



# New Education Policy and Enhancement of English Language Teaching and Learning in Rural Area

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## Abstract

Language is the gift to human beings. Listening, speaking, reading, and writing skills are essential for their proficiency and communication. The National Education Policy (NEP) 2020 has advocated that the medium of instruction is home language/mother tongue /local language/regional language for schools, until at least Grade 5, but preferably till Grade 8 and beyond. All students will learn three languages in their school under the 'formula'. At least two of the three languages should be native to India.

But the policy talks about shedding the English language instead it emphasizes on the important of multilingualism which has great cognitive benefit for young children. Modern education makes more well-rounded, useful, and fulfilling to the learner. For example: If a student in Hyderabad is learning Telugu and English, he/she will have to choose to learn another Indian language.

English is the most spoken non-native language in India. English has thus been taught in India in varied form, EFL (English as a foreign Language) to ESL (English as a Second Language) apart from EAP (English as an Additional Language). From schools to colleges, the learner learns English Language till to get job. During that period, there is a tussle between learning English as a Subject and as a language.

The use of various e- resources has become the important part of the learning process now. The Teacher uses technology in the class to creates positive changes. It also helps to enhance with enthusiasm and develop their knowledge. The present study is also proved that ICT and other resource are very useful to improve Language Skills.

## Introduction

Language is one of the significant elements that affect national and international communication activities. Students utilize different parts of English language skills such as listening, speaking, reading, and writing for their proficiency and communication.

The National Education Policy (NEP) 2020 has advocated that the medium of instruction is home language/mother tongue /local language/regional language for both public and private schools, until at least Grade 5, but preferably till Grade 8 and beyond. The new National Education Policy (NEP) recommends that all students will learn three languages in school. At least two of the three languages should be native to India.

But the policy talks about shedding the English language instead it emphasizes on the importance of multilingualism which has great cognitive benefit for young children. For example: If a student in Hyderabad is learning Telugu and English, he/she will have to choose to learn another Indian language.

New Education Policy does not talk about shedding the English language instead it emphasizes the importance of multilingualism. The new curriculum will include basic arts, crafts, humanities, games, sports and fitness, languages, literature, culture, human values, science and mathematics to develop all aspects and capabilities of learners. Therefore it makes education more well-rounded and useful to the learner.

English is the most spoken non-native language in India, after Hindi; the practical need to learn it, can scarcely be overlooked. English has thus been taught in India in varied form, EFL (English as a foreign Language) to ESL (English as a Second Language) apart from EAP (English as an Additional Language). From schools to colleges, right up till the learner is job ready, there is a tussle between learning English as a Subject and as a language.

India has varied social, cultural and traditions. Its strong ethics and human values are pride for our Indians. So NEP has given importance to integrate all aspects to improve self-confidence, self-knowledge, cooperation, and national integration. At the same time, NEP 2020 recognizes the importance of e- learning resources. It is the fact that digital access is highly limited rural area. However, there is a lot of progress in mass media, such as television, radio, and community radio. The policy also gives importance to interdisciplinary and multidisciplinary holistic education at the undergraduate level for integrated, rigorous exposure to science, arts, humanities, mathematics and other professional courses.

The use of various e- resources to learn process in and out of the class. The Teacher uses some form of technology in the class. It creates positive changes. It also helps learners to realize the topic with enthusiasm and develop their knowledge. The present study emphasizes on the National Education Policy (NEP) 2020 which advocates the medium of instruction is home language/mother tongue /local language/regional language and also ICT resources to improve Language Skills for English language proficiency.

## Origin of the Research Problem

This research is an attempt to make the discussion of aims and objectives of NEP 2020 and learning English Language Skills through ICT. Learning Language Skills is the major component of UG Curriculum. It continues even in NEP-2020. We take it for granted that the students have acquired language skills, which they can actively use, but in practice, sometimes we don't find so. It is consistently experienced that the students at UG level, particularly have not acquired the expected level of understanding the aspects of language skills. Teachers and students have to go beyond the textbook for learning language skills and skills for employability.

## Review of Related Literature

e- resources and materials help for learners to use knowledge in a specific area the use of language ability. Teachers use technology to perform familiar activities more effectively. The use of technology improves the educational environment for teachers and learners. It supports the classroom teaching through creating opportunities for learners to complete assignments easily, quickly and conveniently.

Technology is an effective tool for learners. Learners must use technology as a significant part of their learning process. Teachers should use technology to support the curriculum so that learners can increase the true use of technology in learning their language skills (Costley, 2014). Learners' cooperation can be increased through technology. Learners cooperatively work together to create tasks and learn from their peer team work.

