
The Impact of Globalization and Information Technology on Language Policy and Education in India

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Abstract:

Globalization and information technology have significantly impacted language policy and education in India, changing linguistic landscapes and influencing educational frameworks. English's position in Indian society has increased due to its widespread use as a worldwide lingua franca, making it a highly employable talent. Globalization has strengthened English's hegemony while also posing problems for regional languages, especially in areas like India. The preservation of indigenous languages and cultural identities in the face of economic modernization's demands is called into question by this change. This relationship has become much more complex with the introduction of digital devices into the classroom. Worldwide cooperation and easier access to information have been made possible by globalization in Indian educational institutions. Thus, Regional languages are frequently neglected in favour of English-medium instruction, nevertheless. As a result, pupils could be torn between the need to preserve their linguistic heritage and the requirement to develop global abilities. Making sure that people from different socioeconomic backgrounds have fair access to high-quality education is just as much of a task as learning a language. This paper tries to analyse the impact of globalization on language policy and education in India.

Keywords: Education, Globalization, Information technology, Multilingual country, Language Policy.

In the modern world, the terms globalization and information technology have become synonymous. Globalization is the interconnection of economies, cultures, and societies worldwide, whereas information technology is the use of technology to handle and process information. Rapid information technology improvements have been a major factor in the growth of globalization since they have facilitated cross-border communication and interaction between individuals and organizations, which has expanded international trade, cross-cultural interaction, and teamwork.

The internet, which has completely changed how people access and share information, is one of the main forces behind globalization. No matter where they are in the world, people and organizations may now connect instantly thanks to the internet. A global marketplace has resulted from this, allowing for the easy exchange of goods and services across national boundaries. Furthermore, the internet has made it easier for people to share information and ideas, which has enabled worldwide cooperation and innovation.

On the other hand, Language policy and education around the world have been significantly impacted by globalization. The necessity for a common language has grown in importance as more and more nations participate in international communication, trade, and cultural exchange. As a result, international languages like English have proliferated and are now widely used in education, industry, and politics. Consequently, many nations have enacted language laws that give English instruction and usage in schools precedence over other languages and dialects.

The creation of international norms and standards for language proficiency is one of the main ways that globalization has impacted language policy. Guidelines for evaluating language proficiency and encouraging multilingualism have been produced by organizations like the Common European Framework of Reference for Languages (CEFR). Since they offer a single standard for language competency that permits more mobility and cross-border recognition of credentials, these frameworks have had a substantial influence on how languages are taught and evaluated in schools.

Globalization has resulted in the development of new educational possibilities for language learning in addition to standardizing language proficiency.

Learning languages from anywhere in the world is now simpler than ever thanks to the growth of online learning platforms and MOOCs (Massive Open Online Courses). This has enabled students to study languages that might not be taught in their local schools and has contributed to the democratization of access to language instruction.

Regarding India, it has historically enjoyed a friendly exchange with diverse regions of the globe. The nation has been culturally abundant and diverse in various languages, dialects, and practices. The middle of the twentieth century witnessed a new beginning regarding language, as nations began to implement policies aimed at fostering unity among them, which in turn impacted various facets of the nation's economy, political framework, arts, literature, and the exchange of new ideas.

The realm of language education has evolved from merely focusing on communication to considering the effects of linguistics, especially psycholinguistics and sociolinguistics, in the objective of enhancing proficiency in additional languages. After years, nations began to view economic development as the primary objective and prioritized trade, turning it into a competitive pursuit worldwide. In fact, numerous ideological conflicts arose during this period over issues like dominance, territorial expansion, propaganda, military growth, cultural hegemony, and more.

Subsequent advances in language policy began to consider not only existing language practices and ideologies but also efforts to regulate the practices and ideologies of others. Government intervention introduced a fresh perspective to highlight the fundamental significance of regional language policy, and they standardized education in accordance with the intricacies of various entities striving to oversee language practices in schools, colleges, administration, and the judiciary. Recent advancements in educational linguistics and language management acknowledge that different strategies for enhancing the linguistic abilities of individuals or groups rely on the creation, assessment, and application of a language policy theory. The importance here lies primarily in conveying the identity of a group or community that has a particular language to traditionally express themselves as their own.

Contemporary nations composed of diverse communities are focused on the connection between ideologies such as religion, language, and belief systems, aiming

for global recognition as their primary motivation. The methods in language teaching appear straightforward but involve numerous complex issues related to them. Innovative techniques are applied to address methodological problems connected to significant aspects of the economy, family dynamics, and administration; however, the language itself has emerged as a significant concern that is somewhat overlooked.

