"ENGLISH LANGUAGE AND DIASPORA STUDIES FOR ENGINEERING STUDENTS UNDER NEP-2020"

1. Mr. SHAIK ILIYAS ALI,
Assistant Professor of English,
SV College of Engineering, Balaji Nagar, Kadapa -516003
Ph: +91-9000999649 E-mail: ads.iliyas@gmail.com.

2. Dr. R. VEERA SUDARSANA REDDY,
Professor& Principal
SV College of Engineering, Balaji Nagar, Kadapa -516003
Ph: +91-9908965537 E-mail: sudarsanareddy.rv@gmail.com

ABOUT AUTHOR:Mr. ILIYAS ALI SHAIK *is an expert in his field of ELT, and English literature, serving as an Assistant Professor of English and Head of Humanities and Sciences at SV College of Engineering in Balaji Nagar, Kadapa. He worked at various reputed institutions for over a decade. He has authored over a dozen scholarly articles for academic journals and conference proceedings (including those with Scopus and non-Scopus indexes).*

Participated in one-week online FDP on "Contemporary Trends andSignificance of English Language Communication", organized by Vel Tech Multi Tech, Dr.Rangarajan Dr.Sankuthala Engineering College from 10.10.2022 to 15.10.2022.

ABOUT CO-AUTHOR: Dr. R. VEERA SUDARSANA REDDY *received a Ph.D. from the Indian Institute of Technology – IIT Madras in 2005 and currently serves as Principal of SV College of Engineering, Balaji Nagar, Kadapa. He receives 12 National awards, two international awards, three gold medals, and an ING-IABSE medal. He has 27 years of experience in teaching, research, and industry. He published more than 62 research papers in International and National Journals and Conferencesand acted as an Advisory Committee member for several International and National Conferences and Workshops.*

Abstract: *Today's undergraduates are expected to have 21st-century skills as part of learning and developing critical thinking abilities.Indeed, the "National Education Policy 2020" seeks to establish an educational system founded on the rich diversity of India's linguistic, cultural, and creative traditions. Refusing to recognize English as an Indian language in the National Education Policy is a sly attempt to impose Hindi. Local languages, particularly tribal ones, are being lost, and this paper expresses worry about their dwindling space. The English and English-aware elites blame the marginalization of other Indian languages as naive.*

This research paper explains that the value of language cannot be overstated when discussing education. Because of the diversity of Indian languages, the NEP encourages multilingualism and bilingual education while emphasizing the need to improve proficiency in Indian languages. Regarding acquiring a job, "English" is still up for debate regarding its cultural values and ethos. However, the policy's instructions for language usage must be examined in the language classroom. The students of undergraduate Engineering degrees need to be taught about Indian culture and the arts to create a strong sense of cultural identity and an appreciation for art, as they are more prone to migration for higher studies or for better career opportunities (software) but not as a compulsion.

Ancient India's language and education were caste-based.The English educational system helped people escape constrained knowledge systems.This attribute improved the country's appeal when the British left.Many middle-class Indian parents believe that sending their children to an English-medium school will help them in the employment market.English is crucial to our global commercial and social competitiveness.

Keywords: NEP2020- An Overview, Importance of English, Indian Languages, and Diaspora.

1.   INTRODUCTION

The Indian government has taken the decision to fully revamp the educational system of the country by developing a brand-new "National Education Policy" for the year 2020. This policy would be all-encompassing and include a wide range of topics. The decision that was made by the Prime Minister is a significant step forward in the direction of attaining the objective of ensuring that India derives the most potential benefits from the Fourth Industrial Revolution.

As part of the Sustainable Development Goals 2030, the "National Education Policy (NEP)" that was established in 1986 has been superseded for the first time in the past thirty years by the "National Education Policy (NEP)" that was taken into effect in 2020. NEP-2020 is an all-encompassing policy that addresses the nation's educational requirements at all levels, from preschool to postgraduate, and it was introduced for the first time ever. It is being hailed as a step toward a more comprehensive, inclusive, and future-oriented educational system, because the goal of any educational system is to benefit citizens and ensure that no child is denied the opportunity to study and succeed because of their birth circumstances or family background.

