



**LINGUISTIC EQUITY, INCLUSIVITY, AND
DIRECTIONS OF NATIONAL EDUCATION POLICY
2020**

29th - 30th April 2023

**CONFERENCE
BROCHURE**

Organized by

**CENTER OF LINGUISTICS AND CULTURE STUDIES
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
GAUTAM BUDDHA UNIVERSITY
GREATER NOIDA, UP-201312**

In collaboration with

**CENTRAL INSTITUTE OF INDIAN LANGUAGES
DEPARTMENT OF HIGHER EDUCATION
MINISTRY OF EDUCATION, GOVT. OF INDIA
MANASAGANGOTRI, MYSORE 570006**

MESSAGE FROM THE VICE CHANCELLOR



PROF. R.K. SINHA
Vice Chacellor
Gautam Buddha University

It gives me immense pleasure to announce the opening of Center of Linguistics and Culture Studies in the School of Humanities and Social Sciences, Gautam Buddha University. Such ventures stand for aspirations and promises to be fulfilled in the future. It is my hope that this Center would be a place beaming with able minds and willing learners. My best wishes to the Center, the members of faculty and the students who will be associated with it in future. It is encouraging to see that the Center is organizing its first academic event, a two days' Conference on Linguistic Equity, Inclusivity and Directions on National Education Policy 2020 from 29th April to 30th April 2023 in collaboration with the Central Institute of Indian Languages, Department of Higher Education, MoE, Government of India, Mysore. I wish the organizers all the success and believe that the deliberations of the conference will enrich our understanding of the policy.

MESSAGE FROM THE DEAN, SOHSS

It makes me very happy and proud to declare the opening of Center of Linguistics and Culture Studies in the School of Humanities and Social Sciences. Such new initiatives always act as an encouragement for students as well as members of the faculty. Congratulations are in order also for the School of Humanities and Social Sciences for its further expansion in terms of this new Center. I would like to wish the best to this Center for all its future endeavours. I hope it will flourish as a Center of learning and excellence. The Center is organizing a two days' Conference on Linguistic Equity, Inclusivity and Directions on National Education Policy 2020 from 29th April to 30th April 2023 in collaboration with the Central Institute of Indian Languages, Department of Higher Education, MoE, Government of India, Mysore. I wish the faculty members in the Center and organizers of the conference a grand success.



PROF. BANDANA PANDEY
Dean SoHSS
Gautam Buddha University



PROF. R.K. SINHA
Chief Patron
Vice Chacellor
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**PROF. BANDANA
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Registrar
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DR. OM PRAKASH
Organizing Secretary
Gautam Buddha University

EXPERT SPEAKERS



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Humanities and Social
Sciences, GGS - IP University,
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HASNAIN**

Retd. Professor, Department
of Linguistics, AMU, U.P.
India

EXPERT SPEAKERS



PROF. NALIN BHARTI

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IIT- Patna, Patna



PROF. RAJESH KUMAR

Department of Humanities
and Social Sciences
IIT- Madras, Chennai



PROF. M. J. WARSI

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Central Institute of Indian Languages
Department of Higher Education
Ministry of Education, Govt. of India
Manasagangothri, Mysore 570006

Conference on

Linguistic Equity, Inclusivity, and Directions of National Education Policy 2020

29th – 30th April 2023

Programme Schedule

Session Plan Day-01

Day-01	29.04.2023 Session-01	Venue: International Convention Center [ICC]
09:00-09:30	Registration at the Reception, ICC	
09:30-11:00	Focused Discussion Garhwal Theme: <i>National Education Policy 2020: Proposal and Implications</i> Dr. Ayushi Ketkar, Jawaharlal Nehru University Dr. Vivek K Mishra, Gautam Buddha University, Greater Noida Dr. Vinod Kumar Shanwal, GGS IP University, Delhi Dr. Ramanjaneya Upadhyay, GLA University, Mathura Ms. Saloni Sinha, Birla Institute of Management and Technology, Greater Noida Sh. Sauravjee Ministry of Education, Govt. of India	Moderator: Prof. Adheer Kumar , SDS Uttarakhand University, Tehri
11:00-11:30	High-Tea	

Day-01	29.04.2023 Session-02	Venue: International Convention Center [ICC]
11:30-13:45	Inaugural Session	Presided over by: Prof. R. K. Sinha Vice-Chancellor, Gautam Buddha University
11:30-11:35	Lamp Lighting, Invocation, and Welcome of the Speakers	
11:35-11:45	Welcome Address: Prof. Bandana Pandey, Dean-SoHSS	
11:45-11:55	Address by the Registrar: Dr. Vishwas Tripathi	
11:55-12:30	<i>Indianization of Education with Specific Reference to NEP 2020</i> Address by the Guest of Honour: Sh. Prafulla Ketkar	
12:30-13:10	<i>School as Learning Space: Implications of NEP 2020</i> Keynote Address: Prof. Chandra Bhushan Sharma, Director, SoE, IGNOU	
13:10-13:25	Presidential Address: Prof. R. K. Sinha, Vice-Chancellor, Gautam Buddha University	
13:25-13:30	Felicitations of the Guests	
13:30-13:40	Vote of Thanks: Dr. Om Prakash, Organizing Secretary	
13:40-13:45	National Anthem and Dispersal for Lunch	
13:45-14:30	Lunch Break	

Day-01	29.04.2023 Session-03	Venue: International Convention Center [ICC]
14:30-16:00	Thematic Talks	Chairperson: Prof. Rajesh Kumar IIT-Madras
14:30-15:00	<i>Inclusive Language Style Book for Mother Tongue Education with special reference to Malayalam</i> Prof. P M Girish, Madras University	
15:00-15:30	<i>Mother Tongue, Multilingualism and NEP-2020</i> Prof. M. J. Warsi, Aligarh Muslim University	
15:30-16:00	<i>Exploring Safe Learning Spaces: Socio-cultural Perspective to Education</i> Prof. Neena Pandey, Delhi University	
16:00-16:30	Tea Break	

Day-01	29.04.2023	Session-04 Venue: International Convention Center [ICC]	
16:30-18:00	Parallel Session [TS-01] Venue: Auditorium, ICC Chairperson: Prof. P. M. Girish	Parallel Session [TS-02] Venue: Board Room, ICC Chairperson: Prof. Shagufta Imtiaz	
16:30-16:40	<i>Mother Tongue Education in Tribal areas specifically in the Union Territory of Ladakh with special reference to NEP-2020</i> by Konchok Tashi	<i>Incorporating Computer-Assisted Language Learning in the Education Policies of Select Countries: A Comprehensive Review and Analysis</i> by Areeba Shabbir	
16:40-16:50	<i>Colonial encounter of translation in Indological studies</i> by Rajendra Kumar Pandey	<i>English language at Higher Education Level in India</i> by Monalisha	
16:50-17:00	<i>Role of School as an Innovative Learning Space & Spread of Bilingualism in Kids with the Support of Mother Tongue on the Societal Front in India</i> by Neha Garg and Bansari Thakkar	<i>Finding Linguistic Equity through Multilingualism in NEP2020</i> by Riya Raj	
17:00-17:10	<i>A Qualitative Analysis of Teachers' Language Use in English Language Classrooms</i> by Srirupa Poddar	<i>A Comparative Study of Language Education between the National Curriculum Framework 2005 & 2023</i> by Rini Mandal and Jayanta Mete	
17:10-17:20	<i>Applying CLIL Approach: A Hybridized lesson Plan Integrating Waterfall Model with Verbs</i> by Jaya Sharma	<i>Conceptualising Literary Texts as a Tool of Multidisciplinary Learning with reference to NEP 2020</i> by Mandeep Sen and Disha Dahiya	
17:20-17:30	<i>Linguistic Equity, Inclusivity and Directions of National Education Policy 2020</i> by Aashu Kumari and Garima Singh	<i>Achieving Linguistic Equity under the NEP 2020: Impact & Implementation of Bi/Multilingual Education</i> by Mannat Chandel and V. K. Shanwal	
17:30-17:40	<i>How Marathi newspapers reflect the reception of NEP 2020: Analysis of articles published in Marathi newspapers</i> by Pradnya Sawant	<i>Current Trends in Second Language Learning: Implications and Challenges in Language Across the Curriculum</i> by Trishala Bhaskar & VK Shanwal	
17:40-17:50	<i>Perspective of School Teachers towards integrating pedagogy with moral values in Indian Knowledge System</i> by Supriya Kumari Sinha and Dr. V. K. Shanwal	<i>Ensuring Gender Equity, Safe Spaces, and Inclusive Learning</i> by Vijay Kumar Pandey	
17:50-18:00	<i>New Education Policy 2020 and Indian Culture</i> by Chandan Kumar	<i>Role of Krashen's Monitor Model in Language Learning in English Language Classroom</i> by Purnendu Bikash Debnath and Harvinder Kumar Negi	
18:00-18:10	<i>Significance of Mother Tongue Education with Reference to NEP 2020</i> by Manjri Suman	<i>Implementation of Three Languages Formula in India: Issues and Challenges</i> by Amit Kumar Chandrana and Neha Garg	
20:00	Dinner		

