National Education Policy 2020 and the Teaching of Hindi Language and Literature: Possibilities of Indian Knowledge Traditions, Artificial Intelligence, and Digital Innovation

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ABSTRACT

The rapid development of globalisation, digitalisation, and artificial intelligence (AI) in the twenty-first century has brought about substantial changes in the nature, objectives, and methods of education. India's National Education Policy 2020 (NEP 2020) is an important initiative aimed at making education multidisciplinary, skill-oriented, technology-enabled, and grounded in Indian Knowledge Traditions. In this context, the teaching of Hindi language and literature must extend beyond linguistic proficiency and be connected with cultural awareness, ethical values, critical thinking, creativity, and digital literacy. This paper analyses the possibilities of integrating Indian Knowledge Traditions, artificial intelligence, and digital innovation into the teaching of Hindi language and literature in the light of NEP 2020. The study adopts a qualitative and analytical approach and critically examines NEP 2020, Indian Knowledge Systems (IKS), contemporary educational discourse, and available literature on digital learning. It argues that Indian Knowledge Traditions provide a foundation for holistic, value-based education, while AI-enabled tools, machine translation, digital learning platforms, and electronic resources can make the teaching of Hindi language and literature more effective, participatory, and personalised. The paper also reviews challenges such as the digital divide, inadequate technological infrastructure, limitations in language resources, and the ethical use of AI. It concludes that a balanced integration of Indian Knowledge Traditions, artificial intelligence, and digital innovation can support the objectives of NEP 2020 and play a significant role in making Hindi language and literature education inclusive, innovative, skill-based, and oriented towards sustainable development.

Keywords: National Education Policy 2020; teaching of Hindi language and literature; Indian Knowledge Traditions; artificial intelligence; digital innovation; multidisciplinary education; sustainable development.

INTRODUCTION

In the twenty-first century, the rapid development of globalisation, digitalisation, and artificial intelligence has significantly transformed the nature, objectives, and methods of education. Education today is no longer confined to the acquisition of knowledge; it has become a means of developing students' critical thinking, creativity, problem-solving abilities, digital competence, and ethical responsibility. In this changing context, the need has emerged to make education more inclusive, multidisciplinary, skill-based, and technology-enabled. The National Education Policy 2020 is a significant document for the reorganisation of India's educational system in this direction. It emphasises holistic development, multidisciplinary learning, Indian languages, and the use of technology (Government of India).

The importance of teaching Hindi language and literature has increased in the context of NEP 2020. Hindi is not merely a medium of communication; it also carries Indian culture, social consciousness, folk traditions, and human values. Traditionally, Hindi teaching has largely focused on developing language skills and literary knowledge. Its role, however, has become much broader in the contemporary context. Hindi education is now expected to develop not only linguistic proficiency but also cultural sensitivity, critical perspectives, creative expression, digital literacy, and multidisciplinary understanding. From this perspective, integrating Indian

Knowledge Traditions with modern technologies has become essential to the teaching of Hindi language and literature.

Artificial intelligence, digital learning platforms, electronic resources, and language technologies have opened up new possibilities for teaching and learning. In the field of Hindi, machine translation, natural language processing, digital archiving, and conversational AI tools have created new opportunities for study and instruction. Indian Knowledge Traditions, meanwhile, connect learners with cultural values, ethical awareness, and a holistic outlook. A balanced integration of these two dimensions can make education more effective, relevant, and future-oriented.

Although several studies are available on NEP 2020, Indian Knowledge Systems, and artificial intelligence individually, relatively little research has examined the integration of all three dimensions in the specific context of Hindi language and literature teaching. This constitutes the principal research gap addressed by the present study. The paper analyses the possibilities of incorporating Indian Knowledge Traditions, artificial intelligence, and digital innovation into Hindi language and literature education in the light of NEP 2020, and explains how their coordinated use can make Hindi teaching more inclusive, skill-oriented, value-based, and responsive to future needs.

National Education Policy 2020 and the Teaching of Hindi Language and Literature

NEP 2020 seeks to move the Indian educational system beyond information-based instruction towards holistic, multidisciplinary, and skill-based education. The policy makes it clear that the purpose of education is not limited to cognitive development; it also includes the cultivation of critical thinking, creativity, ethics, and constitutional values among students (Government of India 5). The teaching of Hindi language and literature is particularly significant in this regard because language is not merely a means of communication but also a vehicle for knowledge, culture, and social consciousness.

Recognising Indian languages as a foundation for education and knowledge creation, NEP 2020 states: 'Wherever possible, the medium of instruction until at least Grade 5, and preferably beyond, will be the home language/mother tongue/local language/regional language' (Government of India 12). This perspective opens up new possibilities for Hindi language and literature teaching because learning through the mother tongue strengthens conceptual understanding, expressive ability, and learners' confidence. Linguist Ganesh N. Devy argues that Indian languages are not merely instruments of communication but also carriers of the cultural memory and knowledge traditions of Indian society (Devy 84). Hindi teaching should therefore connect language learning with cultural awareness.

Another important dimension of NEP 2020 is multidisciplinary education. Teaching Hindi literature in relation to history, philosophy, environmental studies, media studies, translation studies, and Indian Knowledge Traditions can help students develop a broader outlook. According to educationist Krishna Kumar, education becomes meaningful when it encourages students to think, question, and understand social realities rather than merely memorise information (Kumar 67). Hindi teaching must consequently be reorganised along similar lines.

Indian Knowledge Traditions and the Teaching of Hindi Language and Literature

Indian Knowledge Systems (IKS) represent India's diverse intellectual, cultural, and philosophical heritage. They are not confined to ancient texts or traditional knowledge; rather, they encompass a rich and integrated tradition of worldviews, ethical values, coexistence with nature, social responsibility, and experiential knowledge. NEP 2020 places particular emphasis on grounding education in the 'Indian ethos' so that learners develop through a balanced integration of knowledge, skills, and values.

Hindi language and literature have served as a powerful medium for transmitting Indian Knowledge Traditions. From the early period to contemporary writing, diverse literary movements in Hindi have expressed the cultural, ethical, and humanistic values of Indian society. In particular, Bhakti literature conveyed messages of equality, humanity, and spiritual freedom that transcended caste, sectarian, and social divisions. Kabir's fearless thought

challenged social orthodoxies and affirmed reason, experience, and human equality, while Tulsidas's writings foregrounded the welfare of the community, a sense of duty, and ethical living. In the modern period, Premchand made literature an instrument of social transformation by focusing on social justice, rural life, and human sensitivity. Mahadevi Varma, in turn, gave renewed expression to compassion, human dignity, and cultural awareness. Studying these writers can develop not only students' literary appreciation but also their value-based outlook and sense of social responsibility.

NEP 2020 emphasises multidisciplinary education and experiential learning. From this perspective, it is not sufficient to present Indian Knowledge Traditions in Hindi classes merely as a historical subject; they should be taught in relation to contemporary social, environmental, and ethical concerns. For example, Kabir's couplets may be discussed in relation to social inclusion, Tulsidas's writings in relation to ethical leadership, Premchand's stories in relation to social justice, and folk literature in relation to sustainable development and local knowledge. Literature thus becomes a source of knowledge applicable to life rather than simply a curricular requirement.

In higher education, incorporating Indian Knowledge Traditions can connect students with their cultural roots while also cultivating a global outlook. Through the teaching of Hindi language and literature, Indian philosophy, folk knowledge, environmental awareness, coexistence, and democratic values can be incorporated into learning in ways that give practical expression to the objectives of NEP 2020. Hindi curricula should therefore reinterpret Indian Knowledge Traditions not merely as a legacy of the past but in relation to contemporary life, sustainable development, and global citizenship. This approach can make Hindi teaching more relevant, value-oriented, and future-focused.

