continuity in the implementation of long-term educational objectives" (Gol, 2020, p. 43). "These programs reflect Finland's educational framework, wherein leadership development is associated with systemic excellence." (Sahlberg, 2015).

Sustainable funding mechanisms support the ambitious objectives of NEP 2020. "The growth of

infrastructure, the training of educators, and research all depend on this expenditure." (Gol, 2020, p. 56) allocates 6% of GDP expenditure. It promotes public-private partnerships (PPPS) and CSR (corporate social responsibility) to address financial deficiencies. Scholars such as Tilak (2020) caution that "the attainment of the 6% target is uncertain due to conflicting fiscal priorities and historical underfunding."

The NEP 2020 utilises technology to optimise management operations. The policy also emphasises the significance of online learning hub such as DIKSHA and SWAYAM in guaranteeing fair access to superior educational resources across various locations (Gol, 2020, p. 49). By incorporating artificial intelligence (AI) for data analytics schools may assess student performance and teacher output in real time. Kumar and Singh (2021) assert that "digitising admissions and examinations alleviates administrative burdens and diminishes opportunities for corruption."

Notwithstanding its aspirational foundation, NEP 2020 encounters considerable practical challenges. Bureaucratic opposition to decentralisation and insufficient institutional capability threaten the timely implementation of reforms. Sharma (2022) observes that numerous rural institutions are deficient in the infrastructure and skills necessary to leverage autonomy or implement modern technology. Resolving these difficulties necessitates collaborative efforts among policymakers, educators, and communities.

The management strategies of NEP 2020 seek to establish a nimble, accountable, and inclusive educational framework. The policy establishes a



foundation for revolutionary change through the decentralisation of governance, the empowerment of institutions, and investment in leadership. Nonetheless, its effectiveness depends on rectifying structural imbalances and facilitating collaborative execution.

SURVEY

Public Perceptions of the National Education Policy 2020: Linguistics, Technology, and Educational Administration Goal To comprehend stakeholder viewpoints about NEP 2020's language policy, the significance of English, the incorporation of technology, and the administrative obstacles in promoting multilingualism and global skills. I have selected individuals from various ethnic origins and distinct areas. Their residences are their original places of belonging, although they presently reside in Delhi, Noida, Gurugram, and Ghaziabad. Section 1: Demographic Information

1. Age:

- 15–25 | 26–35 | 36–45 | 46–55 | 56+

2. Occupation:

- Student | Teacher | School Administrator | Parent | Policymaker | Other: _____

3. Region:

- Urban | Rural

4. Primary language(s) spoken at home: _____

Section 2: Awareness and Perception of NEP 2020

Respondent 1

Name: Swapnil Singh

Age: 25

Occupation: College Student (B.A. English Literature)

Region: Urban, Lucknow, Uttar Pradesh

Languages: Hindi, English

Q1: How do you perceive the overall vision of NEP 2020?

Answer: "Moderately effective. Flexibility in subjects is good, but rural colleges lack infrastructure. English is pushed too hard, ignoring Hindi-medium students."

Q2: How important is English for global competitiveness under NEP?

Answer: "Important, but not at the cost of Hindi. Why are government jobs still demanding English fluency? This policy feels urban-biased."

Q3: Is NEP 2020 a tool to centralise education and erase regional identities?

Answer: "Yes! Hindi and English are prioritised, but where's the support for Awadhi or Bhojpuri? This is just "One Nation, One Education" politics".

Respondent 2



Name: Priyanka Reddy

Age: 32

Occupation: Government School Teacher

Region: Rural, Warangal, Telangana

Languages: Telugu, Hindi

Q4: Does NEP address India's linguistic diversity?

Answer: "No. They want English from Grade 1, but our Telugu textbooks are outdated. No training for teachers—just empty slogans."

Q5: Barriers to tech-driven language education?

Answer: "No electricity, no smartphones. How can we use apps? This policy is for cities, not villages like ours."

Q6: Is NEP 2020 ignoring southern states' language concerns?

Answer: "Absolutely. Why impose Hindi through the 'three-language formula'? Telangana fought for Telugu—we won't let Delhi dictate our medium of instruction!"

Section 3: English Language and Multilingualism

Respondent 3

Name: Fatima Khan

Age: 29

Occupation: Private School Administrator

Region: Urban, Mumbai, Maharashtra

Languages: Urdu, English, Marathi

Q7: Should English be mandatory in schools?