In order for India to reclaim its position as one of the educational superpowers of the world by the year 2020, the newly enacted national education policy has as its overarching objective the provision of first-rate educational opportunities for the whole population of India. The "National Education Plan (NEP)" 2020 promotes the adoption of ground-breaking innovative strategies for the training of future teachers. After taking a closer look, it is apparent that NEP 2020 provides a fresh combination of possibilities and is the sort of policy statement that will revolutionize the educational system as a whole.

This present study intends to assess the scope of English Language and Diaspora Studies in the new "National Education Policy 2020" in the context of the most recent paradigm developments in the area of teacher education, highlighting the advantages and disadvantages of each option along the way.

2.   **Review of Literature:**

According to Rahul Deo's (2014) analysis of the service quality of autonomous and non-autonomous colleges in the county, independent institutes in Indore are more accountable and provide more curricular freedom.

Raghavendran V. (2018) did a comprehensive micro-level investigation throughout Karnataka. According to the author's study, autonomous institutions of higher education must revitalize their curricula, teaching-learning, research, consultation, collaboration, provision of comprehensive learning resources, student aid and advancement, and adoption of best creative practices. Chapter Fifteen of NEP-2020 discusses the changes to educational policy and makes suggestions for how to better prepare the next generation of educators.

Mohammad Sajjad (2021), one of the book's writers, speaks an unknown variety of Urdu/Hindi called Awadhi, which is spoken in the 'Vajjika' area. He went to a government-run Urdu primary school in North Bihar and had an early education. He received instruction in English and Hindi languages, grammar, translation, and literature from his parents, grandparents, and home tutors. Some teachers and the headmaster of the village's Hindi-medium government high school took particular care to ensure that their pupils' English language skills and knowledge of English literature were bolstered to the maximum extent possible.

Payal Jayraj Pandya (2016) investigated the method by which educational policy is implemented in order to better understand the barriers that prohibit teachers from obtaining postgraduate degrees. To address these issues, the Yashpal Committee was created, and various proposals were made to its members. When the federal and state governments worked together to address education as a national priority, these recommendations indicated the project's potential for total success. When it comes to the effectiveness of the new curriculum, educators who are prepared, inspired and devoted make all the difference.

3.   Scope &Objectives of the Study:

An important part of India's "National Education Policy 2020" is the development and implementation of numerous educational reforms. The major initiatives are included in the "National Education Policy 2020" to improve the quality and breadth of India's education system. The goals of this research on "National Education Policy 2020" are as follows:

1. First, this study aims to provide an overview of the English language in India.

2. To highlight and outline the policies of NEP 2020, the newly established system of higher learning,

3. To establish the importance of the English language in the new national higher education strategy 2020.

4. To foresee the effects of NEP 2020 on the Indian diaspora at academic institutions.

5. Suggestions for further changes to ensure the proper execution of NEP 2020 in order to achieve its aim.

Methodology

The technique is a conceptual analysis of the framework for national educational policy, emphasizing key portions of NEP 2020 and comparing them with present needs.To produce this paper, the author relies on various sources, such as magazine and newspaper articles and critical reviews, to investigate the weight allocated to the English Language and Diaspora studies in NEP 2020.

Education Act 2020 Policyin Brief:

The basic right to free and compulsory training of all young people from the age of 6 to 14 years is recognized by Article Amendment No. 21-A of the Indian Constitution. The Right Education Act and Article 21-A were implemented on April 1, 2010. Education and training are the basic fundamental rights of every Indian citizen. They are essential for developing an unbiased society and promoting public events for full human potential. The key to a great education is the broad recognition of India's ongoing rise and initiativein the global arena regarding economic growth, social justice and fairness, logical progress, public integration, and social protection, which is vital to an excellent education.

The policy framework for education prioritizes the development of students' innovative potential. It is predicated on the principle that schooling should instill not merely psychological boundaries (including "higher demanding" boundaries like basic reasoning and critical thinking) but also social, moral, and enthusiastic manners.

