



# REPORT

## One Week Interdisciplinary Online **Faculty Development Programme on** National Education Policy and Discourse on **Indian Languages**



*Organized by*

**Mata Sundri College for Women in collaboration with the  
Teaching Learning Centre for Social Science,  
Dr. Hari Singh Gour Vishvidyalaya Sagar,  
Madhya Pradesh.**





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# Concept Note

भारतीय भाषा और लिपि का इतिहास हजारों वर्ष पुराना है। जब दुनिया अपनी अभिव्यक्ति के लिए ध्वनियाँ और अक्षर तलाश रही थी तब हम भाषा का सामाजिक-सांस्कृतिक स्वरूप व्यवहृत कर रहे थे। ज्ञान, विज्ञान और अध्यात्म संबंधी जिज्ञासाओं को व्याख्यायित करने में भारतीय भाषाएँ और बोलियाँ समर्थ रही हैं। भाषा ने व्यक्ति/समाज की मानसिक संरचनात्मक निर्मिति को आकार सदैव प्रदान किया। हजारों वर्ष पूर्व रचित मंत्र और सूक्त वर्तमान सभ्यता में भी अपनी सामाजिक-सांस्कृतिक अर्थवत्ता रखते हैं। ये मंत्र और सूक्तियाँ आज भी संदर्भवान हैं। भारतीय सभ्यता में विभिन्न प्रकार का साहित्य भाषा में प्रकाशित है। वर्तमान समय में नई शिक्षा नीति की घोषणा भारत सरकार के द्वारा की गई है। नई शिक्षा नीति से संबंधित भाषाई चिंतन, विचार, विमर्श, भिन्न सरोकारों आदि पर चर्चा इस संकाय संवर्द्धन कार्यक्रम में किया जाएगा। यह अंतर्विशयक संकाय संवर्धन कार्यक्रम समाज, साहित्य और संस्कृति में भारतीय भाषा के सकारात्मक रूप अकादमिक समाज के समक्ष रखेगा। नई शिक्षा नीति में भारतीय भाषाई अस्मिता संबंधी विचारणा से अभ्यर्थियों को लाभान्वित किया जायेगा। भारतीय भाषाओं के प्रति संवादपरकता को बल मिलेगा तथा अकादमिक समाज के भिन्न संकायों के पाठ्यक्रम की भारतीय भाषाओं में निर्मिति पर भी प्रकाश डाला जायेगा।



**Prof. Harpreet Kaur**  
**Principal, Mata Sundri College for Women**

National Education Policy (NEP) 2020 has come after long wait of about 34 years. During this long intervening period of action as well as inertia, a number of external and internal forces have raised the need to outline new policy parameters for Education in order to analyse the continuity and change from the past policies. Mata Sundri College for Women, University of Delhi in association with Teaching Learning Centre for Social Science, Dr. Harisingh Gaur Vishwavidyalaya, Sagar-Madhya Pradesh, organised a Faculty Development Programme (FDP) in September, 2020 that was held in virtual/online mode.

Liberalization, Globalization, Capitalism, Information and Communication Technologies etc. has changed the contours of polity, society and economy impacting the knowledge scenario phenomenally. In this vein, it is imperative to overhaul the education scenario in India for further nation-building and bringing it closer to its own roots. Equitable value based education, institutional restructuring and consolidation by creating HEI clusters/Knowledge Hubs, internships with local industry, multiple entry and exit points with certifications, value-based education, innovative courses in subjects, such as Indian languages, yoga, AYUSH systems of medicine, arts, culture etc., promoting multilingualism through incorporating languages, local/ regional/mother tongue in teaching and learning, translation and interpretation etc. Various local languages would be a part of teaching and learning providing an essential boost to the declining languages and will help them in flourishing. This would also in turn, be helpful in another objective of the policy of bridging digital divide prominent in the Indian scenario. With more focus on key



concepts, ideas, applications and problem-solving, the learning would be made easy and student-centric and also, would create an ambience to prepare students for their lives outside of the classroom.

The FDP organised by Mata Sundri College and Dr. Hari Singh Gaur Vishwavidyalaya attempted to outline many practical suggestions in the NEP document that was announced very recently. One of the suggestions that is truly the demand of time is to emphasise on combining the technical know-how in teaching and reading and translations to be done from the local languages to other languages and vice versa. Secondly, digital divide should be bridged and languages should be promoted through the use of technological advances. Thirdly, with the promotion of local languages, indigenous knowledge even at the grassroots would be documented and disseminated and many local solutions to burning problems of today like, health, environment, community building etc. should be found within this rich heritage. For example, Sri Guru Granth Sahib is a rich repository of world humanitarian traditions and diverse languages of India have their reflection in the Granth Sahib and promotion of Punjabi would disseminate this fact and many other historical facts to the world. So, the aim should be to locate the missing links in our history, art, culture etc. in this experiment of promoting local languages.

Fourthly, the proficiency in Indian languages should be made an integral part of employment.

The deliberations in this FDP of education providers will definitely be a boost to the policy makers and fill the outlines and gaps of the policy for its better implementation

*Prof. Harpreet Kaur*  
*Principal*  
*Mata Sundri College for Women*  
*University of Delhi*



## *Patrons*

***Prof. Janak Dulari Ahi, Vice Chancellor***  
**Dr. Hari Singh Gour Vishwavidyalaya, Sagar,**  
**Madhya Pradesh**

***Prof Harpreet Kaur***  
**Principal, Mata Sundri College for Women,**  
**University of Delhi**

## *Core Team Members*

- ◆ **Dr. Lokesh Kumar Gupta, Coordinator**
- ◆ **Dr. Asutoush Kumar Mishra, Coordinator**
- ◆ **Dr. Sanjay Sharma, Convener**
- ◆ **Dr. Manisha Mathur Co-Coordinator**

## *Organizing Team*

- |                                 |   |
|---------------------------------|---|
| ◆ <b>Dr. Ishpreet Virdi</b>     | ◆ <b>Dr. Charu Arya</b>                 |
| ◆ <b>Ms. Manjot Shah Bopari</b> | ◆ <b>Anupriya</b>                       |
| ◆ <b>Ms. Gurpreet Kaur</b>      | ◆ <b>Dr. Radha Aggarwal</b>             |
| ◆ <b>Ms. Sangeeta Pathak</b>    | ◆ <b>Ms. Priyadarshini Bhattacharya</b> |

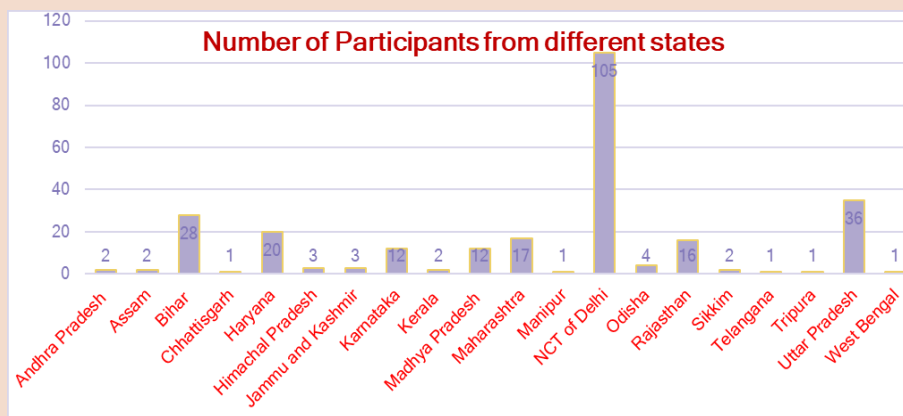


# Introduction

An interdisciplinary, weeklong online Faculty Development Programme on National Education Policy and Discourse on Indian Languages was organized by Mata Sundri College for Women in collaboration with the Teaching Learning Centre for Social Science, Dr. Hari Singh Gour Vishwavidyalaya Sagar, Madhya Pradesh. 269 teachers from all over the country participated in the programme.

