



The Role of CEFR in Supporting Multilingual and Communicative Language Education under NEP 2020

Mrs. Sharon Shullai Syiem¹, Dr. Rihunlang Rymbai²

¹Research Scholar, Department of Education, North-Eastern Hill University,
Shillong, Meghalaya, India

²Associate Professor, Department of Education, North-Eastern Hill
University, Shillong, Meghalaya, India

Email: sharonsyiem27@gmail.com

Abstract

The National Education Policy 2020 (NEP 2020) emphasizes multilingualism, communicative competence, and competency-based language learning as essential components of quality education in India. In this context, the Common European Framework of Reference for Languages (CEFR) provides a structured and flexible framework for developing and assessing language proficiency across different educational stages. This paper explores the alignment between CEFR proficiency levels and the multilingual education vision of NEP 2020. It examines how CEFR levels can support gradual language development from the foundational stage to higher education while accommodating India's linguistic diversity. The paper also evaluates the role of CEFR-based assessment in measuring students' practical language abilities through communicative activities such as listening, speaking, reading, writing, interaction, and mediation. Drawing upon recent research studies, the paper highlights the reliability, transparency, and learner-centred nature of CEFR-based assessment practices. The study concludes that integrating CEFR principles into Indian education can strengthen multilingual, communicative, and competency-based language learning envisioned in NEP 2020.

Keywords: Multilingualism, National Education Policy 2020 (NEP 2020), Common European Framework of Reference for Languages (CEFR).

Introduction:

Multilingual education (MLE) refers to the practice of using two or more languages as mediums of instruction in educational settings, often beginning with teaching children in their mother tongue alongside additional languages to promote better comprehension and learning outcomes. MLE refers to an approach in schooling where more than one language is used as a medium of instruction or integrated into the curriculum to support learning, cognitive development, and social inclusion (Liddicoat & Taylor-Leech, 2015).



It emphasizes the use of students' mother tongue or home language in early grades, gradually introducing additional regional, national, or global languages. The main components of multilingual education include: *language of instruction*, ensuring foundational learning in the mother tongue; *language policy and planning*, which guides which languages are taught and when; *pedagogical approaches*, such as transitional, maintenance, or dual-language programs; *teacher training*, equipping educators with multilingual teaching strategies; *learning resources*, including multilingual textbooks and digital tools; *assessment*, focusing on communicative competence rather than only grammar; and *community and cultural engagement*, involving families and local culture to strengthen language learning and identity (Nathani, 2023; Gunawan, 2025). Collectively, these components create an inclusive and flexible learning environment that values linguistic diversity while promoting effective learning outcomes.

UNESCO (2025) reports that students learn best when instructed in a language they understand, yet currently, 40% of learners worldwide are taught in languages not spoken at home, limiting their academic success and engagement. Research highlights numerous benefits of MLE, including enhanced cognitive development, improved literacy, and social inclusion (Okal, 2014; UNESCO, 2025). Multilingual learners tend to develop better problem-solving skills, cognitive flexibility, and attention control compared to monolingual peers, and mother tongue instruction supports identity and cultural preservation while facilitating acquisition of second languages. Despite challenges like resource limitations and the need for trained teachers, adopting MLE is critical to achieving equitable, quality education and fulfilling Sustainable Development Goal 4 (UNESCO, 2025).

Among the various components of multilingual education, the assessment of language proficiency, particularly one that emphasizes communicative competence, is a vital aspect as it enables teachers to evaluate students' actual language use in meaningful contexts. Assessment functions not only as a tool for measuring proficiency but also as a means of improving curriculum planning, learner participation, and teaching practices in multilingual classrooms (Cummins, 2007; Liddicoat & Taylor-Leech, 2015). Traditional language testing methods, however, have largely focused on grammatical accuracy and rote memorization, often neglecting the communicative and functional dimensions of language use (Little, 2006). In contrast, the Common European Framework of Reference for Languages (CEFR) offers a competency-based and action-oriented model of assessment that views language learning as a process of using language for real purposes. CEFR organizes language proficiency around four key modes of communication: *reception*, which involves understanding spoken and written input; *production*, which refers to expressing oneself through speech and writing; *interaction*, which focuses on collaborative communication and conversational exchange; and *mediation*, which entails interpreting, paraphrasing, and facilitating understanding between speakers of different languages (Council of Europe [CoE], 2020).



Together, these components present a holistic view of language ability that extends beyond linguistic accuracy to include meaning-making and intercultural communication. By integrating these components into assessment, CEFR enables educators to measure learners' communicative proficiency more comprehensively, an approach that closely aligns with the goals of multilingual education under NEP 2020, which prioritizes functional communication, linguistic diversity, and learner-centred pedagogy (Pal et al. 2024). Thus, CEFR-based assessment provides a practical framework for evaluating language proficiency that reflects the real-world communicative demands of multilingual learners.

National Education Policy 2020 and Multilingualism:

India's NEP 2020 places multilingual education at the centre of school policy and recommends concrete measures to strengthen learning through learners' home, local, or regional languages. The policy explicitly states that, wherever possible, the medium of instruction until at least Grade 5, and preferably until Grade 8, should be the child's mother tongue, home language, local language, or regional language to improve foundational learning and conceptual understanding (Ministry of Education [MoE], 2020). NEP 2020 endorses a flexible three-language formula that encourages learning multiple Indian languages (alongside English where appropriate), while allowing states and regions autonomy to choose the specific languages so long as at least two of the three are indigenous to India (MoE, 2020). The policy also calls for development of high-quality textbooks and teaching materials in Indian languages, expanded teacher training in multilingual and activity-based pedagogy, and revitalization of classical, tribal, and regional languages to preserve cultural heritage and promote inclusion (MoE, 2020). By foregrounding mother-tongue instruction, NEP 2020 aims to reduce early learning loss, increase retention and participation, and strengthen cognitive and socio-emotional development, while also preparing learners for multilingual competence that supports social mobility and global engagement (MoE, 2020).

Multilingualism under NEP 2020 also aims to enhance social inclusion, cultural integration, and linguistic equity by valuing and promoting diverse languages across educational contexts. It encourages students to develop proficiency in multiple languages to improve employability, cognitive skills, and cultural awareness. The policy recognizes the challenges in implementing multilingual education, such as resource limitations, teacher training needs, socio-economic disparities, and resistance from certain communities. Hence, it calls for a collaborative approach involving policymakers, educators, and families to address these challenges. Ultimately, NEP 2020 aims to create a balanced system where linguistic diversity is celebrated, and learners are empowered to communicate effectively in multiple languages, contributing to social cohesion and national unity (Gurnawan, 2025; MoE, 2020).



Common European Framework of Reference for Languages:

The Common European Framework of Reference for Languages (CEFR) is one of the most widely recognized frameworks for describing and comparing language proficiency. Developed by the Council of Europe and published in 2001, it provides a common basis for language learning, teaching, and assessment across varied educational and linguistic contexts (Council of Europe [CoE], 2001). The framework was developed to promote transparency, comparability, and consistency in language education across different countries and languages. It introduced an action-oriented approach to language learning by viewing learners as active language users who apply language for meaningful communication in real-life situations rather than merely learning grammatical rules in isolation. The CEFR therefore emphasizes communicative competence through activities such as reception, production, and interaction across academic, social, and professional contexts (CoE, 2001). Beyond being a reference document, the CEFR has influenced language policy, curriculum design, teaching practices, and assessment systems at both national and international levels (Little, 2006).

The CEFR Companion Volume 2020 organizes language proficiency into six main levels: Pre-A1, A1 (Breakthrough), A2 (Waystage), B1 (Threshold), B2 (Vantage), C1 (Effective Operational Proficiency), and C2 (Mastery). For example, at the Pre-A1 level, learners in multilingual settings can recognize familiar words and simple expressions in the languages used in their home or classroom environment and respond to basic greetings or instructions. At the A1 level, learners can use simple words and phrases to introduce themselves, ask basic questions, and communicate immediate needs in one or more familiar languages. At the A2 level, learners can participate in routine conversations, understand short messages, and describe simple daily experiences while gradually using multiple languages for communication and learning. At the B1 level, learners can understand the main points of familiar topics, express ideas and experiences, and communicate independently in academic and social situations across different language contexts. At the B2 level, learners can interact fluently and confidently in multilingual academic, social, and professional environments, participate in discussions, and understand more complex spoken and written texts.

