

# The Research Dialogue

An Online Quarterly Multi-Disciplinary  
Peer-Reviewed / Refereed Research Journal

ISSN: 2583-438X

Volume-2, Issue-1, April-2023

www.theresearchdialogue.com



## Language Revolution- The NEP 2020

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### Abstract:

India is a country with a rich and diverse cultural heritage, and it is no surprise that it is also home to a variety of people from different religions, ethnicities and backgrounds. It is a country where different cultures, religions, languages, and traditions co-exist in harmony, reflecting its traditional adage of 'unity in diversity'. India is home to a plethora of different ethnicities, languages, religions and cultures, each with its own unique set of customs and beliefs. The literary foundations of civilizations tell us about the evolution of each language and culture over the centuries. The term "Indian literature" refers to literary works that have appeared over the centuries in various Indian languages. In ancient times, literary works were transmitted orally. The first ancient Indian literature was Sanskrit literature, including the Rig Veda, Ramayana and Mahabharata, published in 1000 B.C. written. Kannada and Telugu literature flourished during the middle Ages. This was followed by literature in Marathi, Bengali and Urdu. Later Indian literature took on a new dimension in various other Indian languages such as Assamese, Bhojpuri, Gujarati, Konkani, Malayalam, Manipuri, Marathi, Mizo, Oriya, Punjabi, Rajasthani and Tamil. The Indian literary tradition dominates much of India. This study is devoted to the analysis of the provision on regional languages and their teaching for the revival of Indian languages.

Keywords: Language extinction, Language revival, Mother Tongue Education, Culture and NEP-2020.

## Introduction

Language learning is essential for language activation (Hinton 2011a, 2011b; Czaykowska-Higgins et al., 2017). Quality language education helps prevent language threats. However, young people are rapidly abandoning their mother tongue/mother tongue due to lack of proper teaching methods, poor teacher training, lack of textbooks and lack of trust from caregivers in a better path for students through mother tongue education. As English teaching became mainstream, many students from marginalized and remote areas dropped out of primary school. NEP-2020 hopes to address this language crisis by promoting the use of mother tongues as the language of instruction.

The NEP 2020 has reconfigured the curriculum and pedagogy of school education to 5 + 3 + 3 + 4 design with an aim to make them responsive and relevant to the developmental needs and interests of learners at different stages of their development. However, it will not be necessary to make any parallel changes to the physical infrastructure. The policy aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution.

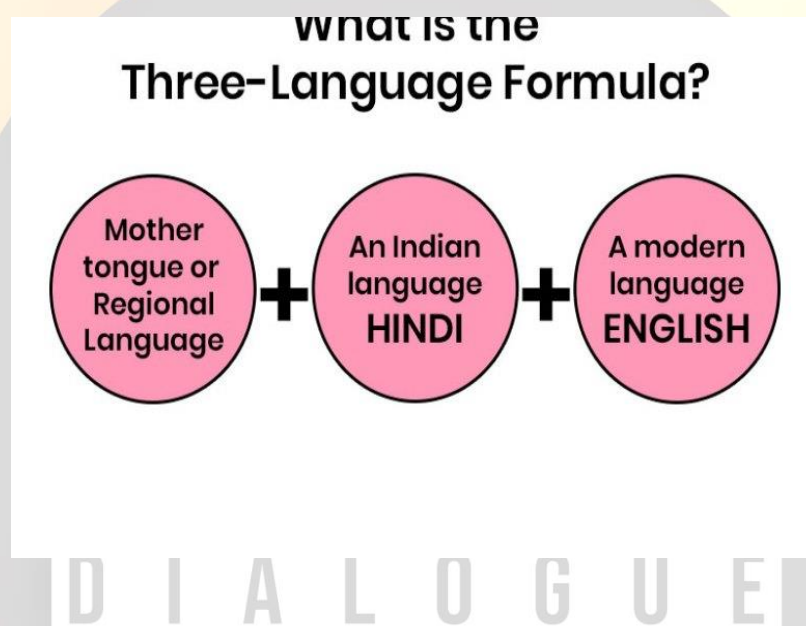
## Multilingualism

1. 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. Thereafter, the home/local language shall continue to be taught as a language wherever possible by both public and private schools.
2. There will be a major effort from both the Central and State governments to invest in large numbers of language teachers in all regional languages around the country, and in particular all Schedule 8 languages. States, especially states from different regions of India, may enter bilateral agreements to hire teachers in large numbers from each other, to satisfy the three-language formula in their respective states, and also to encourage the study of Indian languages across the country.
3. Students whose medium of instruction is the local/home language will begin to learn science and mathematics, bilingually in Grade 6 so that by the end of Grade 9 they can speak about science and other subjects both in their home language and English.

4. Indian Sign Language (ISL) will be standardised across the country and National and State curriculum materials developed, for use by students with hearing impairment. Local sign languages will be respected and taught as well, where possible and relevant.

The National Education Policy 2020 has 'emphasised' on the use of mother tongue or local language as the medium of instruction till Class 5 while, recommending its continuance till Class 8 and beyond. The draft National Education Policy, 2019, prepared by a committee headed by scientist Dr Kasturirangan has recommended the three-language formula.

### Three Language Formula of NEP, 2020



First language: It will be the mother tongue or regional language.

Second language: In Hindi speaking states, it will be other modern Indian languages or English. In non-Hindi speaking states, it will be Hindi or English.