**Table-1: Number of participants from different States**

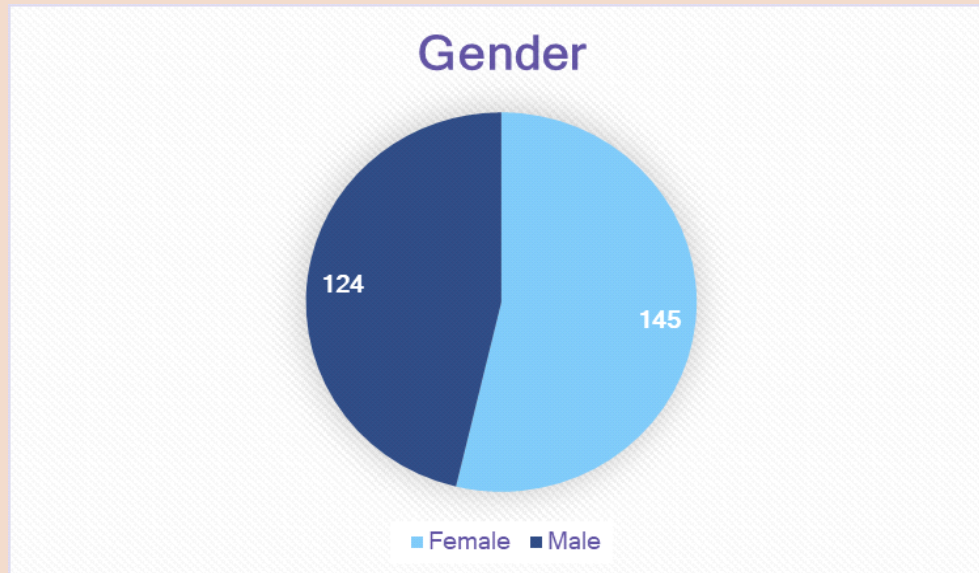
State	No. of Participants
Andhra Pradesh	2
Assam	2
Bihar	28
Chhattisgarh	1
Haryana	20
Himachal Pradesh	3
Jammu and Kashmir	3
Karnataka	12
Kerala	2
Madhya Pradesh	12
Maharashtra	17
Manipur	1
NCT of Delhi	105
Odisha	4
Rajasthan	16
Sikkim	2
Telangana	1
Tripura	1
Uttar Pradesh	36
West Bengal	1
<b>Total – 269</b>	





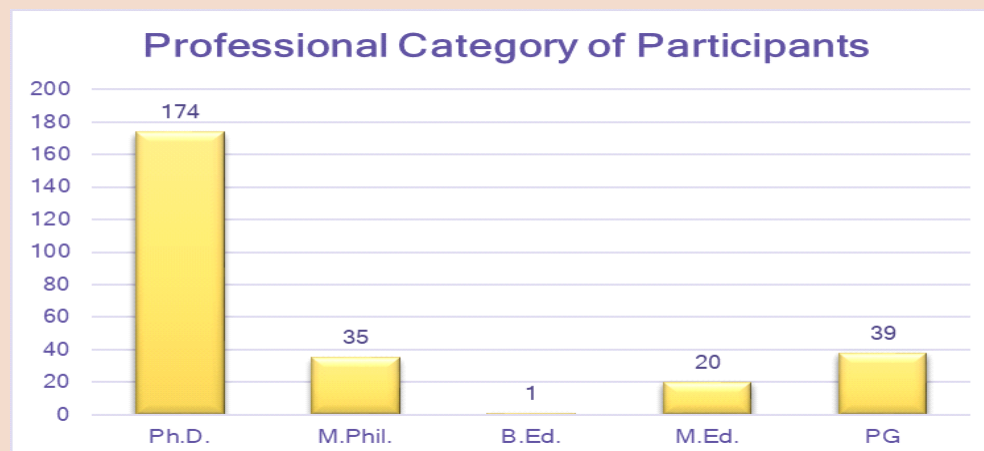
**Table 2: Gender wise Category of Participants**

Gender	No. of Participants
Female	144
Male	124



**Table 3: Professional Category of Participants**

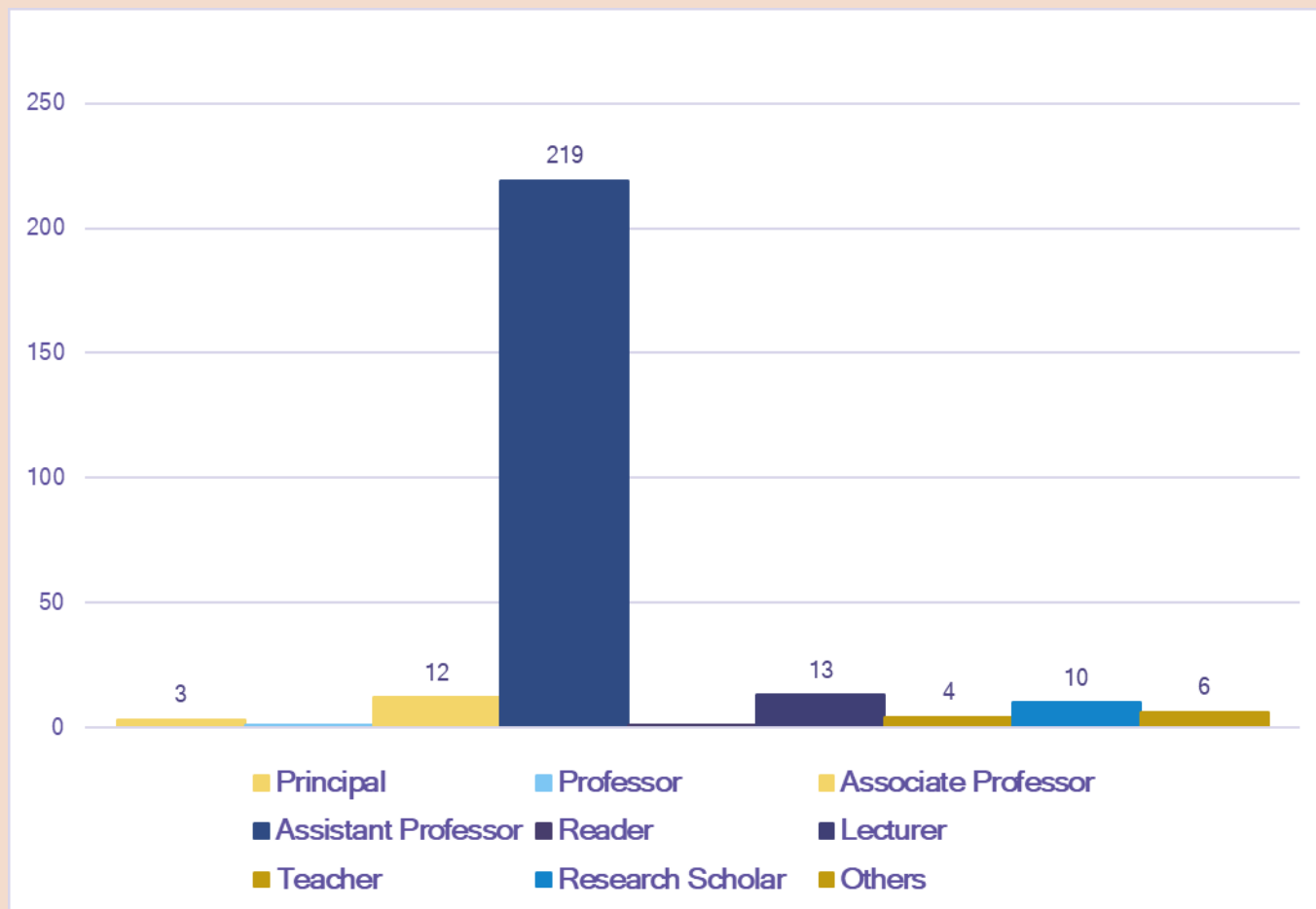
Professional Qualification	No. of Participants
Ph.D.	174
M.Phil.	35
B.Ed.	1
M.Ed.	20
PG	39