Artificial Intelligence and the Teaching of Hindi Language and Literature: New Possibilities and Challenges

Artificial intelligence (AI) has opened up new directions for traditional teaching and learning processes. AI is emerging not merely as a technological innovation but also as a significant system for the creation, dissemination, and assessment of knowledge. NEP 2020 stresses the appropriate use of technology in education and encourages digital learning, adaptive learning, and innovation-based pedagogical practices. In this context, UNESCO has also emphasised that AI should be used in education through a human-centred, inclusive, and ethical approach, ensuring that technology improves the quality of learning rather than replacing the role of the teacher.

In the teaching of Hindi language and literature, AI offers a range of new possibilities. Natural language processing (NLP), machine translation, speech recognition, grammar checking, automated summarisation, and conversational AI tools can support the development of students' language proficiency. For instance, AI-based systems can provide immediate feedback during Hindi writing exercises by suggesting corrections and improvements in spelling, grammar, style, and word choice. AI can also assist learners in developing an initial understanding of complex literary texts, including their vocabulary, context, and subject matter.

Personalised learning is another important application of AI in higher education. Students differ in their pace of learning, interests, and needs. AI-based learning platforms can analyse students' progress and provide appropriate study materials, practice questions, and learning activities. This can make Hindi language teaching more participatory and learner-centred. UNESCO reports that AI has the potential to improve inclusion, quality, and learning effectiveness, provided it is used in accordance with clear educational objectives and ethical standards.

Despite its potential, AI also presents serious challenges. The factual accuracy of AI-generated content, the reliability of sources, originality in writing, data privacy, and academic integrity are particularly important concerns. If students rely on AI without critical evaluation, their independent thinking and creative writing skills may be weakened. AI should therefore be adopted as a pedagogical support tool rather than as a substitute for the teacher.

Responsible and judicious use of AI, in line with the objectives of NEP 2020, can make Hindi language and literature teaching more effective, interactive, and inclusive. This requires training teachers in AI literacy, developing high-quality digital resources for Indian languages, and balancing technological innovation with human values and Indian Knowledge Traditions. Only then can artificial intelligence become an instrument of meaningful educational transformation in Hindi teaching.

Digital Innovation and the Teaching of Hindi Language and Literature: Opportunities and Future Directions

Digital technology has substantially transformed the nature of higher education. In particular, the COVID-19 pandemic brought new possibilities to the fore through online and blended learning models. NEP 2020 also places considerable emphasis on the effective use of technology in education, the development of digital infrastructure, and the creation of high-quality electronic resources. In this context, the teaching of Hindi language and literature can move beyond conventional classroom-centred methods and become more interactive, participatory, and flexible through digital media.

Learning Management Systems (LMS), SWAYAM, DIKSHA, Massive Open Online Courses (MOOCs), e-libraries, digital archives, and Open Educational Resources are making teaching and learning more accessible and effective. These platforms allow students to access study materials, lectures, videos, quizzes, and reference resources without being constrained by time and place. Using such digital resources in Hindi language and literature teaching can strengthen students' capacity for self-directed learning while enabling teachers to adopt more creative roles.

Digital humanities is an important dimension of digital innovation and has opened new avenues for literary study and research. Digitisation of literary texts, digital textual editing, the creation of linguistic corpora, digital archiving, and data-driven literary analysis are making Hindi research more systematic and multidimensional. Similarly, digitally preserving manuscripts, folk literature, and cultural heritage associated with Indian Knowledge Traditions creates new opportunities to connect Hindi studies with the global research community.

Effective use of digital media can make Hindi language and literature teaching more experiential and participatory. Literary mapping, digital storytelling, podcasts, interactive presentations, and virtual seminars can promote students' language skills, creativity, and critical thinking. Teaching thereby moves beyond the textbook and becomes connected with real life and the contemporary technological environment.

Digital innovation is therefore not merely a technological convenience; it is an effective means of qualitatively transforming the teaching of Hindi language and literature. If digital resources are developed, teachers receive appropriate technological training, and high-quality digital content is created in Indian languages in line with NEP 2020, Hindi teaching can become more inclusive, research-oriented, and competitive at the global level.

