

NATIONAL EDUCATION POLICY 2020: PROSPECTS AND CHALLENGES IN THE CONTEXT OF HO LANGUAGE IN JHARKHAND

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This study explores the promotion of Ho language-based education in Jharkhand under NEP 2020, assessing government initiatives, challenges, and possible solutions. Using a qualitative descriptive approach, the research is guided by theories of social exclusion, linguistic marginalization, and the link between language and cognitive development. Data collection involved a literature review and semi-structured interviews. While the Jharkhand government has introduced Ho language teaching materials and teacher training, challenges remain related to curriculum and reading materials, trained teachers, preference for language, and absence of dedicated government body. The study emphasizes the need to address these challenges to promote educational equity, preserve linguistic diversity, and strengthen role of mother-tongue in education for cognitive development.

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