

GOVERNMENT OF INDIA
MINISTRY OF EDUCATION
DEPARTMENT OF SCHOOL EDUCATION & LITERACY
RAJYA SABHA
UNSTARRED QUESTION NO-3706
ANSWERED ON 05/04/2023

Training of school teachers in regional languages

3706 DR. FAUZIA KHAN:
DR. AMEE YAJNIK:
SHRI SYED NASIR HUSSAIN:

Will the Minister of EDUCATION be pleased to state:

(a) whether Government will provide any assistance in training of school teachers in regional languages to implement the policy of regional-language based education to school children as envisaged in the National Education Policy 2020;

(b) whether Government has prepared any detailed action plan for implementation of Multilingual Education (MLE) policy with reference to pedagogical changes, logistical requirements, and selection of the regional language for instruction by schools and students; and

(c) the details of any pilot project Government has undertaken or plans to undertake to try the MLE model in schools?

ANSWER

MINISTER OF STATE IN THE MINISTRY OF EDUCATION
(SMT. ANNPURNA DEVI)

(a) to (c): The National Education Policy (NEP), 2020 has placed a strong emphasis on multilingual and multicultural education. NEP 2020 inter-alia, provides that wherever possible, the medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond, is to be the home language/mother tongue/local language/regional language. Thereafter, the home/local language shall continue to be taught as a language wherever possible.

In addition, National Initiative for School Heads and Teachers for Holistic Advancement - NISHTHA 3.0 online has been launched to train the teachers from Early Childhood care and Education (ECCE)

upto grade V. It has 12 training modules including a dedicated module on Multilingual teaching in foundational years, which also covers usage of mother tongue / home language in teaching.

As per National Education Policy (NEP) 2020, implementation of the Policy requires multiple initiatives and actions, which are to be taken up in a synchronized and systematic manner, by multiple bodies including Ministry of Education, CAGE, State/UT Governments, education-related Ministries, State Departments of Education, Boards, NTA, the regulatory bodies of school and higher education, NCERT, SCERTs, schools and HEIs.

In pursuance of the goals and objectives of the NEP 2020 and to assist States, UTs and other organisations in this task, the Department of School Education & Literacy has developed an indicative and suggestive NEP Implementation Plan for School Education, 'Students' and 'Teachers' Holistic Advancement through Quality Education (SARTHAQ)'. SARTHAQ provides for States/UTs to develop guidelines, resources, and support material for teachers on multilingualism, in order to harness the power of language. For introducing home language/mother tongue/local language/regional language as the medium of instruction, following steps can be taken up in any chronology or even simultaneously, or as deemed fit by the State/UT:

- (i) Step 1: Linguistic mapping of each area
- (ii) Step 2: Sensitization and orientation of educational administrators
- (iii) Step 3: Orientation of teachers on multilingual education
- (iv) Step 4: Creation of learning material in local languages
- (v) Step 5: Initiating the classroom teaching in mother tongue in certain areas on priority
- (vi) Step 6: Phased wise introduction in the rest of the schools

Further, Education is in the concurrent list of the Constitution and majority of the schools are under the domain of the States/UTs. The recruitment, service conditions, training and deployment of teachers come under the purview of the respective State and Union Territory (UT) Government. Ministry of Education requests the States and UT Governments for training of teachers through Review meetings and advisories from time to time. Further, the Central Government through the Centrally Sponsored Scheme of Samagra Shiksha, provides assistance to the States and UTs for training of in-service teachers as per the prescribed norms for various levels of schooling.
