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English Language Acquisition in the Context of National Education Policy 2020: Concept, Need and Educational Perspective

Researcher: Yogita Ramesh Patil

Research Guide: Dr. Poonam Bhimrao Waghmare

Adv. Vitthalrao Hande College of Education, Nashik

Savitribai Phule Pune University, Pune

Abstract:

The National Education Policy–2020 is a significant policy prepared for the overall transformation of the Indian education system. This policy emphasizes on the balanced development of knowledge, skills, values, creativity, critical thinking, problem-solving ability and effective communication skills for the overall development of students. In the context of language education, this policy has given special importance to multilingualism, effective use of mother tongue, experiential learning, skill-based learning and integrated use of technology.

In today's era of globalization, English language is no longer just a foreign language but has become an effective medium of knowledge, research, science, technology, higher education, industry, business and international communication. Therefore, making the process of English language acquisition more effective among students is an important responsibility of the education system. However, in a multilingual country like India, it is necessary to consider the mother tongue of the students, socio-economic conditions, educational resources, teacher training and local needs while teaching English.

The National Education Policy 2020 tries to strike a balance between all these factors. The policy aims to teach the language not only for exam success but also to enable students to communicate effectively in real life. Therefore, the emphasis has been placed on the integrated development of all four basic skills of listening, speaking, reading and writing in English language teaching. In addition, it is expected to include creative writing, critical thinking, collaborative learning, project-based learning, use of digital tools and experiential activities.

This article explains the relationship between the principles of language teaching in the National Education Policy 2020 and English language acquisition. It also provides a critical analysis of the opportunities created by this policy, the challenges in implementation and the future educational direction. This article will be useful for teachers, researchers, curriculum developers and policymakers in the field of education.

Keywords: National Education Policy 2020, English Language Acquisition, Multilingualism, Mother Tongue, Student-Centered Education, Skill-Based Education, Experiential Learning.

1. Introduction:

A look at the history of the Indian education system shows that the objectives of education, teaching methods and the concept of language education have changed over time. In the twenty-first century, the scope of education has increased significantly due to the knowledge-based economy, increasing use of information and communication technology, globalization and changing employment opportunities. In such a situation, it is not enough to provide students with information from textbooks alone, but it is necessary to develop in them the ability to use knowledge, critical thinking, creativity, effective communication and an attitude of lifelong learning.

Considering these changing needs, the Government of India announced the National Education Policy 2020. This policy has adopted the approach of quality, inclusive, equitable and student-centered education at every level of education. This policy is considered to be very important especially in the case of language education. Language is not only a means of exchanging information but also an effective medium for organizing thoughts, creating knowledge, social participation and cultural expression. Therefore, the role of language is very important in the personality development of students.

Linguistic diversity in India is a great strength of the country. Each state has its own language, culture and educational tradition. In such a situation, it is a big responsibility of the education system to provide knowledge of a global language like English while explaining concepts to students through the medium of their mother tongue. The National Education Policy 2020 tries to strike a balance between both these objectives. While emphasizing the use of the mother tongue or local language in initial education, the important features of this policy are to provide opportunities for effective study of other languages including English at the next level.

Today, the importance of English language is not limited to school education only. English is widely used in all fields such as science, medicine, engineering, management, computer science, research, international trade, tourism, information technology and digital media. Therefore, knowledge of English language is not only an educational necessity but also a necessity for personal and professional progress. However, if the focus is only on grammar rules and recitation while teaching English, practical language skills do not develop in students. Therefore, more importance is given to the elements of communication, collaboration, experience and practical use in modern language education.

The National Education Policy 2020 adopts this modern approach. This policy tries to make students active participants in the language learning process. This policy provides a direction for including stories, dialogues, role plays, group work, project-based learning, use of technology, activities based on local experiences and creative writing in English language teaching. In this way, learning English language is not a mechanical process but an experiential and meaningful experience.

2. Need of the Study:

The National Education Policy 2020 is a comprehensive policy formulated with the aim of bringing about fundamental changes in the Indian education system. In this policy, special

importance has been given to the elements of quality education, multilingualism, experiential learning, skill-based teaching, effective use of digital technology and student-centered education for the overall development of students. In the context of language education, this policy emphasizes on developing effective communication skills, critical thinking, creativity and practical linguistic proficiency among students. Therefore, it is very necessary to study the process of English language acquisition in the context of the National Education Policy 2020.