## Designation Category of the participants

Designation	No. of Participants
Principal	3
Professor	1
Associate Professor	12
Assistant Professor	219
Reader	1
Lecturer	13
Teacher	4
Research Scholar	10
Others	6

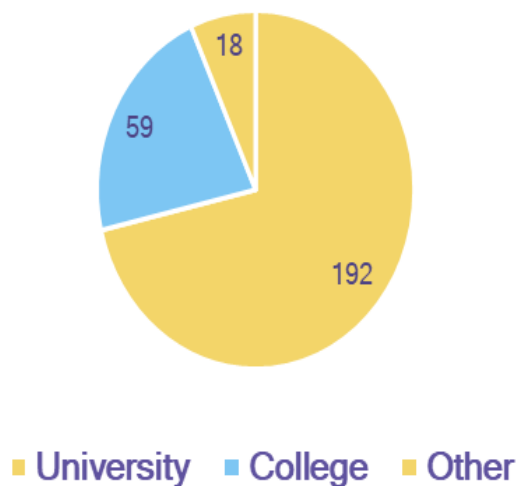




## Number of Participant as per their Affiliation

Affiliation	No. of Participants
University	192
College	59
Other	18

Number of Participant as per the Affiliation  
No. of Participants







# Sessions

## 5th September

**Inaugural Session      Time: 8.30 A.M.**

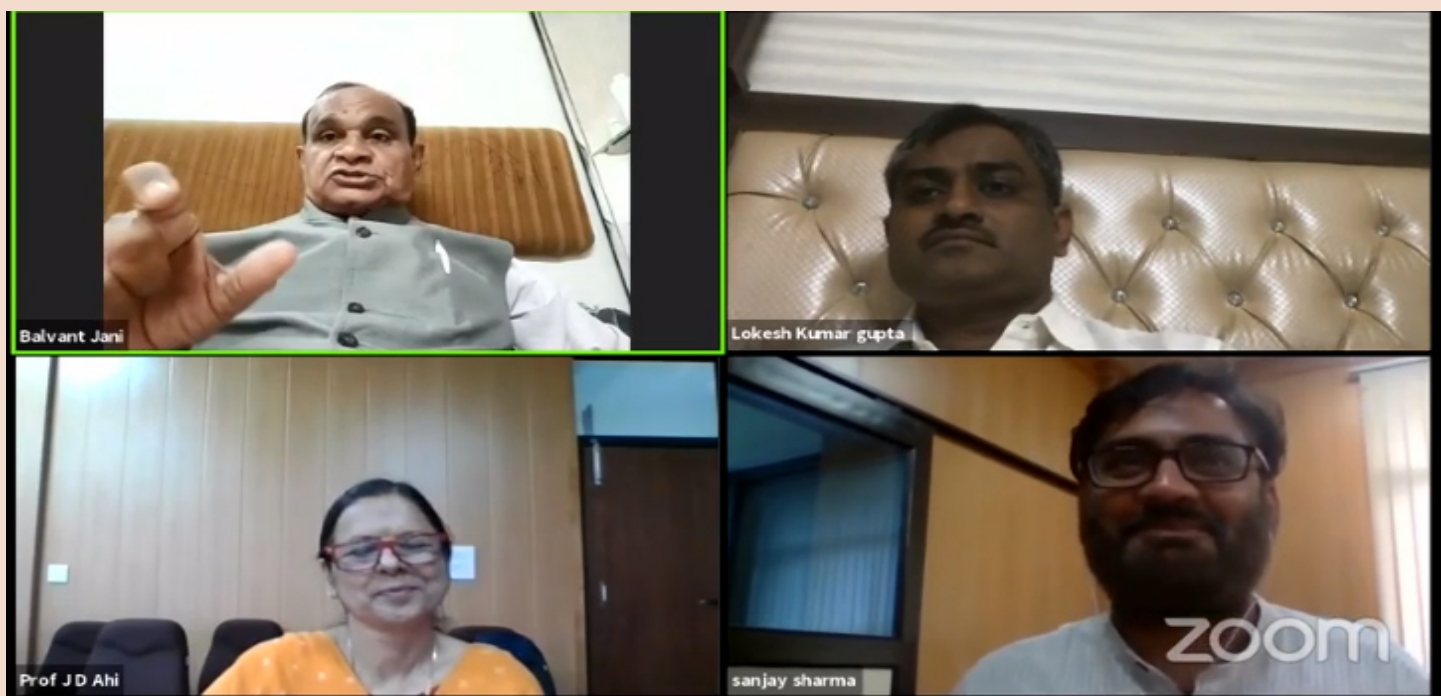
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Honorable Chancellor Prof. Balvant Rai Shantilal Jani, Honourable Vice Chancellor, Prof Janak Dulari Ahi, , Shri Santosh Sahgaura, registrar Dr. Harisingh Gour Vishwavidyalaya and Principal Prof Harpreet Kaur, Mata Sundri College for Women graced the occasion with their presence. The programme began with a short introductory session wherein the coordinator Dr. Lokesh Kumar Gupta provided all the information related to the programme to the participants.



Thereafter, the convener, TLC, Sagar University Dr. Sanjay Sharma carried forward the inaugural session of the programme, highlighting the importance of National Education Policy in the present scenario. The coordinator, Dr. Ashutosh Kumar Mishra said that two important institutions in the country were collaborating with view towards creating a better environment for teaching learning and exchange of knowledge. The programme started with the recital of Shabad-kirtan. Thereafter, Prof. Harpreet Kaur, Principal, Mata Sundri College for Women extended a warm welcome to all the participants and guests. Talking about the college, she informed the audience that the institution is named after Mata Sundriji, the consort of the tenth guru, Guru Gobind Singhji and the first woman leader of the Khalsa. She spoke at length about the New Education Policy and its features, especially those pertaining to languages.

