



Looking Through the Global Window: NEP and English Language Teaching

Ajith K

Assistant Professor (Guest), Department of English,
Central Sanskrit University, Guruvayoor Campus, Kerala

ABSTRACT:

This paper analyses National Education Policy 2020 and its focus on three language formula. NEP aims to uphold the Indian Knowledge System and its values by implementing three language formula in Indian classes. It gives equal importance to many other foreign languages also. This paper studies NEP's relevance in the global context and its approaches to English Language Teaching.

Key words: NEP, Three Language Formula, ELT.

India has a rich and diverse past when it comes to enacting national, state, and local education policies. The nation's educational system has undergone numerous advancements and modifications over time with the goal of giving all of its residents access to high-quality education. One of every person's fundamental rights is education, which enables them to develop into responsible, useful members of society. In addition to promoting critical thinking and the growth of information and skills, it increases a person's sense of social responsibility as they support the national economy and actively engage in civic life. It is extremely important for fostering social and personal growth. It is crucial to the continued development of our globe and aids in the construction of strong communities and democracies. The Indian Constitution established the notion of free and compulsory education for all children between the ages of six and fourteen, acknowledging education as a fundamental right.

The National Education Policy (NEP) 2020 is a comprehensive policy framework that aims to reform and revitalize the education system in India. The NEP emphasizes the importance of equitable and inclusive education and focuses on providing quality education to all, regardless of their socio-economic background or location. It also promotes the use of technology, innovation, and education research. NEP 2020 proposes the idea that to preserve and promote culture, one must preserve and promote a culture's language. It says "Unfortunately, Indian languages have not received their due attention and care, with the country losing over 220 languages in the last 50 years alone. UNESCO has declared 197 Indian languages as 'endangered'. Various unscripted languages are particularly in danger of becoming extinct. When a senior member(s) of a tribe or community that speak such languages pass away, these languages often perish with them; too often, no concerted actions or measures are taken to preserve or record these rich languages/expressions of culture."

The NEP 2020 proposes that the medium of instruction must be the local/regional/home language until at least Grad 5 and preferably till Grade 8. It recommends A language formula in schools and recommends that at least two of the three languages should be native to India. NEP aims to bridge the gap between the language spoken by the children and the medium of instruction. It emphasizes the fact that children pick up languages quickly between the ages of 2 and 8. It directs the Centre and the states to invest in large numbers of language teachers in regional languages around the country, and languages mentioned in the eighth schedule of the Indian constitution.

NEP 2020 aims at preserving and developing the richness of Indian languages. It observes that "India's languages are among the richest, most scientific, most beautiful, and most expressive in the world, with a huge body of ancient as well as modern literature (both prose and poetry), film, and music written in these languages that help form India's national identity and wealth." To do that NEP 2020 proposes a fun project/activity, for the students of Grades 6-8, named 'The Languages of India'. By doing this project, the students will be able to learn about the connection between most of the Indian languages. It enables them to develop a vision regarding the geographic distribution of Indian languages. NEP proposes that "In addition to high-quality offerings in Indian languages and English, foreign languages, such as Korean, Japanese, Thai, French, German, Spanish, Portuguese, and Russian, will also be offered at the secondary level, for students to learn about the cultures of the world and to enrich their global knowledge and mobility according to their interests and aspirations."

Nilakantan RS, in his book *South vs North, India's Great Divide*, published in 2022, observes that "People learn new languages for one among the following reasons: there's either economic value in learning them, or they want to assimilate into a community, or they want to explore the lived experience of people who speak that language through its literature, or there's cutting-edge research that happens in that language." English has often been referred to as a "world language", the *lingua franca* of the modern era. Though it is not an official language in most countries, it is currently the

language most often taught as a foreign language. English is the official language of the United Nations and many other international organizations, including the International Olympic Committee.

NEP emphasizes the importance and need of multilingualism. English has been taught in India in varied forms, EFL (English as a foreign Language), ESL (English as a Second Language), and EAP (English as an Additional Language). 'Indian English' is a subdivision of English, which has a perplexed history of language and literature. Indian Writing in English is one of the major areas of English studies in India. Indian English Language and Literature has attained an independent status in the realm of world Literature. Wide ranges of themes are dealt with in Indian Writing in English. Through the portrayal of life in India and Indians residing abroad, this literature continues to reflect Indian culture, custom, social ideals, and even Indian history.

NEP gives special importance to translation and the use of innovative and experiential methods. It proposes teachers teach language through gamification and apps, by weaving in the cultural aspects of the languages - such as films, theatre, storytelling, poetry, and music - and by drawing connections with various relevant subjects and with real-life experiences.

Works Cited:

1. Nilakantan, R.S. *South vs North: India's Great Divide*. Juggernaut Books, 2022.
2. Naik, M.K. *History of Indian English Literature*. Sahitya Akademi, 2007.
3. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf