

# **The Multilingual Maze: English, Multilingualism, and the Politics of Pedagogical Inclusion**

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Rashrab Nath

PhD Research Scholar

Cotton University

E-mail: [rashrabnath@gmail.com](mailto:rashrabnath@gmail.com)

ORCID ID: <https://orcid.org/0009-0002-8792-2093>

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## **Abstract**

A classroom often established at the intersections of multiculturalism and linguistic diversity, demands research into methods and strategies to achieve inclusive education. This brings forth proponents like translanguaging and language intermixing constituting a diversified approach to teaching. What changes must teachers, educators, and academic institutions embrace to advocate multiliteracy? And most importantly, what is the relevance of English in a multilingual classroom? The theoretical grounding of this research is rooted in Discourse Analysis (DA), which helps to examine how language policy is constructed in official documents, government communications, and research literature. The article compares curricula of three universities: two foreign and one Indian, along with select examples from a multilingual research project, an education board, and a global education provider, to analyse the articulation and implementation of multilingual pedagogy. It

identifies key structural gaps and neglected aspects which influence the viability of multilingual education, particularly its adequacy in schooling of students in a linguistically diverse learning environment, and possible means of striking the right balance between Indian languages and English. Meanwhile, the paper also investigates and negotiates the use of English in a growing globalized education system which identifies English as a foreign and second language connecting to the wider world.

Keywords: code-switching, multilingual teaching, teacher training, pedagogy, globalization

## Introduction

English as a medium of instruction in Indian schools has always remained a contentious issue. The three-language formula introduced in the National Education Policy (NEP) 2020 has resurrected the debate on this topic. The southern states of India, collectively acknowledges the three- language factor as a mechanism of imposing Hindi in the country. Although, the NEP 2020 doesn't express inclination to any particular regional language, the state government of Tamil Nadu considers the policy to profess biasness towards Sanskrit and Hindi (Shivani, 2025). Karnataka and Kerela, too have expressed interests for withdrawing the education policy implemented by the Union government opting for a state education policy. The education policy clearly intends to promote a student-centric curriculum that offers learning flexibility, multilingual proficiency, and a sense of national unity. It emphasizes flexibility and upholds the "three-language formula" which shall allow States, regions, and students to choose three languages of choice provided that two are Indian languages. The policy proposes an adaptable, learner-focused approach without enforcing any specific language of any state ("Ministry of Human Resource Development" 14).

Achieving grade-level proficiency in English becomes difficult when the language of instruction varies. Code-switching becomes difficult for teachers alternating between the mother tongue, the native tongue, and English as it becomes equally tedious for the students, especially those

at the elementary level to fully comprehend the meaning of any language imparted in the classroom. The University Grants Commission (UGC) in alliance with *Bharatiya Bhasha Samiti* is planning to launch ASMITA (Augmenting Study Materials in Indian Languages through Translation and Academic Writing), an initiative to produce 1,000 books annually in 22 scheduled languages over the next five years. Following the footprints of NEP 2020 to promote Indian languages, in addition to ASMITA, *Bahubhasha Shabdakosh*, a multi-lingual dictionary shall be created to assemble and incorporate Indigenous words, phrases, and expressions into contemporary fields such as information technology, industry, research, and education (“ASMITA project by Ministry of Education & UGC”).

Indian English transcends the generic norms of ‘standard’ and ‘native’ American or British English which deemed it inferior and non-academic often marginalising it from a broader spectrum of language (Eldho 56). It is a recent phenomenon which have found place in the linguistic ecology that acknowledges a geographically defined multilayered structure. The regional distinctions among its speakers demonstrate how geographical variations shape an individual’s identity through certain linguistic behaviours that are its own. For example, there are clear phonetic differences between the English spoken in northern and southern India. Similarly, the English spoken in the north eastern exhibit’s significant differences (59).

Guided by a set of critical research questions this study explores how multilingual education can be effectively implemented by addressing broader challenges in linguistically diverse classrooms, and evaluating the adaptability of international pedagogical models to Indian contexts. The findings reveal that adopting code-switching as a pedagogical strategy is beneficial in multilingual classrooms by bridging the gap between students’ linguistic backgrounds and instructional language. The paper proposes framing a transformative model that integrates local languages and English, moving beyond the symbolic inclusion of multiple languages. This framework incorporates translation skills and embeds teacher training with everyday teaching practices to develop a culturally inclusive curriculum. Against this backdrop, this study investigates how English functions within the evolving multilingual landscape of India, with particular focus on its role as a language that facilitates social mobility and economic opportunity. By critically engaging with both official and academic narratives, it explores

how language is framed and represented, while also reflecting on the imagined futures of English in educational and societal settings. Particular attention is given to the gaps between the aspirational language of policy and the material realities of infrastructure and implementation. Ultimately, the study seeks to contribute to the development of a more balanced and contextually grounded curriculum, one that recognises English as neither superior nor subordinate to regional or state languages, but as an equally integral part of India's multilingual educational landscape.

### **Research Methodology**

This study adopts a qualitative research framework, rooted in the traditions of Discourse Analysis which enables to understand how language and policy meanings are constructed, contested, and lived. Discourse analysis involves a close study of language and its implications to reveal aspects of social structures and public life (Taylor 07). To acknowledge the diversity within discourse analytic research, it is beneficial to distinguish between two perspectives. The first focuses on the intrinsic properties and structure of language itself. The second approach originates in the observation of society and individuals as social beings, and consequently incorporate an emphasis on language as a means of understanding social interaction. This orientation shifts from examining social phenomena toward an analysis of language, using language as a lens to understand and interpret the functioning of society (02-03).

'Naturally occurring' data typically refers to resources that evolve independently of the research process, or without any intervention or influence from the researcher. One way to access such content is by investigating data that was originally produced or recorded for purpose other than academic research. This type of material such as policy documents and institutional reports is commonly referred to as *found* data (60). In this study, such data is used to explore how multilingual education is represented and articulated within institutional frameworks. The sources analyzed include the National Education Policy (NEP) 2020, select newspaper articles on education policy and practice, a UNESCO report, and the Central Board of Secondary Education's (CBSE) curriculum framework for English as a Core and Elective subject at the Senior Secondary level. Additionally, the study engages with the findings of the Multilingual and Multiliteracy Research Project (MultiLiLA), a

four-year study (2016 to 2020) conducted by the University of Cambridge. The study further presents a comparative examination of multilingual education curricula offered by institutions in the United States (Ohio State University and the University of Minnesota) and India (B. R. Ambedkar University, Delhi), highlighting the pedagogical divergences and institutional priorities that shape language education in these varying academic contexts. Finally, the EF SET (Standard English Test) by Education First is examined as a tool for measuring English proficiency, reflecting global standards through its CEFR (Common European Framework of Reference) aligned adaptive testing system. These sources are not deduced in a rigid primary-secondary binary but through a layered reading of language ideologies and pedagogical frameworks. The integration of these diverse sources and institutional models enables a critical, interpretive engagement with language education policy and practice in multilingual contexts.

### **Literature Review**

The report published by the United Nations Educational, Scientific and Cultural Organization (UNESCO) on its website on 21<sup>st</sup> February 2024 claims that around forty percent of the population lacks access to an education in the language they speak or understand. The organization claims to have promoted “mother language-based and multilingual education to achieve quality and inclusive learning” (“Multilingual Education”). Adopting a policy as such can create a comprehensive and encompassing learning environment for learners who are immigrants, refugees, and minorities who speak non-dominant or indigenous languages. UNESCO’s Sustainable Developmental Goals are intricately linked to linguistic diversity and multiculturalism formulating its Global Action Plan of the *International Decade of Indigenous Languages* (IDIL 2022-2032). The plan aims to empower Indigenous people to “learn, teach and transmit” their respective languages facilitating fluency and abilities thus widening the scope for their use (*IDIL* 17). The objective is to support mother tongue-based and multilingual education to foster curriculum development (19) and this remains unattainable without enhancing the potential of teachers, educators and language specialists through both initial and ongoing training across all educational levels, beginning with early childhood care and education (ECCE). It aims to improve digital literacy and research while embedding Indigenous

culture, history, and knowledge into a curriculum that avoids bias against Indigenous learners of all ages. The recommended outcomes target ten achievable outputs including the provision of “inclusive, equitable intercultural, quality education and lifelong learning environments and opportunities in Indigenous languages”. It also focuses on digital inclusion, access to information and language technology, and the promotion of creative expression in Indigenous languages (*IDIL* 20).

Amongst such initiatives, the most meticulous and intelligent factor that the plan focuses on is the creation and distribution of Indigenous language tools and resources including digital formats licensed as Open Educational Resources, based on Free and Open-Source Software (FOSS), ensuring public accessibility in Indigenous languages (*IDIL* 19). The Indian government has undertaken a similar initiative with ASMITA to promote multilingualism and indigenous cultures in teaching and learning environments. Training and upskilling of teachers, assessment of learning outcomes of students within the classroom and in the family setup, and teacher-parent interaction can help to evaluate the abilities of multilingual education to a great extent. Education shouldn't cater exclusively to a single language and culture when the country is constituted on lines of diversity in every aspect. The freedom to express one's choice of language is an opportunity much needed in the education system. The involvement of interpreters and translators in the school or education system shall enhance a balanced pedagogical application of methodological skills. Services of translators and interpreters in a multilingual education system should be ensured after capacity building to create a participatory environment for the students. This interchange of roles between teachers and translators to facilitate and impart multilingual teaching can be best achieved if both parties work in alliance with the objectives of 'what to teach' and 'how to teach'. Such a coherent affiliation will result in uniformity as it shall develop into a cyclical learning process between interpreters and teachers with students at the core.

### **Synthesizing Global and National Standards in English Curriculum Design**

UNESCO and United Nations International Children's Emergency Fund (UNICEF) co-hosted a webinar to address the challenges of multilingual classrooms in the linguistically diverse Asia-Pacific region, focusing on practical solutions for teacher preparation. Titled 'Multilingual Pedagogies for

All: Language-inclusive teaching and learning’, the session highlighted promising practices and concrete examples from across the region. Held on 9 July 2024, this event marked the sixth installment in a series organized by the Asia-Pacific Multilingual Education Working Group in collaboration with both UN agencies. An organization formed in 2009 as a coalition of INGOs, UN agencies, and academic institutions, the Working Group is dedicated to implementing Mother Tongue-Based Multilingual Education (MTB MLE) programmes to support disadvantaged communities across the Asia-Pacific Region. The audience consisted of teachers, administrators, policy-makers, and other community members who support multilingual learning and education. The webinar aimed to devise a strategy through multilingual pedagogies involving two or more languages in teaching and learning similar to the three-language formula of the NEP 2020. Advocating linguistic diversity and removing language barriers, multilingual education has become the sole proprietor of bridging society's cultural and language gap through education (“UNESCO and UNICEF webinar”). It is not just international organizations working to encourage multilingualism through education but certain universities have also included multilingual education through courses in Masters and PhD programs. Multilingual Language Education at Ohio State University in the United States encompasses Teaching English to Speakers of Other Languages (TESOL), World Languages, and Bilingual Education. The University offers specialization leading to Doctor of Philosophy in Teaching and Learning with credit papers introducing bilingual and biliterate competencies, different forms of English in educational settings, and the theoretical and practical dimensions of English as international language. Additionally, the program integrates the use of digital tools and platforms to enhance language teaching and learning practices (“Multilingual Language Education, PhD”).

