



Implementation of Local Language in Teacher Education Programme with Special Reference to National Education Policy 2020

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Abstract:

Primarily language is such an instrument through which human souls compose its own melody. Mother language is like a tree where thousands of birds (Human Souls) take their shelter, love each other and express their core feelings. Local language is like a cozy fireplace where we get warm in winter and sometimes it becomes the sword and shield to defend the enemy. Language shapes us, language saves us and language makes our lives joyous. This paper explains the role of the local languages towards development of learners at different levels of education and also how the teachers play a significant role in progression of their future carrier without any barrier. Teacher Education Programme is a platform where future educators are grown-up and later, they are directly engaged with the field of education system. Keeping this in view, the National Education Policy 2020 emphasized the matter of development of Teacher Education programs and simultaneously recommended to incorporate the mother languages or local or regional languages to facilitate and strengthen comprehensible communication between educators and pupils which will immensely help to decrease the quantity of dropout students. This paper also shows the importance of local language in Teacher Education programs and simultaneously focuses on the National Education Policy 2020 recommendations regarding implementation of local language in education system.

Keywords: Local Language, National Education Policy (NEP) 2020, Three-Language Formula, Teacher Education.

Introduction:

Language is considered as a means of communication. India is a treated as culturally diverse nation all over the world. Due to diverse cultures, there are various ways of communication in terms of language, lifestyle, culture, etc. Language is necessary for sharing ideas, feelings, and thoughts among human beings. All species in the biodiversity have their way of communicating, but human beings are considered to be developed cognitive species, among others. For the communication purpose, languages are different types such as home language or mother language, local or regional language, etc. Children initially acquire verbal language from their parents and other members of the family, which is considered their mother or first language. After getting admitted to school, they successively become familiar with other languages like second and third languages. When they learn different languages, they try to understand these languages through their mother language. So, the mother language has a important effect on human beings.

Afterwards the independence of India, several educational policies were adopted based on the recommendations made by various Commissions and committees from time to time, and one of the important policies was to

incorporate the first language in education. It is also called three-language formula so that learners become more benefited through it. India is a diverse country with number of languages like mother languages and local or regional languages. Sometimes, it creates language conflicts for migrated people, for the Official Language Act of 1963 incorporated two official languages: English and Hindi. For the sack of learners (Act, 1963). National Educational Policy 2020, emphasized on medium of teaching instructions, must be in mother tongue or local language. This method must be followed upto class V but it will be ideal if it is followed upto class VIII or beyond. Equal importance should be given on the teachers' proficiency on these same languages so that students are not deprived from their education in no way. (NEP 2020)

Objective: To find out the importance of local language in Teacher Education Programs and simultaneously focus on the National Education Policy 2020 recommendations regarding implementation of local language.

Methodology: This paper is mainly based on government Documents, reports, journals, research articles etc.

Three-Language Formula

Language plays a vital part in the communication process. People who don't know other languages face many problems like inappropriate communication, misunderstanding, inability to express feelings or needs, etc. To overcome these problems, different Committees, Commissions etc. were constituted and policies were adopted accordingly.

In 1964-66, the Kothari Commission under the Chairmanship of Daulat Singh Kothari had briefly advocated the concept of Three-Language Formula (Commission 1964-66). It is the first to deal with India's education sectors. It explains that:

- Lower Primary Stage (Class I-IV): Mother Language or Regional Language.
- Higher Primary Stage (Class V-VII): Two Languages- Mother tongue and Hindi or English
- Lower Secondary Stage (Class VIII-X): Three-Languages- Mother tongue, Regional Language and English
- Higher Secondary Stage (Class XI-XII): Two Languages- a Modern Indian Language and a Foreign Language. (Ravi, 2022)

In 1968, the National Education Policy encouraged and implemented the recommendations given by the Kothari Commission. According to the "Report of the Education Commission" 1964-66, *"At the secondary stage, the State Governments should adopt, and vigorously implement the three-language formula which includes the study of a modern Indian language, preferably one of the southern languages, apart from Hindi and English in the Hindi-speaking States, and of Hindi along with the regional language and English in the Non-Hindi-speaking States. Suitable courses in Hindi and/or English should also be available in universities and colleges with a view to improving the proficiency of students in these languages up to the prescribed university standards."* (Commission, 1964-66).

