



Linguistic Decolonization: Reshaping Language Policies for a Pluralistic India

Dr. Kirti Kapur

National Council of Educational Research & Training, India

Abstract

This proposed paper aims to explore the evolution of language education policies in India, a nation characterized by immense linguistic diversity. Historically, the colonial era saw the suppression of many indigenous languages due to education policies, with Macaulay's Minute on Indian Education of 1835 playing a significant role.

Post-independence, there has been a shift towards preserving India's linguistic heritage. Key policies such as the National Education Policy (NEP) 1968 and NEP 1986 laid the groundwork for multilingual education. The NEP 2020 recommended using home or regional languages as the medium of instruction until at least Grade 5, preferably till Grade 8. The National Curriculum Framework for School Education 2023 emphasizes the cognitive benefits of multilingual learning and integrates themes such as the Indian Knowledge System and Sustainable Development Goals (SDGs).

The research employs a mixed-methods approach. Data collection includes interviews and group discussions with educators, teachers, and policymakers, alongside surveys to gather broader insights. The study aims to identify best practices, challenges, and potential solutions for implementing multilingual education, such as leveraging technology and community resources.

The proposed paper seeks to provide a comprehensive understanding of these complexities and offer practical recommendations for enhancing multilingual and multicultural education in India.

Keywords: curriculum; diversity; heritage; indigenous; linguistic