Honorable Chancellor Prof. Balvant Rai Shantilal Jani, Dr. Hari Singh Gour University, Sagar,said that the language was the most important thing necessary for a human being living in a society. Language is not only a channel of expression but also is a marker of our culture. He stated that the New Education Policy gives importance to local and regional languages, In his speech, he compared the new education policy to the 'Kalpavriksh'. Pof. Janak Dulari Ahi, Vice Chancellor,Dr. Hari Singh Gour University, Sagar welcomed all the guests and extended best wishes on the occasion of Teacher's Day. She said that historically the role of a teacher was extremely important and that teachers were architects of the nation. In his statement, Shri Santosh Sahgaura ,Registrar, Dr. Hari Singh Gour University, Sagar expressed the hope that the New Education Policy would prove to be very useful in future, in terms of Indian education and culture.



# *Session - 1*

## *Day 1 5-9-2020*

**Morning: 11 A.M.-12:30 P.M.**

**Title: Concept of Teacher and Teaching**  
**Speaker: Prof. Chand Kiran Saluja**



The 4th session of the first day of the Faculty Development Programme was conducted by Dr. Sanjay Sharma, coordinator, TLC Dr Hari Singh Gaur University, Sagar. The resource person for the session was Prof Mohan Kant Gautam, UNESCO, Netherlands. Professor Gautam spoke on the topic Bhasha aur Sanskriti: Vaishvik Sandarbh--Language and Culture in the Global Context. The speaker connected language with culture in the global context and described them as two faces of the same coin. They have a symbiotic relationship. He gave examples of Emperor Akbar's use of different languages for the court, English as the language introduced by the colonizer, and the present language policy of the NEP. Language is deeply connected to humankind's very existence. "Without language culture has no meaning, language has no character without culture." Language is very deeply associated with the existence of man. While stating this, Professor Gautam submitted examples of the languages of many countries in the world. He also discussed various 'Language Families'(Bhasha Parivar) in detail. He explained various language clusters in great detail. He further reiterated that education would greatly benefit by the use of adequate technical expertise. Dr. Sanjay Sharma, who thanked the resource person and the participants of the FDP, delivered the vote of thanks.

# *Session - 2*

## *Day 1 5-9-2020*

**Evening 4:30 P.M. - 5:30 P.M.**

**Title: Language and Culture in the Global Context.**

**Speaker: Prof Mohan Kant Gautam, UNESCO, Netherlands.**



The 4th session of the first day of the Faculty Development Programme was conducted by Dr. Sanjay Sharma, coordinator, TLC Dr. Hari Singh Gaur University, Sagar. The resource person for the session was Prof Mohan Kant Gautam, UNESCO, Netherlands. Professor Gautam spoke on the topic Bhasha aur Sanskriti: Vaishvik Sandarbh--Language and Culture in the Global Context. The speaker connected language with culture in the global context and described them as two faces of the same coin. They have a symbiotic relationship. He gave examples of Emperor Akbar's use of different languages for the court, English as the language introduced by the colonizer, and the present language policy of the NEP. Language is deeply connected to humankind's very existence. "Without language culture has no meaning, language has no character without culture." Language is very deeply associated with the existence of man. While stating this, Professor Gautam submitted examples of the languages of many countries in the world. He also discussed various 'Language Families' (Bhasha Parivar) in detail. He explained various language clusters in detail. He further reiterated that education would greatly benefit by the use of adequate technical expertise. The vote of thanks was delivered by Dr. Sanjay Sharma, who thanked the resource person and the participants of the FDP.

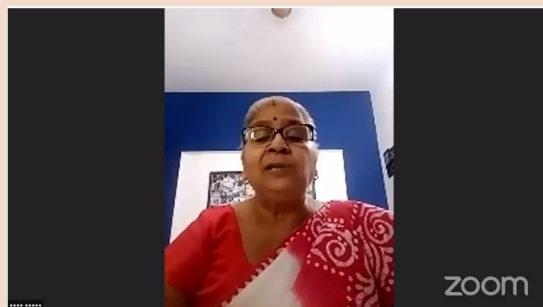


# *Session - 1*

## *Day 2 6-9-2020*

**Morning 8:30 A.M. - 9:30 A.M.**

**Title: Language and Communication at the Primary Level**  
**Speaker: Prof. Bina Sharma, Director Kendriya Hindi Sansthan Agra**



The 4th session of the first day of the Faculty Development Programme was conducted by Dr. Sanjay SToday was the second day of the seven-day Faculty Development Programme (FDP), which being organized as a part of the collaborative efforts of Dr. Hari Singh Gour University, Sagar, Madhya Pradesh and Mata Sundri College for Women, Delhi University for continuous educational development of teachers. The speaker of the session, Prof. Bina Sharma, Director, Kendriya Hindi Sansthan, Agra presented an interesting and engaging lecture on the topic 'Language and Communication at a primary level'. Expressing her thoughts on the subject, Prof Sharma said that the National Education Policy is the first such education policy envisages the overall development of a nation. She stated that the development of creative power as well as moral and human values in children has been emphasized in this education policy. She stressed that in order to enrich the communication power in children at the primary level itself, it is required to inspire and motivate them to read and write more often. Emphasizing the need to improve the education system at the primary level, she stated that a continuous learning ardour in teachers, interesting subject matter and education in one's mother tongue is extremely essential for it. At the end of the lecture, she also answered a number of questions asked by the participants.

# Session - 2

## Day 2 6-9-2020

**Morning 9:30 A.M. - 10:30 A.M.**

**Title: Bhartiya Bhashaon Ki Ektamta**

**Speaker: Prof. Vrishabh Prasad Jain, Mahatma Gandhi International University,  
Vardha**



The second speaker of the day was Prof Vrishabh Prasad Jain, Director, Mahatma Gandhi International Hindi University, Vardha Language Centre, presented his scholarly lecture on the subject Unity of Indian Languages . He started his lecture in his familiar style with the recital of a Sanskrit Shloka. While highlighting the diverse aspects of Linguistics and Indian Languages, he stated that all the Indian languages are united on the basis of grammar. Prof Jain opined that Hindi grammar dictionaries are based on English grammar. He explained through examples that elements of unity are found in Indian languages on the basis of idioms, sentences, verses, phrases, meanings, factors i.e., many categories of grammar. He stated that Language is an integral part of human existence and linguistic slavery is more dangerous than the political slavery. He insisted that the teaching learning of Indian languages also needs to be seriously undertaken from a grammatical and scientific point of view. Only then will India have a spirit of unity and integrity.

