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**Look Past, Implement Present, and Set Future**

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## **Abstract**

Since the advent of the new National Policy on Education 2020, a comprehensive discussion on education has started in the country. Regarding education, Mahatma Gandhi means the overall and best development of the body, mind and soul of the child and man. Similarly, Swami Vivekananda said that education is to express the inherent perfection of man. In the midst of all these discussions it is important to discuss what were the shortcomings of the Education Policy of 1986 that needed to be brought in a NEP 2020 to overcome. At the same time, will this new National Education Policy be able to fulfil the objectives that Mahatma Gandhi and Swami Vivekananda dreamt of? This article aims to give past, present, and future insights into viable education in India and its way forwards.

**Keywords:** *NEP, Education, Development, Language, Linguistic Expression*

## **Introduction**

First of all, it is important to look at what 'education' is. Education literally means the act of learning and teaching, but if we look at its broader meaning, Education is a continuous social process in any society with a purpose and thereby refines the development and behaviour of human inner powers. By education, man is made a qualified citizen by increasing knowledge and skills.

It may be recalled that with the announcement of the New Education Policy 2020, the Ministry of Human Resource Development has been renamed as the Ministry of Education. The policy calls for transformative reforms in school and higher education in the country. Under its objectives, the target is to universalise education from pre-school to secondary level along with 100% GER in school education by 2030.

Language is not only a medium of expression, but also a channel of pride of any nation and its ancient culture. Slave countries have no language of their own. They are forced to speak the dialect of their rulers. Without language, the country is dumb. Art, culture, science, mathematics, geography, economics, sociology, medical science, technology - all have learning language. If there is no light of words, the whole world is dark.

Looking at the history of the world, after independence from slavery, almost all the countries of the world chose the path of progress in their own language. Israel made its dead Hebrew its national language, and today it is one of the major languages of technology all over the world. Today, Hebrew is forced to be translated into other languages. Russia made Russian, China made Chinese and Japan made Japanese the language of their education and monarchy. Our small neighbour Nepal also made its own language Nepali. India has been an exception. Despite being an ancient nation after his liberation from colonial slavery, English remains the language of monarchy and contact here. Other Indian languages are seen enslaving him as a cherry of English. Almost all the Commissions set up so far to improve the condition and direction of education recommended an end to the dominance of English, but in the name of the result, they continued to appear same. Even after the British left, the dominance continues to be English.

### **Emphasis on awakening creative potential**

The National Policy on Education 2020 has strongly felt this deficiency and for the first time, India has been given its voice identifying the strength of the language. For the first time, this education policy laid full emphasis on language and language education in education. Not only that, language is also considered to be a means of building value, attitude and creative imagination in education. The new education policy provides for education in the mother tongue till adolescence. It emphasizes that fundamental ideas come in their mother tongue, so mother tongue should also be used for higher education and research. The fundamental idea in the foreign language learning ends the effort.

Macaulay's education policy was serving European interests instead of India. Plato, Aristotle, MaxMuller, etc., were being taught, but philosophers, academicians, element thinkers like Kapil, Kanad, Gautam, Bhaskaracharya, Chanakya, Brahmagupta Panini, Katyayana, Patanjali, Subrahmanian Bharati, Thiruvalluvar and Agastya were being completely neglected.

In Indian literature, art and language have an interdependent relationship and are incomplete without each other. The expression of any art is directly related to language. Even in archaeological artifacts, the language of the time was a means of expression, whether it was Arabic, Persian, or any Language of the Indo-European family. Indian culture, based on the thinking of 'Sarve Bhavantu Sukhin' and 'Vasudhaiva Kutumbakam', truly makes India an 'incredible and unique India' by guiding the society.