At the C1 level, learners can use languages flexibly and effectively for higher education, professional communication, and intercultural interaction while understanding complex ideas and arguments. At the highest C2 level, learners can understand and interpret virtually everything heard or read across different linguistic and cultural contexts and express themselves fluently, accurately, and appropriately even in highly complex multilingual situations (CoE, 2020). The CEFR Companion Volume 2020 further develops and updates the original framework by providing refined and more accessible illustrative descriptors for language learning, teaching, and assessment. It expands the conceptual model of the CEFR and makes the framework more inclusive and applicable to diverse educational contexts.



One of its major features is the inclusion of “Can-Do” descriptors/statements, which explain what learners are typically able to accomplish at different proficiency levels across communicative activities such as listening, reading, spoken interaction, spoken production, and writing (CoE, 2020). These “Can-Do” statements reflect an action-oriented approach focused on actual communicative performance rather than theoretical knowledge. They provide clear, observable goals for language learners and a user-friendly tool for teachers to align instruction and assessment with real-life language tasks. This approach promotes transparency and consistency in evaluating language proficiency across contexts and languages (CoE, 2020).

Objectives:

- To explore how the language proficiency levels defined by CEFR align with the aims of India’s NEP 2020 multilingual education policy at various school stages.
- To evaluate how CEFR-based assessments can better measure students’ practical language skills, supporting NEP 2020’s goal of making language learning meaningful, usable, and relevant in students’ everyday lives.

Alignment of the CEFR proficiency levels with NEP 2020 multilingual education policy at various school stages:

The Common European Framework of Reference for Languages (CEFR) aligns closely with the vision of the National Education Policy 2020, particularly in promoting multilingualism, competency-based learning, and functional language use. Although the CEFR originated in Europe, it is not limited to English language learning alone. The framework can be adapted for the teaching, learning, and assessment of different languages, including the languages recognized under the Eighth Schedule of the Indian Constitution such as Hindi, Bengali, Tamil, Telugu, Marathi, Gujarati, Kannada, Malayalam, Punjabi, Assamese, Odia, Urdu, Sanskrit, Kashmiri, Manipuri, Konkani, Nepali, Bodo, Dogri, Maithili, Santali, and Sindhi, along with regional and indigenous languages such as Khasi, Garo, Mizo, and Kokborok. This flexibility is relevant to the multilingual nature of Indian classrooms and also supports the three-language formula recommended in NEP 2020, which encourages learners to develop proficiency in multiple languages while respecting linguistic and cultural diversity (MoE, 2020). In multilingual educational settings like India, where students use different languages at home, school, and society, the CEFR can provide a common and systematic framework for assessing language proficiency across different languages. Instead of focusing mainly on grammar memorization, the framework emphasizes learners’ ability to understand, speak, interact, and communicate meaningfully in real-life situations. This communicative and competency-based approach supports the learner-centred vision of NEP 2020 (CoE, 2001; MoE, 2020).

The NEP 2020 introduces the 5+3+3+4 curricular and pedagogical structure consisting of the Foundational, Preparatory, Middle, and Secondary stages of schooling while also emphasizing competency development in higher education (Ministry of Education, 2020).



In higher education, the policy promotes a flexible and multidisciplinary structure with undergraduate programmes of three or four years, multiple entry and exit options, academic credit transfer through the Academic Bank of Credits (ABC), and greater emphasis on holistic and skill-based learning. The CEFR framework can therefore be integrated across school and higher education levels to support gradual and measurable multilingual language development.

