

The Future of English Language in India: Academic and Non- Academic Institutions

Revant Gautam, M.A. English (Gold Medalist)

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Abstract:

In the age of globalisation, English is an important language for increasing the opportunities for both academics and professionals. The New Education Policy 2020 is an integral policy that has emphasised on the use of language and its significance in both academic and professional development. The present study explores the future of English language in India.

Keywords: English Language, Academic, Non- Academic, explore etc

Introduction

English as a language is developed to continue gaining an optimistic momentum as India expands. This is relatively true in the case of India, as a rapidly growing nation. English is one of the official languages of India and it is becoming an important language in the academic as well as non-academic fields. India goes through rapid changes continuously and aims for its progress towards a globalised future. Such developments can be realised from one of the essentially transformative policies of the New Education Policy, as an objective for boosting education for changing India and its futuristic scope for development.

Keywords: English, language, academic, non-academic, professional, future, learning, skills

Aim of the Study

The present study intends to assess the situation of English language in India and its future in terms of academic and non- academic scopes. This is done with the realisation of the effect that the New Education Policy 2020's implication on the language.

Discussion

The use of the English language as a form of communication is becoming an evidently popular trend in India within the past few years. Though there have been issues regarding the development and use of the English language as a mode of teaching and learning. The use of conventional methods that are required to be remodelled for shaping a better implementation

of teaching has been a crucial element for educational development, including for the English language. Authors such as Tripathi and JIMS (2020) have reflected on the necessity and importance of the English language as a strategic and necessary language in terms of language learning. These perceptions regarding the English language are often supported by the reason that English as a language is significant with the developments in the trends of globalisation. For rapidly growing countries such as India, English holds immense opportunities for developing a scope of global growth in academics and profession.

Education is undeniably an important aspect of developing the skills and basic knowledge, be it in the case of academical or professional growth. The government of India also believed in the same as can be observed in present time. This change can be observed most strongly through the most recent development of the New Education Policy (NEP) of 2020. The New Education Policy 2020 is identified as a remarkable and significant change inducing set of provisions that aimed to develop and shape the education system of India. This education policy had been published in the year 2020 on 29th July, as Kumar (2020) recalls. The NEP of 2020 is an exceptional policy that signified its vision of transforming the educational system in bids to give Indians a better scope of growth and development. This policy perceives its essence stemming from the roots of Indian ethos and provides for the sustenance of the educational society of India.

The NEP 2020 policy identifies the importance and potential of changing the educational system as an impactful means of transforming the scope of education and interconnectivity in an international forum pushed by globalisation and technological progress. The NEP 2020 policy plays a significant role in promoting the global vision of higher education development through the grassroots and national levels. According to Swamy (2023), the NEP 2020 is an ambitious initiative in bringing forth the development of global integration of education for the purpose of national development. This includes the target of this policy increasing their rate of enrolment for improving the education for reaching the global perspective of improvement of higher education. India is also recognised as one of the highest, notably the second-largest contributors of international students on a global scale (Swamy, 2023). The education policy includes the implementation of opening up the strict academic system of India and augmenting it to a wider, inclusive and global stage.

The National Education Policy had been passed in the year 2020 as a transformative provisional policy. This policy focuses on reshaping and improving the current Indian education system and its operation for school education, higher education and other significant educational forums including professional education and digital and online education (Gov.in, 2020). This educational policy has not only provided its insight on the development of the conventional educational system followed by Indians, but also acts as an emboldened feature for improving the academic and non-academic fields of Indian society. The policy recognises the importance of multilingualism in Indian society and identifies the significance of continuing the three-language policy and inclusion of preparation of bilingual textbooks in both home language or mother tongue and English for strengthening the linguistic and comprehensive capacity of students in subjects such as maths and science

(Gov.in, 2020). Such a linguistic approach is effective for improving the chances of a globalised development.

This policy also included the implementation of English alongside the State languages and Hindi. This includes the implementation of English with the instituted state language in their bilingual education strategies for increasing the global competence in crucial professional education such as legal education (Gov.in). These policies induce a sense of realization and effectiveness of the use of English for the purpose of increasing the competitiveness and success for advancements for growing and evolving in a global and technologically changing society. The NEP 2020 has enabled the signifying change of expanding the use of languages for educational mediums and implemented using mother tongue languages for the purpose of improving the conception and comprehension of English along with mother tongues among students (Gupta, 2023). This educational policy is developed to provide for the development of school education and improve the scope of higher education through reinforcing the use of the English language alongside the mother tongues, bringing forth diversity within language learning for learners.

