



**CHETANA**  
International Journal of Education (CIJE)

Peer Reviewed/Refereed Journal  
ISSN : 2455-8279 (E)/2231-3613 (P)

Impact Factor  
SJIF 2024 - 8.445



Prof. A.P. Sharma  
Founder Editor, CIJE  
(25.12.1932 - 09.01.2019)

### National Education Policy 2020: Towards empowerment of Hindi and other Indian languages for Instructions

**Ekta Sharma**

Ph.D. Scholar

**Dr. Bharti Vijayvergiya**

Assistant Professor

Department Of Education, Apex University, Jaipur

Email-Ekta0004@Gmail.Com, Mobile-9660524444

First draft received: 05.04.2025, Reviewed: 18.04.2025

Final proof received: 11.05.2025, Accepted: 28.05.2025

#### Abstract

*Today the irony is that various important languages of India have disappeared. UNESCO has declared 197 Indian languages as extinct. Various languages are on the verge of extinction. While the National Education Policy opens the doors for the preservation, teaching and promotion of 22 Indian languages of the Eighth Schedule of the Constitution, it also gives importance to extinct or protected languages. The National Education Policy 2020 has the concept of preserving important languages of India through audio and video, publishing their manuscripts, preserving them, and promoting them by coordinating with the communities speaking these languages. From the point of view of Indian languages, a major aspect of the National Education Policy 2020 can also be said to be that by linking them with technical and digital means, Indian languages will not only be made coordinated at the national level, but efforts will also be made to promote them at the international level.*

**Key words:** National Education Policy 2020, Hindi, languages etc.

#### Introduction

The National Education Policy 2020 is in front of us, which has many important aspects. This education policy can be called historic in its form and process. Keeping in mind the needs, aspirations and diversities of India, the National Education Policy 2020 has come out with important provisions. An important aspect of the National Education Policy is also to move towards the empowerment of Indian languages. It is worth noting that a long tradition of knowledge and science exists in Indian languages. Due to the fascination for English and lack of proper arrangements, Indian languages have been neglected, have continuously weakened and it would not be entirely inappropriate to say that many languages have ended. The irony is that no significant efforts were made in this direction by the administration or the governments. The common man of this diverse country remained far away from the mainstream. Language connects, if knowledge and science are disseminated or done through the mother tongue, then it will turn out to be more effective and efficient.

Language is not only a means of exchange of ideas but it is an important link that provides ideas, culture and foundation. Language is the important aspect of a person's personality that gives identity to that person. Language enables a person to express his ideas on different platforms. Along with linguistic knowledge,

education also develops important dimensions of a person's personality like culture, thoughts, behavior etc., frees him from distortions, removes ignorance. It is education that frees a person from vested interests and opens the doors of charity and teaches him to be in harmony in different situations. If we talk in essence, then it is education that awakens a sense of responsibility towards the person, society, nation and the world. Sarvapalli Radhakrishnan had said, "Education is not only a means of earning livelihood, nor is it an agency to educate citizens, nor is it the initial idea. It is the beginning of the soul in life, it is the training of the human soul for truth and duty. This is the second birth which can be called the "divine birth". Gandhiji also said, "True education is that which inspires the spiritual, intellectual and physical development of children".

The National Education Policy 2020 is before us, in which along with various changes and requirements, the primacy of Indian vision and Indian life values have been established. This education policy is also important in the sense that for the first time in the history of not only India but the world, a democratic basis has been adopted while making the National Education Policy.

The suggestions and ideas of educationists, students, teachers, parents and the general public from every village and city have been included in it. This education policy, made with the participation of lakhs of people,

took two-three years in its process, but has emerged in the form of nectar like the churning of the ocean. It contains the concept of developing a child or a learner as a holistic person, not considering him a resource.

The vision of this education policy states that “the vision of this national education is an education system developed with Indian values, which will contribute to transforming India into a vibrant and equitable knowledge society by making India a global knowledge superpower by providing the highest quality education to all.”

The importance of the National Education Policy 2020 also increases because this education policy is going to create awareness among the students about the curriculum and teaching methods of educational institutions, their fundamental duties and constitutional values, attachment with the country and the role and responsibility of a citizen in the changing world. The vision of the policy clarifies that “students should have pride of being an Indian not only in their thoughts but also in their behavior, intellect and actions as well as in knowledge, skills, values and thinking. Who are committed to human rights, sustainable development and livelihood and global welfare so that they can become global citizens in the true sense.”

Clarifying this spirit of the education policy, Prime Minister Narendra Modi said in his address - “Our students should become global citizens, but also remain connected to their roots. The form of this national education policy has been decided by including all the points from the root to the world, from man to humanity, from the past to modernity.” It is clear that this national education policy will connect to the roots and by connecting to the roots, it will prove important or effective in establishing the student as a global citizen.

The first National Education Policy came in the year 1968 and the second in the year 1986, in which many important provisions are seen but at the practical level it remained incomplete. Questions of Indian languages are often neglected in the earlier education policies. Even in independent India, Macaulay's education policies and anti-India education vision were maintained in the education policies. Somewhere or the other, Indian languages were neglected to maintain the supremacy of English. Whenever Indian languages or Hindi as the national language were discussed, an atmosphere of well-planned opposition was created by some so-called intellectuals and people in politics. Would it be appropriate to conceive of India without the concept of Indian languages? There is no opposition anywhere between Hindi and Indian languages, either at the level of behavior or at the level of mutual harmony. Hindi has always faced sponsored opposition as a national language.