An Integrated Conceptual Model for Teaching Hindi Language and Literature in the Context of NEP 2020

NEP 2020 highlights the need for a pedagogical model that establishes a balanced relationship among knowledge, skills, culture, and technology. In this spirit, the present study proposes an integrated conceptual model that seeks to reorganise the teaching of Hindi language and literature around three principal foundations: Indian Knowledge Traditions, artificial intelligence, and digital innovation.

In this model, Indian Knowledge Traditions provide the cultural and value-based foundation for teaching. Through Hindi literature, students can develop an understanding of Indian thought, ethical values, environmental awareness, social responsibility, and democratic perspectives. Artificial intelligence, in turn, has the potential to make teaching and learning more personalised, interactive, and analytical. AI-based language tools, translation systems, writing assistants, adaptive learning, and automated feedback can strengthen students' language proficiency and the quality of learning. Digital innovation expands access to knowledge and participation by

reducing the constraints of time and place through LMS platforms, electronic resources, digital libraries, virtual classrooms, and digital humanities.

The integration of these three dimensions prevents the teaching of Hindi language and literature from being confined to subject-based study; instead, it transforms it into an integrated model of knowledge, skills, values, and technological competence. Through this model, students can develop linguistic proficiency alongside critical thinking, creative expression, research capacity, digital literacy, and cultural sensitivity. The model thus offers a practical educational framework for realising the objective of NEP 2020 that calls for a balanced integration of Indian rootedness and global awareness.

CHALLENGES AND RECOMMENDATIONS

NEP 2020 offers many new possibilities for teaching Hindi language and literature; however, several practical and structural challenges remain in the way of effective implementation. The first is the unequal availability of digital infrastructure. Many educational institutions, particularly in rural and remote areas, lack high-speed internet, modern devices, and digital learning resources. As a result, the benefits of technology-based education do not reach all students equally.

A second challenge is the limited availability of high-quality digital resources and AI-based tools for Hindi. Compared with English, Hindi language processing, educational content, digital corpora, and research-support tools remain at a developing stage. In addition, many teachers are not sufficiently familiar with the educational applications of new technologies, limiting the effective use of digital platforms and AI-enabled learning resources.

Another important challenge concerns academic integrity. The increasing use of AI-based tools may encourage students to use generated content without critically evaluating it. This may affect original thinking, independent writing, and the quality of research. AI must therefore be used in accordance with clear ethical guidelines and under the guidance of teachers.

Addressing these challenges requires a multidimensional approach. Higher education institutions should regularly organise Faculty Development Programmes (FDPs) to train teachers in the integrated use of AI, digital teaching, and Indian Knowledge Traditions. Institutional support should be provided for developing open digital educational resources, electronic learning materials, and AI-enabled language tools in Hindi. Indian Knowledge Traditions, digital literacy, and the ethical use of AI should also be integrated into curricula. Universities should encourage interdisciplinary research in digital humanities, language technology, and Indian languages. These measures can help realise the objectives of NEP 2020 more effectively.

CONCLUSION

NEP 2020 presents a broad transformative vision for India's educational system, assigning importance to Indian languages, Indian Knowledge Traditions, technology, and innovation. In the context of Hindi language and literature teaching, the policy does not merely propose curricular change; it creates a pathway towards a more inclusive, multidisciplinary, skill-oriented, and learner-centred conception of education.

The present study demonstrates that Indian Knowledge Traditions provide Hindi teaching with cultural depth, an ethical foundation, and social sensitivity, while artificial intelligence and digital innovation have the potential to make teaching and learning more effective, interactive, and personalised. A balanced integration of these three dimensions can establish a new educational model for teaching Hindi language and literature in accordance with the objectives of NEP 2020.

The success of this transformation, however, depends not only on the availability of technological resources but also on teacher preparedness, high-quality digital content in Hindi, institutional support, and the consistent observance of academic ethics. It is therefore necessary to establish a balanced relationship between tradition and modernity, human values and technology, and local knowledge and global perspectives. Such an approach

can make the teaching of Hindi language and literature more relevant, effective, and intellectually enriching in response to future needs.

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