Third Language: In Hindi speaking states, it will be English or a modern Indian language. In the non-Hindi speaking state, it will be English or a modern Indian language.

The Education Policy has been reformed with various changes in the guidelines and reformation of the education system in order to bring back the focus on learning and proper education. The New Education Policy has been reformed by the expert team which is led by the former chief of ISRO K Kasturirangan who also suggested the proposal of changing the name of Ministry of Human Resource Development with Ministry of Education, which was approved by the Union Cabinet in the press

conference. Union Minister Prakash Javedkar and Education Minister Ramesh Pokhriyal Nishank briefed the Cabinet about the New Policy of Education 2020. ... Read more at: <https://www.adda247.com/teaching-jobs-exam/national-education-policy-nep-2020-focus-on-sanskrit-language>

The National Education Policy (NEP)-2020 (NEP, 2020) aims to address Indian languages holistically at the national level. The central role of language in this 66-page document is clear, as the word "language" occurs 126 times in the plural and 80 times in the singular. The predominance of the plural emphasizes the diversity of the country, rather than focusing on one language and culture. The political self-awareness that "Indian languages, unfortunately, do not receive the attention and care they deserve" (NEP-2020, paragraph 22.5) seems to be an important starting point for language education policy. It also states that "the teaching and learning of the Indian language should be integrated into schools and higher education institutions at all levels" (NEP-2020, paragraph 22.6).

Multilingualism has been a feature of Indian society with different categories of language usage such as official languages, classical languages and 8th calendar languages. However, the category of endangered languages first appeared in the NEP-2020. This document reflects the concern for the protection and promotion of illiterate and endangered languages, taking into account the 197 endangered languages declared by UNESCO. The country's linguistic difficulties are reflected in the fact that "even the languages of India not officially endangered, such as the 22 languages in the 8th stanza of the Constitution of India".

This will sound the alarm for the major languages of India, including tribal languages spoken in remote areas, as well as eighth languages and designated classical languages. According to the population census, the number of speakers of 15 languages out of 21 has decreased over the past 30-40 years. From the graph below, two observations can be made regarding the decline: 1. The number of speakers of Assamese, Odia, Urdu, Kannada, Konkani, Dogri, Tamil, Telugu, Nepalese, Marathi, Malayalam, Santal and Sindhi in the 2011 census compared to the 1971 census decreased from the 2011 census.

This decline is worrisome given that it is the 8th and 5th permanent languages (Tamil, Telugu, Kannada, Odia and Malayalam) in classical status. In this situation, the policy focus should be on the production and distribution of textbooks, videos, plays, short stories, poetry, dictionaries, novels, magazines and web materials. With the constant expansion of the vocabulary, to develop all languages for the production of high quality printed materials, as well as for teaching and

research. To do this, “the language must also have dictionaries and consistent formal dictionary updates.

### **Language Teaching and Revival**

The best way to preserve and revive a language is to teach it to a wider audience and pass it on from generation to generation. Language education has always been an important transition factor. The approach to teaching endangered languages is different from teaching mainstream languages. Mother tongue instruction can be provided in schools, but in rare cases language instruction requires a community environment, positive attitudes towards speakers, and support from educational and language policies. The older generation plays a crucial role in passing on language skills to the younger generation. According to Hinton (2011a, 2011b), teaching an endangered language requires:

1. Teaching the language to people who do not know it.
2. Motivation to use the language in different situations. Thus teaching a vanishing language

The current of revival highlights families, their linguistic and cultural backgrounds, and schools. Language education perpetuates the spread of a language from generation to generation, allowing the language to connect with society. When language is used in school and in communication, at least up to elementary school, the foundation of a child's education is strong. This will help the tongue spread smoothly and extend its lifespan. In addition, even if children choose to study their mother tongue at a higher level of education, they can reduce their risk of extinction by continuing to communicate in their mother tongue.

Public participation and cooperation with governments are essential for the revival of all languages. Social and language programs are regulated by state policy. Social expectations of language in the process of awakening are necessary.

However, without proper implementation, policies alone cannot lead to change on the ground. Government initiatives such as the Kothari Commission in 1966, the Trilingual Formula in 1968, the National Curriculum Framework in 2005, and the Right to Education Act in 2009 have supported local or indigenous languages.

With the inclusion of education in the parallel list, the role of national and state governments in policy implementation becomes vital.

## Conclusion

*“India has been the most vibrant and colourful culture upon the earth for many millennia. These must be protected at the grassroots by drawing insights from our policies.*

Basic literacy and numeracy skills are emphasized in the preparatory and secondary curriculum: reading, writing, speaking and numeracy. Arithmetic and mathematical reasoning, continuous formative/adaptive assessments performed throughout the program. About 2 million out-of-school children are expected to return to school under the 2020 NEP. Curriculum Structure 5 3 3 4 will replace Curriculum Structure 10 2 and will focus on early childhood education and protection for children aged 3-8, 8-11, 11-14 and 14-18. However, by using it as a learning tool at every possible level, It can be revived for the future.

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Peer-Reviewed / Refereed Research Journal

ISSN: 2583-438X

Volume-2, Issue-1, April-2023

[www.theresearchdialogue.com](http://www.theresearchdialogue.com)

Certificate Number-April-2023/34



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**Language Revolution- The NEP 2020**

Published in 'The Research Dialogue' Peer-Reviewed / Refereed Research Journal and

E-ISSN: 2583-438X, Volume-02, Issue-01, Month April, Year-2023.

  
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