"Education policy was controlled by the great heritage of ancient and eternal Indian knowledge and thinking. They were consistently seen as the most important human goals in the pursuit of knowledge (Jnan), insight (Pragya), and truth (Satya) in Indian concepts and reasoning. In ancient India, teaching was not merely to secure knowledge but to complete recognition and freedom as grounds for life in this world or for the lifetimes of past tutors. For example, A-listening institutions from ancient India, such as Takshashila, Nalanda, Vikramshila, and the province of Vallabhi, have defined the finest standards of interdisciplinary education and research. In the Indian framework of education, incredible investigators have created such things as Charaka, Susruta, Varahamihira, Basharacharya, Brahmagupte, Chanakya, Chakrapani, Datta, Madhava, Panini, Patanjali, Nagarjuna, Gautama, Pingala, Sankardev, Maitreji, Gargi, and Tiruvallur clinical science and medical procedures, structural designing, engineering, shipbuilding and route, yoga, expressive arts, and chess, and put them to new uses through our schooling framework." (GOI, MHRD 2020).

The teacher or facilitator should be at the focal point of the crucial changes in the training framework. The new instruction strategy should help restore instructors' status as the most regarded and fundamental individuals in our general public since they genuinely shape our up-and-coming generation of residents. It should do everything to enable educators and assist them with tackling their work as adequately as could reasonably be expected. The proposed new education strategy should help select the absolute best and most brilliant to enter the show calling by any means necessary by guaranteeing vocation,regard, respect, and self-governance, while additionally imparting in the framework fundamental strategies for quality control and responsibility.

The new schooling strategy should give all understudies, regardless of home, a quality instruction framework with a specific spotlight on verifiably minimized, impeded, and underrepresented groups. Instruction is an unbelievable grading system and the greatest way to get monetary and social portability, attention, and communication. It is

necessary to arrange activities in order to guarantee that all students who belong to such groups, regardless of the inherent obstacles they face, are provided with a variety of chances to participate in and exert influence over the educational system.

 Furthermore, with regard to and respect to its wide variety and culture, these components should be consolidated, considering the near and worldwide necessities of the nation. The incorporation of India and its evolving social and mechanical demands, its matchless imagination, language, and information conventions, and the solid morals of India's youngsters are considered the basic motivations behind public pride, self-assurance, self-information, and collaboration reconciliation.

 All-inclusive, high-quality education is a wonderful road ahead for developing and enhancing our country's numerous gifts and assets to benefit individuals, the public at large, the government administration, and the nation. India will produce the most outstanding youth on the planet in the coming decade. Our capacity to provide exceptional educational opportunities for children will decide our country's future fate.

 NPE- The National Policy on Education is a strategy devised by the Government of India to enhance education among India's children. The approach includes basic education at universities in both rural and urban India. The primary NPE was later declared by "Mrs. Indira Gandhi" Ji in 1968, Prime Minister Rajiv Gandhi in 1986, and Prime Minister Narendra Modi in 2020.

5.1. Previous Policies

In the past, approaches to education have typically concentrated on issues relating to access and value. This policy handles the incomplete plan of the National Policy on Education from 1986, as updated in 1992 (NPE 1986/92). The original policy was published in 1986. The Right to Free and Compulsory Education for Children Act of 2009 was a significant step forward in comparison to the previous policy that was in place from 1986 to 1992. This act laid the legislative groundwork for achieving all-inclusive fundamental schooling, and it was made mandatory for all children.

5.2. Highlights of the New Education Policy for 2020:

The "National Education Policy 2020" (NEP 2020), which the Union Cabinet of India endorsed on July 29, 2020, sets the vision for India's new schooling framework. The arrangement is a far-reaching system for rudimentary schooling to advanced education, just like professional preparation in provincial and metropolitan India.

