



National Education Policy (NEP) 2020 And English Education in India

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Abstract: The National Education Policy (NEP) 2020 represents a transformative shift in India's educational framework through comprehensive changes aimed at improving quality, availability, accessibility, and global integration of education. English language instruction occupies a significant position within policy priorities, serving as a medium for higher education, research, global communication, and employment, while also promoting multilingualism and preserving Indian languages. This review article thoroughly analyzes the ramifications of NEP 2020 on English education in India by exploring facets of English language policy, curriculum design, methodological advancements, educator training, digital education, and implementation challenges. The current research is qualitative and descriptive, employing a systematic review of secondary data that includes the National Education Policy 2020 document, peer-reviewed journal articles, books, government reports, and various scholarly publications. Thematic content analysis was employed to consolidate the current literature to discern significant trends, as well as the opportunities and problems associated with the implementation of English language instruction under the new policy framework. The findings indicate that the NEP 2020 seeks to address persistent issues in English language education by advocating for competency-oriented learning, student-centered teaching methods, multilingual instruction, ongoing professional development for educators, and technology-integrated teaching. However, there are further domains that necessitate focus, including disparities in educational infrastructure, access to high-quality English instruction, teacher training, the digital divide, and regional variations in policy execution. Ultimately, the research indicates that the aspirations and objectives of NEP 2020 are feasible for improving English education in India's multilingual landscape, provided that policies are maintained and executed consistently; institutions are dedicated and adequately resourced; and the efficacy of English education is regularly evaluated for its implementation and success in meeting its aims.

Keywords: National Education Policy 2020, English Language Education, Multilingualism, Curriculum Reform, English Language Teaching, Teacher Education, Digital Learning, India.

1. INTRODUCTION

The instruction of the English language in India has historically been a vital and intricate component of the Indian educational framework. India is a polyglot nation that has persistently navigated the interaction between English and indigenous languages, with the constitutional aspiration for linguistic variety. English has evolved from its colonial origins to become a medium for advanced education, international communication, scientific inquiry, digital advancements, and career prospects.

Notwithstanding its broad acceptance and heightened demand, English language education continues to face challenges regarding accessibility, instructional quality, teacher training, curriculum execution, and regional disparities (Tickoo, 1996, 2004). Scholars have been investigating English language instruction (ELT), linguistic policy, multilingual pedagogy, instructional mediums, educator training, classroom methodologies, evaluation, and technology-facilitated language acquisition to enhance the efficacy of English education across diverse educational settings. Prior investigations into language education, such as the educational assessments conducted by Buch (1974, 1979) and the National Council of Educational Research and Training (NCERT, 1977, 1991, 1997, 2007), indicated that despite the extensive examination of English language education, certain challenges remain unresolved. Prevalent issues identified in these research encompassed disparities in access to high-quality English education, insufficient teacher preparation, curricular deficiencies, poor pedagogical methods, and a growing demand for English-medium instruction. Subsequent investigations broadened their focus to encompass multilingual education, English for Specific Purposes (ESP), professional development for educators, the incorporation of Information and Communication Technology (ICT) in education, language evaluation, and contemporary pedagogical approaches centered on the learner.

The National Education Policy (NEP) 2020 is a pivotal development in India's educational framework, providing an ambitious plan for reforming the nation's primary and tertiary education systems. The policy advocates for a comprehensive, interdisciplinary, student-focused, and competency-oriented educational framework emphasizing multilingualism, foundational literacy, information and communication technologies, experiential learning, continuous professional development for educators, and a flexible educational structure. In the realm of language education, NEP 2020 has underscored the importance of using the mother tongue or regional language as the medium of instruction during early schooling, while also stressing the necessity of maintaining English instruction for higher education, research, international communication, and global competitiveness. The dual strategy seeks to harmonize India's linguistic variety with the advantages of proficiency in English within the contemporary knowledge-based economy. The introduction of NEP 2020 has rekindled attention among academic circles to explore the ramifications of NEP 2020 concerning English language instruction. The prospects provided by the policy, including competency-based language education, the incorporation of digital technologies, multilingual teaching methods, enhancement of teacher capabilities, and curriculum transformation, have been analyzed by researchers. In the interim, inquiries have arisen regarding the feasibility of multilingual education, alongside disparities in educational facilities and infrastructure, teacher readiness, language resources, and inconsistent policy execution within the state and educational institutions. These are crucial aspects to consider; the execution of the strategy must be meticulously strategized, with institutional backing, and requires ongoing oversight and assessment.