# *Session - 3*

## *Day 2 6-9-2020*

**Evening 3:30 A.M. - 4:30 A.M.**

**Title: Shiksha Niti, Antaraanushasan aur Bhasha**

**Speaker: Dr Ayush Gupta, Tilka Manjhi Bhagalpur University, Bihar.Vardha**



This session was conducted by Dr Lokesh Gupta, coordinator of this FDP, Mata Sundri College, Delhi University. The speaker for this session was Dr Ayush Gupta, Tilka Manjhi Bhagalpur University, Bihar. He spoke on “Shiksha Niti, Antaraanushasan aur Bhasha Dr Ayush opined that it is imperative to undertake interdisciplinary studies if one wishes to attain in-depth learning about various topics. It is only through combining the study of various subjects that one can establish a knowledge continuum. Giving several examples from across subjects, the speaker gave his considered opinion that mere factual learning is not enough. It is essential to make connections with related subjects to get a holistic view. He proceeded to make connections of Ayurveda with Geography, Language and Hindi with Biology, Geography with Science, History and Science with Economics and Sanskrit with Environmental Science. Students need to address learning with a comprehensive attitude. The study of only a single subject results in an incomplete education. The NEP has highlighted the issue that students must rise above factual learning to achieve an exhaustive point of view. The teacher's job is to make the student rise beyond bookish knowledge and encourage original thinking. The speaker reiterated that primary education provided in the mother tongue would ensure the students' continued interest in education. The session drew to a close with a vote of thanks by Dr Lokesh Gupta.



# *Session - 4*

## *Day 2 6-9-2020*

**Evening 4:30 P.M. - 5:30 P.M.**

**Title: The Significance of Education in the Mother Tongue in NEP**  
**Speaker: Professor Chandrabhushan Sharma**

Dr. Sajjad Ahmed began the proceedings of this session by introducing the resource person Professor Chandrabhushan Sharma, IGNOU, New Delhi. Professor Sharma was associated with the NIOS (National Institute of Open Schooling) for a long time, and has many achievements in the field of education. He has also been awarded the President's Award.

Professor Sharma spoke on “Nayi Shiksha Niti mein Matr Bhasha mein Shiksha ka Mehetva The Significance of Education in the Mother Tongue in the NEP”

He recalled how the government has taken the suggestions of the common people and members of civil society while making the new education policy. Instead of the current model of 10+2, the new policy will embrace a policy of 5+3+3+4 years of school education. In this system, the first five years are treated as the foundation stage. This stage will cover children from the ages of 3 to 8 years. This foundation will be undertaken in the child's mother tongue. Provisions have been made to teach in the regional language, so that students can study in their mother tongue. Special arrangements will be made to give teachers training to equip them to teach effectively. In senior classes, such teachers will be appointed who will be conversant in both the local language and the target language of the area. Sign language studies will also be encouraged for facilitating learning for differently abled students. Midday meals were also being planned. The New Education Policy will pay special attention to the fact that rural and socially lesser privileged people need to be educated too.

The session concluded with Dr. Sajjad Ahmed giving the vote of thanks.



# *Session - 1*

## *Day 3 7-9-2020*

**Morning 8:30 A.M. - 9:30 A.M.**

**Title: National Education Policy and Language**  
**Speaker: Prof. GyanDev Mani Tripathi,**  
**Dean, Aryabhata Gyan Vishwavidyalaya, Patna**



The first session of the third day of the Faculty Development Programme on National Education Policy and Discourse on Indian languages began with a session on National Education Policy and Language. The speaker, Prof. Gyandev Tripathi spoke about how the British divided India along linguistic lines from the earliest days of colonization. In addition, English was used as a language to colonize the minds of the people, (the first English medium school was opened in 1817) culminating in Macaulay's minute, the English Education Act of 1835. The linguistic hegemony of English continues in India even today. Prof Tripathi further opined that the National Education Policy aims at imparting instruction in Indian languages at the primary and middle level in schools and this was truly commendable. It was imperative, he pointed out that knowledge be disseminated in Indian languages so that dependence on English be reduced.

# *Session - 2*

## *Day 3 7-9-2020*

**Morning 9:30 A.M. - 10:30 A.M.**

**Title: National Education Policy and Vocational Curriculum**  
**Speaker: Dr. Rajesh Verma**  
**Atal Bihari Vajpayee Govt. Arts and Commerce College, Indore**



Dr. Rajesh Verma highlighted the importance of teaching curriculum, which is aimed towards professional development of students. He opined that the New Education Policy had proposed to include a changed, vocational oriented curriculum at school level itself for students who would be interested in studying such a curriculum. If implemented, it would enable students to study a syllabus, which would make them professionally developed and skilled, taking India towards Atma Nibhar Bharat, by making the youth of the country self-reliant.

# *Session - 4*

## *Day 3 7-9-2020*

**Evening 4:30 P.M. - 5:30 P.M.**

**Title: National Education Policy and Language Discourse and Translation**  
**Speaker: Prof. Puran Chand Tandon, Delhi University**



This session was moderated by Dr. Renu Vyas who introduced the speaker Professor Puran Chand Tandon from University of Delhi (New Delhi). His talk was titled as National Education Policy and Language Discourse and Translation . In his talk he expressed his concerns regarding Sanskrit and Hindi language being threatened by the primacy of English. He noted that English has become a language that does not allow many people to express themselves with confidence. Professor Tandon specifically stressed upon the importance of translation and proposed for a dedicated academic effort to promote translation and translators so that several ancient Indian texts can be translated in different languages. To achieve this, he proposed that every state should have a university of translation as translation is the only medium to provide a multidimensional bridge for languages. The session ended with a short discussion with participants. A formal vote of thanks was delivered by Professor Harpreet Kaur, Principal Mata Sundri College for Women



# *Session - 3*

## *Day 4 8-9-2020*

**Evening 8:30 A.M. - 9:30 A.M.**

**Title: National Education Policy and Future of Languages**

**Speaker: Professor Anand Prakash Tripathi, Dr. Harisingh Gour University Sagar**

The first session of the day was commenced by Sanjay Sharma who welcomed all the participants and requested Dr. Himanshu Kumar to moderate the session. Dr. Kumar welcomed Professor Anand Prakash Tripathi faculty member in Dr. Sri Harisingh Gour University, Sagar. His talk was titled as, Rashtriya Shiksha Niti Evam Bhasha ka Bhavishya: “National Education Policy and Future of Languages” and focused on conservation of Indian Languages under the New Education Policy. He began his talk stating that education should aim towards social progress and highlighted the need for a subtle balance in the pedagogy system. Professor Tripathi noted that, NEP takes care of promoting sensitivity and compassion towards students while also being job oriented. He observed that the policy if implemented properly can majorly contribute towards keeping alive the cultural legacy of India. Further in his talk, he opined that NEP’s focus on multilingualism is an important step as multilingualism was very important given the diverse nature of Indian society. Discussing the primary education structure, Professor Tripathi proposed that medium of mother tongue should be extended from grade 5 to 8 and both private and public school should follow this. Talking about NEP he observed that while focus on mother tongue/local languages is a good move, designing course books and preparing teachers would prove to be a challenge that needs to be tackled. He also stressed upon the need to read and understand languages like Sanskrit, Pali and Prakrit. In the time of globalization and global village promoting Indian languages is very important to create a distinct identity of this country. To conclude, Professor Tripathi viewed translation as an important step in protection and progress of Indian languages. This will accentuate feelings of bonhomie and brotherhood in the country.