New educational policies were unveiled on July 29, a Wednesday. The program to reform the country's educational system was approved by the Union Cabinet earlier this afternoon. Union Ministers Prakash Javadekar (I & B) and Ramesh Pokhriyal Nishank (HRD) made the NEP-2020 announcement. A group of specialists led by the former head of the Indian Space Research Organization (ISRO), K Kasturirangan, drafted the NEP-2020, which Prime Minister Narendra Modi reviewed on May 1. Making "India a worldwide knowledge superpower" is one of the NEP 2020s stated goals. The administration hopes to implement the policy prior to the start of the new academic year in September or October, which has been postponed because of the extraordinary coronavirus disease (Covid-19) epidemic. (Nandini, 2020)

5.3. English Language Classroom in India

In the 1830s, the British Empire spread the English language across India. As a means of facilitating communication and maintaining order under British colonial rule in India, English became the de facto language of authority. Because of the country's sub-familiarity with the language, English became a vital part of Indian culture and became a vital part of Indian history. British rule was a key contributor to the spread of English as a result of its desire to enlist more Indians in its military and civil service. Since English became the official language of instruction in India, it has spread across a wide range of socioeconomic groups.

The colonizers' official language, English, has been the dominant language in India for a long period after the country's independence from British rule. Despite Raj's efforts to spread English throughout India's public institutions, such as schools, courts, and government buildings, it only served to widen the gap between the country's rich and poor. Upper- and working-class Hindus in India have more access to English-language education and resources than lower-class Hindus. With a comprehensive set of laws as a guide, they might easily take over the public and private sectors, for instance.

For a variety of reasons, people from underrepresented groups are often left out of educational and career advancement chances. In a society where the homogeneity of western culture predominates and where most Indians speak their native dialects, many of those immigrants struggled to fit in.

Every language has a place in our everyday lives. Diverse regional dialects and vernaculars are vital for capturing the diversity of India's landscape, social networks, and people. To put it another way, when English was first introduced to the subcontinent, it led to an Indian belief that English was superior to their own vernacular. For India's first-class and dominant society, the importance of English language control became clear. Many Indians were able to gain more from their mastery of English than others because of the discrepancy in resources and opportunities that existed between the high and lower strata in India. The British aided the Indian upper class while the lower classes struggled to find a place in Indian society.

Even in India, English is not an obscure dialect, despite the huge disparities in English language knowledge. For all Indians, English has been a part of their lives since the British Empire first arrived on the subcontinent. For the most part, even those with severely limited resources, including those in modest communities and rural social orders, as well as the lower financial strata, can understand and use English to some degree. While they may not be able to express themselves fully in the language, they are usually well-prepared to employ fundamental English language structures and introduce themselves when given a chance.

Because of centuries-old techniques of teaching the language, it is difficult for many Indian pupils to master the English language. Teachers increasingly require their students to memorize long passages of text via rote memory and by pressing them to learn unfamiliar vocabulary and complicated phrase structures. In this sense, people have difficulty making use of the given lexicon. Teachers often perceive their students' prior knowledge of content as inferior to the new knowledge they have obtained through English language training.

Without realizing it, we frequently mistakenly impose our own ideals and cultural standards on non-native speakers while teaching them English. Our kids may not be familiar with our way of life, so we may use pictures and depictions that are readily available to us. Furthermore, it is not necessary for the learner to be acquainted with these cultural representations in order to master English language proficiency.

Indian teachers risk disrupting students' learning by showing them photos of natural things, such as nectarines, that they can't identify with since they aren't familiar with them. Furthermore, there is no justification for forcing children in the sub-mainland to learn about nectarines that are not widely available.

An article by Anita Chakrabarti (2018) asserts, "My experience as an English language teacher for as long as ten years has shown me that dialects are discovered via structures and emotions and feelings and aptitudes just as much as social, financial, and societal determinants." This means that, as educators, we need to make learning a language fun and relevant for our students. Furthermore, we should never regard our pupils as less or mediocre than ourselves; instead, we should convince ourselves that their past knowledge and interactions are valuable resources that we can utilize to improve our English language learning.

