

# A study of an Emphasis on Sanskrit Language in New Education Policy (NEP) 2020

\*Prof. Dr. Mina S. Vyas

Associate Professor (Sanskrit), Shri P K Chaudhari Mahila Arts College Sector-7 Gandhinagar-382007

## Abstract

Indian language instruction and study must be fully included into K-12 and post-secondary curricula. There has to be a continual supply of high-quality learning and print materials in these languages, such as textbooks, workbooks, movies, plays, poetry, novels, magazines, etc., for them to stay relevant and dynamic. The strategy also suggests that languages should have regular, official revisions to their dictionaries and glossaries, which would be communicated to a large audience, to ensure that the latest topics and ideas may be addressed fluently in these languages. The Union Cabinet has adopted the National Education Policy (NEP) 2020, with a focus on establishing an Indian Institute of Translation and Interpretation and obligatorily emphasising Sanskrit and other Indian languages. According to NPE 2020, the Indian and regional languages must get adequate attention, and Sanskrit will be incorporated into the curriculum.

**Keywords:** Sanskrit Language, New Education Policy, Language

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## \*Author's Correspondence

Prof. Dr. Mina S. Vyas

Associate Professor (Sanskrit), Shri P K Chaudhari Mahila Arts College Sector-7 Gandhinagar-382007.

rajmin29@gmail.com

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## Introduction

According to the country's official education strategy, Sanskrit will be "mainstreamed," meaning that it will be offered alongside other languages in the three-language formula and at institutions that specialise in higher education. The NEP 2020 proposes establishing the system such that it can support the extensive use of technology to help in language translation and interpretation.

- Sanskrit universities, like other universities, will expand into vast, interdisciplinary institutions that teach not just Sanskrit but also other key topics.
- Every student, from elementary school on up through college, will be required to take Sanskrit as a core subject.
- The three-language choice will expand to include Sanskrit.

- Secondary school curricula will include instruction in many languages other than English, including Korean, Japanese, Thai, French, German, Spanish, Portuguese, and Russian.

### **Multilingualism and the power of language**

A section titled "multilingualism, and the power of language" was recently included to the updated National Education Policy (NEP). At a minimum up to the fifth grade, but preferably up until the eighth grade and beyond, the policy has placed an emphasis on using the mother tongue, the local language, or the regional language as the medium of teaching. Students should be given the opportunity to study Sanskrit at all educational levels, from elementary school to university, and this should count toward the required three languages. Additional alternatives, including but not limited to, classical Indian languages and literatures, will also be accessible. No pupil will be forced to speak a certain language.

- At some point between sixth and eighth grade, maybe as part of the 'Ek Bharat Shrestha Bharat' programme, have students work on a fun project or activity centred on 'The Languages of India.
- Secondary schools will provide instruction in a variety of languages.
- In order to help deaf and hard-of-hearing pupils across the country, Indian Sign Language (ISL) will be standardised and new curricular materials created for use in both national and state schools.
- NEP suggests establishing an Indian Institute of Translation and Interpretation (IITI), as well as a National Institute (or Institutes) for Pali, Persian, and Prakrit, as well as bolstering Sanskrit and all language departments at HEIs and offering more courses in the mother tongue/local language.
- At all educational levels, including the teaching and learning of Indian languages is essential.
- In order to maintain the languages' usefulness and vitality, there must be a constant supply of high-quality education in schools and universities.
- In order for pupils to acquire the language effectively, resources like textbooks, workbooks, films, plays, poetry, novels, periodicals, etc. must be made available to them.
- The Policy mandates that all dictionaries and vocabularies related to language instruction be kept up-to-date and widely disseminated in order to reflect the most recent developments in the field.

### **Three Language Formula**

The National Education Policy 2020 "emphasises" using a student's mother tongue or local language as the medium of teaching up to Class 5, and recommends doing so at least through Class 8. This three-language approach is advocated for in the proposed National Education Policy, 2019 drafted by a group led by Dr. Kasturirangan, a prominent scientist.

- First language: it will be the language of origin or native tongue.
- Second language: Other contemporary Indian languages or English will be used in Hindi-speaking states. It will either be Hindi or English in non-Hindi speaking countries.
- Third Language: It will either be English or a contemporary Indian language in Hindi-speaking areas. It will either be English or a contemporary Indian language in the non-Hindi speaking state.

Changes to the rules and the education system have been implemented as part of the new Education Policy, which aims to restore the policy's original emphasis on education. During the press conference, the Union Cabinet accepted a proposal to rename the Ministry of Human Resource Development to the Ministry of Education, which was proposed by the expert committee led by the former chief of ISRO K Kasturirangan. The Cabinet was given a presentation on the New Policy of Education 2020 by Union Minister Prakash Javedkar and Education Minister Ramesh Pokhriyal Nishank.

## Status of Sanskrit Language in New Education Policy 2020

Analysis of the "Language Option and Selection" subsection reveals that no answer can be found. A loud and unambiguous signal that Sanskrit is lacking (either as a linguistic choice or through an activity method). Sanskrit instruction should have been introduced to the policy at the elementary school level, or maybe even later. It would appear that the government has sidestepped controversy by employing vague policy language. It is beside the point to declare that we would promote Sanskrit as a connection language. The unambiguous statement that "Sanskrit will become a natural element of a comprehensive interdisciplinary higher education if a student so wishes" can be found in Paragraph 22.15.

According to the current rankings, non-Indian Sanskrit departments much outshine their Indian counterparts. It was said in the introduction that by 2040, India should have a world-class education system. Worse yet, even in the field of "Sanskrit" studies, we have been unable to achieve a top-five position among all countries in the world. Clearly, this is a tragic circumstance.

We are not advocating for the marginalisation of Mother Tongue or any other language. Only through the advancement of Sanskrit would it be able to connect all of India's languages. As a metaphor, we may look to Rangoli, where the surface of the pattern and the information it conveys depend on how well the dots are connected. Imagine the stunning design that may emerge if we represented the many indigenous languages of India with dots and the Sanskrit language with a connection. NEP 2020 must have specified that students must study Sanskrit for at least two years before graduating.

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## Author's Biography:

**Prof. Dr. Mina S. Vyas**, presently the Associate Professor (Sanskrit), Shri P K Chaudhari Mahila Arts College Sector-7 Gandhinagar, India, has 31 years' experience in Teaching & Research at UG and PG level. She is MA and PhD in Sanskrit. She has ample experience of research and published many research papers and articles in reputed journals.

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