In terms of language systems and education, the prevailing language that possesses economic power and global influence regulates the ideological foundation for society to navigate cultural impacts. The evolution of the concepts is linked to specific periods of historical importance when the world experienced shifts and reinvented itself, leading to major transformations in culture, behavior, innovation, and the understanding of ideas. For instance, in the feudal era, concepts of piety, honor, bravery, and martial chivalry dominated the beliefs of the prevailing aristocratic class. In the capitalist period, principles of individualism, profit, competition, and the market emerged as prevailing, expressing the ideology of the rising bourgeois class that was solidifying its power to govern other segments of society.

India exhibits more diversity in religion, culture, and language than any other civilization globally. Regarding languages, India harbours hundreds of them from its origin, with over five hundred related dialects. Each location is marked by diversity, individuality, distinct customs, spiritual wisdom, heritage, and rich history shaped by the rise and fall of many kingdoms and empires. Overall, India is extraordinary and innovative, striving to reinvent itself post-independence while confronting several challenges ahead.

Prior to independence, under company rule, India utilized Hindi, Persian, English, and Urdu for administration, with English being employed at the central level for trade and commerce. At first, the East India Company communicated with regional provinces in Persian and faced significant backlash for this choice; then in 1835, they switched to English as the official trading language. Lord was instrumental in promoting English education in India. The implementation of English as the medium of instruction began in all schools, and the training of English-speaking Indians as educators commenced in the 1850s.

During the 1840s and 1850s, numerous primary, middle, and high schools were established across various regions of British India, with English being used for instruction in certain subjects. The company rule came to an end in 1857, leading to direct British government control, which resulted in the opening of many universities in key locations such as Bombay, Calcutta, and Madras. They were constructed similarly to the University of London, employing a functional framework and educational approaches that utilize English as the language of instruction. Following 1857, the influence of the English language expanded across India. This was partly motivated by the steadily rising recruitment of Indians in the civil services.

Following independence, India consisted largely of various territories united to create a nation. Regions had differing opinions on the primary languages used in those locales. Hindi was designated as the initial official language, and over time, efforts were undertaken to establish it as a national language. However, because of the opposition from the southern states, particularly Tamil Nadu, which initiated the Dravidian movement, it was dismissed. Thus, the government kept English for administration to communicate at both national and international levels until 1965, and it has persisted to this day.

The existing language regulations include the Official Languages Act of 1963, the Official Language Rules of 1976, and several state laws that protect the status of regional languages. India does not have an official national language. India has several official languages at the state or regional level. However, the Indian constitution acknowledges Hindi in Devanagari script as the official language for government purposes. The Indian parliament utilizes Hindi and English for its sessions and proceedings. The English language gained official status in the administration and was permitted for use in official communications between the central and state governments, parliamentary discussions, the judiciary, high commands, and civil and administrative services.

Once colonial rule concluded, the education system embraced English as the medium of instruction at the higher levels. The top-tier administrative system employs the English language due to the dominant educated group preserving it in this fashion. English emerged as India's language of communication with foreign

nations. The colonial legacy still influences the narratives today due to the prevailing English-speaking media, journalism, film, arts, culture, popular music, and literature.

Nonetheless, globalization has also resulted in adverse effects on language policy and education. With the rise of global languages like English, there is a danger that traditional languages and dialects may be sidelined and eventually disappear. This poses a difficulty for policymakers who need to reconcile the promotion of global communication with the maintenance of linguistic diversity and cultural heritage.

From the perspective of Indians, English has evolved into a status-driven language; today, many have moved past viewing English as merely a remnant of colonialism, seeing it instead as a marker of status and economic advancement. In the country, learning and speaking English turned into an elite activity due to the inadequate and subpar education system concerning regional languages.

Even after decades, English is not completely grasped; the language suffers from the fusion of original English with local dialects, leading to a mixed language that includes English vocabulary. Enhanced global communication driven by technological progress has led to space-time compression. Increased cross communication had led and enabled the emergence of new hybrid languages referred to as “creoles” or “pidgins,” for example. Hindi spoken with English words included Hinglish, Tamil with English words included Tanglish etc. slowly but surely these creoles will develop into new dialects and enter the mainstream communication.

Additionally, the rise of global languages could harm educational fairness. In our country, being skilled in English is often seen as crucial for social and economic progress, leading to unequal access to quality language education. This could exacerbate the existing disparities between urban and rural areas, as well as among different socioeconomic groups. In reaction to this increasing linguistic imperialism, linguistic minority communities have been increasingly aware and engaged in revival efforts to guarantee the survival of their language.