The NEP 2020 policy is designed for enhancing the learning and linguistic opportunities for students and learners by promoting teaching English and state language or mother tongue language. The NEP 2020 policy has shown, as opined by Rakshit (2023), its suggestive bilingual policy of English and mother tongue languages for building students and their capability of understanding and communicating in languages. This portrays the goals of overseeing the developments of the educational system for pivoting the course of language learning and linguistic comprehension through necessitating the use of languages. Rakshit (2023) also notes that the NEP 2020 observes the conventional education system of India being strongly homogeneous and rigid. This policy also recognises the importance of the English language in a constructivist manner for promoting learning of global culture and world heritage. This policy encourages education through language, emphasis and enhancement of interaction and learning in multiple languages including English.

The NEP 2020 policy is an instance of improving the educational system of India for the purpose of developing the language learning scenario in the academic and non-academic fields. This is visible as the educational policy has laid a strong emphasis on the use and implementation of the English language as a globalist take on multilingualism (Shukla, 2020). The policy is developed for encouraging better and engaging forms of education and progression of development. The NEP 2020 was developed with the feature of augmenting the education and enhancement of students and their cognitive skills and comprehension (Shukla, 2020). The policy promotes the implementation of languages from early stages of education and its development. This includes the policy's emphasis on use of a bilingual system of teaching for improvement of students (Sahoo, 2020). The NEP 2020 policy presents the opportunities for the Indian education system for integration of language learning feasible and consequently necessary.

The use of English language is considered as an important factor in the terms of developing skills to hold commendation and interaction with the world. As Yadav and Yadav

(2023) comments English as a language is considered as an integrating element for communication and is generally held as a measure of success of a student, be it in the case of education or vocation. Indian education system, particularly in the case of higher education and professional or vocational education of the students is rather complex, with the sharply differing levels of English skill presents obstacles to learning, teaching and absorption of knowledge (Yadav and Yadav, 2023). The NEP 2020 policy is devised in an implemented manner for assisting the learners, particularly in the case of higher education and vocational development to increase their competence in the English language and open their scopes to better improving globalising higher education opportunities.

NEP 2020 holds the opportunity for the development of better and enhanced learning and teachings of English languages that lets the prospect of global integration of higher education be materialised. This policy retained its principle of management of inclusivity and encouragement of learning different languages. Panditrao and Panditrao (2020) identify the policy's effective implication for developing its principles that intent for encouraging diminishing language barriers and improve the level of cognitive ability. The NEP 2020 policy also promotes the implementation of enhancing professional education among the learners that is essential for their development and competence (Panditrao and Panditrao, 2020). NEP 2020 lets on a glimpse into the developing and undeniable importance of education for shaping the skills of people, in terms of academics or profession, with the element of language being an undeniable aspect of moulding the limit of students and their capacity of learning.

The education policy though, supports all languages and implements such language flexible means of possible teaching techniques for the purpose of developing the learning and training of people. In the words of Aithal and Aithal (2020), the NEP 2020 policy holds the aim for changing the Indian education system through turning it into an opportunistic knowledge society and provide for global possibilities for the higher education and profession learning. This education policy has reinvented the previous educational rules and its implementation for promoting better scope of learning. This educational policy emphasises the use of English and the state language for the purpose of professional education such as legal, health, agriculture and so on (Aithal and Aithal, 2020). This policy holds a significant drawback in terms of making English a preferable language for education in the secondary levels of education (Aktar, 2021). These issues are specifically cause problems for students and the English medium schools and educational institutions.

The issues regarding the NEP 2020 being potentially contradictory and provide for integration of implementing preferential behaviour for the mother tongue is evidently a problem. There are several issues that are related to this topic's development and potential success. One of the most significant form of educational learning barrier that NEP 2020 and its implication of focusing on English being an important language, yet being led to study the language better by secondary phase of education and focused on other languages more leading to issues of adapting the language (Kumar et al. 2021). There are obstacles for the proper and effectiveness of the NEP 2020. These exceptions include such as problems of the

availability of study materials that students would be otherwise unable for studying if they have started with the study in later educational stages.

English is identifiably an integral language with the rapidly changing trends of globalisation and technological advancements that the NEP 2020 policy addresses as something essential. In continuation of the three-language policy that the policy pushes for, this is for the inspiring integration of going through a multilingual skill development that prioritises learning minimum of two Indian languages alongside the English language (Aktar, 2021). Though there are certain concerns regarding these propositions that the policy brought forth. This includes the vernacularisation of the English medium schools and the potential wedging of language barrier in case of students changing states and facing issues of communication (Aktar, 2021). These aspects of the initially supporting policy also make it rather vague for realising the loopholes that have developed in the policy in hindsight.

Conclusion

The present study looked into the case of the situation of English language and its future in India, in both academic and non-academic categories. The NEP 2020 is an instance that promotes educational augmentation on global scope, in terms of academic and profession. This educational policy supports the three-language policy along with the language of English. Though this education policy also recognises the importance of diminishing language barriers, the policy's implication for stronger focusing on the English in the secondary level of education provides can be rather detrimental for the future of learners due to their lacking skill development.

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