Three-Language Formula at Secondary Stage

Kothari Commission Recommendation

HINDI SPEAKING STATES		NON-HINDI SPEAKING STATES	
Language	Recommendation	Language	Recommendation
Modern Indian language (preferably southern language)	Apart from Hindi and English	Hindi	Along with Regional Language and English

Hindi	Core language	Regional Language	Core language
English	Core language	English	Core language

Based on the recommendations of the Commission, necessary steps are being taken to develop students' language proficiency, which plays an important role in cognitive development and bridges the language gap between States. This is also a primary aim to achieve Multilingualism and national harmony.

National Education Policy 2020 also supports the recommendations made by the Kothari Commission and its aim to promote Multilingualism and unity of the nation. (NEP 2020) According to NEP 2020, the Three-Language Formula will be more flexible and no State will be forced to use any particular language for the learners. But of the three-languages, two are indigenous languages of India.

Importance of Local Language in Teacher Education

Mother language is a comfort zone for all. Everybody is brought up in a family and learns their family's language, the mother or home language. Actually, the local language depends upon the dominant language in the local area. For example, in West Bengal, most of the communities are Bengali, so the regional or local language is Bengali, and their mother tongue is also Bengali, but some of them are from different languages, mainly in the border region where they speak in the Hindi language because here the neighbour States are primarily dominated by the Hindi language. The Hindi-speaking communities in West Bengal are migrated from their States. So, their mother tongue is Hindi, and the local language is also Hindi, mainly in the northern part of Bengal, but in this case, the regional language is Bengali. So, the ratio of Bengali-speaking communities is more than other language-speaking communities in West Bengal. Based on this example, in the education sector, the medium of language should emphasize the local language so that majorities could be benefited through it and others can avail the opportunities from three-language formula. As a result, they will also be benefited. In order to provide opportunities for Multilingualism to all students, National Education Policy 2020 emphasized developing language-efficient teachers through teacher education programs. Because students can express their feelings, intelligence, creativity, thoughts, ideas, etc., through their first language more than their second and third language. If teachers are not proficient in this local language, then the students can't connect or understand the subject matter properly. So, to overcome the language barrier, the government has implemented various schemes to develop teacher education programs to ensure a better future in education sectors.