The University of Minnesota, United States, offers a three-year MA program in Multilingual Education, to study the evolving dimensions of language application and policy developments across diverse backgrounds. The framework is much wider and more intricate meticulously juxtaposing learning with teaching. The course incorporates other languages besides English as a Second Language including Arabic, Chinese (Mandarin), French, German, Hebrew, Italian, and others. The university aims to teach credit courses that intend to teach multilingual education from a basic level

with courses like “Child and Adolescent Development for Teaching and Learning” and “Teaching Students with Special Needs in Inclusive Settings”. Apart from these, the program mainly focuses on teaching English in diverse classrooms across schools, colleges, and adult education levels. Core areas of study include bilingual and multilingual literacy, and traditional foreign language teaching for both school and university students (“Multilingual Education MA”).

As mentioned above, both universities opt for English to navigate through multilingual teaching and learning, but can the same method be applied to an Indian approach to teaching multilingualism? B. R. Ambedkar University located in Delhi, India, provides a foundation course in the fourth semester that brings forth diverse aspects of multilingualism, various languages learning processes, and the contextual application of languages and their complexities with a strong focus on the realities and challenges of Indian classrooms. The course interrogates intersection of language, culture, and perception, encouraging students to critically reflect on different multilingual models and their application within Indian classrooms. Primarily, it aims to critically assess the objectives and practices of such existing models, evaluating their effectiveness and relevance in democratizing Indian classrooms and treating linguistic diversity as a resource in teaching. The course depends extensively on classroom interactions and critical readings adopting a combined theoretical and pragmatic approach to understanding multilingualism in India within the broader aspect of education and culture in a globalized world. It is designed to motivate students to investigate different perspectives of Multilingual Education pedagogies, while recognizing theoretical and ideological foundations, and its potential as a transformative methodology. By employing written assignments, presentations, and class participation, the course shifts interest from teaching and learning delving into the politics and aesthetics of multiliteracy and multilingualism through critical analysis and reading from the young scholars (“Multilingual Education in Indian Context”). The three universities therefore explore multilingualism critically from the standpoint of acquiring skills to research in education thus diversifying the dynamics academically. What is evident in the university coursework of Ohio and Minnesota is the use of English as a tool to navigate the deep waters of multilingualism. An important factor grasped by B. R. Ambedkar University is the holistic method of recognizing linguistic diversity



in terms of power, gender, and democracy reconstituting itself into a ‘transforming pedagogy’ within and beyond the classroom. English in India transcends the generic norms of ‘standard’ and ‘native’ American or British English which deemed it inferior and non-academic often marginalising it from a broader spectrum of language (Eldho 56). It is a recent phenomenon which have found place in the linguistic ecology that acknowledges a geographically defined multilayered structure. The regional distinctions among its speakers demonstrate how geographical variations shape an individual’s identity through certain linguistic behaviours that are its own. For example, there are clear phonetic differences between the English spoken in northern and southern India. Similarly, the English spoken in the north eastern exhibit’s significant differences (59). Many regional dialects are used as common languages by people in India belonging to rural-urban localities, and diverse social, economic, and caste demographics. These include regional languages, Hindi, Hinglish, and English, which all share connections with each other (Mohanty 266).

### **Navigating Aspirations, Practices, and Institutional Constraints**

If one has to critically evaluate the pedagogy, curriculum, and materials in the context of teaching English as a medium of instruction or second language in Indian schools one example to illustrate this point is by drawing attention to the Central Board of Secondary Education’s (CBSE) approach of formulating English as a Core and Elective subject in the Senior Secondary syllabus. The document named English (Core) Code No. 301 for the year 2024-25 issued by CBSE, the national education board controlled by the Government of India, states important aspects of teaching and learning the subject aiming at analytical thinking, perception, and personality development by using the English language as a tool. The educational board pursues enhanced language skills through engaging activities to build core cognitive abilities such as reasoning and inference, and to develop translation skills between learners’ mother tongues and English and vice versa (“ENGLISH (CORE)” 01). The syllabus addresses methods and qualities to make students independent thinkers and writers through “learning, unlearning, and relearning” (04). However, students’ performance in classrooms within the context of multilingual education has not been able to achieve this even when the syllabus has expressed what it aims to accomplish. The format dwells on the motive to instil academic and formal

