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## Imparting Higher Education in Regional Language

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### Abstract:

*In India, where English has historically predominated in education, regional languages have never received the attention they so obviously demand. According to the National Education Policy (NEP) that the Union Cabinet approved on July 29, 2020, regional languages shall be employed as the principal language of instruction in higher education whenever practicable.*

*The NEP states that every attempt will be taken from the beginning to close any gaps between the child's native language and the teaching medium. The usage of Indian languages is essential for the growth of both education and culture. Given the effects of native-language instruction in a society that is growing increasingly globally interconnected, a comprehensive strategy is required. Without any prejudice on the grounds that it is a "foreign language," English should be used whenever it is appropriate. It would be necessary to draw attention to concerns over the quality and standards of education provided in Indian language at institutions. Experts believe that the best education may not necessarily be provided in English. "The language you are most at ease in will aid in your learning to read and write." When you are being taught in a language you don't understand, comprehension won't occur; you will instead wind up memorising and duplicating information by rote.*

## Introduction:

The National Education Policy, 2020, which serves as an inspiration, will now be used to try to educate higher education in regional languages, the Prime Minister (PM) Narendra Modi recently tweeted. The value of regional languages in education has been a topic of discussion since Lord Macaulay's time. Since the days of colonialism, every committee and commission has acknowledged the need of regional language teaching. Several documents, including Elphinstone's Minute of 1824, Macaulay's Minute of 1835, and Wood's Dispatch of 1854, are instances of those supporting it. After India gained independence, this debate persisted in that country thanks to the publishing of the Radhakrishnan Commission report (1948–1949), commonly known as the Report of the University Education Commission. The use of regional languages was encouraged by UNESCO in 1953 for "pupils conceptual clarity" and cognitive development. The importance of regional languages in education was emphasised by the Official Language Commission, Emotional Integration Committee, National Education Plans of 1968, 1986, 1992, 2005, and 2009, among others. As soon as practicable, it was urged, Indian languages should replace English as the primary language of instruction in higher education. Regional languages shall be used as the primary language of instruction in higher education whenever possible, according to the National Education Policy (NEP) that the Union Cabinet authorised on July 29, 2020.

“All efforts will be made early on to ensure that any gaps that exist between the language spoken by the child and the medium of teaching are bridged,” the NEP says.

Regional languages have never received the attention they clearly deserve in India, where English has traditionally predominated in teaching and learning. On the other hand, the use of regional languages in higher education has received significant attention from the National Education Policy, 2020 (NEP, 2020). The All India Council for Technical Education (AICTE) has given permission to 14 colleges throughout the country to provide engineering programmes in 11 regional languages, including Hindi, Marathi, Bengali, Tamil, Telugu, Kannada, Gujarati, Malayalam, Assamese, Punjabi, and Oriya. The Council also developed the "AICTE Translation Automation AI Tool," which translates online English courses into 12 Indian languages. Through SWAYAM, the Central Government's open online course portal, certain popular courses have also been made accessible in Indian languages. This has relevance since it means that the goal of delivering higher education to all sectors should be accomplished.

The finest education may not always be in English, according to experts. "The language you are most comfortable with will help you learn, read, and write." If you are being taught in a language

that you don't understand, comprehension won't happen, and you'll end up memorising things by rote and reproducing them instead.

### **beneficial elements of regional Language in Higher Education.**

There are following logics in the favour of imparting higher education in regional languages mentioned below :

**Global best practises** - The vast majority of the G20 countries have state-of-the-art institutions where instruction is provided in the language used by the majority of the population . Approximately 70% of South Korean colleges offer Korean-language classes, despite the country's desire to engage in international affairs. Educating in English is not always the ideal, according to experts. The language you know will help you to learn , to read and write the best. If you're being taught in a language you don't understand, comprehension won't happen, therefore you'll end up memorising things by heart and copying them down.

**improved reception** - The language in which the human mind has become acclimated since birth has been shown to make communication easier. A person's mother tongue plays a significant role in influencing how they think and feel, according to studies. The ability to communicate more successfully comes from mastering one's native speech.

**Improvement in the subject** - specific Researchers in India and other Asian countries have found that students who utilise their native tongue instead of English perform better academically. Maths and science test scores have been found to be higher for students who learn in their native language as opposed to English.