# *Session - 1*

## *Day 4 8-9-2020*

**Morning 9:30 A.M. - 10:30 A.M.**



**Title: Bhartiya Bhashaon Ke Vaivadhya Ka Yatharth**

**Speaker: Professor Madhav Hada, Indian Institute of Advanced Studies Shimla**

This session was moderated by Mr. Pallav Nandwana, Assistant Professor, Hindu College. He introduced Professor Madhav Hada formerly associated with Udaipur University, and highlighted his impressive contribution to the field of Hindi literature and academics. He also mentioned that Professor Hada's book Pachrang Chola Pahar Sakhi Ri was an important work in Hindi literature. Professor Hada began his talk by stating that to understand NEP, it is important to understand the present state of Indian languages. His talk focused on George Abraham Grierson's groundbreaking work on Indian languages and stated that the categories and divisions through which we perceive them today have been his contributions. Critiquing Grierson's colonial and Christian view towards Indian languages, Professor Hada proposed the need for an insider's perspective because uncritical acceptance of Grierson's constructions has proved to be a problem for a thorough understanding of Indian languages. Further, professor Hada stated that Indian languages are not as diverse or dissimilar as has been perceived. On the contrary there are several cultural and regional confluences that make them uniquely similar to each other. He proposed to look at the different languages of this country not as separate entities but as evolving categories that bear traces of cultural influences. Professor Hada pointed out that debates around language were not common in ancient times and this can be seen as a proof of how Indian languages have always been peacefully coexisting with each other. He concluded his talk on a thought provoking note stating that Medieval Indian literature cannot be studied from the present understanding of language which is influenced by Grierson's view and efforts should be made to look for ways to reassess the known and accepted categories. New Education Policy might be a way through which this difficult task can be achieved. The session ended with Q/A session with the speaker. The session ended with a formal vote of thanks by Dr. Lokesh Gupta from Mata Sundri College for Women (University of Delhi).



## *Session - 3*

### *Day 4 8-9-2020*

**Afternoon 2:30 P.M. - 03:30 P.M.**

**Title: Education Policy in a Global Context.**  
**Speaker: Dr. Karuna Shankar Upadhyaya, Mumbai University**

The evening technical session of the Faculty Development Program jointly organized by Dr. Hari Singh Gaur Vishwavidyalaya and Mata Sundri College for Women, commenced at 2.30 p.m. The title for the session was Shiksha NitievamuskaVashvikParidrashy, Education Policy in a Global Context. The main speaker for the session was Dr. Karuna Shankar Upadhyaya. Dr. Upadhyaya emphasized upon the fact that the world over education is imparted in native languages including countries from European World like Italy, Germany, France etc. except four nations in the World which include, USA, UK, South Africa and Canada where the medium of education is English. He gave the example of Israel where the medium of instruction is Hebrew. Israel is a country scarce in resources, but rich in Nobel Laureates with 12 Nobel Prize winners having won the prestigious award in every field. Prof Upadhyaya was of the view that education one's mother tongue helps a person to become an original thinker and also an innovator. He lauded the New Education Policy for having moved forward in this direction. He discussed the very bright future of Hindi in a new Globalized World where the growth of Hindi has been remarkable. He believed that the trend would continue as India on its way to becoming great power in the 21st century would attract more and more people within the fold of Hindi. He also acknowledged the role played by social media, Bollywood and Indian diaspora in contributing towards the growing popularity of Hindi. However, he also talked about the challenges before Hindi and suggested some measures for overcoming those like creating more and more public awareness and raising the voice in support of Hindi. The session ended with a vote of thanks by the coordinator of the FDP, Dr. Lokesh Kumar Gupta.





## *Session - 4*

*Day 4 8-9-2020*

**Evening 3:30 P.M. - 4:30 A.M.**

**Title: New Education Policy and the Language Question**

**Speaker: Prof. Mazhar Asif, Dept of Persian, School of Language, Literature and Culture, JNU and member NEP**

The title for this session was The New Education Policy and the Language Question and the speaker was Prof. Mazhar Asif from JNU. The session was moderated by Dr. Latika Gupta from CIE. Prof Asif began his lecture stating that in India everything is visualized with the lens of religion and this includes language and culture. He opined that almost 7000 languages have become extinct in the world and one language becomes extinct every 14th day. India itself has lost almost 250 languages in the past. He said that Indian languages are most scientific, most phonetic, most beautiful and also most expressive with a huge body of ancient as well as modern literature. He emphasized that International organizations like UNESCO, World Bank and United Nations General Assembly have recommended that education should be imparted in one's mother tongue because if a child is very well versed with the concepts in his/her language, he or she would be able to transfer the idea into other languages easily. UNESCO way back in 1963 had said that every child has the right to get education in his/her own mother tongue. He also emphasized that in NEP the concern which has been taken care of is that a child while coming out of school not only should be well acquainted with the culture and civilization of his/her own but also be skilled enough to take any profession to earn a livelihood. He also stressed that teachers should not be overloaded with responsibilities other than those of academic nature and students in addition to theory should be given practical knowledge of his/her surroundings. The session concluded with a vote of thanks by the moderator Dr. Latika Gupta.



## *Session - 5*

*Day 4 8-9-2020*

**Evening 4:30 P.M. - 5:30 A.M.**

### **Panel Discussion on the occasion of International Literacy Day**

**Panellists: Dr. Imitiaz Ahmad, Dr. Latika Gupta, Dr. Renu Vyas, Dr. Ajay Kumar Chaubey, Dr. Shruti Kalra, Dr. Sanjay Sharma, Dr. Lokesh Kumar Gupta.**

Since 1967, UNESCO constituted International Literacy Day to remind the public of the importance of literacy as a matter of dignity and human rights UNESCO aimed at advancing the literacy agenda towards a more literate and sustainable society. Despite progress made, literacy challenges persist. One aspect of this is the varied perceptions about reading and literacy in terms of their meaning. In the western knowledge systems, literacy is both broader and more specific than reading. Literate behaviours include writing and other creative or analytical acts and to use knowledge and skills in specific fields. Anthropologists, sociologists, and other social scientists tend to define reading broadly as the acquisition of cultural, social, and educational skills. Keeping this in view, a panel discussion was organized during the last session of Day 4 of the FDP on National Education Policy and Discourse on Indian Languages where the speakers put forth their opinions on the issue of literacy. Dr. Renu Vyas from Rajasthan University expressed her concern over the issue of digital divide in an era of online education, which she felt would adversely impact the education of girls. Dr. Shruti Kalra from Shayama Prasad Mukherjee College, DU, spoke about the need to pay attention to the education of differently abled members of society while Dr. Lokesh Kumar Gupta emphasized upon the need to bring about an attitudinal change towards differently abled members of society. The session was moderated by Dr. Sanjay Sharma.