An increasing quantity of research has investigated many facets of NEP 2020; nonetheless, the majority of the literature has approached the strategy from a general education standpoint. Fewer studies exist that thoroughly investigate the NEP 2020 and analyze its reconfiguration of English education concerning language policy, curriculum alterations, pedagogical advancements, teacher development, digital education, multilingualism, and the obstacles to its execution within a singular analytical framework. This absence of coherence serves as a crucial reminder of the necessity for a focused evaluation that utilizes current evidence on English language education within this new policy

framework. This paper conducts a critical examination of the connection between the National Education Policy (NEP) 2020 and English education in India. It analyzes the stipulations within the policy regarding English language education, evaluates the opportunities and obstacles arising from its implementation, investigates recent scholarly work, and reflects on the ramifications of NEP 2020 for curriculum development, instructional methodologies, teacher training, multilingualism, digital education, and the future of English language education in India.

2. RESEARCH METHODOLOGY

This research is a qualitative, descriptive, and analytical investigation that relies solely on secondary data to evaluate the ramifications of the National instruction Policy (NEP) 2020 for English instruction in India. A systematic review approach was employed to gather, evaluate, and synthesize pertinent literature from diverse academic and policy sources, including peer-reviewed journal articles, books, book chapters, conference proceedings, doctoral dissertations, government reports, NCERT publications, the official document of the National Education Policy 2020, and UGC publications. Additionally, specific academic databases such as Scopus, Web of Science, ERIC, Google Scholar, ResearchGate, JSTOR, and SpringerLink were explored for contemporary articles pertaining to the following domains: English language teaching (ELT), multilingual education, language policy, curriculum reforms, teacher education, digital learning, and pedagogical innovations under NEP 2020. The gathered material underwent a rigorous examination through thematic content analysis to identify themes, policy viewpoints, possibilities, implementation obstacles, and research deficiencies concerning English education in India. The findings were synthesized to formulate a comprehensive conclusion regarding the influence of the NEP 2020 on English instruction and to propose future policies, research initiatives, and educational practices.

3. RESULTS

3.1 Language Policy and the Role of English Language in Education

The thematic examination of the analyzed material reveals that English has had a significant metamorphosis within India's educational framework, transitioning from a colonial tongue to a vital tool for higher education, research, global discourse, and economic advancement. Previous educational strategies, such as the National Policy on Education (1986) and the National Curriculum Framework (2005), prioritized multilingual education while progressively enhancing the significance of English in academic settings. In recent decades, English has transitioned from a third language taught in upper primary grades to the predominant second language, with numerous states implementing its instruction from the primary level due to rising societal demand (Krishnaswamy & Krishnaswamy, 2006; Graddol, 2010; Meganathan, 2011). This change signifies the increasing acknowledgment of English as a language that improves educational prospects, job opportunities, and global competitiveness, all while coexisting with India's multilingual heritage (Tickoo, 2004).

The critique contends that the NEP 2020 endeavors to achieve equilibrium between fostering multilingualism and maintaining the significance of English in education. The policy advocates for the utilization of the mother tongue or regional language as the medium of instruction during the foundational years, while emphasizing the significance of English for advanced education, scientific

inquiry, professional discourse, and global engagement (Ministry of Education, 2020). The assertion that English ought to enhance rather than replace Indian languages in multilingual educational settings has been repeatedly emphasized in earlier research (Mohanty, 2010a; Annamalai, 2013). Consequently, NEP 2020 has shifted the policy from proficiency in a single language to multilingual proficiency, emphasizing the acquisition of Indian languages and English to prepare learners for academic and career achievements.

Another crucial finding that emerged from the literature analysis was on the socio-economic importance of English in contemporary India. Proficiency in English has been consistently shown to enhance employment opportunities, earnings, social mobility, and participation in the global knowledge economy (Azam et al., 2010; British Council, 2016). However, the evidence indicates considerable disparities in English proficiency among various socio-economic strata and geographical regions. Studies indicate that the disparities in infrastructure, educator proficiency, educational resources, and linguistic atmosphere in classrooms between urban and rural schools, as well as between government and private institutions, primarily stem from this variation (Selvam & Geetha, 2009; Ramanathan, 2005). The findings suggest that addressing these systemic disparities is essential for ensuring fair access to high-quality English language education in order to fulfill the objectives of NEP 2020.