India is a rich repository of culture and is reflected in its art, literary works, practices, traditions, linguistic expressions, artifacts, historical and cultural sites, etc. The National Policy on Education 2020 says that conservation, promotion and dissemination of this cultural wealth of India should be the highest priority of the country as it is important for the identity of the country as well as the economy. Art is the most prominent means of spreading culture. Art-cultural identity is known for enriching awareness and enhancing communities, promoting cognitive and creative abilities among individuals and enhancing personal happiness. Happiness/welfare of individuals, cognitive development and cultural identity are important reasons for which all types of Indian arts should be imparted to students at all levels of education starting from early childhood, care and education.

Language is, of course, unbreakably linked to art and culture. Different languages look at the world differently, so how a person who basically speaks a language understands or accepts his experiences is determined by the structure of that language. Culture is embedded in our languages. It is not possible to fully describe art in the form of literature, drama, music, film etc. without language. In order to preserve, promote and propagate culture, we have to preserve and promote the languages of that culture. Languages should be used more widely for dialogue and teaching learning. Strong departments and programmes in Indian languages, comparative literature, creative writing, art, music, philosophy, etc. will be launched and developed across the country, as well as double degrees in these subjects. Degree courses including these will be developed. The Department and programme will help in developing a large cadre of language teachers, especially of higher qualifications, as well as teachers in

art, music, philosophy and writing which will be immediately required to implement this policy across the country. The National Research Foundation (NRF) will provide finance for quality research in these areas.

In most of the programmes of higher educational institutions and higher education, mother tongue/local language will be used as a medium of education and programmes will be run in bilingual form to increase both access and GROSS ENROLMENT ratio. Private training institutes will also be encouraged to use mother tongue/local language as a medium of education and/or conduct programmes in a bilingual manner. This policy recognizes that learners should have a direct knowledge of India's rich diversity. Under 'Ek Bharat Shreshtha Bharat', 100 tourist destinations in the country will be identified in this direction, where educational institutions will send students to study sites and their history, scientific contribution, traditions, indigenous literature and knowledge etc.

India will soon expand its efforts on translation and deliberation to provide higher quality learning material and other important written and oral content in various Indian and foreign languages to the general public. For this, the Institute of Translation and Interpretation (ITI) will be set up. ITI will make extensive use of technology to smoothly run its translation and interpretation efforts. Due to the large and important contribution of Sanskrit language and cultural importance including various disciplines and subjects, scientific nature, Sanskrit will be mainstreamed not only to Sanskrit schools and universities. Sanskrit Universities will also move towards becoming a big multidisciplinary institution of higher education. The Sanskrit Departments which conduct teaching and excellent interdisciplinary research in Sanskrit and Sanskrit knowledge system will be established/strengthened within the entire new multi-disciplinary higher education system. by Four-year multi-disciplinary B.Ed. in education and Sanskrit subjects. A large number of vocational educations will be imparted to Sanskrit teachers across the country in mission mode through degrees.

India will similarly expand its institutions and universities studying all classical languages and literature, and strive to collect, preserve, translate and study thousands of manuscripts that have not yet been noticed. Similarly, all institutions and universities in which classical languages and literature are being taught will be expanded. Institutions of classical language will strive to associate or merge with universities while maintaining their autonomy so that

faculty can work as part of a strong and intensive multidisciplinary programme and students can get training.

To achieve the same objective, universities dedicated to languages will also become multidisciplinary, where relevant they will be education and B.Ed. in that language. Provide double degree so that excellent language teachers of that language can be prepared. In addition, it is proposed that a new institute for languages will be set up. A National Institute for Pali, Persian and Prakrit language will be set up on the university campus. Similar steps will be taken in the institutions and universities where Indian art, art history and Bharat Vidya are being studied. Excellent research in all these areas will be supported by NRF.

