



Importance of Mother Tongue as the Medium of Education & New Education Policy 2020

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ABSTRACT:

Mother tongue is the language that people have grown up speaking since their early childhood. It is the form of communication that a person is most accustomed to. The National Education Policy, 2020 attempts to bring changes in many educational areas and one of them is the medium of instruction in which education will be provided in primary schools. According to this policy, all schools will teach students up to class 5 in their mother tongue. The findings of this study are supposed to show that by adding mother tongue in syllabus, dropout rate would decrease as the student's confidence would increase and he or she would be motivated to continue with their education. Additionally we expect results to show that due to addition of mother tongue, children understand their curriculum in a better way. The conclusions must show how addition of mother tongue may help primary school teachers, as many of them struggle to communicate in English and are therefore unable to impart as much knowledge as they would like to, leading to a knowledge gap.

Keywords: NEP 2020, Medium of Instruction, Mother Tongue

INTRODUCTION

As we move towards a society where the interaction is mainly in English we move away from our mother language. The first language a baby learns from birth is called the mother language, and therefore plays a crucial role in our lives for various regions. Studies have shown that cognitive development and intellectual development are comparatively faster in fluent in their mother tongue. The educational success of a student who is taught in mother language is higher than someone who is taught in a language other than their mother tongue. Languages are the primary means of keeping our culture alive.

Education is considered as the fundamental to achieve human potential and develop an equitable society for the national development. The NEP 2020 states that universal access to quality education is the key to India's continued ascent and leadership on worldwide in terms of economic process, social justice and equality, scientific expansion, national incorporation, and cultural conservation. The global education development agenda reflected in the Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development, adopted by India in 2015 - seeks to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030." NEP2020:p.4) Accordingly, on the recommendations of the committee constituted under the leadership of Dr. K. Kasturirangan, the Central Government has presented a roadmap for the transition from primary education to higher education, accepting the 'National Education Policy2020'.

A person's language reveals an important aspect of their existence. The language makes it easier to understand one's surroundings, pick up new ideas, and develop a variety of abilities. A youngster who learns their lives well will acquire a wide range of language skills that will aid in their self-expression and cognitive development. Furthermore, this language helps a youngster develop self-worth and confidence in order to learn new topics. The mother tongue, sometimes referred to as the native language, is the first language a child learns and grows up speaking. A child learns to understand the world around them by listening to their mother speak in the language she uses from the moment of birth till the end of their lives. There are several reasons why mother tongue is valued. A person's mother tongue has a crucial role in defining their thoughts and feelings. Using mother tongue is one of the highlights of learning in the classroom. A person's mother tongue can significantly enhance their learning.

Mother tongue is important for a number of reasons. Mother tongue plays a critical role in defining people's thoughts and feelings. Speaking in one's mother tongue is essential to a child's overall development. A child benefits greatly from speaking their mother tongue, sometimes referred to as their native tongue, in many ways. It helps him learn new languages, guarantees improved cognitive growth, and ties him to his culture. A child learns to understand the world around them by listening to their mother speak in the language she uses from the moment of birth till the end of their lives.

Research is done on the significance of mother language since children who acquire it also learn a plethora of other vital abilities, like literacy and critical thinking.

In addition, we need to recognise once more the advantages of learning in one's home tongue, which have been obscured by the move towards English. A child learns in their mother tongue at home, and learning in a foreign language at school does slow down the learning process. Learning and retention will happen more quickly if the mother tongue is used throughout. Moreover, the strategy guarantees that the utilisation of mother tongue as an instructional medium would lead to an increased level of parental involvement in their child's education. Many Indian parents are unable to engage in their child's education to the fullest extent possible because they do not speak English. Children who learn in the native tongue have greater self-confidence and will be more comfortable expressing themselves. A person's mother tongue gives them a sense of identity and connection beyond just language.

OBJECTIVES

- To check the effect of adding the mother tongue on the student's learning outcome
- To assess the impact of the mother tongue on improving the overall performance of educational institutions
- To study the role of the mother tongue and transformative power at the elementary level

REVIEW OF LITERATURE

As a youngster sees the world through the lens of his or her mother tongue, Mohanty (2009) contends that studying in one's mother tongue and using it to acquire a foreign language is crucial. Numerous scholarly investigations have asserted the advantages of bilingual and multilingual education. Lightbown and Spada (2008) state bilingual students will advance in their dual language development.

Little proof points to the idea that learners develop both languages at the same rate and in the same way as they would in a monolingual environment when interacting with them in various contexts. There may be "considerable differences in the amount of metalinguistic knowledge they develop" if they attend school and receive instruction in only one language. However, little evidence supports the myth that learning multiple languages at a young age slows down a child's linguistic and cognitive development. Fu Swan (1985) notes learners can benefit greatly from using their first language sparingly when learning a second language.