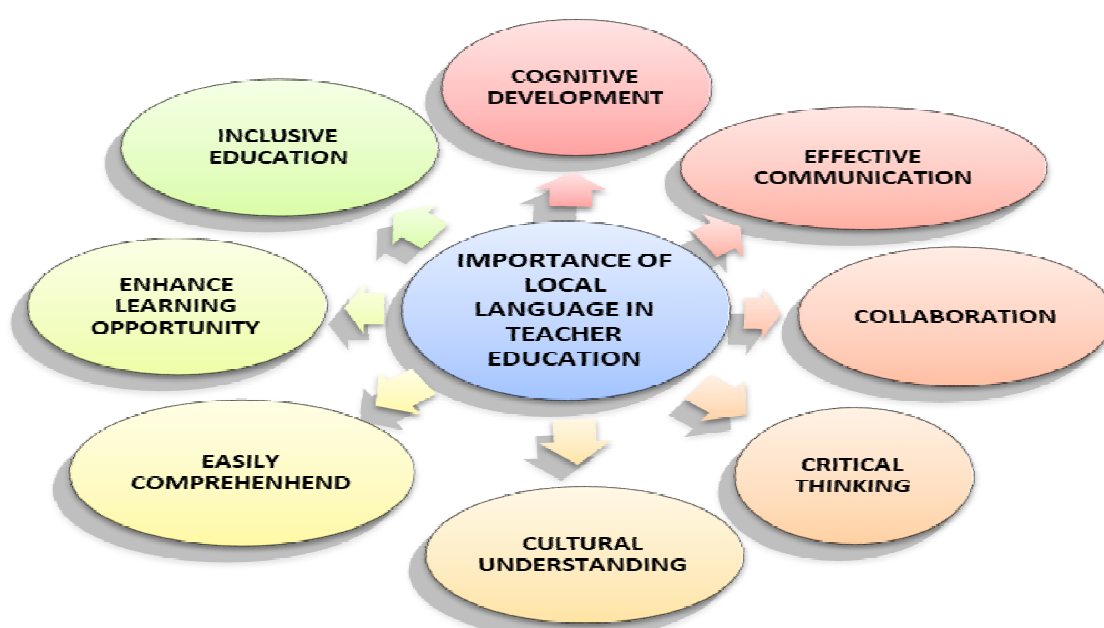


Fig: Importance of Local Language in Teacher Education

Necessity of Local Language in Teacher Education Programme As Per The Guidelines of the National Education Policy (NEP) 2020

Teachers are considered as the major stakeholders in the education segment because they are responsible for building future generations. So, to achieve the main aims, first of all it is necessary to ensure the primary aim, i.e. to provide a qualitative teacher education program nationwide. Language also plays an essential role in qualitative teacher education programs.