Since India is a multilingual country, the linguistic background of students is diverse. Since many students study in rural areas or in mother tongue medium schools, they get limited experience of the daily use of English. As a result, many challenges such as lack of vocabulary, difficulties in correct pronunciation, low confidence in communicating, limitations in writing skills and fear of English are seen in their language acquisition. To overcome these problems, student-centered, action-oriented and experiential teaching is needed rather than traditional grammar-centered teaching.

The National Education Policy 2020 has adopted a multilingual approach to language teaching. Emphasis has been placed on making the study of English language easier by explaining concepts through the mother tongue. This increases the conceptual understanding of students and makes the process of acquiring a new language more effective. It is important for research to study the exact impact of this approach on English language acquisition.

In the present era, the importance of English language is continuously increasing for science, technology, higher education, employment, research and international communication. Therefore, developing effective English language skills in students has become not only an educational necessity but also a social and professional necessity. Considering these needs, the National Education Policy 2020 encourages the inclusion of skill development, use of technology, collaborative learning, project-based learning and experiential learning in language education. It is necessary to understand the impact of all these factors on English language acquisition.

Apart from this, factors such as teachers' teaching methods, availability of digital tools, assessment system, school environment, parental involvement and students' linguistic background also have a significant impact on English language acquisition. A thorough study of all these aspects in line with the National Education Policy 2020 can provide useful directions for making language education more effective.

Therefore, the need for the present research is to clarify the relationship between the principles of language education in the National Education Policy 2020 and English language acquisition, identify opportunities and challenges in implementation, and make useful recommendations for teachers, researchers and policymakers.

3. Significance of the Study:

The significance of the present research can be highlighted on several levels. First, this research analyzes the concepts of language education in the National Education Policy 2020 in the context of English language acquisition. This will help clarify the practical applicability of the principles of language education in the policy.

Secondly, this research highlights the importance of student-centered, experiential and skill-based teaching methods for English language teaching. This will provide teachers with direction to make classroom teaching more effective.

Thirdly, this research can be used to suggest necessary improvements to make language teaching more effective for curriculum designers and educational administrators.

Fourthly, it will provide new directions for further research in the field of English language acquisition. This study will be useful as a reference for research related to language development of students at the upper primary level in particular.

Finally, this research is important in suggesting educational measures and teaching strategies required for the effective implementation of the National Education Policy 2020.

4. Objectives of the Study:

The main objectives of the research are as follows—

- 1) To study the provisions on language education in the National Education Policy 2020.
- 2) To explain the concept, nature and characteristics of English language acquisition.
- 3) To analyze the interrelationship between the National Education Policy 2020 and English language acquisition.
- 4) To explain the impact of multilingualism and mother tongue use on English language acquisition.
- 5) To study the role of experiential, skill-based and student-centered teaching in English language acquisition.
- 6) To explain the importance of the use of technology in English language acquisition.
- 7) To analyze the opportunities and challenges created in English language teaching due to the implementation of the National Education Policy 2020.

5) Research Questions:

- 1) What are the key principles and provisions regarding language education in the National Education Policy 2020?
- 2) What impact can language education in the National Education Policy 2020 have on English language acquisition?
- 3) How does multilingualism and the use of mother tongue support students' English language acquisition?
- 4) How does experiential, skill-based and student-centered teaching make the English language learning process more effective?
- 5) What is the role of digital technology in English language teaching?
- 6) What are the major challenges in the effective implementation of the National Education Policy 2020?
- 7) What educational measures are needed to make English language acquisition more effective?

6. Review of Literature:

1. Introduction

The foundation of any research is based on a systematic study of the available literature. A literature review helps the researcher to understand the direction, findings, limitations and research gaps of previous research related to the topic. Considering the interrelationship between the National Education Policy 2020 and English Language Acquisition, it is necessary to study the available national and international research.

2. Literature on the National Education Policy 2020

The National Education Policy 2020 has been prepared with the aim of making the Indian education system more quality, inclusive and skill-oriented. Various studies have mentioned multilingualism, experiential learning, basic literacy, use of technology, flexible curriculum and student-centered teaching as the key features of this policy.

According to many researchers, this policy emphasizes the application of knowledge, critical thinking, creativity and problem-solving skills in the teaching method rather than just imparting information. Therefore, this policy is considered important for the holistic development of students.

3. Multilingualism and Language Education

Research in the field of language education has shown that the mother tongue of students is an important foundation for learning a second language. It becomes easier for students to understand the content of a new language if they understand the concepts in a familiar language.

