



Government of Maharashtra

School Education and Sports Department

State Council of Educational Research & Training, Maharashtra

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**Procedure to give your contribution for Position Papers for**

**New Education Policy 2020**

<https://scertmaha.ac.in/positionpapers/>

Last date of filling of your response is 30th May 2022

**Curriculum Development Department,**

**State Council of Educational Research and Training, Maharashtra, Pune**

# Language Education

**e-Template for the Position Paper of the Focus Group**

## Preliminary information

This section contains preliminary information regarding the focus group.

* 1. **Executive Summary/Abstract** (1-500 words)
1. Introduction
	1. **Introduction to Language Education** *(What is the present status/position regarding Language Education? This also needs to include a brief on historical perspective and prevailing practices at the National or State or UT level.)* (1-500 words)
	2. **National Education Policy 2020 and Language Education** *(Please respond to the NEP 2020 points above on language education, including any suggestions you may have regarding additions or modification-#1)* (1-300 words)*.*
	3. **Current Challenges** *(What are the problems currently faced in the curriculum and pedagogy of languages? #2)* (1-300 words)
	4. **Addressing Current Challenges** *(How can we ensure that the problems listed in 2.3 are addressed/overcome? What is currently being done well in language education, and how can these present good practices/innovations/initiatives be strengthened/scaled up? #3 and #4*) (1-300 words)

## Language Curriculum and Pedagogy: Cross Cutting Themes

* 1. **Medium of Instruction** *(How would it be ensured that the medium of instruction through (at least) Grade 5 is the home language/mother tongue/local language /regional language in both public and private schools? How would languages used as mediums of instruction / as additional subjects be selected and sequenced? How can bi/multilingual competence be developed? #5 and #10)* (1-500 words)
	2. **Approaches to Multilingualism** *(What should be the approach to multilingualism, especially in the Foundational and Preparatory Stages? Why is multilingualism relevant to our classrooms? How can a teacher handle multiple languages in the classroom? Does the teacher need to be familiar with the home languages of all the learners present in*

the classroom? How can children’s languages be included in teaching and learning at

*scale? #6)* (1-500 words)

* 1. **Multilingual Competencies** *(How does the multilingual nature of learners equip them to learn other languages (transfer of skills)? In other words, how do children’s multilingual abilities facilitate the learning of more languages? How can the school and classroom facilitate bi/multilingual competence? #7)* (1-300 words)
	2. **Language Pedagogy** *(How can language learning be made more interactive, enjoyable, useful, and effective? What are the most effective approaches for the teaching and learning of languages that are children’s first (familiar) languages and those that are unfamiliar/second languages? #8 and #9)* (1-300 words)
	3. **Teaching of English** *(What is the best time/grade to introduce English as a subject to (a) ensure good comprehension and learning in all subjects and (b) to learn English well? How can it be ensured that students learn languages native to India and also English well (as is analogously carried out very successfully in other countries)? What corresponding changes are required in teacher education? #11)* (1-300 words)
	4. **The Three Language Formula** *(How should the Three Language Formula be implemented? When should the second and third languages be introduced? How can students be given flexibility in choosing their second and third languages? #12)* (1-300 words)
	5. **Integrating Knowledge of India in Language Curriculum** *(What should be the approach to ensure that students are familiar with inspiring Indian literature (including from local and tribal traditions, some of which are oral) and also world literature? How would the fun project/activity “Languages of India” be developed and structured, and what should be its aim, content, and pedagogy? #18 and #13)* (1-300 words)
	6. **Developing Understanding of Language Systems through Language Curriculum** *(How would the curriculum develop the understanding of language systems and the fundamental commonalities and differences between language systems, particularly with respect to the languages of India (including tribal languages)? #14)* (1-300 words)
	7. **Content in Language Education and Use of Technological Aids** *(How would the teaching of languages be enhanced through use of contemporary and relevant content, and through the use of technological aids? #19)* (1-300 words)
	8. **Teaching of Sanskrit and other Classical Languages** *(What should be the approach for making Sanskrit language, its vast literature, and Sanskrit Knowledge Systems available, enjoyable, and engaging to school students? What should be the approach to make other important classical languages of India, and their vast literatures, available, enjoyable, and engaging to school students for study? #15 & #16)* (1-300 words)
	9. **Teaching of Foreign Languages** *(How should students be provided meaningful opportunities to learn foreign languages? #17)* (1-300 words)
	10. **Language Curriculum for the 21st Century** *(How can the language curriculum be made more engaging, multidisciplinary, and its learnings relevant to the child and help in developing 21st century skills? What are other subject areas under Language education,*

