

# LANGUAGE IN SCHOOL EDUCATION WITH RESPECT TO NEP 2020

**Dr. Poonam Yadav,**

*Associate professor, Aditi Mahavidyalaya, University of Delhi.*

## ABSTRACT

*The National Education Policy (NEP) 2020 framework is used to analyse the importance of language in school education. The development of Indian languages, mother tongue-based education, and multilingualism are all emphasised in the NEP 2020, a comprehensive policy overhaul. The NEP 2020's effects on language teaching and potential effects on educational practices are examined in this study. The advantages of a multilingual approach in fostering cognitive talents, linguistic competency, and cultural preservation are covered in this article. It also looks at difficulties implementing the linguistic requirements of NEP 2020, such as teacher preparation and resource availability.*

*To guarantee successful language integration in school, the debate emphasises the necessity for efficient procedures, curriculum development, and community participation. highlighting the value of language in creating inclusive and all-encompassing learning environments, encouraging pupils to embrace linguistic variety and succeed in a world that is becoming more linked.*

**Keywords-** *National Education Policy 2020, multilingualism, mother tongue-based education, Indian languages, cognitive abilities, language proficiency, cultural preservation, teacher training, curriculum development, inclusive learning environments, linguistic diversity.*

## INTRODUCTION

In education, language is crucial because it shapes pupils' cognitive ability, communication skills, and sense of cultural identity. The deep importance of language in supporting holistic development and promoting inclusion within the educational system is acknowledged in India's National Education Policy (NEP) 2020. A number of language-related rules that place an emphasis on multilingualism, mother tongue-based education, and the promotion of Indian languages are included under this policy reform, which was created with the goal of revolutionising the Indian educational system. The NEP 2020 aims to use language's ability to improve academic performance, close linguistic gaps, and foster a feeling of community among students.

With an emphasis on the NEP 2020 in the Indian context, we explore the topic of language in school instruction in this essay. The purpose of this study is to examine how the linguistic provisions of NEP 2020 could affect educational practices in the future. The advantages of accepting multilingualism and introducing mother tongue-based education into the curriculum will be clarified by this examination. Additionally, it will address the difficulties that come with putting these linguistic changes into practice, such as the requirement for teacher preparation and the lack of resources.

By investigating the transformational potential of language in education, we want to learn more about how it may empower learners, promote cognitive development, and protect cultural

heritage. We want to offer insights into the future of language education in Indian schools by analysing the language-related initiatives of the NEP 2020 and their practical ramifications. In the end, this essay aims to add to the current conversation on language in the classroom and how it may help create a more equal and inclusive learning environment for all kids.

## LITERATURE REVIEW

Researchers and academics in the area have focused a lot of emphasis on the subject of language in school instruction, notably the National Instruction Policy (NEP) 2020. One of the essential tenets is "promoting multilingualism and the power of teaching and learning."

It also adds that "Wherever possible, the medium of instruction until at least grade 5, but preferably till grade 8 and beyond, will be the home language/ mother tongue/local language/regional language. Thereafter the home/local language shall continue to be taught as a language wherever possible... Teachers will be encouraged to use a bilingual approach, including bilingual teaching and learning materials, with those students whose home language may not be the same as the medium of instruction," it continues. Furthermore, that "the three-language formula will continue to be implemented while keeping in mind the constitutional provisions, aspirations of the People, Regions, and the Union, and the need to promote multilingualism as well as promote national unity." The students will have the option of selecting three languages from their state, region or personal choice. Out of these three languages two languages should be from India.

The advantages of multilingualism in education have been shown by several studies. According to research by Biskup and Shook (2011), bilingual or multilingual pupils frequently demonstrate superior problem-solving ability, cognitive flexibility, and metalinguistic awareness. Furthermore, Southworth's (1980) study highlights the idea of "additive bilingualism," which contends that multilingualism has a beneficial impact on

academic success, language development, and cultural preservation.

Studies have looked at the benefits of mother tongue-based education in the Indian setting. According to UNESCO (2022), giving pupils their mother tongue teaching throughout the first few years of schooling aids in building a solid foundation in language skills and topic knowledge, leading to improved academic achievement in later years. The importance of mother tongue-based education is emphasised by Benson (2005), who claims that it not only aids in successful communication and understanding but also fosters cultural pride, self-esteem, and identity development in pupils.