Multilingualism is a social reality in the Indian context. Therefore, giving students the opportunity to use their mother tongue, regional languages and English in a balanced manner promotes their linguistic development. The National Education Policy 2020 has given institutional recognition to this approach.

4. Literature on English Language Acquisition

English language acquisition is a continuously evolving process. In this process, the coordinated development of the four basic skills of listening, speaking, reading and writing is considered essential.

Several studies on language learning have stated that students acquire English language more effectively when they are involved in activities such as direct interaction, role-playing, storytelling, group discussions, project work and creative writing. On the contrary, teaching based solely on grammar and recitation does not lead to the desired development of practical language skills.

5. Role of the Teacher

The teacher is a key element in the language acquisition process. According to modern pedagogy, the role of the teacher is that of a guide who facilitates the learning process rather than a person who imparts knowledge.

A teacher who encourages students to ask questions, express their opinions, communicate in English and learn from mistakes makes language acquisition more effective. The National

Education Policy 2020 also places special emphasis on the continuous professional development of teachers.

6. Technology and English Language Teaching

Recent research has found that digital technology has made language teaching more effective. Online learning, language labs, mobile apps, e-books, educational videos, artificial intelligence-based tools and interactive learning resources create greater participation in language learning by students.

Technology provides students with the opportunity to learn at their own pace and allows teachers to continuously assess student progress.

7. Experiential and Competency-Based Learning

National and international research has shown that Experiential Learning and Competency-Based Learning are effective for language teaching.

Project-based learning, problem-based learning, collaborative learning, design thinking, role-playing and real-life situation-based activities develop students' language skills more effectively.

8. Research Gap

After a thorough study of the available literature, the following points are observed—

There are several conceptual studies available on National Education Policy 2020.

Research on English language acquisition is widely available.

There is independent research on multilingualism, mother tongue and technology-based language learning.

7. National Education Policy 2020 and English Language Acquisition: Theoretical Framework:

1. Introduction

Language is the most effective medium of expressing human thoughts, feelings, knowledge and experiences. Language plays a vital role in the intellectual, social, cultural and emotional development of an individual. Language is not just a subject in school education but is the foundation for the study of all other subjects. Therefore, the more effective the language acquisition of students, the richer their learning process becomes.

The National Education Policy 2020 has looked at language education from a new perspective. In this policy, the aim of language teaching is not only to achieve success in examinations but also to develop effective communication skills, critical thinking, creativity, cooperative attitude and problem-solving ability among students. To achieve these objectives, it is necessary to study various psychological and educational theories of language acquisition.

2. Concept of English Language Acquisition

English Language Acquisition is the process by which students understand, assimilate and use the English language effectively in practice through natural, meaningful and consistent experiences. This process is not limited to learning grammar or vocabulary but involves the coordinated development of the four basic skills of Listening, Speaking, Reading and Writing.

Students' prior experience, social environment, teacher guidance, interaction with classmates, linguistic resources and consistent practice play an important role in language acquisition. Therefore, it is necessary to provide students with meaningful and real-life experiences while teaching a language.

3. Stephen Krashen's Theory of Language Acquisition

Stephen Krashen's ideas about learning a second language are considered very influential in modern language education. According to him, language learning is a natural process. Language acquisition is more effective when students receive language experiences that are slightly higher than their existing knowledge, but understandable.

Language learning slows down if students are afraid, stressed or lack confidence. Therefore, it is necessary to create an encouraging, pleasant and fearless environment in the classroom. The emphasis on student-centered, pleasant and experiential learning in the National Education Policy 2020 seems to be in line with Krashan's ideas.

4. Vygotsky's Social Constructivism

According to Vygotsky, student learning occurs through social interaction. Students acquire new knowledge through the cooperation of teachers, parents and classmates. The concept of Zone of Proximal Development (ZPD) proposed by him is particularly important for language learning. Students can successfully do actions that they cannot do on their own with proper guidance and support. If the teacher uses dialogue, group work, cooperative learning and guidance while teaching English, students' language acquisition becomes more effective. The emphasis on collaborative learning and active participation in NEP 2020 is consistent with this theory.

5. Bruner's Discovery Learning

According to Bruner, students construct knowledge by experiencing, observing and asking questions. Rather than giving direct answers, the teacher should provide opportunities for students to explore.