Note: There will be a Colloquium on *Inclusive Learning Environment and Cognitive Development* by Dr. Anand Pratap Singh @ 19:30 in the Dining Hall followed by Dinner.

Day-02	30.04.2023	Session-05 Venue: International Convention Center [ICC]	
Time	Parallel Session [TS-03]	Parallel Session [TS-04]	
09:30-11:00	Chairperson: Prof. Neena Pandey	Chairperson: Dr. Avinash Pandey	
09:30-09:40	<i>Cognitive and Sociocultural Approaches in Teaching- Learning</i> by Amit Ahuja and Rajani Upadhyay	<i>Mother Tongue as Medium for Teaching in Schools of Nagaland: Problems and Prospects</i> by Grace Nora	
09:40-09:50	<i>Role of Transitivity Analysis in Language Teaching and Construction of Knowledge</i> by Khushbu Kumari and Rashmi Gaur	<i>The Role of 'Mother Tongue' while teaching and learning in Vocational Education</i> by Ravikant Shukracharya Dasud	
09:50-10:00	<i>NEP 2020 and the Role of Internet and social media in Language learning</i> by Renu, and Rinkal Sharma	<i>Mother Tongue: A Catalyst in the Teaching-Learning Process</i> by Ifrah Zaman	
10:00-10:10	<i>Understanding Paulo Friere's philosophical underpinnings of educational learning in the era of NEP 2020</i> by Shaista Shamim	<i>The Impact of Monolingual Education on the Multilingual Richness of Urban Areas: A Case Study of Aligarh Civil Line</i> by Noman Tahir	
10:10-10:20	<i>Improving Inclusivity in Classrooms through Metacognitive Knowledge and Metacognitive Regulatory Skills</i> by Richi Pahuja	<i>Mughals use of Sanskrit language for construction of Sanskrit knowledge in understanding Hindu tradition and culture in Mughals Court</i> by Tariq Hussain	
10:20-10:30	<i>Restorative Practices as Part of School Curriculum</i> by Shubham Kumar	<i>A Critique to the Socio-Cultural Languages and the Artificial Intelligence</i> by Suraqua Fahad and Bhupendra Pratap Singh	
10:30-10:40	<i>The Schooling Experience of Children with Disabilities in Government Schools</i> by Shabeeba N Noorainganakam	<i>Teachers' Teaching Strategies, methodology guide and learning outcomes of the students in the respect of Listening, Speaking, Reading & Writing (LSRW)</i> by Priyanka Sharma and Sarita Verma	
10:40-10:50	<i>Towards a Multilingual Society: A Case Study of the IDPs of Nandurbar District</i> by Dr. Vivek Kumar	<i>Role of Informal Diagnosis in schools for the prevention of permanent labelling of the students</i> by Asha Sangal	
10:50-11:00	Tea Break		

Session Plan Day-02

Day-02	30.04.2023	Session-06 Venue: International Convention Center [ICC]
11:00-12:30	Thematic Talks	Chairperson: Prof. Rashmi Gaur IIT-Roorkee
11:00-11:25	<i>NEP 2020 and Digital Education</i> Prof. Nalin Bharati, IIT-Patna	
11:25-11:50	<i>NEP 2020 and Language Discourse</i> Dr. Punita Gupta, Delhi University	
11:50-12:15	<i>Reworking the Aesthetics of Language Use: The Multilingual Challenge for NEP 2020</i> Dr. Avinash Pandey, Mumbai University	
12:15-12:30	Tea Break	
Day-02	30.04.2023	Session-07 Venue: International Convention Center [ICC]
12:30-13:20	Thematic Talks	Chairperson: Prof. Awadhesh Kumar Mishra EFLU-Shillong
12:30-12:55	<i>Linguistic Inclusivity and Language Planning</i> Prof. S. Imtiaz Hasnain, Retd. Professor, AMU	
12:55-13:20	<i>Narratives and Literature as resource in Developing Cultural Association of Learners</i> Prof. Vivek Sachdeva, GGS-IP University, New Delhi	
13:20-14:00	Lunch Break	
Day-02	30.04.2023	Session-08 Venue: International Convention Center [ICC]
14:00-15:30	Valedictory Function	Chairperson: Prof. N. P. Melkania Dean Academics, Gautam Buddha University
14:00-14:05	Conference Report: Dr. Om Prakash, Organizing Secretary	
14:05-14:20	<i>Classroom as Multilingual Resource</i> Prof. Rajesh Kumar, IIT-Madras, Chennai	
14:20-14:35	Address by Prof. Shailendra Mohan, Director-CHL, Mysore	
14:35-15:15	<i>Linguistic Diversity, Mother Tongue and Education</i> Prof. Awadhesh Kumar Mishra, EFLU-Shillong	
15:15-15:20	Felicitations of the Speakers	
15:20-15:25	Vote of Thanks	
15:25-15:30	National Anthem and Dispersal	
Parting Tea		



Abstracts



Mother Tongue Education in Tribal areas specifically in the Union Territory of Ladakh with special reference to NEP-2020

Konchok Tashi

Central University of Jharkhand

The present article is about the Mother Tongue Education in tribal areas specifically in the newly formed Union Territory of Ladakh. The choice of medium of instruction in tribal areas has become extremely important in the educational system. It is necessary to use the mother tongue in the educational system as far as possible. The use of mother tongue as medium of instruction in the schools ensures their development on the one hand, and preservation and growth of the native culture on the other. Further, UNESCO (1953) recognized that the use of mother tongue plays a pivotal role in education. It also recognizes the principle of mother tongue as a sound principle, psychologically, sociologically and educationally. The National Education Policy-2020 (NEP-2020) also recommends and focuses on the use of mother tongue as medium of instruction at least upto class 5 but preferably till class 8th and beyond. Considering the nature of multilingualism of the country and the power of language in learning and grasping nontrivial concepts quickly in their mother tongue, the Government of India focuses the promotion and development of all Indian languages including the tribal languages in its historic policy National Education Policy-2020 (NEP-2020). Mother tongue refers to a language that a child acquires during an early age from their folks and their surroundings. It also plays an important role in shaping one's emotions and thoughts. Teaching and learning in one's own mother tongue also becomes crucial in enhancing other skills such as critical thinking, literacy skills and the ability to acquire a second language. Further, it helps to develop one's personal, social and cultural identity. Research suggests that children who are learning in their mother tongue develop a better understanding of the overall curriculum as well. Therefore, an effort is being made in the present article to highlight the importance of the Mother Tongue Education in the newly formed Union Territory of Ladakh. It further throws lights on the relevance of the National Education Policy-2020 (NEP-2020) as an inclusive education set up in the country. NEP-2020 is a policy which brings wonders in the Education fundamentals. **Keywords:** Mother Tongue Education, Ladakhi Language, NEP-2020, UT Ladakh

Colonial Encounter of Translation in Indological Studies

Rajendra Kumar Pandey

Board of Open schooling and Skill Education.