- At the **Foundational Stage** (Ages 3–8; Pre-school to Class 2), learners may gradually attain proficiency at the Pre-A1 and A1 levels. At these levels, learners begin to recognize familiar words, understand simple instructions, respond to greetings, identify basic information, and communicate through simple expressions and short phrases. Language learning at this stage should focus on listening, speaking, storytelling, songs, play-based communication, and interaction in the mother tongue or regional language along with gradual exposure to additional languages (CoE, 2001).
- At the **Preparatory Stage** (Ages 8–11; Classes 3–5), learners may continue progressing within the A1 level while strengthening their ability to understand familiar expressions, communicate simple needs, read short texts, and produce basic written responses. Learners may also begin to use multiple languages for classroom communication and simple academic purposes. This aligns with NEP 2020's emphasis on multilingual exposure and activity-based learning experiences (MoE, 2020).
- At the **Middle Stage** (Ages 11–14; Classes 6–8), learners may progress from A1 toward A2 proficiency levels. At this stage, learners are expected to understand commonly used expressions, participate in simple conversations, describe experiences, and communicate more independently in both social and educational contexts. They may also begin to engage with subject content through more than one language, thereby strengthening multilingual competence and functional communication skills (CoE, 2001).
- At the **Secondary Stage** (Ages 14–18; Classes 9–12), learners may progress from B1 to B2 proficiency levels. At the B1 level, learners can understand the main points of clear communication, express opinions, participate in discussions, and produce connected oral and written communication. At the B2 level, learners can communicate with greater fluency and spontaneity, understand complex texts, and engage effectively in academic, vocational, and social interactions. These levels are particularly important in preparing students for higher education, employability, and participation in a globalized world (CoE, 2001).
- In **Higher Education**, learners may gradually progress toward advanced proficiency levels such as C1 and C2, where they are able to communicate effectively in academic, professional, and intercultural contexts.

At these levels, students can critically evaluate information, present research ideas fluently, engage in academic discourse, and participate confidently in multilingual and international environments. Such advanced communicative competence supports NEP 2020's vision of developing globally competent and professionally skilled graduates (MoE, 2020).



This systematic progression of proficiency levels supports NEP 2020's emphasis on gradually developing language abilities from experiential and activity-based learning in the early years to more independent communication and critical thinking in later stages (MoE, 2020). The CEFR also emphasizes communicative competence through reception, production, interaction, and mediation activities, which reflect NEP 2020's learner-centred and functional approach to language education (CoE, 2001; Sastry & Ghosh, 2023). NEP 2020 also promotes multilingual education through the use of the mother tongue or regional language in the early years while gradually introducing additional languages, including English and classical languages. This approach aligns with the adaptable nature of the CEFR framework, which can be applied across diverse linguistic and cultural contexts (MoE, 2020; Lingaya's Vidyapeeth, 2025). The CEFR framework focuses on what learners are able to do in real-life communication and therefore moves language learning beyond grammar memorization toward meaningful communication in academic, social, and professional settings (Larsen-Freeman & Anderson, 2011). The three-language formula under NEP 2020 reflects India's linguistic diversity and supports multilingual proficiency, while the CEFR provides a common framework for assessing and benchmarking language proficiency across different educational contexts. Therefore, the integration of CEFR with NEP 2020 can strengthen multilingual education in India by promoting communicative competence, measurable learning outcomes, and learner-centred pedagogy across school and higher education. The framework can also support the assessment and development of proficiency in multiple Indian and foreign languages suited to the multilingual realities of Indian classrooms (Lingaya's Vidyapeeth, 2025).

CEFR-based assessment for evaluating language proficiency:

CEFR-based assessment has significant potential for evaluating students' language proficiency in a practical, systematic, and learner-centred manner across different stages of education. The framework supports the vision of the NEP 2020 by promoting communicative competence, multilingual learning, and competency-based education rather than rote memorization of grammatical rules (Ministry of Education, 2020). The CEFR organizes language proficiency into six broad levels ranging from Pre-A1 to C2 and describes what learners are able to do with language in real-life situations at different stages of learning (Council of Europe, 2001; Makwana, 2021). One of the major strengths of CEFR-based assessment is its focus on practical language use. Instead of testing isolated grammar items or textbook-based knowledge alone, the framework evaluates learners' ability to communicate meaningfully in academic, social, and everyday situations.