writing skills with speech and cognition abilities. But has the education board failed to fathom the linguistic heterogeneity in the classroom? English as a core academic subject should create a ‘third space’ for native languages embracing diversity and ending the hegemonic use of English. The use of multiple languages encourages cross-cultural understanding, cultivating empathy and deeper learning competencies in students from an early age. This approach also prepares them for the linguistic and cultural realities they will encounter in their personal, professional, and civic lives. The purpose of teaching English solely as a skill for practical outcomes discarding the productive feature of critical thinking associated with the language should be condemned at the pragmatic level. The Internal ‘Assessment of Listening and Speaking Skills’ (ALS) is a co-curricular activity in the eleventh standard assessed on criteria of “interaction, fluency, pronunciation, and communication” as mentioned in the same document (14). Why isn't English introduced parallelly with other regional and native languages, exploring their coexistence through methods like translation or folktales? The multilingual literacy course at B.R. Ambedkar University, Delhi, as mentioned earlier, allows students to bring forward to the class a language of their choice which shall also lead to exposure among students within the academic space. Students shall also recognize the socio-cultural aspect of such languages from their fellow mates creating solidarity and comfort. Neglecting the diverse backgrounds of the learners creates a homogeneous experience for English as a Second language (ESL) learners ultimately limiting their ability to challenge and navigate through dominant sociopolitical and economic structures. English, as a language, under education, then fails to empower the learners and discourages them from questioning and transforming dominant power structures when faced with issues of immigration, racism, and inequality. This approach, disengaging with the facet of identity and complex realities, fails to impact the lives of learners and maintains its position of serving the status quo.

In multilingual societies, language plays a key role in shaping power dynamics and social hierarchies. Excluding local languages from the social and academic sphere leads to an emergence of social class differences stamping English as a social asset through early multilingual socialisation. English assumes an instrumental function, serving as a practical tool for educational, economic, and

administrative purposes. Whereas the local or native language is relegated to integrative mechanisms of maintaining social unity and cultural identity establishing a hierarchical multilingual setup (Mohanty 266-67). When English, as a language of instruction, is a second language for both teachers and students, it can make teaching and learning extremely difficult. This framework of linguistic assimilation can only lead to learning barriers and cognitive overload particularly when faced with ongoing challenges caused by low teacher education levels, poorly designed curricula, and insufficient school facilities (Tiwari 791).

Native languages can only co-exist and function in the country if they share the same space of significance and utility at the school level and this can be implemented through the subject of English. Taking the language at face value hinders the growth of a deeper contextual understanding of the language as an agent of transformation. This conflict arises from the inconsistency between theory and teaching, questioning the value and effectiveness of theoretical foundations of language acquisition and its practicality. The balance between a theoretical and pragmatic approach must be maintained so that students can identify with the teaching and learning process on a personal and literary front. One major criterion that remains at the core of pedagogical knowledge and skills is integrated training programs for teachers to educate them about the changing trends of teacher-student dynamics in the classroom.

The Multilingual and Multiliteracy Research Project, also known as MultiLiLA, was a four-year project from 2016 to 2020 undertaken by the University of Cambridge in collaboration to evaluate the effect of English-medium instruction (EMI) on school children's cognitive, literacy and numeracy skills across primary schools in India. Taking three states namely Delhi, Patna, and Hyderabad into consideration with 2,500 students studying in fourth and fifth standard, classroom observation was recorded to understand the difference in results when the language of instruction contrasts from the language used at home and the change in learning outcomes when the language used at home and school is the same. A classroom observation tool developed by the British Council was applied. The tool consisted of questionnaires and surveys that used "demographics, language, socioeconomic status, and sociolinguistic diversity". The method involved a systematic and