However, it is still difficult to put the NEP 2020's linguistic requirements into practice. Tripathi (2020) requires that there be an adequate supply of qualified instructors who are fluent in regional languages. The creation of proper educational resources is still of utmost importance. The necessity for rigorous teacher training programmes that emphasise multilingual pedagogy and efficient language instruction techniques is highlighted by a study by Stevenson, VanLove, and Barber (2020).

In summary, the literature analysis highlights the importance of language in education and the possible effects of language-related NEP 2020 activities. It has been demonstrated that mother tongue-based education and multilingualism improve cognitive function, linguistic ability, and cultural preservation. However, overcoming obstacles like teacher training and resource availability is necessary for the implementation of these reforms. The results of earlier studies serve as a basis for this study's additional investigation and analysis.

## METHODOLOGY

The National Education Policy (NEP) 2020 in India is the setting for this study, which takes a qualitative research method and examines the importance of language in school education through a literature

review and analysis of available data. To acquire data on language teaching, multilingualism, and mother tongue-based education, a thorough assessment of pertinent academic literature, research papers, policy documents, and educational reports will be carried out.

## DISCUSSION

The debate over the language-related aspects of the National Education Policy (NEP) 2020 in the context of Indian schooling is quite important. Multilingualism, mother tongue-based education, and the development of Indian languages are strongly emphasised in the NEP 2020, providing a chance for seismic shifts in the educational system. Students who embrace multilingualism have the chance to acquire critical cognitive qualities, such as improved problem-solving and metalinguistic awareness. Additionally, mother tongue-based education promotes a sense of cultural pride and identity among pupils in addition to facilitating better communication and comprehension.

The language requirements of NEP 2020 have the ability to alleviate a number of persistent issues in Indian education. In the past, there has been a propensity to choose English as the primary language of teaching, frequently at the expense of native languages and other regional languages. The linguistic identities of pupils and their educational experiences have become disassociated as a result of this strategy. The focus on multilingualism in the NEP 2020 seeks to close this gap by recognising the value of several languages and supporting their incorporation into the educational system.

The advantages of bilingual schooling are numerous. Multiple language proficiency has been linked to improved cognitive flexibility and problem-solving abilities, according to research. Students who are exposed to a variety of languages are better able to examine various linguistic and cultural situations and have a broader perspective. Additionally, by establishing venues for students from various language origins to communicate, learn from one another, and celebrate their linguistic variety,

multilingualism fosters inclusion. This cultivates a sense of belonging and respect for diverse cultures, making the school setting more peaceful and inclusive.

Additionally, mother tongue-based education has enormous potential for helping kids advance both academically and personally. As students may interact with academic information in a language, they are most at ease and fluent in, it facilitates better communication and comprehension. According to research, children who are taught in their native tongue do better academically and are more likely to remain interested in their studies. The NEP 2020 recognises the value of cultural and linguistic identities and promotes education in the home language, enabling pupils to connect with their roots and forge strong senses of self. I quote NEP 2020" As research clearly shows that children pick up languages extremely quickly between the ages of 2-8 and that multilingualism has great cognitive benefits to young students, children will be exposed to different languages early on (but with a particular emphasis on the mother tongue), starting from the Fundamental stage onwards."

National Education Policy 2020 also emphasises on classical languages, it says" India has an extremely rich literature in other classical languages, including classical Tamil, Telugu, Kannada, Malayalam, Odia. .... In addition to Sanskrit, other classical languages and literatures of India, including Tamil, Telugu.... will also be widely available in schools as options for students..... similar efforts will be made for all Indian languages having rich oral and written literatures, cultural traditions and knowledge".