including Literature, Translation, Interpretation, etc. that should be introduced at the secondary stage to fulfil present day demands and needs and provide appropriate linkages with higher education? How can this be implemented? #20) (1-300 words)

## Developmental Stages (5+3+3+4) and Language Curriculum

The 4-stage design of Foundational (ages 3-8), Preparatory (ages 8-11), Middle (ages 11-14), Secondary (ages 14-18) is critical for realizing the vision of NEP 2020. In this section, please give specific proposals and illustrations for the 4 stages of this curricular area.

* 1. **Core Learning Objectives of Language Education**

(What are the core learning objectives and outcomes, i.e., key concepts, skills, values, dispositions, and capacities, that all students must develop in this subject by Grade 12? How should these capacities be developed across each stage (Foundational, Preparatory, Middle, Secondary? #21) (1 -300 words)

## Foundational stage (1 -200 words)

* + 1. Preparatory stage (1 -200 words)
		2. Middle stage (1-200 words)
		3. Secondary stage
			1. Classes IX and X (1-200 words)
			2. Classes XI and XII (1 -200 words)
	1. **Pedagogy for the achieving Learning Outcomes in Language Education**

(For each of the concepts/capacities and stages described in 4.1 (for as many as possible), describe, stagewise,experiential/play-based/toy-based/discovery-based/experiment- based/art-based/sports-based/storytelling-based/interactive/less-textbook- centric/creative/ enjoyable activities and pedagogy that will enable students to develop these capacities through less rote and greater creativity and analytical/critical thinking. #22)(1 -300 words)

## Foundational stage (1 -200 words)

* + 1. Preparatory stage (1 -200 words)
		2. Middle stage (1-200 words)
		3. Secondary stage
			1. Classes IX and X (1 -200 words)
			2. Classes XI and XII (1 -200 words)
	1. **Multidisciplinary and Interdisciplinary Experience in Language Education**

(Describe how to develop useful/interesting/illuminating horizontal connections in the curriculum and pedagogy of this subject (with other subjects and with “real life”) for each of these concepts (or for as many of these concepts as possible) that would promote a more holistic and multidisciplinary experience for students#23)(1-300 words)

## Foundational stage (1 -200 words)

* + 1. Preparatory stage (1-200 words)
		2. Middle stage (1-200 words)
		3. Secondary stage
			1. Classes IX and X (1-200 words)
			2. Classes XI and XII (1 -200 words)
	1. **Stage-wise integration of Indian Knowledge Systems in Language Education**

(Describe ways in which each of these concepts (or as many as possible) can be rooted in India, such as through Indian and local traditions (including stories, poems, music, dance, drama, games, toys, etc. and Knowledge Systems #24)(1-300 words)

* + 1. Foundational stage (1 -200 words)

## Preparatory stage (1 -200 words)

* + 1. Middle stage (1-200 words)
		2. Secondary stage
			1. Classes IX and X (1 -200 words)
			2. Classes XI and XII (1 -200 words)
	1. **Local Knowledge in Curriculum and Pedagogy**

**(**Describe ways in which local knowledge and flavor could be included in the curriculum and pedagogy of this subject area #25) (1 -300 words) (ECCE, SE, TE)

* 1. **Inclusion for Children from Socio-Economically Disadvantaged Groups(SEDGs)** *(Approaches to inclusion for children from SEDGs that are necessary for this curricular area need to be elaborated #27)* (1-300 words)(ECCE, SE, TE)