time-bound approach to record language practices in a five-minute period within a 30-minute class observation. The procedure involved questions on teaching practices, language strategies, and attitudes to language mixing and multilingualism in classroom (Tsimpli et al.). This technique offered both quantitative and qualitative observations of live interactions and language diversity in a multilingual classroom setting. The primary objective was to study the effect of the ‘language of instruction’ on education and ‘cognitive ability’. The research report further claimed that *language intermixing* led to a disparity in using a single medium of instruction. It was difficult for teachers to maintain only one language in a multilingual classroom therefore using English with other regional languages. Such a method of switching between languages seems unavoidable in a multilingual classroom and it should be adopted and promoted with careful execution (Tsimpli et al.). The report finally concludes highlighting a crucial gap in language policy. English remains excluded as a home language for all learners, even in the case of oral familiarity, projecting lower literacy scores compared to Hindi and Telugu. This exposes the limitations of enforcing English without proper fundamental or oral training, raising concerns about equity in multilingual education (Tsimpli et al.). Language mixing should be introduced in early primary schooling by trained teachers who are acclimatized to a multilingual setup. Teachers/educators should be trained in multilingual methods in preparing, organizing, and structuring lesson plans to avoid adversely affecting teaching delivery, comprehension levels, and other classroom activities. It is profoundly essential for educators to be conscious of the socio-cultural, political and ideological factors in which language operates. A teaching methodology should be developed that positions English within a heterogenous linguistic architecture in a multilingual context. English, in this global age, cannot remain homogenous requiring the formulation of innovative pedagogical paradigms and tools for teaching English in a setting that embraces linguistic diversity. Bridging the gap between English and Indian languages, the approach should not be “context neutral”. It has to function both as a global lingua franca and as a local communicative tool that balances power dynamics, accessibility, and identity. To be productive, “it has to take into account factors like learner’s position, textual implication, assumptions like teaching methodology, etc.” (Sinha).

EF (Education First) is a global education company founded in 1965 combining language learning integrated with cultural immersion, academic improvement, and opportunities for academic travel. (*EF Education First*). The four skill EF SET (Standard English Test) is framed by the company that tests adaptive listening, reading, speaking, and writing skills with the power of Artificial Intelligence. The test comprises six levels established by the Common European Framework of Reference (CEFR) which is free of cost and with the goal of English training around the world through its platform (“EF SET [EF Standardized English Test]”). According to the EPI (English Proficiency Index), the 2023 edition of this global education enterprise has ranked 113 countries/regions based on test results of 2.2 m adults. The index of 2023 declared the Netherlands as the top-ranking country with a score of 636 very high proficiency band. India scored a low score of 490 out of 700 claiming a serial rank of 69. The test is answered by candidates using mobile devices with two sets for free and one set for a teacher-training induction course (“EF EPI [Education First English Proficiency Index]”). The company has conducted the test on over 30 million people since 2016 including students and employees at more than 3,000 schools and organizations cementing its accuracy with prestigious English language-based systems like IELTS and TOEFL. India’s takeaway from such an initiative can be the formation of ‘language schools’ at the school level through recreational activities. Language immersion programs can be instituted in particular schools or affiliated institutions with a given time plan as prototypes so that students can learn at least one foreign language with English by the time they pass intermediate education which can serve as a valuable factor in the international market in the future. In its attempt to digitize the education sector, India can learn to utilize and implement AI to teach languages to students making them competent to qualify for IELTS and TOEFL. It shall be easier to track progress, keep records, and evaluate such prospects in a technologically rich learning environment. Virtual classrooms can become a vantage point for smart learning, working synchronously within a digital learning environment.

India’s educational gap between rural and urban landscapes is significantly evident in the northeastern states, where underdeveloped regions continue to face stark inequities. Persistent disparities in learning outcomes and acute shortages of qualified educators in disadvantaged areas of