The evaluation further substantiates that curriculum development, educators' competencies, and pedagogical techniques remain the fundamental elements for effective English language acquisition. Previous research has highlighted the significance of learner-centered methodologies such as Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), collaborative learning, genuine classroom interaction, and the contextualization of teaching materials in improving language acquisition and communicative proficiency among learners (Kumaravadivelu, 2006; Agnihotri & Singh, 2012; Dutta, 2015). Conversely, the conventional reliance on examinations, insufficient teacher preparation, minimal classroom interaction, and absence of genuine language application continue to impede successful English language acquisition (Upadhyay, 2012; Meganathan, 2013). The aforementioned observations align with the objectives outlined in NEP 2020, which emphasize competency-based education, immersive teaching methods, ongoing professional growth, and technology-integrated instruction.

Thematic synthesis indicates that NEP 2020 is a comprehensive policy framework capable of addressing the difficulties identified in the study of English language education. The examined literature suggests that the policy promotes multilingual education, digital learning, competency-oriented instruction, teacher advancement, and adaptable teaching methods, all while preserving the crucial international and national significance of English in global engagement and national progress. Researchers assert that these reforms achieve success solely when executed proficiently, adequately backed by investments in teacher training, equitably allocated educational resources, and consistently monitored across diverse educational environments (Graddol, 2010; Mohanty, 2010b; Meganathan, 2016). Consequently, NEP 2020 represents not merely a modification in language policy but also a comprehensive approach to improve English instruction within India's multilingual educational framework.

3.2 Curriculum Reforms and English Language Pedagogy under NEP 2020

The thematic analysis of the literature reveals that a pivotal element of the National Education Policy (NEP) 2020 is its emphasis on transitioning from content-centric approaches to competency-centric and learner-centric curriculum design and English language instruction. Prior research indicates that English language instruction in India is predominantly focused on examinations and is excessively centered on grammar and rote memorization, with an undesirable priority on completing textbooks and exams over fostering communicative proficiency and critical thinking abilities (Kumaravadivelu, 2006; Meganathan, 2013). These conventional approaches hindered students' capacity to acquire proficiency in language application in real-world scenarios, academic settings, and professional environments, as well as in daily interactions. To address these issues, NEP 2020 presents four fundamental principles: experience learning, competency-based evaluation, multidisciplinary education, and a flexible curricular framework that will enhance significant language acquisition through memorization (Ministry of Education, 2020).

The examined research indicate that communicative language teaching (CLT), Task-Based Language Teaching (TBLT), collaborative learning, and activity-oriented instruction have reliably produced favorable results in language proficiency across diverse educational settings. Research indicates that classroom interactions, genuine communication activities, student engagement, and contextually relevant instructional resources substantially enhance learners' listening, speaking, reading, and writing abilities, fostering greater confidence and independence in language acquisition (Agnihotri & Singh, 2012; Dutta, 2015; Parthiban, 2011). These educational approaches align with the recommendations of the NEP 2020, which prioritizes the transformation of classrooms into student-centered environments, transitioning from teacher-centric instruction to interactive, inquiry-driven, and problem-solving methodologies that engage students in language utilization and knowledge creation. A significant discovery from the examined literature pertains to the importance of the curriculum and teaching resources. Bhog et al. (2009) and Singh and Choudhary (2015) observed that conventional English textbooks fail to connect language acquisition with students' real-life experiences, consequently diminishing learners' motivation and communicative proficiency. Researchers advocate for genuine learning resources that integrate local context, cultural diversity, life skills, and communicative activities in English language instruction. In accordance with these guidelines, NEP 2020 underscores the importance of contextualizing the curriculum, alleviating its burden, engaging in experiential learning, and incorporating multilingual resources alongside competency-oriented textbooks to render the English language significant, inclusive, and pertinent to students' social and academic requirements (Ministry of Education, 2020). The evidence indicates that teacher preparedness for curricular reform and its implementation in the classroom is significant. Despite the novel educational methodology, numerous studies indicate that inadequate teacher training, insufficient pedagogical expertise, overcrowded classrooms, scarcity of instructional resources, and examination-centric practices continue to obstruct effective English language instruction (Khatoon, 2004; Upadhyay, 2012; Pandya, 2015). These constraints might also influence how well educators can use communicative and student-centered pedagogy. To tackle these challenges, NEP 2020 emphasizes ongoing professional development (CPD) for educators, reforms in teacher education, the incorporation of educational technology, and enhanced institutional support to enable teachers to effectively deliver competency-based English language instruction.