An Academy will be set up for every language mentioned in the Eighth Schedule to the Constitution of India, which will include scholars superior to every language and basically those who speak that language so as to set up a simple but accurate vocabulary of new concepts and to release the latest dictionary regularly. Similarly, the Academy Centre of other Indian languages spoken on a large scale or/and, it will be set up by the State Governments. Thus, it can be said that the National Policy on Education provides adequate provisions for promotion of different languages, dialects, art and culture of India. If all these provisions are implemented 100 per cent, the Indian eternal culture will be able to reclaim its glorious past and establish India among the frontline countries of the world.

### **Promotion of Indian languages**

The country has lost 220 languages in the last five decades due to non-protection of Indian languages. UNESCO has declared 197 Indian languages endangered. The 22 languages of the Eighth Schedule are also facing a variety of difficulties. The Education Policy enunciates the need to integrate teaching and learning of Indian languages with every level of school and higher education. In order to ensure that languages remain relevant and vibrant, the need to maintain a continuous flow of higher quality learning and print content in these languages has been formulated.

The new education policy, keeping in view the promotion of all Indian languages, suggests that the vocabulary of languages should continue to be updated. Continue to flow poetry, novels, journals. Languages can be protected only if they have a wide spread, contemporary issues and concepts discussed

in languages. This order is going on in the foreign languages of English, French, German, Hebrew, Korean, but India has so far been very slow in terms of keeping Indian languages alive and relevant. For this, the need to address the shortage of language teachers as well as to use languages for more comprehensive dialogue and teaching learning has been formulated.

### **Experience Based Language Teaching**

Measures have been suggested to promote language, art and culture within school children. In order to encourage multilingualism, emphasis has been emphasized on implementation of trilingual formula, teaching in mother tongue, local language, more experience based language teaching, connecting artists and writers with schools as specialized trainers in various subjects of local expertise. It has been suggested to appoint linguists as guest teachers in higher educational institutions, promote strengthening, use and vibrancy of languages. It has been resolved to develop higher quality content in various Indian languages. Emphasis has also been given to promote translation to provide learning material of higher quality in Indian languages. It is also proposed to set up an Institute of Translation and Interpretation.

### **Attempt to bring Sanskrit into the mainstream**

It has been suggested to mainstream the ancient Sanskrit language of the country for its progress, to use this language as the language of knowledge science in higher educational institutions due to its significant contribution and literary, cultural importance and scientific progress of various disciplines and subjects. Sanskrit is the richest language in the world. The word number is 10 crores. The original words in English are only 35,000. The basic words of the Hindi are nine lakhs. The world Hindi is spoken and understood by about 850 million people, while English is spoken and understood by only 320 million people. Keeping this importance of Sanskrit in mind, it has been resolved to mainstream this language by not restricting it to schools and universities. Sanskrit is not only as a subject, but also a need to give it a prominent place as a medium language in higher education.

A scheme has been proposed to set up a new institute for languages and provide a large number of vocational Educations to Sanskrit teachers. In addition, the need for expansion of institutions and universities in all classical languages, efforts to strengthen manuscript conservation, translation and study have also been emphasized. It is planned to set up an Academy for all languages and

through it to set up vocabulary of new concepts. It has been proposed to include scholarship sans Puraskar to all age groups for studying Indian languages, art and culture and proficiency in Indian languages as a part of the criteria for employment qualification.

The biggest feature of the new education policy is that it emphasizes on awakening the creative potential of human beings through art, culture and language. Earlier knowledge and skills were separated. This education policy is opposed to that. The 22<sup>nd</sup> pillar of the draft education policy presents a complete roadmap for promotion of Indian languages, art and culture. Its study makes it clear that this education policy has been formulated with the emphasis on language education, keeping Indianness in mind.

The challenge of 21st Century education is to recognize the interdependence and oneness of all who live on the planet and strike the right balance between 'love for the world' and 'love for one's own country'. Sarve Bhavantu Sukhinah / Sarve Santu Niraamayaah | Sarve Bhadraanni Pashyanttu / Maa Kashcid-Duhkha-Bhaag-Bhavet (May all be happy, May all be free from illness. May all see what is auspicious, May no one suffer.)