In the Pre-modern or Pre-colonial era, many foreigners learnt Indian languages in order to study Indian society, History and culture. Albaruni is one such well known example. For various reasons, with the establishment of British suzerainty in the later 18th century, systematic knowledge of Indian society began to grow rapidly. It was felt that for administrative reasons, systematic knowledge of Indian society may prove helpful. A few British officials had learnt the classical languages of India. The intensification of missionary activities also contributed to

growth of the discipline of Indology. The accumulation of knowledge about Indian society and religion was a pre-requisite for their proselytizing work. Therefore, three major traditions of approach of Indian society became visible by the end of the 18th century. These traditions were (a) orientalist (b) administrative and (c) missionaries. All these traditions had their own specific stand about what are Indian society, culture and religion, and their stands were to a certain extent determined by the nature of their roles in India and the assumptions which underlay their views of India. However, these stands were in no way completely exclusive of each other. All these works were done by the intervention of the translation. My entire paper will be based on these issues.

English Language at Higher Education Level in India

Monalisha

University of Hyderabad

Scholarly communication within the academic community, essentially an international community, is done in a ‘relatively’ standard academic register. The academic register, particularly writing, requires careful learning and composition to verbalize complex ideas in compact sentences. Research shows that language practices, especially writing, is one of the major issues for students transitioning from school to higher education. Students, both L1 and L2 users of English, require training for efficient writing performance. In the Indian context, English language dissemination is operated through education policies. Reportedly, students tend to shift to English medium schools with advancing levels of education in preparation to meet the education and employment demands. This results in a composition of students that belong to diverse medium of instruction backgrounds. This mixed-methods study highlights the complex position of multilingual students at the higher education level. The study also discusses the role of current language policy recommendations and practices between schools and higher education institutions and assesses its impact on students’ transition from school to higher education.

Significance of Mother Tongue Education with Reference to NEP 2020

Manjri Suman

Gautam Buddha University

It has been evidently proven that a child’s early age is of crucial importance for his/her cognitive development. Over 85% of a human’s brain develop by the age of 6. Hence it becomes imperative to introduce quality learning to children from an early age and in this regard the familiarity of the learning space will keep them interested in the concepts being taught. It is crucial to provide a comfortable learning environment to children. They will be most at ease if the educators talk in their mother tongue. This will increase their interest in learning things and enhance grasping ability. Our brain is the most creative and quickest when thinking in our mother tongue. Even, the famous Oakland Ebonics Controversy started with the idea of providing primary education to African-American children in African American

Vernacular English, popularly known as Ebonics, for easy learning. The UNESCO website states that mother tongue “is crucial especially in primary school to avoid knowledge gaps and increase the speed of learning and comprehension”. The New Education Policy of the government of India proposed in the year 2020 underlines the significance of mother tongue education. The policy proposes to teach children in their mother tongue (MT) or home language up to class 8th, if possible. Even in cases, where books aren’t available in the MT, the educators should at least use that language as the medium of instruction. This paper is a descriptive and analytical study of importance of MT education and the long due value it has been eventually given in NEP 2020. It will see how it directly and indirectly touches other areas of concerns like promoting multilingualism, giving regional Indian languages its due importance and enhancing India’s pluralistic culture, to name a few. **Keywords:** Mother tongue education, early education, NEP 2020, multilingualism, Indian languages, pluralistic India

Incorporating Computer-Assisted Language Learning in the Education Policies of Select Countries: A Comprehensive Review and Analysis

Areeba Shabbir, PhD

This paper examines the current state of computer-assisted language learning (CALL) in the educational policies of select countries (India, Japan and United States). The study presents a thorough review and analysis of relevant literature and policy documents, focusing on the integration of CALL into language teaching and learning. This research explores the benefits, challenges, and opportunities of incorporating CALL in the education policies and discusses different approaches that policymakers can use to effectively integrate technology in language learning programs in India. The analysis reveals that while there is widespread recognition of the potential of CALL, there is a lack of a coherent and consistent approach to integrating it in language learning programs. The paper concludes by offering recommendations for policymakers to address the gaps in CALL integration and to promote effective implementation of technology in language learning programs. **Keywords:** Computer Assisted Language Learning, planning, implementation, policy frameworks

A Qualitative Analysis of Teachers’ Language Use in English Language Classrooms

Srirupa Poddar

University of Hyderabad

This study is set out to explore teachers’ choice and use of language in English language classrooms. This study presents serious considerations for policy makers, administrators, teachers and students about the importance of accommodating students’ first language (L1) alongside the English-only curriculum. It has been discussed in various studies that teachers’ use of bilingual teaching method is helpful for learners to understand the concepts better. The teachers’ perceptions of when L1 should or should not be used in L2 classrooms were also of interest. A qualitative research approach was adopted for this study. A qualitative analysis of

post-graduate teachers' (PGT) use of English in classrooms should benefit not only researchers who want to examine specific language learning/use issues more closely, but also teachers and teacher educators. The findings will be discussed in detail in the full paper. **Keywords:** English language, L1, L2, multilingualism, bilingual teaching method, language educators, learners

Role of School as an Innovative Learning Space & Spread of Bilingualism in Kids with the Support of Mother Tongue on the Societal Front in India

Neha Garg & Bansari Thakkar

Banaras Hindu University

As it implies, from the evolution of human history, learning primarily happens in an informal yet holistic manner from one's surroundings. Knowing this fact, it is true that society caters to a plethora of learning from our co-existence with the people around us. Children for that matter, learn firstly from their parents, friends, and people from different generations. While they are in their growing phase, they are active listeners and perceive the sounds more thoroughly than grown-ups. However, there is always a void of the correct methodology. To bridge this gap, this study discusses the pivotal role played by schools to fulfil the language learning needs of young learners. The technological evolution, at the same time, makes it more evident that the stand-alone conventional methods of instruction in one's mother tongue can be more effective when it is merged with the targeted second or foreign language. This study also discusses the pedagogy, which implies that instruction in bilingual form with multimedia support will not only reinforce quality language acquisition but also save the mother tongue from becoming endangered or vulnerable. The parents, who are the equal stakeholders in this process as they communicate with children to address their social, emotional, and psychological needs could also be invited to the forefront by spreading awareness to make maximum use of the mother tongue without the intervention of second or foreign language terminologies. The ultimate outcome of the amalgamation of both schools becoming a creative space with the support of their mother tongue will lead children to acquire a second or foreign language with meaningful interpretations rather than succumbing to the translation methods or rote learning which in today's time have become redundant and may fail to renders any greater outcome for the young minds. **Keywords:** Indian School System, Innovative Learning, Bilingualism, Indian Society, and Kids of early age group.