## International Status

English is spoken as the first or second language by a very large number of people in different parts of the world. In some countries English is the first language (mother tongue) e.g., the U.K., the U.S.A., Canada and Australia. In Commonwealth countries like India, English is used as an additional/ second/foreign language, i.e., English along with the various native languages of the country, is used for various purposes.

## National Status

Many languages are used by Indians. There are 22 major languages in India, written in 13 different scripts, with over 720 dialects. The official Indian languages are Hindi (with approximately 420 million speakers) and English, which is also widely spoken.

41% of the population speaks Hindi as their mother tongue. Telugu, Bengali, Marathi, and Tamil rank next, each the mother tongue of about 4 to 5 percent of the population. Urdu, Gujarati, Malayalam, Kannada, and Oriya are claimed by between 2 and 3 percent of the population. Bhojpuri, Punjabi, and Assamese are used by 1 to 2 percent. All other languages are used by less than 1 percent each. Unity in diversity is the true essence of India.

## Educational value of the research

Education is understanding process. The process of obtaining knowledge is continuous till the end of man's life. NEP is going to implement from the academic year 2022-23. Therefore Learning language skills and

use of ICT are important concepts of NEP, as it is most powerful and effective means of expression of one's thoughts, ideas and emotions to seek admission in good institution and acquire a job after completion of Under Graduation.

## Objectives

- 1) To know about NEP-2020.
- 2) To understand NEP and importance of languages.
- 3) There is an impact of Globalization on education.
- 4) Globalization has increased learning resources.
- 5) Use of new technologies in English language learning.
- 6) E- Learning is a mode of easy, quick and convenient learning system.
- 7) It has many advantages for language learners.
- 8) To know the problems in the use of ICT in rural areas.
- 9) ICT creates positive changes.
- 10) It helps learners to realize the topic with enthusiasm and develop their knowledge.

## Problems in Rural Area

- i) Do not have clear idea about NEP-2020.
- ii) Lack of digital class rooms.
- iii) Electricity problems to run computers.
- iv) Learners are unaware of ICT.
- v) Many teachers do not use technology advancement.
- vi) Poor internet connection.
- vii) No internet connection.
- viii) Parents are not willing to allow their wards to use internet, especially for girls.
- ix) Sometimes misuse of internet.
- x) Digital education system is not available.
- xi) Problems of Socio-economic backwardness.

## Recommendations for Successful Integration of Technology to improve their language skills:

1. Teachers should implement NEP effectively for all-round development of the learner.
2. The technology plan must be closely aligned with the curriculum standards.
3. The computer technology should be an integral part of the learning activity.
4. Language teachers should encourage their learners to use technology.
5. Universities/ colleges should regard technology as a significant part of teaching and learning.
6. Technology experts should provide extra assistance for teachers.
7. Organize seminars/ workshops for Teachers and learners in rural area.
8. Teachers should create technology -integrated lesson materials.

9. Teachers should use learner -centered instruction.
10. Technical assistance should be provided for teachers.
11. Training should be provided for teachers to learn how to use and teach it effectively.
12. Teachers should seek the guidance from their colleagues for better use of technology.
13. Technology is one of the important tools of language learning activity.

## Conclusion

Today, there are many factors that have transformed the traditional role of the teacher to a more professional role. The present teachers in globalization need to guide, help, boost, motivate, and focus on academic potential in order to facilitate the learning process and improve the quality of teaching. It is possible only through ICT learning. Therefore the teacher should build confidence among the students from the beginning to the end. ICT helps the teacher to use more resources and to create the learning environment.

Some Free Websites for English Language Learning

[SWAYAM, NAPTEL, MOOCS](#)

[Free Websites to Practice English at Home | The New York Public Library \(nypl.org\)](#)

English continues to serve as the language of prestige. Efforts to switch to Hindi or other regional tongues encounter stiff opposition both from those who know English well and whose privileged position requires proficiency in that tongue and from those who see it as a means of upward mobility. The widespread knowledge of English is necessary for technological and economic progress. Only around three percent (3%) of the population is truly fluent in English. Many tribal people are bilingual. Rural-urban migrants are frequently bilingual in the regional standard language as well as in their village dialect. Different languages often correspond with different customs, dress, food and cultural expression such as dance and music. Since the late eighteenth and early nineteenth centuries, regional languages, such as Telugu, Bengali, Punjabi, and Marathi, have become relatively standardized and are now used throughout their respective states for most levels of administration, business and social intercourse.

It has been observed that the students of rural area spend most of the time in preparing university examination and 70% students neglect to learn language skills. Ultimately most of the students commit mistakes, when they appear interviews, Group Discussions etc, for employment. Therefore, the teachers should concentrate on solving the problems of implementing NEP and learning language skills among the students in rural area.

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