In his Monitor model, Krashen discusses the "affective filter hypothesis," which explains why language acquisition is impeded by things like boredom, anxiety, dread, and demotivation and why learning requires an anxiety-free environment. The affective filters come into play when the learners' mother tongue is not used in the classroom (Dulay & Burt in Baker & Jones, 1998). Krashen (1982) confirms that a variety of affective factors relate to success in second language acquisition. Several studies in support of the mother tongue education emphasized the feeling of alienation and loss of identity without the use of a child's mother tongue in the schooling period which can block learning. In India, the majority of the languages are neither included in the Eighth Schedule nor are used as a medium of instruction for a long time till the MLE programmes started in many states, learners choose to forget their mother tongue and move over to the dominant regional language. Indigenous and tribal learners get to learn this dominant state language at the expense of their mother tongue.

Researchers have long been divided on the role of the mother tongue (L1) on the target language (L2). Storch and Wigglesworth (2003) mentioned that the use of the mother tongue may provide learners with additional cognitive support that allows them to analyze the second language. According to several other researchers (Burden 2001; Cianflone 2009), the use of the mother tongue should be allowed in the classroom because of its contribution to learners' cognitive development. On the other hand, the other group of researchers (Harmer, 2001; Swain et al., 2011; Littlewood & Yu, 2011) contended that although the use of the mother tongue may lead to the improper transfer of language habits from the first language to the foreign language, it should not be accepted because it does not always have a significant impact on students' acquisition of the target language. The researchers of L1 influence on L2 have examined a number of models and methodologies. The "Balanced Approach," which was first presented by Nation (2003), states that it is rarely beneficial for teachers to omit their mother tongue from the classroom in an effort to increase their pupils' exposure to the target language. Atkinson developed his "Judicious use theory" to promote the bilingual method. In it, he argues that L1 serves as a crucial source and a communication tool for both teachers and students (Mattioli, 2004).

"English language education has to find its place in the holistic and broader plan of language education where it plays a complementary and supplementary role in the creation of multilinguals/bilinguals," according to Maganathan 2011, in his collection of essays *Dreams and Realities: Developing Countries and the English Language*. As per the National Focus Group's 2005 position statement, "English needs to find its place along with other Indian Languages in regional medium schools," teachers should devise strategies to assist pupils in improving their English language proficiency in their mother tongues. Scholars have distinguished between two types of English instruction: monolingual and bilingual, in addition to talking about the significance of mother tongue in learning the language. English is taught using the bilingual approach in schools that use the vernacular as their medium of instruction; in schools that use the English language as their medium of instruction, English is used as a language throughout the curriculum.

According to Kalyani and Pawan 2020, an education system's quality has a significant impact on a nation's future and the destiny of its citizens. It will impact the growth and development of both the country and its residents in the long run. There is no denying the importance and relevance of education in the modern society. Since the nation attained independence, there has been a great deal of advancement and development. The Indian government is altering our educational system for the third time in the previous thirty-four years. All parties involved will be impacted by the extensive variety of proposals included in the recently released National Education Policy 2020. This study looks at National Education Policy 2020 and its effects on

stakeholders. It also looks at how the policy will affect people in the long run by posing a number of questions on social media and analyzing the answers received.

Deep Kumar, an assistant professor and research scholar at Aryabhata Knowledge University Patna 2020, looked into every significant aspect of the New Education Policy that educators, students, and professionals in higher education should be aware of. He went over the policy in its entirety. He says the strategy is not new; rather, it is based on Gandhiji's core principle that education makes it possible for an individual to sustain themselves. His method, based on his understanding, focuses on developing an individual's skills so that they can become employable.

SUGGESTIONS

The promotion of mother tongues and local languages is crucial for preserving cultural diversity, fostering inclusivity, and ensuring effective communication within communities. These languages carry the collective identity, history, and wisdom of a particular region or community. While it is important to recognise and promote the significance of mother tongues and local languages, the adoption of Sanskrit as the formal national language of Bharat poses both challenges and opportunities. Hindi has already established its imprint on the minds of Indians across the globe and thus deserves to retain the status it holds. Likewise, Sanskrit has historical and cultural importance in India, being the root of many Indian languages and the language of ancient texts. However, any decision regarding a national language should be made with careful consideration of practicality, inclusivity, and linguistic diversity. In case the change is perceived to be challenging, then the implementation bodies should devise systematic, staggered phase-wise adoption. Language policies should aim to empower individuals to communicate effectively in their mother tongue while also equipping them with proficiency in a common language for national integration. We cannot deny the importance of English language in this revolutionized world. English opens new avenues for the people of India in general and for the people of Kashmir in particular. But to learn English and to forget one's cultural roots is a matter of concern because the mother tongue is one's identity and it transmits one's culture from one generation to the other. NEP 2020 has also clarified this thing: "Multilingualism has great cognitive benefits for the young children." Students will be exposed to other languages also but the main thrust will be given to the mother tongue in the foundational years of schooling.