A Comparative Study of Language Education Between the National Curriculum Framework, 2005 & 2023

Rini Mandal & Jayanta Mete

Department of Education, University of Kalyani, Nadia, West Bengal

Introduction- Language is the unique capacity of human beings that allows them to share their thoughts, connect to the world and helps them acquire knowledge and education. Language also helps in the preservation of culture and tradition, as from ancient times, people pass on

their values and rituals through oral or written forms of language. India has a great variety of people speaking different languages and dialects which is also reflected in the Eight Schedule of Constitution. Acknowledging the importance of Language, the Education policies from time to time emphasised the language policy in school education. NEP-2020 also laid down numerous recommendations for the promotion and preservation of Indian languages which is aimed to be achieved through NCF of School Education. The study uses the Document Analysis method which is conducted by analysing the National Curriculum Framework (NCF) of 2005 & 2023. The recommendations laid down by the National Education Policy (NEP) 2020 for the promotion of Indian Languages and a few other journals, articles and education policies are also considered here. The objective of this study is to find out the similarities and differences in Language education at the school level between the two NCFs. To understand the role of NEP-2020 in the promotion of Indian Languages and its reflection in the NCF 2023. The recommendations of NEP-2020 will not only promote the Languages of India and help in the preservation of rich cultural and traditional values but will also mould the younger generations with a holistic personality with 21st-century skills. The NCF of School Education is set to accomplish this vision of NEP 2020. **Keywords:** Mother tongue, second language, National Education Policy-2020, National Curriculum Framework 2005, National Curriculum Framework for School Education 2023

Role of Krashen's Monitor Model in Language Learning in English Language Classroom

Purnendu Bikash Debnath & Harvinder Kumar Negi

GLA University Mathura

The present study examines the role of the Monitor in improving the language proficiency of the students of Class 6 (10-12 year old) of two government school in Chandannagar and Boinchi in Hoogaly district, of West Bengal with a focus on narration. In the selected schools, students come from low socio-economic background where they have limited exposure to the target language. Their English exposure is limited to classroom settings only. It aims to test the validity of Krashen's Monitor model of L2 acquisition theory through pre and post tests while learning English as L2 in classroom settings. In the study, a planned intervention was made in one of the schools and no such intervention was made in the other. In the planned intervention, rules of changing direct speech into indirect speech and vice-versa were taught to the students. The study results show that without formal exposure the monitor cannot be effective. It reiterates that the monitor helps only when the learners are introduced to the monitor i.e. the rules of narration in this case. **Keywords:** monitor mode, language acquisition, mother tongue, critical age.

Achieving Linguistic Equity under the NEP 2020: Impact & Implementation of Bi/Multilingual Education

Mannat Chandel ¹ & VK Shanwal ²

1. *Gautam Buddha University*, 2. *Guru Gobind Singh Indraprastha University*

Several studies on bilingual/multilingual education suggest that bilingual/multilingual educational programs can improve students' cognitive development, academic achievement, and overall social-emotional well-being. However, the long-term impact of these programs and methods to incorporate different concepts have yet to be extensively researched in existing studies. Therefore, it is important to conduct further research to fully understand the effectiveness of bilingual/multilingual education in different contexts and to develop strategies for successful implementation. The following study aims to address this gap by reviewing existing literature on the long-term impact of various programs and methods to incorporate new concepts in different fields. Bi/multilingual education significantly impacts students' cognitive development, enhancing their ability to think critically and creatively. It also promotes cultural awareness and sensitivity, which are crucial in today's globalised world. Additionally, the paper discusses some methods for effective implementation of bi/multilingual education, such as promoting the usage of mother tongue as a medium of educational instruction, introducing foreign language courses, and providing language learning opportunities through digital platforms. The findings of this paper provide valuable insights for policymakers, educators, and practitioners on the effectiveness and sustainability of these approaches in promoting long-term learning outcomes. Moreover, exploring the long-term impact and implementation of bi/multilingual education on students' learning and development can provide valuable insights into the influence of this approach on society as a whole. Therefore, this research on bilingual/multilingual education can have significant implications for the future of the education system as well as workforce development. **Keywords:** *multilingual education, bilingual education, inclusivity, linguistic equity*

Applying CLIL Approach: A Hybridized lesson Plan Integrating Waterfall Model with Verb

Jaya Sharma

GLA University, Mathura

Multifarious approaches have been applied to make the engineering students learn English as second language to have the professional vantage. The students who are grappling with mother tongue impact, reluctance to have a different tongue to express, dearth of vocabulary and adapting a medium that is totally unfamiliar in native scenario, find themselves suffocated between two languages in professional world. Technicalities involved in acquiring second language- different structures and combinations of sentences, words usage make the things worse. The teaching fraternity despite all their efforts sometimes find themselves helpless to make them comprehend and acquire the working proficiency in second language. Various

approaches, methods and pedagogies are combined then to solve the problem. Content and Language Integrated Learning approach is also one such approach applied to integrate the learning of a specific subject with learning of a language. The present paper is an attempt to apply the approach to prepare a lesson plan for B.Tech. second year students to teach them Waterfall Model (one of the topics of Software Engineering subject) along with verbs (one of the most important topics of English language). As language is the core vehicular component to acquire the conceptual content, it is the integral part of the content and can be learnt with a collaborative effort. **Keywords:** Approach, language, content, cognition, context

Linguistic Equity, Inclusivity and Directions of National Education Policy

Aashu Kumari & Garima Singh

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“Hallo, wie geht's dir”. Some people will find it very difficult to understand and this is because it is a German language, a language which is different from theirs, and people who are aware of German language will understand it. Every country has its own language. For example: नमस्ते in Hindi, Hello in English, Hola in Spanish, Bonjour in French, 안녕하세요 in Korean language. Although it looks different but meaning is same. different language may have different words or concepts for the same idea, which can affect how individuals understand and interpret that idea. In this world, not only human being but also animals have their own language with the help of which they communicate with each other. India is a multilingual country and at every 10 km language changes. We have more than 19500 mother languages. People construct knowledge in their own language. In order to understand any topic, subject we need a language. Not only to understand but also to communicate our views, ideas, thoughts, feelings we need to have a strong command over language. This paper covers the role of language and construction of knowledge, factors on which the language depends, Technology and language, and what can be done to strengthen the language of the child.

Cognitive and Sociocultural Approaches in Teaching- Learning

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The fundamental responsibility of educators is to facilitate and encourage the academic growth of their students. Teachers' epistemological views significantly impact the curriculum they create and the teaching strategies they employ because they inform their assumptions about students' learning processes. Over several decades, two distinct epistemological theories that are both well-known and widely influential have emerged- the cognitive perspective, which centres its attention on the thought processes of students and the sociocultural perspective, which emphasises the importance of students' active engagement in social activities within the parameters of a given environment- each contributing something unique to the evolution of educational theory and practise. This article examines the differences and similarities between

these two philosophies concerning the nature of knowledge and its consequences for teaching and learning. Teachers can help their students more effectively learn and succeed in school if they draw from and apply a synthesis of the cognitive and sociocultural perspectives to ensure that their students' learning outcomes are aligned with the most suitable pedagogical strategy. **Keywords:** Cognitive approach, sociocultural approach, and learning and teaching

Mother Tongue as Medium for Teaching in Schools of Nagaland: Problems and Prospects

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The National Education Policy (NEP) 2020 recognizes the importance of preserving the rich linguistic and cultural diversity of India. The policy highlights that language is a powerful means of transmitting knowledge, values, and culture. In addition to promoting multilingualism and language diversity, the NEP also seeks to preserve the cultural heritage of different regions and languages. In a multilingual state like Nagaland, a state in the northeastern part of India, various dialects are spoken, and each dialect has its unique cultural significance. Nagaland is home to over 15 different regional mother tongue languages, making it a linguistically diverse state. The introduction of mother tongue language teaching would require significant resources and efforts to develop curriculum, materials, and trained teachers for each language. The objective of this research paper is to investigate the potential benefits of mother tongue as the medium of instruction for schools in Nagaland, in line with the NEP 2020, and suggest some ways forward for its implementation. Findings show that there is shortage of trained teachers, infrastructure, and funding to support the implementation of mother tongue language teaching. Standardizing the curricula and materials can also be challenging as there are variations in the dialects and scripts of each language, which may lead to discrepancies in teaching and learning across different regions. The study also shows a preference for English or other dominant languages over the mother tongue language among some stakeholders. This could result in resistance to the introduction of mother tongue language teaching and a lack of interest among students to learn their own language. The findings of this research will help policymakers and educators in Nagaland to improve and enhance the proper implementation of the mother tongue teaching learning process in schools, and ensure the holistic development of students, while preserving their cultural heritage.