# Assessment in Language Education

(Describe how assessment in the subject may be transformed from one that primarily tests rote memorisation skills to one that is more formative, promotes learning and development for our students, and tests higher-order capacities such as analysis, critical thinking, and conceptual clarity. Assessments should respond to the need for being formative and competency based and promoting learning. Different modes of assessment that are age appropriate should be illustrated for each stage. #28) (1 -400 words)(ECCE, SE, TE)

## Foundational stage (1 -200 words)

* + 1. Preparatory stage (1-200 words)
		2. Middle stage (1 -200 words)
		3. Secondary stage
			1. Classes IX and X (1 -200 words)
			2. Classes XI and XII (1 -200 words)
	1. **Time Allocation for Languages in School Time Table**

(Time to be allocated (in percentage) for language education in the time table across the stages also keeping in view bag-less days-internship, practical’s, experiential learning, etc.?) (1 -300 words) (ECCE, SE, TE)

## Foundational stage (1 -200 words)

* + 1. Preparatory stage (1 -200 words)
		2. Middle stage (1 -200 words)
		3. Secondary stage (1 -200 words)
	1. **Family and Community Participation in Language Education**

(Describe ways in which families and local communities could be involved in the teaching and learning of this subject area #26) (1 -300 words)

# Educational Technology for Language Education

Describe ways in which technology could be used to enhance teaching-learning in this subject in an effective and equitable manner? #30) (1 -300 words)

# Teacher Capacity Building

**(**How should teacher capacity, support, and education be re- formed in order to effectively enable all the above transformations? #31) (1-300 words)

# Enabling Conditions for Quality Language Education

**(**What enabling conditions (e.g., school culture, practices, infrastructure, equipment, governance, etc.) should be in place in order to effectively enable all the above transformations? #32) (1-200 words) (ECCE, SE, TE)

## School Culture and Practices (1 -200 words)

* 1. Infrastructure and Equipment (1-200 words)
	2. Human Resource – Teaching as well as supporting (1-200 words)
	3. Teaching Learning Material (1 -200 words)
	4. Technology related (1-200 words)
	5. School Governance(1-200 words)
	6. School Complex (1-200 words)
	7. Any other (1-200 words)
1. **Guidelines for Textbook and Teaching Learning Material (TLM) Developers**

(Describe the approach to textbook and TLM development keeping in mind the curricular and pedagogical shifts #29) (1-300 words)

## Foundational stage (1 -200 words)

* 1. Preparatory stage (1 -200 words)
	2. Middle stage (1-200 words)
	3. Secondary stage (1-200 words)
1. **Role of various agencies for providing Quality Language Education in Schools**

(What roles, various agencies for example, CIIL, RIEs, Sanskrit Sansthan, Institutes for the promotion of classical and foreign languages, SIETs, SCERTs, DIETs, CTEs, IASEs, NIEPA, NCERT, KVS, NVS, CBSE, School Education Boards, Universities, CSR initiatives, philanthropic organizations, NGO, SIEMAT, local administration etc., can play in providing language education at different stages in schools?) (1-200 words)

## Local organisations (1-200 words)

* 1. State level organisations (1-200 words)
	2. National level organisations (1 -200 words)
	3. Any other (1-200 words)
1. **Specific Recommendations for the National/State Curriculum Frameworks**

(What are your specific recommendations for four curriculum frameworks with regard to language education?) (1-300 words)

## Specific recommendations for NCF/SCF ECCE (1-200 words)

* 1. Specific recommendations for NCF/SCF SE (1-200 words)
	2. Specific recommendations for NCF/SCF TE (1 -200 words)
	3. Specific recommendations for NCF/SCF AE (1 -200 words)
1. **Any other Comment and Suggestion on this Theme**

(In this subsection, please provide other suggestions about language education that are not covered in the above questions. It is recommended that these suggestions are in alignment with the vision and specific anchors provided above from the NEP 2020). (1-200 words)

# Bibliography and References

(Please include references (research papers, studies, pilots, or anecdotal evidence) throughout to help substantiate recommendations wherever applicable. A bibliography

would also be most helpful for easy reference.)

***(Here, the system will allow the user to insert references in the APA format while filling up the document and will collate all the references in this section.)***

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Annexures

(Not mandatory. Please put in a title for an annexure along with a one-line description)