# *Session - 1*

*Day 5 9-9-2020*

**Morning 8:30 A.M. - 9:30 A.M.**



**Title: National Education Policy and Sanskrit Education**

**Speaker: Dr. Dayal Singh Pawar, Lal Bahadur Shastri Sanskrit Vidyapeeth, New**

The session began with a formal welcome by Dr. Lokesh Gupta who invited Dr. Pramod Kr. Singh as the moderator. Dr. Singh introduced Dr. Dayal Singh Panwar and highlighted his contributions to Sanskrit language. In his talk, Dr. Panwar focused on how the New Education Policy has provided enough provision to promote the knowledge of Sanskrit amongst students and scholars. He stressed upon the importance and relevance of teaching Sanskrit in schools and insisted that it should not be taught in isolation but in relation to other subjects like Philosophy, Political Science and History. He further stated that since the New Education Policy allows various collaborations with international universities scholars of Sanskrit should prepare themselves to popularize the language through such collaborations. Dr. Panwar further observed that collection of manuscripts from private collectors is an important task that scholars should undertake and then proceed towards publishing them and also translating them so that a wider audience can read them. He stressed upon the need for developing E-learning platforms for promoting Sanskrit. He opined that an attractive curriculum should be prepared to generate interest in students and stated that Sanskrit is an entire school of knowledge that is not just academic but also practical. Towards conclusion of his talk Dr. Panwar highlighted various challenges



## *Session - 2*

*Day 4 9-9-2020*

**Morning 9:30 A.M. - 10:30 A.M.**

**Title: National Education Policy: Language and the Question of Gender**  
**Speaker: Prof. Sandhya Singh, N.C.E.R. T**

The second session of the day was moderated by Dr. Manisha Mathur from the Department of English, Mata Sundri College for Women who introduced the speaker Prof Sandhya Singh, former Prof Banaras Hindu University and currently at NCERT. Prof. Singh's talk addressed the issue of language in National Education Policy and highlighted the need to retain its identity. In her talk she highlighted the close association of language with politics and the inherent presence of gender in language. She also highlighted the need to understand the origin of words that have strict gender coding within them. She suggested that, ancient women poets like Meera, should be read and understood from the perspective of their resistance to social norms through language. Prof. Singh in her talk also stressed upon the need to understand the way languages have originated and this can only be done constructively in classrooms. She observed that, National Education Policy allows for close engagement with Indian languages through which gender related issues in language can be addressed. Citing examples from Ramayan she showed how words gets meaning from patriarchal connotation and highlighted the need to bring in a perspective towards language which is not free from patriarchal biases in classrooms, so that social/linguistic conditioning which begins from a young age may be removed. Towards the end, her talk focused on Folk songs and she viewed them as memoirs by innumerable unknown women expressing their untold desires. She ended her talk by stressing on the fact that, critical thinking amongst students can be encouraged only when such gender issues in language can be brought to the classroom by teachers. She concluded by stating that, policies can be effective only when they are implemented in classroom. The talk was followed by an exhaustive Q/A session and the session ended with a formal vote of thanks by the moderator Dr. Manisha Mathur. Dr. Lokesh Gupta addressed the participants with important instructions and concluded the morning session.



## *Session - 3*

*Day 5 9-9-2020*

**Evening 3:30 P.M. - 4:30 A.M.**

**Title: National Education Policy, Language and Globalisation**

**Speaker: Prof. Hiten Patel, Ravindra University, Kolkatta. Fellow Institute of  
Advanced Studies Shimla**

This session was on “NEP, Language and Globalisation”. The speaker for this session was Professor Hitendra Patel, Ravindra University, Kolkatta. Dr Pooja Malik gave the introduction to the speaker. With a PhD from JNU, he is currently a Fellow at IAS, Shimla. He has many publications in scholarly journals as well as two Hindi novels. Professor Patel began with comments on the current debate on the NEP and language. He stressed that one must make a distinction between education and knowledge. The current Indian education system was introduced by the British in the 19th century. This new system came into existence in the colonial era. Before this system, Indian traditional education regulated the lives of the people in a certain way. Earlier society and education were qualitatively conjoined. With English education, society became divided into the sharp halves of the educated and the uneducated. As a result, the educated person became distant from the traditional values of Indian society. The speaker quoted Tolstoy to say that it would not be incorrect to say that the educated person becomes separated from society.

With Independence, India acquired a dream—to create a nation with our own government, social upliftment with education at the forefront. Scientific knowledge definitely made society change, and modernity was brought about but we remained strongly dependent on English as a medium of instruction.

The speaker took the example of Rahul Sanskritayan and stressed the importance of educating children in their own regional languages. Even though he was considered a “Hindi fanatic” he made valid points about primary education in the native language. Globalisation ensured that English remained firmly entrenched in our system, since English is seen as the via media to a good career. English is seen as an international language that opens many gateways. With education being in the clutches of European systems, the Indian knowledge traditions—of mathematics, science, literature and medicine—have been marginalised.

There is a serious need to go back to our own systems of knowledge. In the current situation, the education n system has been reduced to a mere medium of employment generation. With livelihood being a burning issue in our country, the NEP is consciously looking at skill development and other effective solutions to help the society at large.

The session closed with a lively Q and A session moderated by Dr Pooja Malik.



# *Session - 4*

## *Day 5 9-9-2020*

**Evening 4:30 P.M. - 5:30 P.M.**

**Title: New Education Policy and Linguistic Plurality**  
**Speaker: Prof. Niranjana Sahay, Kashi Vidyapeeth**

“A teacher with 22 years of experience, an editor, a curriculum developer and much more”. This was the introduction given by Dr. Kiranjeet Sethi, the moderator of this session to acknowledge the great contribution of Professor Niranjana Sahay of Kashi Vidyapeeth, to the world of academia. As member of several academic institutions such as NIOS, NCERT and UNICEF, he has done a lot for the continued development of language and culture. Prof. Sahay delivered a lecture on New Education Policy and Linguistic Plurality.

Professor Sahay began with the acknowledgment that the present NEP was the first in our country to document the plurality of language in our country. The earlier education policies did not highlight this issue, and we should welcome this move. In a country like India, where we have traditionally communicated in several languages, it is a matter of right that all languages be accorded equal space and value. He gave the example of the Bhakti movement to substantiate his argument that multiple languages can exist under a common umbrella. He hinted at how Gandhiji's suggestion of Hindustani as the medium of instruction at Kashi Vidyapeeth was a language which was a mixture of Sanskrit, Hindi, Urdu and other local languages. It was the language of the common people, and not the severe

Sanskritized Hindi taught in schools.





When we democratize education, we should allow the existence of multiple voices. Even the same language may have many variations, which should be accepted if one is to truly allow each citizen of the country to speak in his or her native tongue. The NEP has paid attention to this, and accepted that we should be inclusive of all languages.

Professor Sahay talked of how the states of independent India were to have been divided on the basis of language, but this slow and arduous process is still not complete—with Telangana for instance, having come into being only recently. He spoke of the difference between “Raj bhasha” and “Rashtra bhasha.” The official language of India has always been Hindi, but English is widely used and accepted. Other languages have been accepted by the Constitution of the country as national languages through various amendments in the article concerned.