The Role of ‘Mother Tongue’ while teaching and learning in Vocational Education.

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In this paper examine the role of mother tongue in teaching vocational education. At this time government of India promoting vocational education for economical growth of country. While

implementing vocational courses government facing linguistic barriers; for the overcome of this problem NEP-2020 policy gave the priority to use of mother tongue or native language and also foreign language in curriculum. A review of available literature suggest for the better understanding of vocational knowledge student must learn and understand it from mother tongue or native language. **Keywords:** Mother Tongue, Vocational Education, NEP-2020, Native Language, Foreign Language

Mother Tongue: A Catalyst in The Teaching-Learning Process

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This paper aims to study the importance of the first language or mother tongue in the teaching-learning process in educational institutes, from the view-point of the ‘linguistic relativity theory’ or ‘Sapir-Whorf hypotheses. The study highlights the relevance of teaching in a language which is known to the learner and the role played by language in the assessment of learning. Despite the multi-lingual setting of the country, the medium of instruction in most educational institutes has been limited to English since 1835 and thus a considerable number of students are being subjected to what is commonly called the ‘sink or swim’ approach or submersion. Though there are people who are sufficiently competent in a second language, learning a non-native language for academic purposes is considered burdensome owing to the simple fact that the learner is not accustomed to it at his first school- his home. Stephen D. Krashen has talked about this in his ‘Theory of Second Language Acquisition’, where he has given the distinction between ‘acquisition’, a term often associated with the mother-tongue, and ‘learning’, which is a tedious, conscious process in itself. The Global Education Monitoring Report’s World Inequality Database on Education depicts the extent of unequal learning within nations, depending on whether or not the children speak the language of assessment at home. The UNESCO has claimed that forty percent of the global population has no access to education in a language they can speak or comprehend. Anthropologist-linguist Edward Sapir and his pupil Benjamin Lee Whorf were of the view that human perception of the world is a result of their language and that thought process of every individual is influenced by their native language. The hypothesis explains the relationship that exists between language and thought and how we see the world through the lens of our mother-tongue. As stated in the ‘National Education Policy 2020’, “Language, of course, is inextricably linked to art and culture. Different languages ‘see’ the world differently, and the structure of a language, therefore, determines a native speaker’s perception of experience.” Thus, a sense of comfort, comprehensiveness and “apnapan” always accompanies our language. The Union Cabinet, in July, 2020 approved the implementation of ‘National Education Policy 2020’ with the view-point of treasuring the cultural diversity of the country and embracing inclusive education. Not only does the policy promote the growth of Indian languages but also ensures that the mother tongue is the medium of instruction at all levels. This research study strives to draw the connection between cognition and language and hopes to back the initiative with the aid of linguistic knowledge.

Teachers' Teaching Strategies, methodology guide and learning outcomes of the students in the respect of Listening, Speaking, Reading & Writing (LSRW)

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The tactics used by English instructors to improve students' learning results in terms of Listening Speaking Reading Writing (LSRW) are described in research on English teachers' strategies. Also, it is the best method for enhancing students' speaking abilities. Although there is numerous research on teachers' speaking abilities in India, there are still few that indicate that instructors may increase students' speaking abilities and learning outcomes by using their speaking tactics. The goal of this study is to identify practical teaching tactics that teachers may use to boost their students' learning outcomes in English and LSRW, as well as effective learning strategies that instructors can employ to enhance their students' learning outcomes. The qualitative research approach is used in this study. The information is gathered from 400 students of 30 schools in the NCR that are linked with C.B.S.E. and are either public, private, or both. Regression analysis is carried out to identify the most effective amongst LSRW for each teaching strategy.

The Impact of Monolingual Education on the Multilingual Richness of Urban Areas: A Case Study of Aligarh Civil Line

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The Indian subcontinent is home to a vast array of cultural and linguistic diversity, with several hundred languages spoken in the region. Despite the officialization and standardization of certain languages, India remains a multicultural and multilingual country. With the dominance of English as a global language of education, native and regional languages have been disproportionately marginalized. This study will investigate the impact of monolingual education on the multilingual richness of urban areas, specifically in the Aligarh civil line area. During British rule, attempts were made to classify and enumerate Indian languages and find their links to European and Asian languages. In post-independence India, language has been at the forefront of political tensions, particularly in the southern state of Tamil Nadu. Nonetheless, the constitution of India recognizes several languages as official languages of the country. However, the deeper issue is the marginalization of local and regional languages with the promotion of English and Hindi. The study will employ survey methods and observations to collect data from various schools in the Aligarh civil line area. The survey will seek information from students, parents, and teachers on their language proficiency, their preferences for language instruction, and the prevalence of multilingualism in the community. Observations will also be carried out to capture the language usage patterns and linguistic diversity in

classroom instruction. The study's findings will demonstrate the impact of monolingual education on the linguistic and cultural diversity of urban areas. The study will provide critical insights into the importance of mother-tongue education for preserving linguistic diversity and cultural heritage. With the National Education Policy (NEP) 2020 emphasizing mother-tongue education, this study will be valuable in reclaiming the multilingual richness of the country concerning school education. The findings of the study will have significant implications for education policymakers and practitioners. The study will also underscore the importance of promoting multilingualism as an asset for economic and social development, particularly in urban areas.

NEP 2020 and the Role of Internet and social media in Language learning

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The National Education Policy of India 2020 is a significant policy document laying the national-level strategy for the future education system. As its key aim, it is progressive and claims universal access to quality education, keeping in view the Sustainable Development Goal 4 of the United Nations Agenda 2030. Union education minister Dharmendra Pradhan stated that no Indian language is less important than the other, and the National Education Policy (NEP) 2020 emphasises on learning all Indian languages equally. One of the main focuses of the NEP is its emphasis on mother tongue education at the primary levels in both state- and private schools. The present article critically assesses the NEP 2020, primarily in relation to the language learning with the help of Internet and social media. Today Internet has become an important part of our life. School students learn a lot by using Internet and social media. The Language learning is one of the important learning. **Keywords:** NEP 2020, Language, Internet and social media

Mughals Use of Sanskrit Language for Construction of Sanskrit Knowledge in Understanding Hindu Tradition and Culture in Mughals Court

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Without understanding language of any civilization, it is totally impossible to understand the culture of any civilization, so without understanding the culture of any area or country it is difficult to rule over that country. The Mughals translated various text which was in Sanskrit language so that they could understand the culture of Hindu tradition to rule over them. The Sanskrit text which was full of religion, Political, Socio -economic ingredients of Hindu tradition, they read them and understand the culture of this country and ruled very easily.so it

is need to keep Sanskrit as mandatory in higher education as language so that it will help to understand our Sanskrit culture and also help to understand the history of our tradition.

Improving Inclusivity in Classrooms Through Metacognitive Knowledge and Metacognitive Regulatory Skills

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Both the awareness of one's own cognitive processes and the capacity to manage those processes are parts of metacognition. There is a substantial amount of data from studies in educational sciences demonstrating the value of metacognition in learning. Being inclusive is making an effort to address achievement gaps by making sure curricula and teaching strategies don't exclude marginalized minority pupils. It entails establishing a space where varied student groups can feel included in addition to embracing diversity. Therefore, for there to be an inclusive classroom, both teachers and students must engage in honest metacognitive reflection. This conceptualized research paper focuses on metacognition and metacognitive practices for students and faculty for improving inclusivity in classrooms. **Keywords:** Metacognition, Inclusivity, Metacognitive Practices.