Thematic synthesis reveals that NEP 2020 represents a substantial transformation in the English language curriculum and pedagogy by integrating competency-based education, multilingual learning, experiential learning, technological utilization, and ongoing evaluation into a cohesive educational framework. The reviewed literature indicates that the proposed reforms may improve students' communicative competence, critical thinking, creativity, collaboration, and problem-solving abilities in English learning, thereby fostering a more inclusive and learner-centered approach to English education (Ministry of Education, 2020; Meganathan, 2016). Achieving these objectives necessitates the efficient execution of the curriculum, regular teacher development, adequate educational materials, and ongoing monitoring of instructional methods throughout India's many educational contexts.

3.3 Teacher Education and Professional Development under NEP 2020

The thematic examination of the analyzed literature recognizes teacher quality as a pivotal element influencing the efficacy of English language instruction in India. Prior research consistently indicates that deficient pedagogical knowledge, restricted English language skills, minimal classroom engagement, and a poor grasp of second language acquisition theories considerably impact learners' language progression (Khatoon, 2004; Upadhyay, 2012; Meganathan, 2013). Despite English's significance for scholarly success and career progression, numerous educators persist in utilizing conventional lecture-centric and grammar-focused teaching methods owing to insufficient professional training and a scarcity of avenues for ongoing skill development. These results indicate that enhancing teacher training is essential for elevating the standard of English language instruction at every educational tier.

The analyzed study demonstrates that a proficient English language educator must possess both linguistic competence and pedagogical expertise. Diverse learner-focused pedagogical approaches such as Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), collaborative learning, dialogic instruction, and activity-oriented pedagogy have proven highly effective in enhancing students' communicative competence when implemented by professionally trained educators (Kumaravadivelu, 2006; Agnihotri & Singh, 2012; Dutta, 2015). Numerous studies indicate that educators have challenges in implementing these methodologies because of overcrowded classrooms, insufficient instructional resources, inadequate institutional backing, and little exposure to contemporary language teaching techniques (Pandya, 2015; Jayaprakash, 2015). These all stem from persistent challenges in implementing curriculum modifications within classroom settings.

A significant finding from the research indicates that Continuous Professional Development (CPD) has emerged as a crucial factor in enhancing instructors' instructional efficacy. Consistent professional development enables educators to maintain current pedagogical knowledge, integrate emerging educational technologies, adopt innovative assessment techniques, and address the diverse linguistic backgrounds of students (Meganathan, 2016; Viju, 2014). The NEP 2020 distinctly underscores that the advancement of educators is an ongoing endeavor that can be facilitated through organized training initiatives, a multidisciplinary framework for teacher education, a mentoring system, professional learning communities, and technology-enhanced capacity building programs (Ministry of Education, 2020). These modifications aim to transform the teacher's role from a mere purveyor of information to a catalyst for critical thinking, creativity, communication, and collaboration in education.

The literature underscores the importance of digital competence for English language educators, emphasizing its growing relevance in their profession. Studies indicate that the integration of Information and Communication Technology (ICT), multimedia, internet-based education, web-based learning frameworks, digital storytelling, and interactive educational systems significantly contributes to improving learners' motivation, communicative abilities, and language proficiency when effectively utilized in the educational process (Lunyal 2012; Dabhi 2015; Sultana 2015). In this context, NEP 2020 enhances digitalization, hybrid education, online educator training, and technology-enhanced instruction to improve accessibility and quality of education in English. Nevertheless, effective implementation necessitates the presence of a robust technological infrastructure, a reliable internet connection, institutional backing, and the educator's readiness to adopt digital instruction. In conclusion, the analyzed literature indicates that NEP 2020 prioritizes teacher education, positioning educators as the central figures in educational reform, as they are seen essential for the execution of the curriculum and enhancement of educational quality. The emphasis on competency-oriented teacher training, ongoing professional growth, multilingual instructional proficiency, and the incorporation of technology effectively addresses numerous inquiries from earlier English language education studies (Ministry of Education, 2020; Meganathan, 2016). However, these objectives can only be achieved through continuous investment in teacher training institutions, regular professional development workshops, supportive administrative leadership, and systematic evaluation of school-based staff development initiatives to ensure that policy reforms result in significant enhancements in English language education throughout India.