LIMITATIONS

The authors are aware of a number of constraints that ought to be taken into consideration for future studies. Basically, this study is a conceptual framework project in which a number of papers were read but no statistical analysis was done. The authors may have overlooked several papers that would have added significantly to the body of knowledge throughout the review. Researchers may conduct a thorough literature analysis in the future to provide more in-depth insights regarding mother tongue as a medium of education and its importance.

Although we searched Google Scholar and Scopus Journal diligently, we cannot ensure that all papers were found related to NEP aligned with SDG4. Filtering the thousands of results would require a significant amount of patience and concentration due to the absence of effective advanced search tools in google scholar. We also don't consider unpublished works and other grey literature for our study.

CONCLUSION

The steps recommended by NEP-2020 will not only promote the Languages of India but will also help in the preservation of rich cultural and traditional values. Through the integration of vernacular languages in the early stages of learning, up to class 5, students will be able to learn and respect the diversity of India. But attention should be paid so that these won't hinder the learning of other languages in higher classes. Before imparting education in the native language of a kid, proper guidelines, resource materials and training should be provided to the teachers so that they won't face any difficulty during the teaching-learning process. Besides, autonomy should be provided to the States for the implementation of Language policy in the schools.

As NEP, 2020 has given autonomy or flexibility to the students regarding their language choices, that out of three languages, two languages should be Indian languages. In this case, the students or parents might choose a language of another state which is to be imparted through distance mode or online teaching, as per NEP, 2020 which may result in fresh issues like student absenteeism, materials/textbooks, the absence of a teacher in the physical mode, school infrastructure and connectivity issues. In this scenario, the states will have to decide to offer a language in which a language teacher is available. So, besides the first language, other language choices may be Hindi, English and Sanskrit which are prevalent. In this case, some students might not opt for English at all which may cause problems in higher education but as the parents and teachers have been unanimous regarding English as a compulsory subject in the curriculum, English is likely to stay in the curriculum as a compulsory subject barring some schools where students might not opt for English. NEP, 2020's revised Three Language Formula may bring new challenges in front the state education as education is a state matter and imparting education through mother tongue may not be fully successful unless some rationalization of languages takes place.

Additionally, the three language formula according to NEP 2020 has taken numerous structures in India based on states and their own authority and nearby languages. While Hindi and English stay basic to all, they change from the primary language to second and third dialects relying upon that specific state's administration. Further, it is also stated that wherever possible, the medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond it will be the home language/mother-tongue/local language/regional language. The three-language formula will continue to be implemented to promote multilingualism as well as promote national unity. NEP states that there will be greater flexibility in the three-language formula. But no language will be imposed on any State. To learn three languages will be the choice of States, regions, and students themselves, as long as at least two of the three

languages are native to India. The new National Education Policy 2020 promoting Indian languages as medium of instructions in the schools, teaching the young in their mother tongue hoping that it can improve their cognitive language. The long awaited National Education Policy (NEP) 2020 was notified by the Government of India, after the Cabinet nod on 29th July 2020. It lays down a roadmap for transforming Indian Education System and proposes revision and revamping of all aspects of educational structure for making 'India a global knowledge superpower'. NEP 2020 visualizes universal access and adopts a constructivist approach to school education at all levels pre -school to secondary, reducing drop out and achieving 100 % gross enrolment ratio by 2030. Many of the proposals in NEP 2020 sound well drawn, progressive and innovative.

It can be concluded that in a multilingual federal democracy like India language right attains a great significance as it has a wider dimensions of human rights. As a social and cultural resource, language has a greater importance in present scenario. Indian constitutional policy on language has shown adequacy of strength to deal with language problems. , ideals of linguistic harmony contribute towards national integration. Language policy in education has to promote linguistic harmony and linguistic justice based on the proposition of equal language rights of all. The framework of the New Education Policy is to guide the development of education in the country. It aims to make India the global knowledge superpower enduring equity, access and inclusion. The new National Education Policy 2020 advancing Indian dialects as a vehicle of directions in the schools, training the youthful in their primary language trusting that it can improve their intellectual language.

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