Assam and Meghalaya, underscore the urgent need for policy reforms to improve teacher recruitment, accreditation, and continuous professional development. Disconnected policies and ground realities trigger resistance from educators as institutions are compelled to implement reforms without prerequisite preparations. It was reported in 2023 that over 3000 schools in Assam operate with only one teacher regularly. The news article published by *Times Now* reported that at least 12,731 schools are facing a shortage of teachers indicating that the student-teacher ratio is hardly being maintained. Balancing policy goals with contextual factors, nearly 511 schools in Assam lack power supply, and several schools require major infrastructure renovations and drinking water facilities (“3K schools in Assam”). Meghalaya faces similar circumstances reporting extremely low enrollment of students in schools. The state records poor admissions in 101 upper primary and 168 primary schools of the state with a low enrollment of 10 students in each. Some schools are located atop hills making it difficult for students to commute regularly (Bhattacharjee). A consultative meeting held in Meghalaya in September 2024 was attended by principals of colleges, higher secondary schools, and headmasters from several schools to address the challenges faced by educational institutions across East and West Jaintia Hills District. Educators identified key obstacles such as underdeveloped infrastructure, a shortage of trained teachers, and staffing issues. “Lack of proper toilet facilities and the urgent need for better teacher training and professional development” were some structural deficiencies pointed out by the participants that might lead to complications in achieving holistic student development (Meghalaya educators). Additionally, colleges under North-Eastern Hill University (NEHU) have resented the implementation of NEP due to lack of infrastructure and teachers. The major constraints include insufficient classrooms, unavailability of books, and most importantly, absence of trained teachers for multidisciplinary courses, skill development courses, and ability enhancement courses. For NEP to operate effectively, it requires laboratories, libraries, qualified teachers, and suitable classroom infrastructure. However, implementing these reforms without allocating sufficient resources will only further add strain to an under-resourced system (Choudhury). After examining various reports and institutional concerns it is evident that alongside infrastructural gaps, teacher

shortages and inadequate teacher training remain critical barriers to achieving the objectives outlined in the NEP.

### **Conclusion**

The distinguished mindset towards English language as a cultural and social capital have unknowingly created an adverse attitude towards indigenous languages and literatures. Young children and students in India indicate an understanding that English is more reputable than other languages (Mohanty 267). The Indigenous Tribal Minority (ITM) languages have been marginalized due to the perceived liberating power of English and its association with developmental facilities, facilitating a shift in the perception of English from a neutral medium to a dominant linguistic force (Mohanty 264). English is the official language in 67 countries making it the most widely used official language globally. Yet, English in Indian classrooms has rarely been accepted as a language of expression or communication but rather has always been enforced to the discreet domain of ‘answer writing’. From the beginning of school education for children to the end of passing any entrance examination with regard to jobs or admissions, English has always been subjected to grades or marks. Lacking the spirit of a language that one can identify with, verbally and culturally, it is either associated with an aristocratic status or mocked for being a Western product. The lack of creativity in teaching and learning has reduced the language to the standards of textual storybooks and grammatical accuracy exercises. Even the absence of creative writing courses in colleges or universities explains why English has been symbolic of the elitist class. Courses focused on Communicative English and Personality Development have become indispensable assets and skills to acquire in the twenty-first century. With the advent of globalization or multinational enterprises, English finds itself at the core of all business and career-oriented practices.

Multilingual education to be effective requires a proficient approach that encapsulates the sociopolitical realities and power dynamics of language use. The teaching of English, alongside other languages, must be reframed to promote inclusive, equitable, and empowering learning experiences for all students. Teaching any language has political and moral implications particularly English with its history of colonization and efforts at decolonization and, therefore, cannot be segregated from

these complex cultural and ideological contexts. This underscores the urgent need to shift focus from “English of India” to “English in India” (Eldho 57). The evolution of English from a common language to an independent system requires a careful theorization of its multilingual nature (61), making it imperative to scrutinise the role of English across various societies, cultures and sub-cultures, and to interpret these findings in relation to its impact on progress (Mohanty 266). English as a second or foreign language has transnational significance with social, economic, and civic implications. Immigrants must learn English to gain citizenship in the USA, UK, and other countries. The classroom becomes a space to assert ideologies as the learners use English to understand their rights and duties and participate in social interaction. This underlines English as the most sought-after language in employability, sustainability, and growth especially in the case of multinational companies and other international corporate jobs. Using English in programming languages and the Internet has cemented English with an invaluable reputation globally, politically, and commercially.



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