3.4 Digital Learning and Technology Integration in English Education

The thematic analysis of the literature indicates that digital technologies have become a significant driver for enhancing English language instruction in India. Before NEP 2020, scholars repeatedly highlighted the capacity of Information and Communication Technology (ICT) to improve students' listening, speaking, reading, and writing abilities via interactive, learner-focused, and cooperative teaching methodologies. The incorporation of multimedia presentations, computer-aided language acquisition, online resources, and genuine digital materials has been shown to enhance learner motivation, boost language retention, and offer more avenues for significant communication outside conventional classroom environments (Balansubramanian, 2000; Barbhuiya, 2011; Lunyal, 2012). These results suggest that technology has progressively transformed English language education from a teacher-centric approach to more adaptable and learner-focused settings.

The analyzed research indicates that online educational platforms, multimedia tools, WebQuest tasks, digital narratives, and mobile-supported language learning substantially enhance communicative proficiency and learner independence. Scholars indicate that engagement with genuine online materials facilitates the enhancement of vocabulary, grammar, pronunciation, and communication abilities, while also fostering critical thinking and cooperative learning (Ghotekar, 2014; Dabhi, 2015; Shahryari, 2015). Moreover, technology-enhanced education promotes ongoing student involvement via interactive activities, authentic communication, and prompt feedback, thereby fostering avenues for autonomous and enduring language acquisition. These educational benefits robustly endorse the competency-oriented teaching methodology promoted by NEP 2020. A significant discovery arising from the literature pertains to the incorporation of digital technologies in English language schools to

enhance language ability. Empirical research demonstrates that multimedia courseware, animated videos, audio-visual educational resources, online communication platforms, and computer-assisted writing exercises markedly improve students' speaking, listening, reading, and writing skills (Rajesh Kumar, 2013; Viju, 2014; Sultana, 2015). In a similar vein, technology-driven collaborative tasks promote student engagement, innovation, critical thinking, and situational language application, enhancing the significance and enjoyment of English learning. Acknowledging these educational advantages, NEP 2020 advocates for the comprehensive incorporation of digital technologies, online learning platforms, virtual classrooms, digital repositories, and hybrid learning frameworks to enhance educational accessibility, quality, and equity throughout India (Ministry of Education, 2020).

Notwithstanding these favorable advancements, the examined literature highlights numerous obstacles that persist in hindering the successful incorporation of technology in English education. Scholars indicate that deficient digital infrastructure, uneven internet access, restricted availability of technological devices, inadequate educator training, and socio-economic inequalities persist as significant barriers, especially in rural and economically challenged areas (Dabhi, 2015; Viju, 2014). Numerous educators have challenges in successfully incorporating technology into their teaching due to insufficient digital proficiency and poor institutional backing. These obstacles indicate that the efficacy of digital transformation within NEP 2020 relies not solely on technical accessibility but also on ongoing teacher development, infrastructure enhancement, and efficient execution techniques. The theme synthesis indicates that NEP 2020 recognizes digital learning as a crucial catalyst for educational reform, with technology positioned as a vital tool for enhancing English language acquisition. According to the existing evidence, the proficient incorporation of ICT, digital resources, online educational platforms, and blended teaching methodologies can substantially enhance learners' communicative competence, digital literacy, creativity, and lifelong learning skills (Ministry of Education, 2020; Meganathan, 2016). However, achieving these objectives necessitates sustained investment in digital infrastructure, equitable access to technological resources, comprehensive teacher training, and continuous policy evaluation to ensure that the integration of technology in English language education is effective for students in diverse educational environments throughout India.