A further outcome of globalization on language policy and education is the rising need for bilingual and multilingual learning. With the increasing globalization of businesses and organizations, the demand for individuals able to communicate in

several languages is rising. This has resulted in the creation of dual-language immersion programs and bilingual education efforts in the country, as decision-makers acknowledge the significance of fostering students' language abilities in several languages.

Indian government adopted Three language policy in 1968 under Indira Gandhi government, it was incorporated in the National Education Policy of 1968. The policy made sure the One regional language was thought as first language, English was adopted as second language and Hindi was thought as third language. In Hindi-speaking states English, Hindi, and a modern Indian language were adopted. It was incorporated because accommodating group identity, affirming national unity, and increasing administrative efficiency. The teaching system across several regions was not uniform in the country. Though it created chaos in inter communication of the states, it is still intact and working anyway.

In 1968, the three-language formula was implemented across the country, but Tamil Nadu rejected it and adopted a two-language policy that is Tamil as first language and English as second language. The National Policy for Education of 1986 does not make any change in the 1968 policy on three-language formula and continues it with full measure and wanted to promote of Hindi language. Since then, the language policy stayed and never changed till now.

The New Education Policy of 2020 has been come into motion and the same Three language policy was supported in that. The same thing happened again, Tamil Nadu rejected the National Education Policy 2020 and it clearly said it will stick with Two language policy and it had created a large image about it in the region and it worked very well too. The state is economically sound compared to other states in the North and socially very unified when it comes the matter of the language. Historically Tamil Nadu rejected Hindi because of the Dravidian movement, it said that language is the cultural thing and it should be kept intact with policies and it enhances very well.

Furthermore, globalization has greatly influenced how languages are instructed in educational institutions. Conventional language teaching approaches are being enhanced with modern technology and digital resources that render language

learning more interactive and enjoyable. Virtual reality, gamification, and artificial intelligence are among the innovations transforming language education and enhancing accessibility for learners of any age.

Moreover, globalization has impacted the material of language programs. To meet the requirements of the global economy, numerous school systems have begun to include business English and technical language skills in their language curricula. This movement towards pragmatic, career-focused language instruction indicates the evolving characteristics of the workforce and the necessity for students to be ready for a competitive, global job market.

A large segment of the rural community has faced social exclusion and limited access to education in English medium institutions. This stems from insufficient funding for education, leading to critical deficits in classrooms, laboratories, libraries, sanitation services, and access to clean drinking water in the nation's deteriorating educational system, particularly in Government Schools. Furthermore, higher education is entirely reliant on the English language, as tutorials and textbooks are not provided in regional languages due to the absence of translation tools, which are lacking nationwide.

The rapid growth of the software development and electronic communications industries is notable as one of the few triumphs of Indian industry in the period following independence. Additionally, because of the prevalence of the English language in global companies and business environments, the disparity in education between rural and urban areas is almost complete. Consequently, this extensive pool of expertise and abilities offers the opportunity to utilize them for enhancing quality education via diverse technologies. Conversely, this led to increasing privatisation and corporatisation of education throughout India, predominantly emphasizing science, technology, and medical disciplines, while areas such as liberal arts, humanities, and literature face significant underfunding and neglect from both the government and society.

Therefore, globalization has both beneficial and detrimental effects on language. Although it fosters cultural interactions and enhances language skills, it may also lead to the uniformity of languages and a reduction in linguistic diversity.

Initiatives to maintain and honour linguistic diversity hold significance in this context. To tackle these issues, it is essential for policymakers and businesses to collaborate in order to guarantee that the advantages of globalization and information technology are distributed fairly. This entails investing in digital infrastructure, broadening access to the internet and technology, and encouraging digital literacy and skills development among the workforce. Furthermore, governments must establish regulations and measures to ensure quality, integrity of the usage of information and languages, whereas private enterprise should embrace ethical practices and openness in their approach to educational applications.

Globalization and information technology are interconnected trends that have transformed how people and communities interact and operate on a global scale. The rapid advancement in information technology has facilitated increased interconnectedness across economies, cultures, and societies worldwide, leading to enhanced trade, collaboration, and innovation. However, these developments have also raised concerns about the marginalization of minority languages throughout the nation and disparities between urban and rural students. Solutions must be sought through teamwork and responsible administration in education. By harnessing the power of technology and adopting principles of inclusivity and sustainability, education can foster change and ensure that globalization and information technology continue to benefit all members of society moving forward.

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