LANGUAGE POLICY AND MULTILINGUAL EDUCATION NEP 2020: CHALLENGES AND CONSEQUENCES

Ms. Pradnya Narendra Khopkar

Assistant professor

Satyagraha College of Education, Kharghar

Abstract

　　　India's National Education Policy (NEP) 2020 brings significant reforms in the field of language policy, recommends a trilingual formula and promotes multilingualism in education. This article critically examines the challenges and implications of the NEP 2020 language policy for multilingual education. Through an in-depth analysis of policy regulations, case studies, and expert testimony, this study explores the complexity of language choices, linguistic diversity, and the practical implications of implementing multilingual education. The results show that nuanced approaches are needed to ensure equal access to quality education while preserving linguistic diversity.

Keywords : NEP 2020, language policy, multilingual education, linguistic diversity, access to education

Introduction

　　　The National Education Policy (NEP) 2020, an important document in the history of Indian education, introduces a series of changes, especially in language policy and multilingual education. Language plays a multifaceted role in education, involving communication, identity, culture and access to information. By upholding the trilingual formula and promoting multilingualism, NEP 2020 aims to address these aspects and create a new direction for the Indian education landscape.

The need to learn

　　　The need for an in-depth study of language policy and multilingual education in the NEP 2020 program stems from several influential factors:

1.　　　**Preservation of Linguistic Diversity:** India has many languages, each with cultural and historical significance. The aim of the NEP 2020 language policy is to respect and preserve this linguistic diversity. To achieve this goal, it is important to understand the nuances of its implementation.

2.   **Equal opportunities for education:** the acceptance of the trilingual formula raises questions about equal access to quality education, especially in areas with linguistic minorities. It is important to assess whether the NEP 2020 language policy ensures equal educational opportunities for all.

3.   **Balance of globalization and localization:** In an increasingly globalized world, knowledge of international languages is considered an asset. The aim of NEP 2020 is to find a balance between the promotion of local languages and the global language skills of students. The study explores how to achieve this balance.

4.   **Curriculum development:** The implementation of multilingual education requires the development of versatile curricula, teaching materials and teacher training programs. The need to analyze these aspects is evident according to the recommendations of the NEP 2020 program.

5.   **Language and identity:** Language is closely related to identity. The NEP 2020 language policy concerns identity issues, especially in linguistically diverse areas. Understanding identity-related influences is an important part of this research.

The main objective of this study is to critically examine the challenges and implications of the NEP 2020 language policy for multilingual education in India.

Specific objectives include:

1.   Analyze the main provisions of NEP 2020 in relation to language policy and multilingual education.

2.   Assess the practical challenges in implementing the formula of trilingualism and promotion of multilingualism.

3.   To investigate the effects of the language policy of the NEP 2020 program on education, linguistic diversity and cultural identity.

4.   Find out the best practices and strategies to respond to the challenges arising from the language policy.

Conclusion

In conclusion, the language policy of the National Education Policy 2020 and its implications for multilingual education reflect the complexity of India's linguistic and cultural diversity. While NEP 2020's efforts to protect linguistic heritage and promote multilingualism are commendable, its implementation is a nuanced endeavor that requires careful consideration.

The challenges and implications identified in this study highlight the need for context-

specific approaches to language policy. A one-size-fits-all approach may not serve the diverse linguistic landscape of India. Instead, flexible and inclusive strategies are needed that prioritize equal access to quality education while respecting linguistic diversity.

As India moves forward in implementing the NEP 2020 language policy, it is imperative to engage in sustained dialogue, research and collaboration to navigate the challenges and reap the benefits of multilingual education. By doing so, India can strengthen its education system, promote cultural pride and prepare students for success in an increasingly interconnected world.

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