

Multilingual Teaching and National Education Policy 2020: Implications and Opportunities

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Abstract

The National Education Policy (NEP) 2020 in India represents a landmark initiative aimed at revolutionizing the country's education landscape. Among its many provisions, the NEP 2020 places significant emphasis on multilingual teaching as a cornerstone for fostering linguistic inclusivity and enhancing educational outcomes. This paper provides an analysis of the role of multilingual teaching within the framework of the NEP 2020, highlighting its implications for educational policy and practice in India. It examines the rationale behind the policy's endorsement of a three-language formula, which promotes proficiency in the mother tongue or regional language, Hindi, and English, and explores the potential benefits and challenges associated with its implementation. This paper discusses the significance of promoting the mother tongue as a medium of instruction during the foundational years of schooling, analyzing its impact on cognitive development, learning outcomes, and cultural preservation. It also examines the NEP 2020's provisions for supporting minority languages and dialects, emphasizing the importance of preserving linguistic diversity and heritage within the education system. This research paper also investigates the practical strategies and initiatives outlined in the NEP 2020 for facilitating multilingual teaching, including the development of language resources, teacher training programs, and flexible language options at the state and regional levels. It assesses the potential implications of these measures for enhancing pedagogical practices, promoting inclusive education, and fostering social cohesion in a linguistically diverse society.

Keywords: Multilingual Education, National Education Policy 2020 India, Three-language Formula, Mother Tongue Instruction, Language Policy in Education, Linguistic Diversity in Education, Bilingual Education, Language Medium of Instruction, Language Learning Strategies, Language Pedagogy

Introduction

Furthermore, high-quality textbooks, including in science, will be made available in home languages/mother tongue. All efforts will be made early on to ensure that any gaps that exist

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