The National Education Policy 2020 has been presented with a grand concept of Indian languages. In the National Education Policy, the concept of using and promoting mother tongue at the primary level, secondary level and if possible in higher education is definitely a commendable and historic effort. Multilingualism and the power of language have been given importance in the National Education Policy. It has been clarified there that “at least till class five and it would be better if possible till class eight and beyond, the medium of education should be the home language, mother tongue,

local language, regional language.” Along with this, it is also important that this provision will be applicable to both public and private schools. Textbooks of the highest quality in all subjects including science will be made available in home languages or mother tongue. It is clear from various researches and investigations that the knowledge and understanding of many languages in a child's early age, i.e. between the ages of two to eight, ten years, can prove to be influential for his entire life.

Gandhiji had said, “No matter how many flaws there are in my mother tongue, I will stick to it in the same way as I stick to my mother's breast. Only she can give me life-giving milk... Russia has made so much progress in science without English. Today, due to our mental slavery, we have started believing that our work cannot go on without English. I do not believe this thing.”

The National Education Policy has come forward with openness towards the preservation, promotion and teaching of all the Indian languages mentioned in the Eighth Schedule of the Constitution along with the mother tongue. Indian thinking, philosophy, spirituality and knowledge-science have been influencing the world for centuries. Gurukul education system has been a subject of curiosity for the world, but gradually the subject of knowledge acquisition started focusing on market and business, grand buildings were constructed in the form of schools and colleges and teaching of Indian languages or teaching in Indian languages started decreasing. Speaking or expressing in Hindi became like a ban, the situation reached to the point of law of punishment. Education policies started focusing on human resources.

The concept of the whole human being was left behind somewhere. Incomplete knowledge or knowledge became limited to a particular subject. The disappearance of regional languages or culture started appearing among the youth. Along with the regional languages of India, the National Education Policy also addresses the importance of Shashtra languages. Sanskrit literature, the mother of Indian languages, has mathematics, philosophy, grammar, music, politics, medicine, architecture, metallurgy, drama, poetry, story and much more in such a vast form that if it is explored, a huge storehouse of knowledge can be available in front of us. Similarly, other classical languages of India such as Tamil, Telugu, Kannada, Malayalam and Oriya also have a rich tradition of knowledge. There were no such provisions or lack of such provisions in the previous government policies and curriculum structures due to which this vast repository of knowledge was neglected.

In the National Education Policy 2020, there are provisions for teaching and learning of languages like English, Korean, Japanese, Thai, German, Spanish, Portuguese, Russian etc. along with Indian languages so that students learn not only English but also about other global languages and cultures and expand their global knowledge according to their interest and aspirations. It is also very important from the point of view of central issues in the National Education Policy that language is considered to be directly related to art and culture.

Our culture is embodied in our languages. Literature, music and arts express it in different forms. For the preservation, promotion and dissemination of culture, it is necessary that important languages related to that culture should also be preserved and promoted. Today

the irony is that various important languages of India have disappeared. UNESCO has declared 197 Indian languages as extinct. Various languages are on the verge of extinction. While the National Education Policy opens the doors for the preservation, teaching and promotion of 22 Indian languages of the Eighth Schedule of the Constitution, it also gives importance to extinct or protected languages. This education policy has the concept of preserving important languages of India through audio and video, publishing their manuscripts, preserving them, and promoting them by coordinating with the communities speaking these languages. From the point of view of Indian languages, a major aspect of the National Education Policy can also be said to be that by linking them with technical and digital means, Indian languages will not only be made coordinated at the national level, but efforts will also be made to promote them at the international level.

There is mutual coordination between Indian languages and the classical languages of India. Provisions have been made for special respect, honour, preservation and promotion of Sanskrit, the mother of all Indian languages. From this point of view it can be said that the National Education Policy will prove to be a historic policy, it will pave the way for the empowerment of Indian languages. If Indian languages are strengthened, then a new India will truly be a strong India. Only by the empowerment of Indian languages will many dimensions of India's cultural diversity reach the people. The foundation of one India, great India is possible only by the empowerment of Indian languages.

## References

- Government of India, Ministry of Human Resource Development. 2020. "New Education Policy 2020."
- Groff, C. 2017. "Language and Language-in-Education Planning in Multilingual India: A Linguistic Minority Perspective." *Language Policy* 16 (2). <https://doi.org/10.1007/s10993-015-9397-4>.
- Ladousa, Chaise. 2010. "On Mother and Other Tongues: Sociolinguistics, Schools, and Language Ideology in Northern India." Edited by Chaise Ladousa. *Language Sciences* 32 (6): 602–14.
- Ngũgĩ wa Thiong'o. 1986. *Decolonising the Mind: The Politics of Language in African Literature*. Studies in African Literature. London: Portsmouth, N.H.: J. Currey.
- Press Trust of India. 2018. "More than 19,500 Mother Tongues Are Spoken in India, Says Report." *Business Standard*, January 7, 2018. <https://www.business-standard.com/article/current-affairs/more-than-19-5>
- Rai, Alok. 2010. "Must We Dream of India in English?" *Outlook India*, no. Special Issue: The Mobile Republic (August). <http://www.outlookindia.com/article/Must-We-Dream-Of-India-In-English/26>.