Activities such as story completion, picture-based descriptions, role-plays, dialogue writing, projects and language games in English language teaching allow students to learn by using the language themselves. This approach is fully consistent with the experiential learning in the National Education Policy 2020.

6 .Cummins' Theory of Multilingualism

According to Jim Cummins, the stronger the development of a student's mother tongue, the easier it is to learn a second language. If concepts are made clear to students through their mother tongue, it is easier to understand them in English.

The emphasis on the use of the mother tongue or local language at the primary level in the National Education Policy 2020 is consistent with this approach. This increases the students' confidence and creates a positive attitude towards learning English.

7. National Education Policy 2020 and Language Education

The National Education Policy 2020 has given special importance to the following principles for language education—

1.Promotion of multilingualism.

2. Conceptual clarity through mother tongue.

3. Student-centered teaching.

4. Experiential and action-oriented learning.

5. Skill-based learning.

6. Use of digital technology.

7. Continuous and comprehensive evaluation.

8. Emphasis on professional development of teachers.

All these principles are necessary to make English language acquisition more effective.

8. Role of Design Thinking in English Language Acquisition

In today's education, it is not enough to just teach students a language, but it is also necessary to be able to use that language creatively and practically. Design Thinking is a teaching method that provides students with the opportunity to learn through the stages of observation, empathy, problem identification, idea generation, action and reflection.

In English language teaching, students are exposed to real-life situations.

8. Opportunities created by the National Education Policy 2020:

1. Making language acquisition easier through multilingual education

The National Education Policy 2020 has given an important place to multilingual education. Since the mother tongue of the students is the foundation of their thinking process, it plays a fundamental role in learning a new language. If the students first understand the concepts in their mother tongue, it becomes easier to understand them in English.

This approach is especially important in the case of Marathi medium students. For example, if concepts in science, sociology or mathematics are first explained in Marathi and then their English vocabulary and usage are taught, the confidence of the students increases. Therefore, English is not considered a "difficult language" but is accepted as a "learnable language".

2. Dialogue-focused language education

Earlier, grammar and memorization were given more importance in English teaching. The National Education Policy 2020 emphasizes dialogue, participation and practical use. If students are given the opportunity to speak, ask questions, express opinions and discuss in English, their linguistic progress is faster.

For example, students naturally use English in activities like "Role Play", "Group Discussion", "Interview", "Story Narration", "Poster Presentation" and "Problem Solving Tasks" are conducted in the classroom.

3. All-round development through skill-based education

NEP 2020 emphasizes not only knowledge but also skills. In English language education, balanced development of four basic skills—listening, speaking, reading and writing—is also expected.

Apart from this, critical thinking, creative writing, information analysis, collaborative learning and problem-solving skills can also be developed through language education. Therefore, English becomes an important component of the personality development of students, not just a subject.

4. Opportunities available through digital education

The National Education Policy 2020 has placed special emphasis on the effective use of digital tools. Language labs, online learning, e-books, educational videos, mobile apps, artificial intelligence (AI)-based language tools and interactive learning platforms provide opportunities for students to learn English outside the classroom.

Especially for students at the upper primary level, video clips, audio materials, interactive games and digital projects make language acquisition more engaging.

Challenges in the implementation of the National Education Policy 2020

1. Need for teacher training

However effective the policy is, its implementation depends on the quality of teachers. Many teachers have not received adequate training in modern language teaching methods, digital tools or skill-based assessment. This makes it challenging to fully implement the policy objectives in the classroom.

2. Educational disparities between rural and urban areas

Digital tools, internet, language labs and various educational resources are readily available in urban schools; however, these facilities are limited in many rural schools. As a result, not all students receive the same quality of English language education.

3. Examination-centric education system

Even today, in many schools, the assessment of students is mainly based on written examinations. As a result, relatively little attention is paid to the skills of speaking, listening, communication and creative writing. Although the National Education Policy 2020 has expressed the expectation of skill-based assessment, its effective implementation has not been everywhere.

4. Linguistic diversity of students

The linguistic abilities of students in a class are not the same. Some students are exposed to English from home, while for some students, school is their first introduction to English. Teachers need to consider this diversity and provide inclusive teaching.

Critical Discussion

The National Education Policy 2020 looks at language education from a positive and modern perspective. However, changes in the curriculum alone are not enough to effectively implement the principles of the policy. Teacher training, availability of educational resources, teaching planning according to local needs and appropriate assessment methods are also needed.