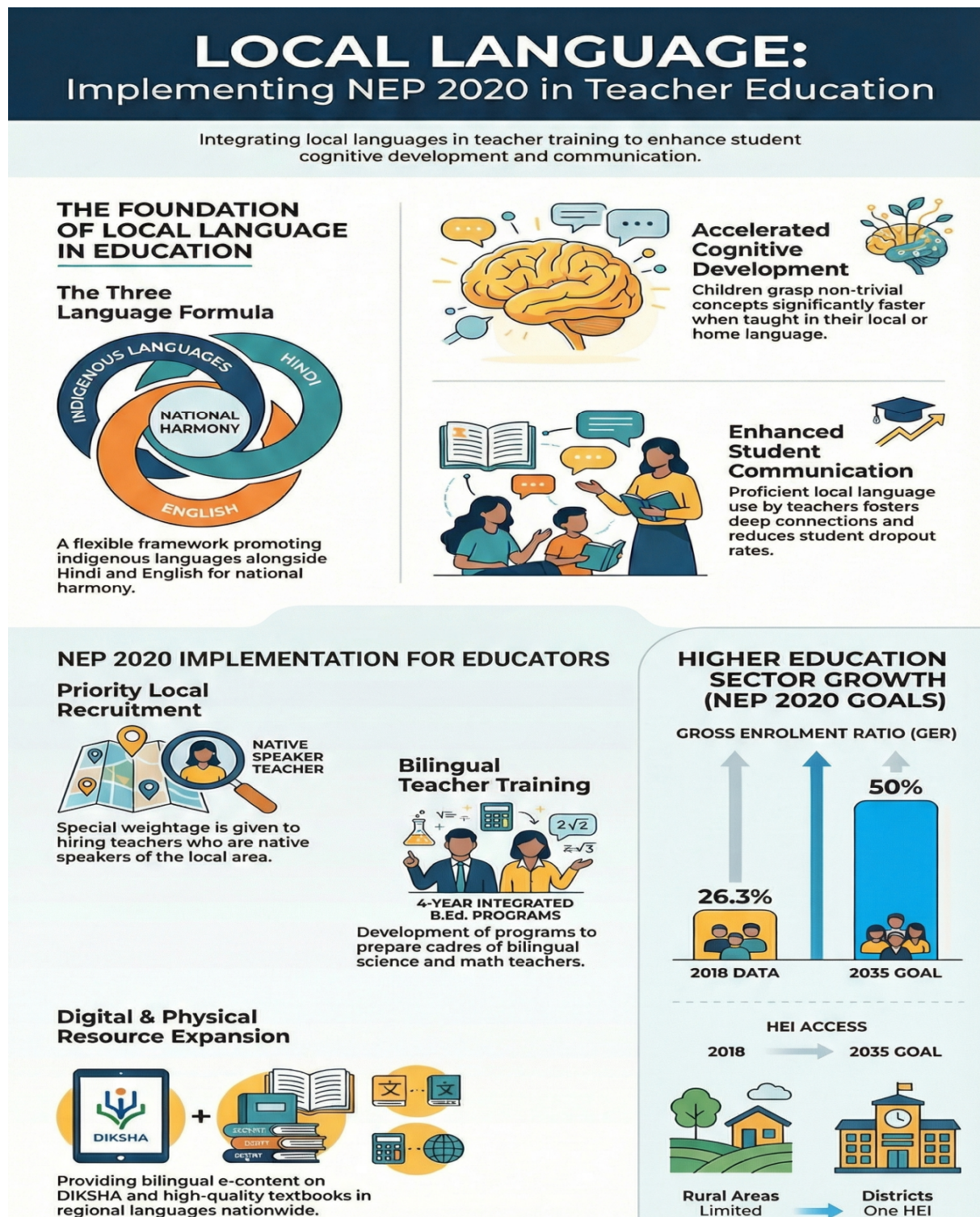


Fig: Implementation of Local Language in Teacher Education Programme with Special Reference to NEP 2020 (Infographic by NotebookLM)

The primary key components of the NEP 2020 recommendations for the importance of implementing local language in education are briefly discussed below:

1. *“Special attention will be given to employing local teachers or those with familiarity with local languages.”* NEP 2020 suggested to each school should ensure people teacher ratio (PTR) of under 30:1. The region which is consists of a huge number of socio economically unprivileged students should aim to get a pupil teacher ratio of under 25:1. All faculty members must be trained and upgraded through continuous professional development to teach fundamental literacy and numeracy. (NEP 2020). *“.... all local and Indian languages, and will be made available extensively in both school and local public libraries”*. The National Education Policy 2020 suggested to set up School libraries and public libraries where enjoyable and inspirational books in all local and Indian languages would be made available for students at all levels. School libraries in villages will serve the community during non-school hours in order to promote wide spread reading among all. (NEP 2020).
2. *“...deploying teachers with knowledge of the local language to areas with high dropout rates...”* NEP 2020 recommended that in order to make the classrooms more engaging, active and useful, it is necessary to deploy faculty members having proficiency in local language to those schools where the rate of drop out is high. (NEP 2020)

LIST OF CLAUSES OF NEP 2020 REGARDING IMPLEMENTATION OF LOCAL LANGUAGE IN EDUCATION SYSTEM

1. “Recruitment and Deployment”
2. “Promotion of Indian Languages, Arts, and Culture”
3. “Quality Universities and Colleges: A New and Forward-looking Vision for India’s Higher Education System”

“...young children learn and grasp nontrivial concepts more quickly in their home language/mother tongue.” NEP 2020 recommended under Clause “Multilingualism and Power of Language” that young children can easily grasp any kind of concepts very first in their home/mother language. Generally, home language is same as mother language/local language. The medium of instruction in the school level shall be mother/local language at least upto class V but preferably upto class VIII or beyond. Local language shall be taught in both public and private schools. The text books including science shall be of home language/mother language.

NEP 2020 further recommended under the same Clause “Multilingualism and Power of Language” that quality students must come in teaching profession mainly from rural areas and to provide merit based scholarship for successful completion of 4 years integrated B.Ed program so that they can avail local job opportunities for the local students especially female students who *“serve as local-area role models and as highly qualified teachers who speak the local language.”* (NEP 2020)

Indian sign language needs to be standardized in the country. In this respect, NEP 2020 recommended

LIST OF CLAUSES OF NEP 2020 REGARDING IMPLEMENTATION OF LOCAL LANGUAGE IN EDUCATION SYSTEM

4. “Foundational Literacy and Numeracy: An Urgent & Necessary Prerequisite to Learning”
5. “Curtailling Dropout Rates and Ensuring Universal Access to Education at All Levels”
6. “Multilingualism and the power of language”

“National and state curriculum materials develop for use by students with hearing impairment local sign language is will be respected and thought as well for possible and relevant”. (NEP 2020)