Despite the linguistic requirements of the NEP 2020 having the ability to revolutionise society, implementation issues still exist. Adequate teacher training is essential to ensuring that educators have the competencies to successfully teach in multilingual classrooms, which is one of the main challenges. Language pedagogy, tactics for encouraging multilingualism, and building inclusive learning environments ought to be the main topics

of teacher development programmes. Another difficulty is the lack of excellent materials in different languages. It is essential to create curriculum, publications, and supplemental resources that are acceptable for the linguistic variety of the student body. To provide thorough and culturally appropriate materials, educational institutions, publishers, and linguists will need to work together. NEP2020 says "All efforts will be made in preparing high-quality bilingual textbooks and teaching learning material for science and mathematics".

In order to address these issues, a comprehensive strategy that goes beyond the execution of policies is required. It is essential to actively engage the community in fostering multilingual education and supporting linguistic variety. Supporters of the preservation and promotion of regional languages might include parents, local organisations, and community leaders. As a result of their cooperation, a welcoming environment that appreciates linguistic variety and encourages students to embrace their mother languages may be created. The importance of multilingualism may be further emphasised and a sense of pride in linguistic heritage can be fostered via collaborative efforts between schools and the local community, such as language festivals, cultural events, and language exchange programmes.

In conclusion, the language elements of NEP 2020 have enormous potential to drastically alter the Indian educational system. Schools may build inclusive learning environments that enable students to appreciate linguistic variety, retain their cultural heritage, and prosper in an interconnected world by adopting multilingualism and mother tongue-based education. However, thorough methods are needed in order to fully profit from these laws. These tactics include educator development, the creation of pertinent curriculum and resources, and active community participation. By solving these issues, India can create an inclusive, multilingual, and culturally varied educational system that supports the total growth of its children.

## CONCLUSION

In conclusion the National Education Policy (NEP) 2020 in India recognises the importance of language in education by adopting language measures designed to promote inclusive and comprehensive learning environments. The NEP 2020 places a strong focus on mother tongue-based education, multilingualism, and the promotion of Indian languages in acknowledgment of the advantages that language integration offers for students' cognitive, linguistic, and cultural development. While research on mother tongue-based education underlines its significance in establishing strong language skills and cultural identification, the benefits of multilingualism, including better cognitive ability and academic achievement, have been noted in the reviewed literature.

Although the NEP 2020 presents a positive vision for language in education, practical issues still exist. It takes coordinated efforts to ensure that skilled educators who are fluent in local languages are available, that the right teaching resources are created, and that language policies are included into school curriculum. The main objective of teacher education programmes should be to provide teachers with the knowledge and pedagogical strategies needed to successfully teach multiple languages. Additionally, sufficient funds should be set aside to guarantee that everyone has access to high-quality textbooks and technological tools that facilitate multilingual education.

Collaboration between politicians, educators, parents, and communities is crucial for successful implementation. A conducive environment for language integration may be created by including stakeholders in curriculum creation, decision-making procedures, and raising awareness of the advantages of multilingual education. It will also be essential to continuously evaluate and assess language policies and their effects on students' learning outcomes in order to pinpoint problem areas and make wise corrections.

In conclusion, Indian schools may provide inclusive learning environments that enable students to accept linguistic variety, improve their cognitive capacities, and retain their cultural heritage by embracing the NEP 2020's language requirements and tackling associated problems. A future generation of learners who are linguistically skilled, culturally sensitive, and well-equipped to handle an increasingly linked world might be shaped by language as a transformational educational instrument.

Language education played a crucial role in shaping the educational landscape of pre-independence India. The diverse linguistic fabric of the country necessitated the development of language policies and initiatives that aimed to promote linguistic diversity, cultural identity, and national integration. This study tries to look into the historical context of language education in pre-independence India, highlighting key developments, challenges, and their impact on the Indian educational system.

During the pre-independence era, India was a conglomerate of princely states, each with its own language and cultural heritage. The British colonial administration introduced English as the medium of instruction in higher education, aiming to produce a class of Indians proficient in the English language to serve as intermediaries between the British rulers and the Indian population. This policy led to a disparity in language education, as English-medium education was predominantly accessible to the elite, while vernacular language education catered to the masses.