3.5 Opportunities and Implementation Challenges of NEP 2020 for English Education

The thematic examination of the analyzed literature reveals that the National Education Policy (NEP) 2020 presents substantial prospects for enhancing English language instruction while safeguarding India's multilingual legacy. In contrast to previous policies that focused mainly on language learning, NEP 2020 embraces a comprehensive strategy by incorporating multilingual education, competency-oriented instruction, digital tools, experiential teaching methods, and ongoing professional development for educators within a cohesive educational system (Ministry of Education, 2020). The strategy acknowledges English as a crucial language for advanced education, scientific inquiry, innovation, entrepreneurship, and global communication, while also advocating for the use of Indian languages in the early stages of education. This equitable strategy affords students the chance to cultivate multilingual proficiency, global communication abilities, and job readiness while preserving their linguistic and cultural identity (Annamalai, 2013; Mohanty, 2010a).

The analyzed literature indicates that NEP 2020 facilitates enhancements in English language instruction via curriculum reform and novel teaching methodologies. Scholars have repeatedly shown that learner-focused pedagogy, Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), project-oriented learning, cooperative learning, and technology-enhanced instruction markedly enhance students' linguistic proficiency and communicative abilities (Kumaravadivelu, 2006; Agnihotri & Singh, 2012; Dutta, 2015). The policy's focus on adaptability, experiential learning, competency-oriented evaluation, and interdisciplinary education aligns with these findings by promoting a shift in educational institutions from mere memorization to significant language application, creativity, analytical thinking, and problem-solving abilities. These improvements can equip students for both scholarly achievement and the changing requirements of the international job market. Notwithstanding these prospects, the research highlights numerous implementation obstacles that could hinder the successful achievement of NEP 2020 goals. A prevalent issue reported is the disproportionate allocation of educational resources among various regions in India. Research indicates significant differences in teacher accessibility, English language skills, technological infrastructure, classroom materials, and institutional backing among urban versus rural schools and between public and private educational establishments (Graddol, 2010; Selvam & Geetha, 2009; Ramanathan, 2005). Such structural disparities may hinder the successful execution of competency-based English language education and result in varying learning results across students from different socio-economic strata.

The readiness of educators and the capability of institutions were significant obstacles, as emphasized in the examined literature. To effectively execute NEP 2020, educators must adopt multilingual teaching methods, leverage digital tools, implement competency-oriented evaluations, and foster student-centered learning environments. Nonetheless, earlier research indicates that numerous educators continue to exhibit deficiencies in pedagogical understanding, professional development, technical proficiency, and access to ongoing teacher training initiatives (Khatoon, 2004; Meganathan, 2013; Pandya, 2015). Furthermore, the absence of adequate instructional resources, large class sizes, test-centric teaching approaches, and limited chances for classroom engagement continue to pose significant challenges to effective English language education. These obstacles can be addressed by persistently investing in educator training, infrastructure, institutional assistance, and policy oversight at both national and state levels. The thematic synthesis suggests that NEP 2020 has the potential to influence the future of English language instruction in India by promoting linguistic proficiency via multilingualism, inclusive education, new pedagogies, digital learning, and competency-based curriculum reforms. The success of these initiatives significantly depends on the proficient execution of policies, fair allocation of educational resources, continuous professional growth for educators, and collaboration among policymakers, educational institutions, teachers, and communities (Ministry of Education, 2020; Meganathan, 2016). The analysis indicates that NEP 2020 provides an extensive framework aimed at enhancing English education in India; however, the degree of implementation of these policy suggestions in enduring classroom practices will dictate their lasting influence across diverse educational settings in India.

4. CONCLUSION

This review highlights that the NEP 2020 represents a significant advancement in the evolution of English language education in India, embodying a balanced strategy that fosters multilingualism while preserving the importance of English for higher education, research, global communication, and employability. The examined literature indicates substantial transformations and enhancements in curriculum development, competency-based education, student-focused teaching methods, educator professional growth, digital learning, and the incorporation of technology, which tackle numerous persistent issues in English language instruction as highlighted by the literature. The evaluation additionally identifies that considerable obstacles remain—such as inequalities in educational infrastructure, availability of quality English instruction, teacher training, insufficient digital resources, and regional variations in reform execution—that must be tackled to guarantee the reforms' success. Consequently, the objectives of NEP 2020 must be supported by investments in teacher development, institutional assistance, digital infrastructure, and ongoing policy evaluation and oversight for equitable and successful execution across diverse educational environments. In summary, NEP 2020 presents a comprehensive framework to improve English education in India while preserving its multilingual heritage, serving as a revolutionary policy that can furnish students with the linguistic, cognitive, and professional competencies essential for success in the global knowledge economy of the twenty-first century.

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