Larsen-Freeman and Anderson (2011) explain that communicative approaches to language teaching and assessment encourage learners to use language functionally for interaction and real communication. This aligns closely with NEP 2020's emphasis on experiential learning, competency development, and the practical application of knowledge (MoE, 2020).



The CEFR framework evaluates learners across major communicative language activities such as listening, reading, speaking, and writing, along with interaction and mediation skills. Listening and reading activities assess how effectively learners understand spoken and written texts in different contexts. Speaking and writing activities evaluate learners' ability to express ideas, opinions, and experiences clearly and appropriately. Interaction activities focus on learners' participation in conversations, classroom discussions, collaborative learning, and social communication. Mediation activities involve explaining, summarizing, interpreting, translating, and helping others understand information across languages and cultures. The Companion Volume 2020 highlights that mediation has become increasingly important in multilingual societies because learners often move between languages to support understanding and communication. This is especially relevant in multilingual classrooms like those found in India.

Makwana (2021) highlights that one of the important contributions of the CEFR framework is its use of "Can-Do" descriptors for different proficiency levels. These descriptors clearly define what learners are expected to achieve at each stage of language learning. For example, learners at the A1 level may be able to introduce themselves and understand simple instructions, while learners at the B2 level may be able to understand complex texts and participate effectively in discussions. According to Makwana (2021), such descriptors make language assessment more transparent and systematic because teachers and learners can clearly identify learning outcomes, strengths, and areas needing improvement. The study also emphasizes that CEFR-based assessment supports curriculum planning and gradual language progression across educational stages. Cambridge English (2011) also emphasizes that CEFR-based assessment promotes principles of good practice in language testing, including reliability, validity, fairness, and transparency. The report explains that assessments aligned with the CEFR should reflect authentic language use and evaluate learners' communicative abilities in meaningful contexts rather than relying solely on traditional written examinations. The study further notes that CEFR descriptors help teachers design more learner-centred classroom assessments and encourage continuous learning and improvement instead of one-time examination performance.

Research conducted by Waluyo et al. (2024) demonstrates that CEFR-based proficiency assessments can effectively measure learners' communicative language development. Their study at a Thai university found that CEFR-aligned assessments showed strong reliability and criterion validity. The findings revealed that learners performed better when assessed through communicative and task-based activities such as presentations, discussions, role plays, comprehension exercises, and written responses. The study also observed that CEFR-based assessment encouraged learners to use language more confidently in practical situations and supported continuous language development instead of rote learning practices. Ahmed (2025) discusses the growing importance of integrating CEFR principles into multilingual educational systems through competency-based assessment practices.



The study explains that CEFR-based assessment shifts language evaluation away from grammar-focused and examination-oriented methods toward the assessment of learners' overall communicative and functional language abilities. Ahmed further stresses that successful implementation of CEFR requires contextualization according to local educational realities. The study highlights the importance of teacher preparation, intercultural awareness, and digital innovations in ensuring fair, transparent, and inclusive language assessment practices. Another important finding is that CEFR-based assessment supports learner autonomy because learners become more aware of their proficiency levels and learning progress. Similarly, G'ulomjonova and Usmonova (2025) explain that the internationally recognized structure of the CEFR framework helps maintain consistency and comparability in language assessment across different educational settings. Their study highlights that CEFR-based assessment evaluates learners' communicative performance and practical language use rather than focusing only on grammatical accuracy. The authors further observe that learners become more actively engaged in language learning because assessment activities are connected to real-life communication and meaningful language use.