**Increased Participation Rates** - Because of enhanced parental involvement and support in their children's academics, increased parental comfort with the mother tongue, and higher attendance, motivation, and speaking confidence among kids who are studying in their mother tongue. The performance of students and dropout rates at major engineering education institutions have both been connected by numerous education experts to poor English proficiency.

**The Disadvantaged Can Receive Additional Benefits** - This is particularly important for first-generation learners, who could be frightened by unfamiliar concepts in a foreign language. Students who are first-generation learners are those who are enrolled in school and receiving an education for the first time in their family.

**Increase in Gross-Enrolment Ratio (GER)** - This will increase the GER for higher education by making high-quality instruction more accessible to more students. Lowering the dropout rate would be made possible by a student's boosted self-assurance and motivation to continue their education after they fully grasp the material. "We must educate science in our own tongue," Indian physicist and Nobel laureate Sir C.V. Raman declared. Science will become a snooty pursuit if this doesn't happen. It's awful that nobody will be able to participate in it.

**Encourages Language Diversity** – It will also support the vitality, competence, and strength of all Indian languages. The employment of Indian languages as a teaching medium or multilingual programmes by universities will be encouraged by this. Prejudice based on a language would also be prevented with its help.

**Enhances formative learning** - Enhances formative learning – Studies have demonstrated that the human mind is more open to communication in the language to which it has become used since infancy. This is a common practise throughout several countries, including France, Germany, China, Russia, Japan, etc.

**Preserve cultural legacy** - Promoting equal educational culture will be made easier by teaching in the local tongues. In no way should a student's social or personal circumstances prevent them from achieving their full academic potential. Through this pattern, culture is conserved. Feeling alienated from one's own history and culture after learning a new language By getting teaching in the local languages, the students will gain a greater awareness of their cultural history, allowing them to progress in life while keeping their roots.

According to the NEP, using regional languages has the dual purpose of "instilling knowledge of India" and improving a child's learning outcomes. For the objectives of fostering pride in one's country, self-assurance, self-awareness, cooperation, and integration, this is crucial.

#### **Challenges -**

There will be innumerable problems in the implementation of this policy but they are not insurmountable. There are following challenges before this policy :

**Placement related challenge** - The Graduate Aptitude Test in Engineering (GATE), which is exclusively available in English, is approved by many public sector enterprises for entry-level positions. Given the population's already dismal employability among college graduates, studying in a regional tongue will further restrict professional opportunities. Regional language training

graduates may find it difficult to acquire jobs, which could further restrict their alternatives for employment.

**Faculty Availability** - Accessibility of the faculty In order to deliver technical education in regional languages, teachers must be fluent in both the vernacular language and English. It would be challenging to draw in and retain talented teachers who are willing to teach in regional languages. given that Indian higher education has hitherto only offered English-language courses. There were also practical considerations like how to accommodate different expert professors from different parts of the world who were not familiar with this regional languages.

**Keeping Pace with global standards** - Students may find it challenging to compete in the international employment and education markets where proficiency in English clearly offers one an edge if they have received technical instruction in regional languages. The globalisation of education may not be advantageous for students who speak regional languages because of the language barrier.

**Lack of high-quality textbooks in regional languages** - One of the biggest obstacles preventing more students from enrolling in higher education in their mother tongues is the lack of high-quality textbooks, particularly in technical courses. It's also vital to have technological support, such as audio translation tools. Academic literature and textbooks are rare to locate in regional languages as study aids.

**Translation accuracy** - Books, academic articles, and movies may not always be accurately and consistently translated using artificial intelligence-driven software.

**Previous tries** - Previous tries haven't worked out well. The endeavour to provide engineering education in Tamil in Tamil Nadu, for instance, has had no impact despite the main political parties' use of language as a political tool.

**Employment** - Studying a regional language may further limit work opportunities for college graduates abroad as well as in their home country. One thing we should keep in mind is that Indian professionals are in high demand worldwide because of their strong grasp of the English language. Technical instruction in regional languages may prevent students from competing in global labour and education markets, where proficiency in English gives a distinct advantage. The government's aim of reducing the gap between the elites and the rest may be compromised by the limited opportunities available to Indian students on the international scene. Furthermore, it goes against the objective of furthering education globalisation.