Language acquisition can be more effective if the mother tongue base, hands-on experience, collaborative learning and technology are integrated while teaching English to upper primary students in Marathi medium. Design Thinking teaching method is particularly useful in this context. Students observe, identify problems, generate ideas, formulate solutions and present them in English. This develops creativity, critical thinking and cooperative attitude along with language skills.

Future Directions

The following measures can be useful to effectively achieve the objectives of National Education Policy 2020—

Organizing regular English conversation activities in every school.

Implementing continuous professional development programs for teachers.

Providing necessary facilities for digital language learning in rural schools.

Including all four skills of listening, speaking, reading and writing in English language assessment.

Developing Design Thinking based English language program at upper primary level and testing its effectiveness.

Preparing English study materials based on local context, folk life and students' experiences

The National Education Policy 2020 has given a new direction to English language education. Multilingualism, skill-based learning, experiential teaching, digital technology and a student-centered approach can make English language acquisition more effective. However, for the successful implementation of these goals, trained teachers, adequate facilities, consistent assessment and teaching relevant to local needs are required. If all these elements are coordinated, the National Education Policy 2020 can be an effective guide for the English language development of students.

9. Conclusion:

The National Education Policy 2020 is a comprehensive and visionary policy designed for the qualitative transformation of the Indian education system. The principles of holistic development of students, skill-based learning, multilingualism, inclusiveness, experiential learning and effective use of technology have been kept at the center of this policy while restructuring education. This policy is particularly important in the context of language education, because language is not only a medium of communication but also a fundamental basis for knowledge creation, thought processes, social participation and personality development.

English has become a very important language for higher education, research, science, technology, business, digital media and international communication in today's global era. Therefore, developing effective English language skills in students is a crucial responsibility of the education system. The National Education Policy 2020, keeping in mind this need, focuses on the students' actual language use, communication skills and creative expression, rather than limiting it to grammar, recitation or examination.

This study clearly shows that English language acquisition is a multifaceted process. Students' prior knowledge, mother tongue proficiency, social environment, teacher guidance, teaching methods, educational tools, use of technology and consistent practice all have a combined effect on language acquisition. Therefore, for effective language education, it is not enough to change the curriculum alone, but a change in the entire teaching process is necessary.

The emphasis on multilingualism in the National Education Policy 2020 is very relevant to the Indian context. Explaining concepts to students based on their mother tongue and then giving them the opportunity to use English increases their confidence, reduces language fear and enables them to acquire a new language more easily. Therefore, there is a need to see mother tongue and English as complementary languages.

This research has highlighted the importance of modern teaching methods such as experiential learning, skill-based teaching, collaborative learning, project-based learning and Design Thinking. These methods not only teach students the language, but also develop life skills such as thinking,

problem-solving, presenting ideas, communicating and working collaboratively. Such methods can be more effective in English language acquisition, especially for students at the upper primary level.

However, there are some challenges to the effective implementation of the policy. The need for trained teachers, rural-urban educational disparities, limited availability of digital tools, examination-oriented assessment and diverse linguistic backgrounds of students in the classroom are some of the key challenges. To overcome these problems, the government, schools, teachers, parents and society need to work in coordination.

In the context of upper primary students in Marathi medium, the use of student-centered, experiential and communication-based methods in English language teaching can develop the linguistic competence of students more effectively. For this, it is necessary to give priority to study materials based on local contexts, appropriate use of digital resources, regular conversation activities, development of reading culture and consistent language practice.

Overall, the National Education Policy 2020 is a transformative policy that gives a new direction to English language education and empowers students at the global level. If the principles of this policy are effectively implemented, there can be an all-round development of linguistic proficiency, critical thinking, creativity, confidence and effective communication skills among students. Therefore, the National Education Policy 2020 becomes an effective guide to achieve coordination of quality, inclusiveness and innovation in English language education.

10. Research-Based Recommendations:

Based on the findings of this study, the following recommendations are made—

Communication-centered and student-centered teaching methods should be used regularly in English language teaching at the upper primary level.

The mother tongue should be used as a supplementary basis in a planned manner while teaching English.

Regular training should be organized for teachers on modern language teaching, digital tools and skill-based assessment.

Reading Corner, Language Club and Conversation Circle should be established in every school for English language development.

All four skills of listening, speaking, reading and writing should be assessed consistently.

Teaching methods like Design Thinking, Project Based Learning, Role Play, Storytelling and Collaborative Learning should be included in English teaching.

Digital language learning should be introduced in rural school

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