Understanding Paulo Friere's Philosophical Underpinnings of Educational Learning in The Era of NEP 2020

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The term education is a derivation of Educere and Educare which connotes 'to mould or shape', or acquiring knowledge and 'to lead or to develop' leading towards critical ability. Basically, its motive is to make humans functional entity of society through their all-round human and social development (Chandola, 2016; Gupta, 2019; Maekae, 2013). Friere's education approach connotated that education is a twoway process not a one –way. There should be a vertical approach and also not an individual activity rather, a movement or collective one through dialogue, critical consciousness and praxis to transform the realities which is to be known (Rugut & Osman,2013). The problem posing concept sees world as a transforming reality not as a passive and isolated reality. It perceives students as critical thinkers and active participant in contrast to mere receptors of information (Beckett,2013; Tan,2018). It is a review paper, and secondary sources are used, and reviews have been done in a narrative review style. The articles were searched using keywords and Boolean search methods on search engines which are Google Scholar, and Google. Only those articles that cover concept of education and approach of Paulo Freire were chosen after the searches. The objective of this paper is to understand educational underpinnings through Freire lens in the era of NEP 2020. NEP 2020

also visualizes holistic, experimental and inclusive education through focusing upon key concepts, ideas, and analysis & discussion -based learning. Additionally, it reiterated that rote learning should be discarded in favour of a real understanding of and "learning how to learn" in the current educational system (NEP,2020, P.11). As a result, Friere's philosophical underpinnings for learning are still applicable in the 21st century and has a commonality with NEP 2020 for a critical, comprehensive, and participatory learning process. **Keywords:** Paulo Friere, NEP 2020, Education.

A Critique to The Socio-Cultural Languages and The Artificial Intelligence

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Background: Artificial Intelligence (AI) has the potential to revolutionize the promotion of socio-cultural languages by enabling effective language learning and translation technologies. With AI, language learners can have access to personalized and adaptive learning experiences, which have the ability to improve their language proficiency rapidly. Additionally, AI-powered translation tools can help break down language barriers and promote cross-cultural communication. However, there are concerns that AI technology could threaten the persistence of less-used languages, as the development of translation technology could make other languages less valuable. Therefore, it is essential that AI adoption for language learning and translation is carefully implemented to balance the potential changes to the linguistic landscape with social and cultural responsibilities. The Objective of this study is to analyse the role of Artificial Intelligence in promotion of socio-cultural languages. AI improved language translation, computational analysis of language, increased efficiency in language processing but AI unable in context and subjectivity in understanding language, potential job displacement and biased algorithms. AI has revolutionized linguistics by helping in language learning, translation, and modelling language behaviour. It will continue to play a vital role in advancing linguistic research. **Keywords:** Adaptive Learning, Artificial Intelligence, Biased Algorithms, Cross-culture Communication, Language Learning, Translational Technologies and Socio-cultural Languages.

Restorative Practices as Part of School Curriculum

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School plays a major role in education in India. A school must deal with multiple aspects of management, teaching, administration, discipline, a student-friendly environment, etc. They do follow a standard operating procedure for a specific issue, but when it comes to dealing with children, they are unaware of the situation where the child comes from. Children in school come from different strata of society. Sociological factors such as race, class, and gender can significantly impact the educational experiences and outcomes of students. Sometimes, the

children know the struggles they are facing in their education, but understanding the complexity of the sociological phenomenon is difficult for them. Students from low-income families or marginalized groups may face significant barriers to educational success, such as inadequate funding for schools, a lack of access to resources and opportunities, and discriminatory attitudes and practices. The school, as an institution, has the responsibility to ensure the academic achievement of every child by providing a healthy environment and quality education to them. The advocates of Restorative Justice believe that restorative mechanisms have the potential to facilitate quality education in the lives of children by promoting a positive school culture and supporting students' social-emotional development. In recent years, restorative practices have emerged in schools as a new and better way to promote a positive mindset change in teachers and students instead of a punitive and corporal approach. Restorative practices work to repair harm through learning and community participation. Restorative practices in schools focus on cultivating a positive, respectful, and inclusive school environment. It is still an ongoing debate which emphasises that restorative practices must be a part of the school curriculum in order to make students aware of their rights, needs and problems they face. Restorative practices help the students in understanding the complexity of society, what challenges they are facing and how they can overcome those challenges. When restorative practices are used in schools, students feel heard, valued, and supported. They are encouraged to take responsibility for their actions, learn from their mistakes, and make amends for any harm caused. Overall, restorative mechanisms can facilitate quality education in the lives of children by promoting a positive school culture, supporting students' social-emotional development, and creating a safe and inclusive learning environment. Restorative practices can also be particularly beneficial for students who have experienced trauma or adversity. By providing a safe and supportive environment where students can process their experiences, restorative practices can help to mitigate the negative impact of trauma on students' academic and social-emotional development. By prioritizing repairing harm and restoring relationships, rather than solely punishing students for their misbehaviour, restorative practices can help to build a strong foundation for academic success and lifelong learning. **Keywords:** society, school, restorative justice, restorative practices, children, education

The Schooling Experience of Children with Disabilities in Government Schools

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This paper mainly focuses on "The Schooling Experience of Children with Disabilities in Government Schools," which revolves around the teaching-learning experiences of teachers, special educators, and children with disabilities. A school is a place where children are sent for their primary learning, which shapes their thinking and molds their character. Going to school not only educates them, but it also prepares them to become responsible human beings. School is for everyone, and education is a basic human right. Thus, education plays an important role in making the most of children's abilities and developing talent. The study seeks to understand

the classroom learning of children with disabilities, teaching practices, and pedagogy in order to implement inclusive education in government schools. The focus is on the schooling experiences of children with disabilities in order to enhance their learning potential and suggest and strengthen inclusive education. The nature of the study is qualitative. The data collected involves three categories of participants: general teachers, special educators, and children with disabilities. The key finding involves physical, social, and educational barriers to participation in government schools having resource learning corners and their advantages for children with disabilities, and it also looks into the perception of teachers about inclusive education and where they locate children with disabilities in the education system. **Keywords:** Children with Disabilities, teachers, special educators, Inclusive Education

Role of Informal Diagnosis in Schools for The Prevention of Permanent Labelling of the Students

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The paper aims to investigate the role of informal diagnosis in schools for preventing the permanent labelling of students. The study focuses on the impact of student disinterest, parental negligence, and ineffective pedagogy on students' learning gaps and low performance, leading to formal diagnosis and permanent labelling. The research question aims to explore the different tools for informal diagnosis that teachers can use to identify students' learning gaps and provide timely interventions to promote individualized learning and prevent over diagnosis of students in school settings. The study uses a mixed-methods approach, including both qualitative and quantitative data collection methods. Qualitative data will be collected through interviews and focus group discussions with teachers, parents, and students to explore their perceptions and experiences of using informal diagnosis in schools. Quantitative data will be collected through questionnaires to measure the effectiveness of different types of informal diagnosis in identifying students' learning gaps and promoting individualized learning. The paper applies structured equation modelling and regression with the help of AMOS and SPSS to analyze the data. The study's findings will contribute to understanding the importance of informal diagnosis in preventing permanent labelling of students and promoting inclusive education in schools. The research aims to provide recommendations to teachers, parents, and policymakers on the use of informal diagnosis to support students' learning and prevent the negative consequences of permanent labelling. The paper concludes that informal diagnosis includes a detailed understanding of the child in all domains i.e. social – emotional, psychological, cognitive, physical strengths /limitations, support from parents, students character, resilience, empathy etc. This process plays a crucial role in identifying reasons for a students' learning gaps and in providing timely interventions, promoting individualized learning hence leading to improved academic performance and reduced labelling of students. **Keywords:** Informal diagnosis, permanent labelling, ineffective pedagogy, structured equation modelling, learning gaps, inclusive education