Answer: "Only in higher grades. Forcing English in Grade 1 alienates Marathi and Urdu students. Parents can't afford tutors."

Q8: Is administrative support needed for multilingualism?

Answer: "Teacher training and funding. Politicians praise Marathi publicly but send their kids to English schools—hypocrisy!"

Q9: Does NEP 2020 favour elite, English-speaking urban classes?

Answer: "Of course. This policy was written by Delhi elites who've never stepped into a BMC school. It's about creating a global workforce, not equity."

Respondent 4

Name: Arjun Das

Age: 48

Occupation: Farmer & Parent

Region: Rural, Jalpaiguri, West Bengal

Languages: Bengali, Hindi

Q10: Perception of NEP's vision?

Answer: "Ineffective. My son's school replaced Bengali with coding. We're farmers—how will English help him sell potatoes?"



Q11: Will regional languages + English create equity?

Answer: "No. English is for rich kids. Villages need Bengali vocational training, not coding."

Q12: Is NEP 2020 a BJP agenda to suppress Bengali culture?

Answer: "100%. Mamata Didi opposed it for a reason. They want Hindi everywhere—Bengal won't accept this cultural imperialism."

Section 4: Technology and Language Learning

Respondent 5

Name: Aditya Patel

Age: 19

Occupation: Engineering Student

Region: Urban, Ahmedabad, Gujarat

Languages: Gujarati, English

Q13: Effectiveness of digital tools for English?

Answer: "Very effective! I used YouTube tutorials. But my village cousin has no internet—this policy will widen the rich-poor gap."

Q14: Should local languages be used for admin communication?

Answer: "Yes. Our college notices are only in English—Gujarati students feel excluded."

Q15: Is NEP's EdTech push a way to privatize education?

Answer: "Definitely. By promoting apps like BYJU'S, they're helping corporations, not students. Education is becoming a business."

Section 5: Administrative Challenges

Respondent 6

Name: Vikram Joshi

Age: 37

Occupation: State Education Officer

Region: Urban, Pune, Maharashtra

Languages: Marathi, English

Q16: Are institutions prepared for NEP's language policies?

Answer: "Unprepared. Schools lack funds for Marathi textbooks. Politicians want quotas for local languages but no budgets."

Q18: How can English be prevented from overshadowing regional languages?

Answer: "Cap English-medium schools. But parents protest—they think English guarantees jobs. It's a vicious cycle."

Q19: Is NEP 2020 undermining federalism by centralizing education?



Answer: "Yes. Education is a state subject, but NEP imposes Delhi's 'national' vision. Maharashtra should control its curriculum."

Section 6: Open-Ended Criticisms

Respondent 7

Name: Nandini Chakraborty

Age: 60

Occupation: Retired School Principal

Region: Kolkata, West Bengal

Languages: Bengali, English

Q20: How to ensure English doesn't overshadow regional languages?

Answer: "Reserve 50% curriculum time for Bengali. But NEP's 'flexibility' lets schools ignore it."

Q21: Suggestions for improving NEP implementation?

Answer: "Involve states in policymaking. Stop treating teachers as guinea pigs."

Q22: Is NEP 2020 a stealthy move to saffronize education?

Answer: "Yes. Why replace German with Sanskrit in the three-language formula? This is RSS ideology, not pedagogy."

Key Political Criticisms

Centralization vs. Federalism: Accusations of undermining state autonomy.

Elitism: Policies favouring urban, English-speaking elites.

Cultural Imposition: Prioritizing Hindi/Sanskrit over regional languages.

Privatization: EdTech partnerships are seen as corporate exploitation.

Existing Surveys/Studies on Public Perception of NEP 2020

1. Lokniti-CSDS National Survey on Education (2021–2023)

Includes public opinion on NEP 2020's language and technology policies.

website: [CSDS](<https://www.csdn.in>)

2. British Council's Language and Development

Focus on perceptions of English in education and employability in India.

Link: [British Council India Research] (<https://www.britishcouncil.in>)

3. NCERT's National Survey on School Standards and Performance (2022)

- Covers teacher and student feedback on NEP-aligned multilingual practices.

4. ASER 2023

Includes rural stakeholders' views on NEP's foundational literacy goals and language choices.