Research related to multilingual education also supports the relevance of CEFR-based assessment in linguistically diverse societies. Sastry and Ghosh (2023) explain that multilingual education under the National Education Policy 2020 requires assessment approaches that value communicative competence across multiple languages rather than privileging only one language. Their study suggests that frameworks such as the CEFR can support more systematic and inclusive assessment practices in multilingual educational settings. Similarly, Singh and Kathuria (2024) argue that multilingual classrooms require flexible and learner-centred assessment approaches that recognize learners' diverse linguistic backgrounds and communicative abilities. Studies by Cummins (2007) and Ray (2021) further emphasize that meaningful language learning develops when learners are encouraged to use language actively across academic and social contexts. These studies support communicative and multilingual approaches to language assessment because language proficiency develops more effectively through interaction, participation, and practical language use rather than through memorization alone. The CEFR framework is also highly adaptable to multilingual and multicultural educational settings. Since India is characterized by linguistic diversity, CEFR-based assessments can be adapted for Indian languages and not only for English. The framework can support assessment in regional, indigenous, classical, and foreign languages while maintaining common standards of proficiency measurement. This flexibility supports NEP 2020's multilingual vision and the three-language formula, which encourage students to develop proficiency in multiple languages (Sastry & Ghosh, 2023; Lingaya's Vidyapeeth, 2025). Generally, research findings show that CEFR-based assessment provides a reliable, transparent, communicative, and learner-centred framework for evaluating language proficiency. It supports practical language use, continuous learner development, multilingual competence, and authentic assessment practices across different educational contexts.



In the Indian educational context, CEFR-based assessment can help bridge the gap between theoretical language learning and practical communication while supporting NEP 2020's vision of multilingual, inclusive, competency-based, and communicative language education that prepares learners for academic success, professional growth, and participation in a global society (Ministry of Education, 2020; Council of Europe, 2001).

Conclusion

The present paper explored the relevance of the Common European Framework of Reference for Languages (CEFR) in supporting the multilingual and competency-based vision of the National Education Policy 2020. The study examined how the CEFR proficiency levels can align with the different stages of school education under NEP 2020 and highlighted the potential of CEFR-based assessment practices in promoting meaningful and practical language learning. The discussion showed that the CEFR framework aligns closely with NEP 2020's emphasis on multilingualism, communicative competence, learner-centred pedagogy, and competency-based education. The CEFR proficiency levels from Pre-A1 to C2 provide a systematic structure for the gradual development of language skills across the Foundational, Preparatory, Middle, Secondary, and Higher Education stages. The framework's flexibility also makes it suitable for multilingual educational settings like India, where learners study and use multiple languages. Since the CEFR can be adapted for different Indian, regional, indigenous, and foreign languages, it supports the multilingual objectives and the three-language formula emphasized in NEP 2020.

The paper also examined the role of CEFR-based assessment in evaluating students' practical language abilities. Unlike traditional grammar-oriented examinations, CEFR-based assessment focuses on learners' ability to use language effectively in real-life situations through listening, speaking, reading, writing, interaction, and mediation activities. The use of communicative tasks and "can-do" descriptors helps make assessment more transparent, learner-centred, and meaningful. Research studies reviewed in the paper further indicate that CEFR-based assessments provide reliable and systematic measures of language proficiency while encouraging authentic communication and continuous language development. In the Indian educational context, the integration of CEFR principles into language teaching and assessment can help bridge the gap between theoretical language learning and practical communication. It can support more inclusive and communicative classroom practices while helping learners gradually develop functional multilingual proficiency across different stages of education. Therefore, the adoption of CEFR-based approaches can contribute significantly to achieving NEP 2020's vision of multilingual, competency-based, and practical language education that prepares learners for academic success, professional growth, and effective participation in society.



References:

1. Ahmed, A. (2025). Integration of theory into CEFR-based language instruction and assessment. <https://www.linkedin.com/pulse/integration-theory-cefr-based-language-instruction-assessment-ahmed-vcbff>
2. Cambridge English. (2011). *Using the CEFR: Principles of good practice*. Cambridge Assessment English. <https://www.cambridgeenglish.org/Images/126011-using-cefr-principles-of-good-practice.pdf>
3. Council of Europe. (2001). *Common European framework of reference for languages: Learning, teaching, assessment*. Cambridge University Press. <http://rm.coe.int/1680459f97>
4. Council of Europe. (2020). *Common European framework of reference for languages: Learning, teaching, assessment: Companion volume*. Council of Europe Publishing. <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>
5. Cummins, J. (2007). *Promoting literacy in multilingual contexts* (Research Monograph No. 5). Ontario Institute for Studies in Education, University of Toronto. https://www.researchgate.net/publication/237426747_Promoting_Literacy_in_Multilingual_Contexts
6. Gunawan, W. (2025). The challenges of implementing multilingual education in Luwu Timur, South Sulawesi. *Social Sciences & Humanities Open*, 11, 101601. <https://www.sciencedirect.com/science/article/pii/S2590291125003298>
7. G'ulomjonova, M., & Usmonova, G. A. qizi. (2025, May). The role of CEFR in language proficiency assessment. In *International scientific and practical conference on modern philological issues: Problems and solutions*. Zenodo. <https://zenodo.org/records/15463947>
8. Larsen-Freeman, D., & Anderson, M. (2011). *Techniques and principles in language teaching* (3rd ed.) [PDF]. Oxford University Press. <https://acasearch.wordpress.com/wp-content/uploads/2015/03/techniques-in-language-teaching.pdf>
9. Liddicoat, A. J., & Taylor-Leech, K. (2015). Multilingual education: The role of language ideologies and attitudes. *Current Issues in Language Planning*, 16 (1-2), 1–7. https://www.researchgate.net/publication/276378051_Multilingual_education_The_role_of_language_ideologies_and_attitudes
10. Lingaya's Vidyapeeth. (2025, March 22). *Understanding the Three Language Policy under NEP 2020*. <https://www.lingayasvidyapeeth.edu.in/three-language-policy-under-nep-2020/>
11. Little, D. (2006). The common European framework of reference for languages: Content, purpose, origin, reception and impact. *Language Teaching*, 39(3), 167–190. <https://doi.org/10.1017/S0261444806003557>
12. Makwana, V. (2021). The Common European Framework of Reference for Languages (CEFR): Implications for language testing. *Journal of English Language Teaching*, 63(3), 10–14. <https://journals.eltai.in/jelt/article/view/JELT630303>



13. Ministry of Education, Government of India. (2020). *National Education Policy 2020* (English).
https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
14. Nathani, P. (2023, December 2). Multilingual education: A comprehensive guide. MasterSoft Blog. <https://www.iitms.co.in/blog/multilingual-education-comprehensive-guide.html>
15. Okal, B. O. (2014). Benefits of multilingualism in education. *Universal Journal of Educational Research*, 2(3), 223–229. <https://doi.org/10.13189/ujer.2014.020304>
16. Pal, B. K., Saloni, S., Sundar, S., Acharya, R., & Sharma, P. (2024). The role of multilingual education in enhancing learning outcomes: An NEP 2020 perspective. *African Journal of Biomedical Research*, 27(4S), 9800–9806.
17. Ray, R. (2021). Impact of multilingual approach to education on young learners in India. *Journal of Scientific Research of the Banaras Hindu University*, 65(9), 58–62.
https://bhu.ac.in/research_pub/jsr/Volumes/JSR_65_09_2021/9.pdf
18. Sastry, A., & Ghosh, N. (2023). Multilingualism and the national education policy 2020: A study. *JMC Review*, 7, 9–28.
19. Singh, R. K., & Kathuria, S. J. (2024). Rethinking teacher education in context to NEP 2020 and multilingual classrooms. *International Journal of Research – Granthaalayah*, 12(12), 1–11.
20. UNESCO. (2025). New UNESCO report calls for multilingual education to unlock learning and inclusion. UNESCO. <https://www.unesco.org/en/articles/new-unesco-report-calls-multilingual-education-unlock-learning-and-inclusion?utm>
21. Waluyo, B., Zahabi, A., & Ruangsung, L. (2024). Language Assessment at a Thai University: A CEFR-Based Test of English Proficiency Development. *rEFlections*, 31(1), 25–47.
<https://so05.tci-thaijo.org/index.php/reflections/article/view/270418/181304>

About the Authors.

Mrs. Sharon Shullai Syiem: Research Scholar, Department of Education, North-Eastern Hill University, Shillong, pursuing PhD in Education. Holds Master's degrees in English and Education. Research focus is on CEFR-based communicative English assessment in multilingual classrooms.

Dr. Rihunlang Rymbai: Associate Professor, Department of Education, North-Eastern Hill University, Shillong. Holds MSc, MEd, and PhD in Education. Has over fifteen years of teaching experience with publications in journals, book chapters and books.