Finding Linguistic Equity through Multilingualism in NEP2020

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Linguistic diversity has been an integral part of the Indian composite culture which makes Multilingualism a norm in this country. Over the years, a lot of Indian languages have not been able to realise their full potential due to our colonial history. English continues to outshine many Indian languages in terms of popularity, acceptance and economic gains. This scenario is however expected to change with the new provisions of NEP 2020. The New Education policy talks about emphasizing linguistic equity and inclusion in the field of education. According to Crisfield (2021), the most efficient way to ensure equity and inclusion as far as languages are concerned, is to develop a multilingual approach to learning. This paper focuses on the relevance of multilingual classrooms at the school level and the pedagogical changes and challenges that would arise while imparting education in a multilingual setting. **Keywords:** Linguistic equity, inclusion, multilingualism, NEP2020, pedagogical changes

Conceptualising Literary Texts as a Tool of Multidisciplinary Learning with Reference to NEP 2020

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The National Education Policy 2020 focuses on a holistic and multidisciplinary approach towards education. To achieve this objective, various fields of education are intertwined to present knowledge in a comprehensive manner. Keeping this in view, we must also consider literature as an essential pillar of education that brings together many worlds of knowledge. For instance, Edmund Spenser's *The Faerie Queen* provides an allusion to the historical and political scenario of Elizabethan England; William Congreve's *The Way of The World* presents a vivid picture of the Victorian society, particularly the aristocrats, further helping us understand the why's and how's behind how the society functioned; Alice Walker's *The Color Purple* provides a distinct linguistic understanding of the language and people of the Afro-American communities; Chinua Achebe's texts significantly deal with the rejuvenation of identity through language which is only possible through a comprehensive linguistic study of the literary text. This paper focuses on the few abovementioned aspects of the multidisciplinary nature of literary texts, providing a new understanding of the world around us. **Keywords:** National Education Policy 2020, Literature, Language, Society, Linguistics

New Education Policy 2020 and Indian Culture

Chandan Kumar

PPU Patna

The Ministry of Human Resource Development formed a committee chaired by Dr K. Kasturirangan for preparing the National Education Policy. The Committee was constituted in June 2017. The Committee submitted its report on May 31, 2019. The National Policy on Education covers elementary and university education in urban as well as rural India. The very first policy for education was promulgated in 1968 with the second one following in 1986. The first NPE was based on the recommendations of the Education Commission (1964-66). This policy sought to have a 'radical restructuring' of India's educational system and equalizing opportunities for education for all, to accomplish national integration and better economic and cultural development. The NPE also called for realizing compulsory education for every child until the age of fourteen, as mentioned in the Indian Constitution. It also aimed at providing enhanced training and improving teachers' qualifications. Compare NEP 2020 with NEP 1991 in the linked article. NEP 2020 is the 21st Century's first education policy in India. The development of the creative potential of each student is emphasized in the National Education Policy 2020. The NEP 2020 mentioned the ancient scholars like Charaka and Susruta, Aryabhata, Bhaskaracharya, Chanakya, Madhava, Patanjali, Panini and Thiruvalluvar.

How Marathi newspapers reflect the reception of NEP 2020: Analysis of articles published in Marathi newspapers

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National Education Policy 2020 which came after 34 years (after National Policy on Education, 1986) became and still is one of the most discussed topics in the public sphere. Over the last three years people from different spectrums have reviewed, praised and criticised the policy using different mediums of communication. States have formed committees to examine the current scenario and to come up with ways in which successful implementation of NEP 2020 can be done in their respective regions. The reports of these committees are also published or discussed in the media. These articles published in the newspapers help us to understand how NEP 2020 has been received among the people. Maharashtra being a progressive state was expected to give distinct reviews on NEP, point out the loopholes in it, relate it with the present situation of educational institutes in the villages and the cities of Maharashtra, practical difficulties in the implementation and suggest solutions. In this paper, I examine a few such articles and reviews published in four important daily Marathi newspapers of Maharashtra, namely Loksatta, Maharashtra times, Lokmat and Sakal. From the mere informative articles published on 30th July, 2020 to the

recently published articles explaining the current status and the difficulties in the implementation of NEP have been analysed in this paper. All four newspapers have distinct authors and readers too. They differ in style, language use etc. This proved helpful to cover various ranges of opinions. This paper attempts to analyse the articles on the basis of which similar points from NEP are repeated most frequently and have been given importance to in all the newspapers, which points in the policy have been praised the most and criticised the most. Whether there is any important point missed in the discussion and other similar questions are addressed. For instance, almost all the articles talk about ‘the 10+2 structure in school education will be modified with a new pedagogical and curricular restructuring of 5+3+3+4 covering ages 3-18.’ Authors have praised the emphasis on mother tongue education and at the same time they have questioned the implementation of multilingual education in school. The paper gives special emphasis to the opinions on language related points mentioned from clause 4.11 to 4.22 in NEP 2020. The paper also examines the social background of the authors and correlates it to the concerns expressed by them.

Current Trends in Second Language Learning: Implications and Challenges in Language Across the Curriculum

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Language, as a manifestation of culture, supports an individual's growth and social adaptation. Language serves as a pathway for the flow of information, ideas, recommendations, instructions, and all our emotions. The flow of information simplifies and improves our daily lives. Learning a second language is a difficult process that necessitates the development of four skills: listening, speaking, reading, and writing. Certain levels of motivation and engagement are essential for this learning process to be helpful and inspiring to the learners. This learning process to be helpful and inspiring to the learners, certain levels of motivation and engagement are essential. Learners must be motivated and persistent in order to participate in any academic endeavour, which is only achievable if all stakeholders work together to make the learning process child-centred. Language Across the Curriculum (LAC) is an innovative approach that highlights language as a tool for studying other topics and subject instruction as an opportunity to exhibit linguistic proficiency. Language is essential for both comprehension and learning new ideas. Educators can build ideal learning environments for students by embracing the study of several subjects. LAC primarily supports students and researchers worldwide in understanding and expanding their knowledge of second language acquisition. The goal of LAC is to develop language-competent students through the integration of foreign language instruction across the curriculum. The purpose of this study is to highlight the importance and accomplishments of Languages Across the Curriculum (LAC) in India.

Keywords: Linguistic competencies, Language Across the Curriculum, Second Language

Perspective of School Teachers towards integrating pedagogy with moral values in Indian Knowledge System

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Moral principles can be regarded as assets of life. Value-integrated pedagogy is a theory in which teaching methods are influenced by and interwoven with a secret curriculum that instills moral principles alongside academic content by the teachers. India is a country with a long history of civilization that has been sustained. Its values, culture, and traces of historical information have benefited its existence for millions of years (IKS, 2022). NEP 2020 expressed worry about providing a child-centered education that pays special attention to moral principles, which can only be accomplished with a teacher who acts as a role model and makes an effort. (National Education Policy, 2020). We are reading about several instances of adult and adolescent crime in India. The problem of self-centric nature, non-obedience, isolation, rude behaviour, etc. can be easily seen in the students. There were several studies done on moral upliftment with several methods, but we can easily see this problem after the pandemic too. It has been seen that young people's morals are deteriorating steadily these days. The vast body of knowledge created by our ancestors that makes up the Indian knowledge system is rich and may contribute a variety of values to society and it has been proven through our Gurur-sisya Parampara. Teachers can be one of the mediums after family to pass on moral values to their students when they practice them by themselves. So, there is a need for teachers to understand the values of life. They should also instill morality in their students to help them understand how acquiring values can help them develop into better people who will contribute to the future of Indian society, the Indian nation, and the rest of the world. So, a required survey study has been done with teachers teaching primary children of private schools in the NCR region. To collect data, 50 primary school teachers were chosen randomly. The tool used was a self-prepared questionnaire scale on morality through Google Forms along with the telephonic interview. The findings demonstrated that the incorporation of moral principles into pedagogy, together with technological skills, enriches teachers' personalities. The teachers who live by these principles and teach them to their students can easily address the issue of children's moral decline. **Keywords:** Values, School Teachers, Indian Knowledge System