**Parental Mindset :** Despite the quality of the education they provide, parents choose to send their children to "English-medium" schools because they believe that proficiency in the language increases the likelihood that they will find employment.

**Language rivalry** - Another difficulty is deciding which mother tongues are used as the primary language of instruction in a school and which are not . Language is highly politicised. These kids, who could have benefited from being taught in their native tongue, would suffer if schooling in the mother tongue is primarily perceived as being in opposition to teaching in English and the state language is prioritised. In locations where there has historically been ethnic violence, this is a more difficult challenge.

The policy of using the regional language in the classroom is frequently criticised for widening the gap between those who can converse in English and those who cannot. Additionally, there is no obvious way to bring about this change ; it is up to local governments and private institutions whether they want to implement these changes as it is not a mandatory policy.

#### **The Basis for Moving Ahead :**

In this regard, the actions listed below are either desirable or have been taken :

- To start producing top-notch educational and printed materials in Indian languages, competent translation and interpretation programmes must be established. This would be the basis for the establishment of the Indian Institute of Translation and Interpretation (IITI), which will employ experts in Indian languages, subject matter specialists, translators, and interpreters.
- In order to construct a fair system, the government will centre its efforts on the concepts of inclusion and fairness. It must guarantee that the social and personal circumstances of the pupils don't prevent them from obtaining their highest level of academic success. Along with guaranteeing inclusivity by utilising the mother tongue or regional language, it should also offer a fundamental minimum standard of education. .
- AICTE recently developed a tool that translates web material in English into 11 different Indian regional languages. To ensure that all of its students have access to such a service, the institutions give priority to providing electronic devices and internet access to school and college students from socially and economically underprivileged sectors.
- As part of the NEP, 2020 requirement for skill development in tandem with higher education, the government has urged universities to offer study material in regional

languages. Regardless of the language being used, teachers and parents should support students in developing the skills necessary for their overall development. In accordance with the policy, "enjoyable" literature should be created or translated into local languages and made available in school and digital libraries, as well as technology interventions to "serve as aids to teachers." Additionally, it recommends rewriting the curriculum to make it more interesting and practical, as well as providing incentives for teachers who are fluent in the local tongue, particularly in regions with high dropout rates.

- A task team has been constituted to come up with a strategy for providing technical education in mother tongue. The task force's ambition is to make the prime minister's dream of allowing students to pursue professional degrees in their home tongue in disciplines like law, medicine, and engineering a reality.
- The publication of college-level texts in regional languages is supported by publication grants from the Commission for Scientific and Technical Terminology (CSTT). The National Translation Mission (NTM), which is being run by the Central Institute of Indian Languages (CIIL), Mysore, uses every language included in the Eighth Schedule to translate the numerous disciplines' needed text books. The Indian government has launched a campaign called "Protection and Preservation of Endangered Languages" to protect endangered languages.

### **Conclusion**

The development of both education and culture depends on the use of Indian languages. A comprehensive approach is necessary given the consequences of native-language instruction in a world that is becoming more globalised. It must be made clear that English should be used wherever it is suitable without any animosity on the grounds that it is a "foreign language." It would be appropriate to call attention to issues with standards and the calibre of education in Indian language in institutions. It has been established that students fail their language exams in public, whether it be Gujarati, Hindi, or even Tamil. In order to fulfil its equitable goals, native-language training needs to be carefully considered from a holistic standpoint in a world that is becoming more and more globalised. According to Vice President Venkaiah Naidu, we need to go from a "mother tongue versus English" mentality to a "mother tongue plus English" strategy. Given that they are citizens of the world in the 21st century, students must also develop a good command of the English language. It is necessary to use English in addition to Indian languages. Although regional languages should be used as the primary language of instruction in higher education, NEP, 2020 contains no reference to how this change in the language of instruction is

to be paid for. What source of funding will there be? Because it costs more to create new learning materials, particularly for lesser-known languages, bilingual programmes may require a large initial expenditure. Additionally, it would call for new teachers who are bilingual in these languages as well as educators who have been trained to work in multilingual classrooms. Nevertheless, "the additional cost more than pays for itself through improved learning outcomes"

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