5.4. Teaching Languages under the NEP 2020

The National Education Policy—2020 offers a bilingual strategy for children whose primary language isn't the one being used in the classroom. To satisfy the NEP-2020 recommendation, as part of "The Three-Language Formula," the government, in their own legislative states and to promote the study of Indian languages nationwide, states from different regions of India may organize bilateral agreements to employ large numbers of teachers from each other.

According to NEP 2020, students up to Class V should be taught in their native language wherever feasible. From a variety of studies that have shown that young infants are better able to comprehend information in their native language, the concept is derived. The policy further states that "The system shall make great efforts to develop a suitable number of schools with a medium of instruction catering to substantial linguistic minorities in that area." It goes on to say that "India's economic elite have embraced English as their language since Independence; just approximately 15% of the nation speaks English, and this group nearly fully overlaps with the economic elite compared to, for example, 54% of Indians who speak Hindi." (NEP-2020)

According to NEP's three-language formula, all students in India should be able to speak at least two languages that are native to the country, one of which is likely to be their own regional language. Multilingualism is emphasized together with the use of

technology and a variety of language-based resources in order to break down barriers between students from different cultures.

There are several advantages to learning Indian languages, including a rich literary history and a broad spectrum of historical and contemporary literature quality to their pronunciation and vocabulary. It's a sad fact that even in circumstances when English proficiency is utterly unimportant, the upper class habitually employs the ability to speak English as a criterion for determining if someone is "educated." Intentional or unintentional, this may happen to anybody at any time. As a result of this unfortunate fact and mentality, many people in society have been excluded from better-paying jobs and the higher echelons of the social ladder.

5.5. Impact on English Language Instruction under NEP-2020

A three-language formula proposed by NEP 2020 mandates that at least two "Indian Regional" languages be taught in schools' curricula. English is glaringly missing from this list, putting pupils' access to quality education in the language in jeopardy. That English is seen as a "colonial imposition" has been boosted in the minds of many. A few minutes of your time are wisely spent rejecting these misconceptions and realizing that English is an Indian language. Focus on what English is today: an ambitious, international language that we have made our own, rather than trying to explain the disputed historical requirements for "native" English speakers in India.

As per the new reforms of NEP-2020, many questions remain unanswered about the use of English as a medium of instruction in schools. Students' goals to become proficient in English may be affected by this movement toward teaching regional languages and emphasizing the value of learning them in one's home tongue. Unfortunately, this comes at a bad time, considering that even a casual stroll to the market in a small town would show multiple signs promoting "English Language Teaching" facilities.

According to a report by the Indira Gandhi Institute of Development Research, "English is becoming a more important connecting language in India." As the most extensively spoken non-native language in the world, English is second only to Hindi in India, where it is the second most widely spoken language. There are several methods in which English has been taught, from EFL (English for Foreigners) to ESL (English for People Who Speak Other Languages) (English as an Additional

Language). There's a debate about whether English should be taught as a subject or as a language until a student is ready to enter the workforce.

In locations where the "Hindi, Hindutva" agenda is fiercely resisted, English is the primary language. Refusing to recognize English as an Indian language is merely another method for the NEP to compel the use of Hindi in schools and across the states. The state of Tamil Nadu has maintained a "two-language" policy for many decades now. Children have been able to continue their education in Tamil while still reaping the advantages of learning English. Because of this, the people of Tamil Nadu are unwilling to support the NEP.

Most people in the West don't realize how common English is in India, despite the fact that it's seldom brought up in language debates. In many other languages, the English language serves as a source of inspiration. Hello, thank you, and happy birthday is the universal greeting in the United States. Texting or emailing in any other script is unheard of, regardless of the language you speak. Many parts of day-to-day life in India are based on English terminology. It would be impossible for a postman, electrician, or mechanic to carry out their tasks if they were unable to speak English. Medical jargon is available in which other Indian languages? In each city, the local English slang is distinct. A basic discussion may go on for how long before the speaker begins to use any English terms. Even a simple knowledge of the English language may be a great help in ordinary interaction.