Ensuring Gender Equity, Safe Spaces, and Inclusive Learning

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Gender equity and safe spaces are important aspects of the individual teaching-learning process. Gender equity refers to creating an inclusive and fair learning environment for all genders. The environment where each person can understand and express themselves. The

gendered boundaries should not be the barrier in learning. The space signifies the physical, social, and cultural environment of learning. The space for/of an individual to feel his/her existence in the learning environment is a prerequisite to the orientation of getting started in the world of education. The most important aspect of education is the safe space for children who are otherwise discriminated against based on their primary identity based on gender, caste, and region. Researches have proven that the discriminatory practices in schools have ruined the whole purpose of education and growing up as a healthy citizen. Girls' access to education is limited by gender-discriminatory norms and stereotypes, poverty, school fees, distance from schools, and the absence of menstrual hygiene management (MHM) facilities at school (UNICEF, 2019). School as a system becomes the first exposure in the child's life other than his/her family ecology. Our culture and societal norms and values influence the transaction of information in the school system. The idea of providing this exposure is gendered as many inbuilt negotiations at various levels take place while deciding a girl child's schooling. The gender-sensitive learning spaces promote inclusivity and equality in education, allowing the children to feel comfortable expressing themselves and engaging with the curriculum. It is crucial to recognise and acknowledge the variations between genders in terms of their requirements and levels of power, and activists are pushing for mechanisms to address the disparities between the sexes. This could be accomplished by combating biases and stereotypes, giving all genders equal opportunity, and advocating for equality in the learning and teaching processes. The present paper tries to capture the gendered color and ensure safe spaces in the learning processes. The paper also tries to understand the issues in the context of NEP 2020 to make education more gender friendly and inclusive. **Keywords:** *gender equity, safe space, inclusive, gender discrimination*

Role of Transitivity Analysis in Language Teaching and construction of knowledge

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Language is an indispensable tool for construction and dissemination of knowledge. The representation of any particular event or series of event when comes in a social setting through a text or a talk has an amalgamation of experiences inculcated from outer experience plus other inner cognitive experiences from a person's social milieu. For native speakers encoding and decoding their mother tongue is an effortless job. But while teaching and learning a new/second language it becomes an onerous task both for the learner as well as teacher. In this paper I will try to argue that Transitivity analysis can be one of the devices through which the complex phenomenon of these function of the language can be understood. "Since the grammar of any language has developed through the ages to serve people's communicative needs, Halliday (1978: 22) argues that 'It is the demand posed by the service of these functions which have moulded the shape of language and fixed the course of its evolution'. (Bloor & Bloor 2004: 11).

Towards a Multilingual Society: A Case Study of the IDPs of Nandurbar District

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The paper examines the linguistic setting of some of the resettled villages of the Internally Displaced Populations (IDPs) of Nandurbar district and tries to explore how the fresh linguistic environment is enriching their verbal repertoire. The field work in these villages shows that the youths are using Marathi, Hindi and the other non-tribal languages in the public domains, like market-place, college elsewhere, they interact with the Non-Tribals. But the Home Domain serves as the safest zone for their mother tongue in this strong multilingual environment. Even the bilingual and multilingual tribals use only their mother tongues in the Home Domain. The paper further investigates the phenomena of Language Maintenance and Shift through the study of language use in the Home Domain and in some public domains. The overall result of the study proves that the resettled villages are in the state of transition. The research site is at the border areas of three Indian states - Maharashtra, Gujarat and Madhya Pradesh (MP). The resettled villages are in Taloda taluka of Nandurbar district of Maharashtra state of India. **Key Words:** Language Maintenance and Shift, Resettlement, IDPs.

Implementation of Three Languages Formula in India: Issues and Challenges

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Language is one of the most contentious issues in Indian education system. India is well known for its multilingual populace. However, a multilingual nation like India always struggles with the question as which languages should be used as the medium of instruction because of the diversity inits culture, traditions, and languages, especially when it comes to speakers of the regional languagesspoken in various states of India. It is a truth that the language dispute in education affects more than just teachers; it has also given politicians the opportunity to implement the constitutional concept of rights for all linguistic and ethnic groups. The Three-Language Formula was intended to be a handy starting point for the examination of the country's developing knowledge base and emotional integration rather than a goal or restriction on language learning. It has been promoted by the National Education Policy 2020 to encourage multilingualism and national cohesion. The argument over whether the three languages formula is appropriate across India has been reopened by

this action. The Tamil Nādu Chief Minister rejected it, and in doing so, the state just underlined its steadfast stance on a sensitive and political matter. The primary goal of the paper is to investigate the relevance of Three Languages Formula and the pros and cons of same in Indian context. With this, the present paper also underlines the basic issues and challenges that the government, academicians, teachers, and students have to face when it comes to the teaching and learning in regional languages. Further, it also looks at the potential solutions for helping all students develop their literacy and communication skills by emphasizing mother tongue education and providing opportunities for official and regional languages in higher education as well as in the economic structure, as opposed to market-dominant languages. **Keywords:** Three Languages Formula, Implementation, Issues, Challenges, Government, Policy, etc.

An Efficacious analysis of Online FDPs in Higher education: A Survey of educators in Higher education

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The use of Information and Communication Technology (ICT) in numerous facets of education has changed the educational landscape significantly during the past ten years. For lifelong learning, better classroom experiences, improved pedagogy, adaptable curricula, and flexible student-teacher interactions, digital technology has grown in importance. The enormous potential of digital integration in education is fully recognized by the National Education Policy (NEP) 2020. Refresher courses and the Faculty Development Program (FDP) have been regarded as independent educational pedagogies that support faculty members' knowledge and professional development. Covid pandemic situation has not only opened the doors of online teaching and learning for students but also to faculties to update their knowledge and skills in their respective domain. **Hence, this study is designed to study the efficaciousness of digitally programmed faculty development programmes amongst teachers in higher education during and after pandemic.** The parameters that will be used to study the potency are academic development, barriers, and interaction determined from existing literature. It is a descriptive study, with Quantitative research approach for which survey as a method for data collection will be implied. Self designed questionnaire will be used in the study. Statistical tools will also be used for data analysis. **Key words:** NEP, Educators, Faculty development programme (FDP), online, Communication Technology

Linguistic Equity, School Education System and New Education Programme in Myanmar

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In Myanmar, the Burmese is the official language and the medium of instruction at all public schools throughout the country. There are many ethnic languages in Myanmar. The ethnic

groups that live in Myanmar possess distinctive national, cultural and language identities. However, the teaching of indigenous minority languages has been prohibited since 1962, and, even though changes are being introduced, that policy largely remains in place today. The school education system is operated by the government Ministry of Education. Lower and upper secondary schools are under Basic Education. Universities and professional institutes are run by the Department of Higher Education. Nearly all schools are government-operated, but recently, there has been an increase in privately funded schools which specialize in English. The Government has implemented a new National Education Strategic Plan during the period 2016-2021. It is a long-term plan to improve its education system, teaching and learning for all education levels, from kindergarten to universities in Myanmar. The paper will introduce to the status of languages, linguistic equity, education system and new education programme in Myanmar. **Keywords:** Burmese, ethnic languages, linguistic equity, education system, new education plan.



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