However, the nationalistic movement spearheaded by prominent leaders like Mahatma Gandhi, Rabindranath Tagore, and Bal Gangadhar Tilak emphasised the importance of indigenous languages in shaping India's cultural and national identity. Language became a tool for resistance against colonial rule, as it was seen as a means of preserving and promoting Indian heritage and traditions. This gave rise to a growing demand for education in Indian languages, leading to the

establishment of vernacular schools and the development of indigenous language curricula.

The issue of language education was intricately linked to the larger question of national integration and linguistic diversity in a multilingual country like India. Efforts were made to strike a balance between promoting regional languages and fostering a sense of unity among diverse linguistic communities. The appointment of the Indian Universities Commission in 1902 under the leadership of Sir Thomas Raleigh was a significant step towards recognizing the importance of regional languages. The commission advocated the teaching of Indian languages in universities, alongside English, to ensure the preservation of cultural and linguistic heritage.

The Montagu-Chelmsford Reforms of 1919 marked another milestone in the history of language education in pre-independence India. The reforms aimed to grant limited self-governance to Indians and acknowledged the role of vernacular languages in education. They recommended the introduction of regional languages in primary and secondary schools, emphasising the need for a bilingual approach that fostered proficiency in both the mother tongue and English. This bilingual education policy aimed to strike a balance between regional language preservation and English language acquisition.

Despite these progressive initiatives, the implementation of language policies faced challenges due to various socio-political factors. The linguistic diversity of India posed a significant hurdle, as there was no consensus on which languages should be given priority. The question of a national language became a contentious issue, with Hindi emerging as a strong contender. However, concerns were raised about the dominance of one language over others and the potential marginalisation of linguistic minorities.

Furthermore, the lack of standardised curricula and trained teachers in regional languages posed significant obstacles to effective language education. Educational institutions and teacher

training centres were established, but their reach and capacity were limited. The quality of language instruction varied widely, and there was a pressing need for standardised textbooks and pedagogical approaches to ensure uniformity and effectiveness in language education.

In conclusion, language education in pre-independence India was a complex and dynamic process. It reflected the struggle for cultural identity, linguistic diversity, and national integration. Efforts were made to strike a balance between the promotion of regional languages and the acquisition of English as a means of social mobility. However, challenges such as linguistic diversity, lack of standardised curricula, and teacher training hindered the smooth implementation of language policies. Despite these challenges, language education in pre-independence India laid the foundation for the linguistic and educational landscape we see today, shaping the way languages are taught and learned in independent India.

## REFERENCES

- ❖ Agnihotri, R.K. 1995, Bahubhashita Saksharta and Baudhik Vikas in Pashyanti.
- ❖ Benson, C. B. (2005). The importance of mother tongue-based schooling for educational quality. UNESCO. <http://unesdoc.unesco.org/images/0014/001466/146632e.pdf>
- ❖ Biskup, M., & Shook, A. (2012c). The cognitive benefits of being bilingual.
- PubMed. <https://pubmed.ncbi.nlm.nih.gov/23447799>
- ❖ National Education Policy 2020, Ministry of Human Resource Development, Government of India.
- ❖ Southworth, F. C. (1980). INDIAN BILINGUALISM: SOME EDUCATIONAL AND LINGUISTIC IMPLICATIONS. *Annals of the New York Academy of Sciences*, 345(1 Studies in Ch), 121–146. <https://doi.org/10.1111/j.1749-6632.1980.tb51120.x>
- ❖ Stevenson, N. J., VanLone, J., & Barber, B. K. (2020). A Commentary on the Misalignment of Teacher Education and the Need for Classroom Behavior Management Skills. *Education and Treatment of Children*, 43(4), 393–404. <https://doi.org/10.1007/s43494-020-00031-1>
- ❖ Tripathi, R. (2020). REJUVENATING PEDAGOGY FOR ENGLISH LANGUAGE TEACHING: FIVE INDISPENSABLE FUNDAMENTALS FOR ENGLISH LANGUAGE COMPETENCE IN INDIA. *International Journal of Engineering Applied Science and Technology*, 5(1), 441–449. <https://doi.org/10.33564/ijeast.2020.v05i01.076>
- ❖ Why mother language-based education is essential. (2022, February 18). unesco.org. <https://www.unesco.org/en/articles/why-mother-language-based-education-essential>