5.6. Importance of Diaspora Studies for Engineering Graduates under NEP – 2020

In the "National Education Policy 2020", more emphasis is being put on a multidisciplinary and integrated approach to learning. Interdisciplinarity means that there is a wide range of viewpoints and discourses to be found in the field of Diaspora Studies. It is possible to find Diaspora Studies across a range of academic disciplines, including the humanities and social sciences. A multidisciplinary approach is required to understand the diasporic experience, including anthropology and history, as well as economics, sociology, and psychology.

Studies of diaspora and migration have become an interdisciplinary field of study in the Humanities and Social Sciences, concentrating on the cultural, literary, social, demographic, political, and economic influence of migration and diaspora on the home

and host countries. It has been proposed that numerous types of specialist centers be opened to research various elements of diaspora for the majority of governments throughout the globe, which have grown to see it as a tremendous all-around development asset. It is well-known that overseas Indians have made significant contributions to the Indian economy, society, culture, and literature.

It is also important to note that Indians living abroad are functioning as a "soft power" for India by promoting its international connections and contributing much to India's intellectual and social capital. India's present government has rekindled its interest in the Indian diaspora, acknowledging the enormous contribution made by the diaspora to the multifaceted growth of the country. Because of India's recognition of the contributions of the Indian Diaspora to the Indian freedom struggle, the diaspora's contribution to India's balance of payment crisis in the 1990s, and the image making of India by the Indian Diaspora, academic interest in the Indian Diaspora has been piqued in India. There has been a significant uptick in academic research and writing on India's diaspora, particularly at Indian universities and research institutions abroad.

The field of Diaspora Studies encompasses a broad range of disciplines and lines of inquiry. Migration and diaspora are important themes that should be explored academically. Academics from across the globe are taking an interest in Diaspora Studies, a new field that combines many academic disciplines. It has arisen in the Humanities and Social Sciences in India as an interdisciplinary study of the diaspora and its many themes, such as cultural, literary, and social demographics, and the anthropology of the diaspora. The revived interest of the Indian government in its diaspora, along with academic research (at the school and higher education level) on the diaspora, will undoubtedly usher in a new chapter.

Findings & Discussions:

Based on the literature review and close analysis, this current paper suggests that several aspects of language acquisition and teaching have not yet been thoroughly explored. No language can be forced on learners, but the learner's capacity to choose and choose the language they speak is still in doubt.

It is clear that the English language is currently the primary means through which Indians develop new ideas. Researchers have relied on it to bring together the best minds in the country and establish a firm basis for research, development, and teaching.

The English language has been used to form a constitution and describe core freedoms and goals. Indian courts rely heavily on English, which has become the official language of law across the globe. Some of India's finest legal philosophers, including H.M. Seervai, Nanabhoy Palkhivala, and Krishna Iyer, have employed this language. English literature has also been enriched by the work of Indian authors. With the help of writers such as Rakesh Narayan, Khushwant Singh, Vikram Seth, Shashi Tharoor, and others, Indian English has become as unique as any other "local" language.

6. Conclusion

In India, English has emerged as a key to our worldwide competitiveness as "the lingua franca" of the global economy, the language of commerce, science, diplomacy, and culture. An important reason for India's global economic success is largely due to the country's diaspora's command of the English language. Using the English Language classroom to introduce diaspora studies for Engineering graduates consistently leads to imbibing the cultural heritage and stable across the globe, high-paying employment. The English language has contributed to the attraction of the country even after the British departed. Many believe that sending their children to an English-medium school would give their children an advantage in the job market, but unfortunately, the NEP-2020 may adversely affect the dreams of such parents.

To be successful in India today, one needs to be fluent in English. Knowledge of English and diaspora studies is a great tool for middle-class empowerment and a path to a better future. We've carved out a unique place for ourselves in the English-speaking world by producing substantial contributions in this language across the Board. To put it bluntly, it's time to face up to the truth.

Furthermore, Diaspora Studies should be taught at all levels of the Indian educational system, from elementary to university. A session will concentrate on diaspora studies and the Indian school curriculum and pedagogy. It can be used by education professionals in India to prepare for the implementation of the NEP 2020.

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