3. *“...every school/school complex has at least some teachers who can converse with students in the local language and other prevalent home languages of students.”*

Selection of teachers must be conducted through Teacher Eligibility Test (TET) in both pedagogy and content for different stages of School Education such as foundation, preparatory, middle and secondary level. So, Teacher Eligibility Test for written exam is to evaluate the knowledge in content and pedagogy and to check the competency in teaching skills in local language through interview. This examination is held not only for government schools but also for private schools to ensure quality education for all. (NEP 2020)

4. *“...early implementation of the three-language formula to promote multilingualism; teaching in the home/local language wherever possible;”* NEP 2020 further suggested to incorporate the Indian art, cultural, language in all levels of School Education curriculum. Besides Three-Language Formula has also been recommended for promoting multilingualism teaching in local language wherever possible. *“More HEIs, and more programmes in higher education, will use the mother tongue/local language as a medium of instruction...” (NEP2020)*

The medium of instruction shall be of mother tongue or local language in each HEI. The institutes shall offer programs bilingually to promote strength, access and vibrancy of all Indian languages. The 4 years B.Ed. dual degree course should also be offered bilingually which would help the teachers in training cadre of Science and Mathematics to teach science bilingual at school. (NEP 2020)

5. But it is seen that one of the major problems being faced by the HEIs recently is *“limited access particularly in socio-economically disadvantaged areas, with few HEIs that teach in local languages.”* (NEP2020). The vision of NEP 2020 is mainly to overcome the hinderances and to make some changes needed in the present education system, one of which is regarding instruction of teaching in HEIs across the country. *“...at least one in or near every district, and with more HEIs across India that offer a medium of instruction or programmes in local/Indian languages.”* so, every district (mainly Socio-economic disadvantaged areas) should have one multidisciplinary college and university where the medium of instruction would be local or Indian language by 2030. (NEP 2020)
6. *“.....developing high-quality higher education institutions both public and private that have medium of instruction in local/Indian languages or bilingually.”*

To promote fairness and inclusivity, additional HEIs will be established and improved in regions having sufficient access. By 2030, each district will have at least one comprehensive HEI or one located nearby. The goal is to increase the Gross Enrolment Ratio in higher and vocational education from 26.3% in 2018 to 80% by 2035. (NEP 2020)

7. *“Teaching-learning e-content will continue to be developed by all States in all regional languages,”* Educational software in all major Indian languages would be developed and made available for students and teachers at all levels. NCERT, CIET, CBSE and different institutions will upload teaching learning

**LIST OF CLAUSES OF NEP
2020 REGARDING
IMPLEMENTATION OF
LOCAL LANGUAGE IN
EDUCATION SYSTEM**

7. “Institutional Restructuring and Consolidation”
8. “Technology Use and Integration”

e-content in all regional languages and upload the same onto the Diksha portal which will also be used for teachers' professional development through e-content. (NEP 2020)

According to the NEP 2020, integrating local languages in teacher education programs is paramount. This initiative aims to promote linguistic diversity, preserve indigenous cultures, and enhance inclusive education practices. Educators can effectively communicate with students by implementing local languages in the teacher training curriculum, foster a deeper understanding of cultural contexts and facilitate more engaging learning experiences. This implementation aligns with NEP 2020's vision of revitalizing regional or local languages and promoting Multilingualism in educational settings, thereby contributing to the overall improvement of the education system.

Conclusion

Language has an important role in a child's development. The human brain always tries to learn new things with the help of the mother language like the assimilation process, according to Piaget's cognitive development theory. At last, when the child becomes familiar with a second or third language, it takes place in the schema as an accommodation process of Piaget's theory. Local language has a significant impact on education, which ensures their future. According to different Commissions and policies, teacher education plays an essential role to produce educators who will nurture the next generation. To become a teacher, it is necessary to develop interdisciplinary perspectives and knowledge, forming attitudes and values, and practicing under the most experienced mentors. National Education Policy 2020 ensures the revision and implementation of all aspects of the structure of education in India. It focuses on the mother or local or regional language, ultimately ensuring barrier-free education.

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