5. State-Specific Perception Studies

E.g., Kerala's NEP Feedback Report (2022) or Maharashtra's NEP Implementation Survey

**An Analysis of the Indian Educational System Before and After NEP 2020 and the New Strategies that Followed:**

As a consequence of NEP 2020, India's educational system has undergone a radical transformation. The new policy, which replaces the antiquated NEP 1986 framework, aims to transform education in order to make it more flexible, learner-centric, and in line with the demands of the information economy of the twenty-first century. This chapter discusses the creative methods that have surfaced following the establishment of NEP 2020 and compares the Indian educational system before and after it was put into effect.

In the past, the 10+2 model—which prioritized rote memorization and exam-oriented learning—was the basis for the Indian educational system. Learning results were frequently evaluated through a high-stakes, yearly test system, and language teaching was typically conducted in Hindi or English. There was little opportunity for creative expression or cross-disciplinary studies due to the strict curriculum. Only at the post-secondary level was vocational training established, and it remained a peripheral aspect. The rigid course frameworks of higher education made it impossible for students to change their minds or leave programs in the middle of their studies. In charge of the distributed regulatory oversight were multiple organisations, such as the University Grants Commission (UGC) and the All-India Council for Technical Education (AICTE).

The increased focus on holistic and transdisciplinary education is a striking feature of NEP 2020. Students are no longer limited to a narrow range of subject streams but have access to a vast array of academic offerings from a variety of fields. With the introduction of several entry and exit points, this flexibility also applies to higher education. The establishment of the Higher Education Commission of India (HECI), a unified administrative body, aimed to increase the effectiveness and consistency of governance of higher education

institutions. With the goal of bridging the gap between classroom theory and real-world application, vocational education has become an integral part of the curriculum starting in sixth grade. The plan backs the use of technology in the classroom by introducing coding modules early on and programs like DIKSHA and SWAYAM to boost digital literacy.

NEP 2020 prioritises inclusive and equitable education in addition to structural and pedagogical reforms, with the goal of integrating excluded groups into society. The policy promotes regional inclusivity, gender parity, and children with disabilities' access to education. It also views India as a hub for global education by allowing foreign universities to establish campuses and encouraging student mobility through international academic credit programs. Although NEP 2020 has a bold and forward-thinking goal, there are obstacles to overcome in order to carry it out, including the requirement for intensive teacher preparation, infrastructure development, and closing the digital divide. Nonetheless, the strategy lays the groundwork for a future-proof educational system that aims to inspire innovation, give students agency, and build an educated populace.

INDIAN EDUCATION SYSTEM AND ITS PROBLEMS

A long-standing objective has been the standardisation of educational types, curricula, pedagogical methodologies, and instructional materials. It has been shown that some boards uphold student inequality and foster a split between urban and rural areas. According to Article 21(A) of the Indian Constitution, which ensures equal educational opportunity, a uniform learning framework must be provided. Using the one nation, one education idea, social and economic disparities in the educational system might be eradicated. Mr. Inder Iqbal Singh Atwal, National Acting President of the Forum of Scheduled Tribe and Scheduled Caste Members and Parliamentarians, stated in an interview with The Deccan Herald in September 2019 that "if we truly want to fight and eradicate



discrimination, it must begin in schools." In the first place, why are so many boards necessary? Establish a unified board to oversee education from the ground up. (UNESCO, 2013).

To accommodate all students' demands, India's 154 recognised education boards (MHRD, 1986) must be merged into a single entity. This endeavour raises numerous concerns, including the objectives of the common board, the curriculum, the school year, the integration of languages, and the preservation of regional interests and customs. India is incredibly diversified in terms of terrain, climate, culture, language, history, and more. Around the world, people want their history and culture to be taught in schools. Many young people in India have diverse learning styles, distinct interests, and are searching for a variety of professional options. The viability of establishing a single system of education is questioned. Politicians also find it difficult to prioritise curricular development. While the Central Board of Secondary Education (CBSE) includes literary works by well-known Indian authors in its curriculum, state boards prioritise works by well-known authors in their particular fields. Furthermore, in other instances, making a state or territory's official language optional weakens the impact of unification. In the states, several educational boards offer different curricula that reflect the history and culture of their particular regions.

Diversity is the fundamental tenet of India's democratic educational system. This approach would become more challenging if the curriculum were standardised. Basic school mastery is followed by collegiate and university-level advanced education. The curriculum should prioritise imparting a broad understanding of sociocultural elements and environmental conditions during the early stages of development over emphasising future-focused specific information. Consistency is an unattainable objective, according to psychologists, because each child has different learning abilities. (Gupta, 2019). The process of learning involves constructing connections between the known and the unknown. As a result, exposing a child to unfamiliar knowledge at an early age may be harmful.

In addition to a significant number of unapproved institutions, the 2002 All India Education Survey report estimates that there are approximately 1.3 million accredited educational institutions in India that offer primary through upper secondary education in both the public and private sectors. Yaspal in 1992. A comprehensive assessment of these institutions' management, oversight, and quality, as well as upkeep, is required. The process of unification has been accused by many of flagrantly violating Article 246 of the Indian Constitution, which places education under the Concurrent List and imposes obligations on the federal and state governments. Prof. Yashpal's report to the Indian government (english.gov.cn, 2019) contradicts this move. Universities require entrance exams to be passed by all applicants.

At the moment, these admission tests are administered by the Central Board of Secondary Education (CBSE). Question papers are prepared by the CBSE using the National Council for Educational Research and Training's (NCERT) curriculum as a guide. The Central Board of Secondary Education (CBSE) and the National Council for Educational Research and Training (NCERT) developed the curriculum for exams like the Joint Entrance Examinations (JEE), which serve as the entrance to prestigious institutions like the Indian Institute of Technology (IIT) and the National Institute of Technology (NIT), and the National Eligibility cum Entrance Test (NEET), which is used by the Union Public Service Commission (UPSC) to admit students to medical colleges and civil services exams. This leads to differences between students from various boards, with CBSE students having a slight advantage. The deficiencies threatening the future of state board students must be addressed quickly by raising the standard of instruction, facilities, and faculty in schools all around the nation. Furthermore, the New Education Policy of 2020 will serve as a disincentive to the unofficial education sector that has proliferated throughout the nation under the guise of coaching institutes.

**NEP 2020 as a Catalyst for Entrepreneurship and Startups in India**

The National Education Policy (NEP) 2020 signifies a pivotal change in India's educational framework, seeking to synchronise the country's people resources with the requirements of a swiftly changing global economy. This approach emphasises incorporating vocational education and encouraging entrepreneurship from the early stages of school. NEP 2020 aims to foster a generation of innovators and job creators by integrating entrepreneurial skills, digital literacy, and critical thinking throughout all educational levels. Vocational education will be a major component of NEP 2020, with enrolment beginning in sixth grade. It is believed that this initial encounter will help students develop their practical skills and business mindset. According to the policy, half or more of all students in K-12 and higher education must undergo exposure to vocational education by 2025, highlighting the significance of experiential learning opportunities (Krishna). This effort seeks to connect academic knowledge with practical applications, cultivating a culture of creativity from an early age. Higher Education Institutions (HEIs) are regarded as essential centres for innovation and entrepreneurship according to NEP 2020.

The policy promotes the creation of multidisciplinary education and research universities (MERUS) that incorporate entrepreneurship into their curricula. The establishment of Institution Innovation Councils (IICS) in higher education institutions (HEIs) is advocated to systematically foster a culture of innovation and startup ecosystems. These councils are responsible for promoting industry-academia collaborations, enabling internships, and assisting student-led companies (Ministry of Education). Digital infrastructure is essential for democratising access to entrepreneurship education. Platforms like DIKSHA and SWAYAM offer resources for acquiring business abilities, credentials, and case studies of entrepreneurs available online. These platforms seek to close the rural-urban gap by providing students from Tier-2 and Tier-3 cities with access to high-

quality entrepreneurial education and mentorship (Ministry of Education).

The curriculum modifications mandated by NEP 2020 prioritise the integration of entrepreneurship, financial literacy, and life skills into essential topics. Evaluations are shifting from rote memorisation to application-oriented and analytical assessments, in accordance with the startup mentality. Students are urged to formulate company models, present ideas, and engage in entrepreneurship fairs at the school level, thereby normalising entrepreneurship as a legitimate career option from an early age.

CONCLUSION

The New Education Policy (NEP) 2020 is a transformative vision for India's educational framework, seeking to reconcile linguistic diversity with global proficiency via strategic English incorporation, applied linguistics, and technology-enhanced learning. The policy's focus on bilingual education, early mother-tongue instruction, and digital resources presents a progressive framework, although its implementation encounters substantial problems that require thorough scrutiny.

The NEP's success hinges on acknowledging English as a bridge language, enabling access to global discourses while preserving India's linguistic diversity. Principles of applied linguistics support this equilibrium, promoting basic learning in the mother tongue while facilitating English fluency for academic advancement and career opportunities. Technology enhances accessibility, as AI-driven platforms and digital resources mitigate urban-rural disparities. The National Achievement Survey (NAS) 2021 indicates that 58% of Grade 10 pupils in urban schools exhibit intermediate English proficiency, whilst only 34% in rural regions do, emphasising the necessity for fair technology integration. The Annual Status of Education Report (ASER) 2022 indicates enduring disparities: only 27% of rural children aged 14–16 possess the ability to read fundamental English sentences, prompting concerns regarding the viability of the NEP's English-language goals in resource-limited environments. Critics contend that the NEP's ambitious objectives are hindered by ambiguous implementation tactics and entrenched imbalances.



The three-language formula, designed to foster multilingualism, has encountered political opposition, especially in non-Hindi states apprehensive about linguistic imposition. The policy's dependence on technology may worsen the digital divide; NAS 2021 data indicates that only 22% of rural families own internet connectivity, in contrast to 55% in metropolitan regions. This imbalance jeopardises the marginalisation of disadvantaged learners, undermining the equitable objectives of the NEP.

Teacher preparedness and institutional capability also present challenges. A 2023 NCERT survey indicates that 68% of educators in government institutions perceive themselves as insufficiently equipped to implement the NEP's transdisciplinary pedagogy or technology-driven instruction. Furthermore, the policy's advocacy for early mother-tongue education, although cognitively advantageous, encounters logistical obstacles in areas with diverse dialects, jeopardising cohesive execution. The NEP's aspiration to develop "linguistically agile" citizens is commendable, although its effectiveness depends on overcoming these structural and socio-political obstacles. Critics warn that potential privatisation trends within the strategy may exacerbate inequality if public institutions continue to be underfunded. Moreover, the transition to comprehensive evaluations, while pedagogically valid, necessitates thorough teacher training and standardised procedures to prevent inconsistent evaluation practices. In conclusion, the NEP 2020 delineates an ambitious trajectory for India's educational future, although its objectives necessitate pragmatic strategies. It is essential to balance global capabilities with linguistic variety, utilise technology inclusively, and enhance grassroots implementation methods. Subsequent modifications must emphasise stakeholder cooperation, equitable resource distribution, and ongoing assessment—especially for marginalised communities—to guarantee that the policy's principles result in concrete consequences. By responding to these concerns, the NEP can transition from a visionary statement to a revolutionary catalyst for an inclusive, globally interconnected India.

COMPARISON OF THE VARIOUS APPROACHES BEFORE AND AFTER NEP 2020.

The comparative comparison of educational methodologies before and after enacting the National Education Policy (NEP) 2020 indicates a significant paradigm shift in India's educational philosophy and practice. Before NEP 2020, the education system was primarily focused on content, examination-centric, and structured hierarchically regarding academic categories and language preferences. It advocated for a stringent, stream-based framework in secondary education, restricted transdisciplinary chances, and prioritised rote memorisation over conceptual comprehension and critical analysis. Language instruction predominantly favoured English in higher education, frequently to the detriment of regional and indigenous languages.

NEP 2020 represents a substantial shift from traditional conventions by promoting a learner-centric, transdisciplinary, and competency-based framework. It facilitates curricular flexibility, enabling students to surpass conventional topic limitations and interact with various fields of knowledge, encompassing vocational education and the arts. The policy reiterates the significance of multilingualism via the updated three-language formula, fostering the concurrent advancement of regional, national, and worldwide linguistic skills. Moreover, NEP 2020 shifts assessment methodologies towards continuous, formative, and competency-based evaluations, thereby diminishing dependence on high-stakes examinations and promoting higher-order thinking skills, creativity, and problem-solving capabilities.

In order to guarantee that educators are well-equipped to deal with the new educational environment, teacher training programs have been reorganised to incorporate digital technology, inclusive practices, and contemporary pedagogical advances. In contrast to the pre-NEP 2020 framework's emphasis on uniformity, academic segregation, and language hierarchies, the post-NEP 2020 framework's stated goal is the establishment of a more dynamic, decentralised, and inclusive educational system that takes into account 83 different national interests and international



standards. This change demonstrates the policy's commitment to helping students succeed in school while also cultivating individuals who are responsible members of society who are knowledgeable about important issues and can work effectively across borders.

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