The speaker raised the question of language as a marker of identity. Taking the examples of Pakistan and Sri Lanka—countries which have not accepted the pluralities inherent in language—he pointed out how they have both faced strife due to the inability to accept multiple languages. It is important to see language as an important issue in identity politics. Plurality of language should be seen as an intrinsic part of multiculturalism. It should be seen as strength rather than a weakness. Dr. Kiranjeet Sethi, of the Department of English, Mata Sundri College, offered the vote of thanks and hailed Professor Sahay for tracing the trajectory of language through a historical lens. It was indeed an informative and thought-provoking presentation.



# *Session - 1*

*Day 6 10-9-2020*

**Morning 8:30 A.M. - 9:30 A.M.**

**Title: Analysis of Language Related Recommendations in NEP- 2020**

**Speaker: Prof. Sarabjit Singh, Panjab University**

The speaker in the session focused on the importance of mother tongue in a child's education and built the argument to highlight the absence of the required emphasis of the mother tongue in NEP 2020. Reflecting on the importance of mother tongue education, the speaker presented it as a language which plays a crucial role as an instrument of knowledge, as a part of social life, as a medium of conscious and unconscious thinking and as a core component of one's cultural identity. He further argued that though NEP 2020 describes development of critical and analytical thinking as its significant objective, but, its exclusive focus on literacy and numeracy skills restricts the actual implementation of this objective. He highlighted upon the difference between the terms literacy and education. Literacy makes a child only functional for daily tasks while education is more broad and focuses on development of thoughts, ideas and views. Thus, focus only on literacy in core years and absence of focus on mother-tongue in higher grades restrict a child's abilities to analyze and critically evaluate. While, appreciating the focus and recognition given to the promotion of Sanskrit language in NEP 2020, Prof. Sarabjit argued for the need of similar recognition of other languages too. In the later part of the session, the speaker expressed concern over increasing privatization and commercialization of the educational institutions. He shared that it will enhance the gap between learners belonging to rich and poor communities. This lopsided influence will create learners who are largely consumers, technical and at the mercy of market forces, rather than social, cultural and thoughtful.



## *Session - 2*

*Day 6 10-9-2020*

**Morning 9:30 A.M. - 10:30 A.M.**

**Title : National Education Policy 2020 and Child's Language**

**Speaker: Prof Joga Singh, Patiala University**

In this session, Prof. Joga Singh highlighted the significance of mother tongue in child's school education using examples from international researches, and analyzed the position allotted to English language and mother tongue in NEP 2020 with regard to school education. The speaker began the session by describing the various sections on language education policy in NEP 2020. He later put spotlight on the importance given to English language on account of being the global language in NEP 2020 and argued for learning from educational model of other countries and international research studies. Prof. Joga Singh explained that all Indian languages are structurally complete and child's education can be done through the medium of any of these languages. The importance allotted exclusively to English language for child's education is a result of restricted understanding. Being monolingual is a handicap, and hence any education system must give opportunities for multiple language to its learners. Quoting examples from countries such as China, the speaker highlighted the percentage of limited hours devoted in schools on English education. The speaker argued that most of the nations with popular education system give more importance to mother tongue education and teach English only as a subject in later grades. However, in India our approach is reverse. Spotlighting the research findings of international research reports by British Council, UNESCO and MIT, the speaker clearly argued for the need to revisit our stereotypes related to English language education in



school . He further argued that exclusive emphasis on English can create a ‘Language Black Hole’ in our education system and will impact the linguistic development of our learners adversely in school. Hence, we must acknowledge the richness of our Indian languages and draft our education system utilizing it as an asset.

This session was moderated by Dr. Renu Vyas who introduced the speaker Professor Puran Chand Tandon from University of Delhi (New Delhi). His talk was titled as National Education Policy and Language Discourse and Translation . In his talk he expressed his concerns regarding Sanskrit and Hindi language being threatened by the primacy of English. He noted that English has become a language that does not allow many people to express themselves with confidence. Professor Tandon specifically stressed upon the importance of translation and proposed for a dedicated academic effort to promote translation and translators so that several ancient Indian texts can be translated in different languages. To achieve this, he proposed that every state should have a university of translation as translation is the only medium to provide a multidimensional bridge for languages. The session ended with a short discussion with participants. A formal vote of thanks was delivered by Professor Harpreet Kaur, Principal Mata Sundri College for Women



## *Session - 3*

*Day 6 10-9-2020*

**Evening 3:15 P.M. - 4:30 P.M.**

**Title: Examining the Prospects of Linguistic and Epistemological Diversity in NEP 2020: Historical and Contemporary Perspectives on the Paradox of the Local and the Central**

**Speaker: Dr. Vikas Gupta, Delhi University**

On the sixth day of evening technical session of Faculty Development Program jointly organized by the Dr. Hari Singh Gaur Vishwavidyalaya and Mata Sundri College of Delhi University Started at 3.15 P.M. The title for the session was 'Examining the Prospects of Linguistic and Epistemological Diversity in NEP 2020: Historical and Contemporary Perspectives on the Paradox of the Local and the Central'. The speaker for the session was Dr. Vikas Gupta. He started his lecture by expressing his anxiety over history repeating itself and the current NEP meeting the same fate as its predecessors despite having all apparent goodness. He called NEP a draft, not a policy as it is not yet approved by both the houses of the Parliament and signed by the President of India. He also took reference of speeches of education minister Shri Ramesh Pokhriyal saying that parts of it have already been made operational. He also said that holding Macaulay or Raja Ram Mohan Roy responsible for spread of English in India was not well grounded. It was rather an evolutionary process of 18th century which made English the language of classes but still not of the masses of India as most of Indian parts were still continuing with their own languages. He also said that same three language formula has been again offered without taking lessons from the past. He expressed his fear that mother tongues were doomed to become extinct after implementation of this policy as there was no political will to save such languages. According to him this policy emphasizes on centralization particularly on the question of language. The session ended with a vote of thanks by the moderator Dr. Sutapa Das.



## Session - 4

Day 6 8-9-2020

Evening 4:30 P.M. - 5:30 P.M.

**Title: 'Shiksha Neeti 2020 and Bhartiya Bhasha'**

**Speaker: Prof Gopal Pradhan, Ambedkar University**

The topic for this session was '*Shiksha Neeti 2020 and Bhartiya Bhasha*'. The speaker for the session was Prof Gopal Pradhan. He started his lecture expressing concern over the attempt of establishing Sanskrit as the root of all languages. He was of the opinion that Tamil language is also equally ancient language so Sanskrit cannot be taken as base language of all languages. He said that Urdu (originated in India ) and Hindi are intrinsically related to each other. If Sanskrit is taken as the root language then Hindi will be alienated from Urdu and the importance of local dialects and folk culture which heavily influence Hindi will be drastically reduced. This will prove to be ultimately detrimental for Hindi . He also stressed that important writers in Hindi have also stressed that Hindi is different from Sanskrit. Hindi has been living and rich because it has been accepting words from all languages and folk culture He talked about Gandhi's suggestion of accepting both Nagri and Persian as its script. He emphasized that Rabindra Nath Tagore using the analogy of a flower pointed out that Indian languages reflect a unity and similarity . If we want to enrich Hindi then we need to include words from folk culture and local dialects which will keep the language alive and vibrant. The session ended with a vote of thanks by Dr. Neelam, the moderator.





# *Session - 1*

*Day 7 11-9-2020*

**Morning 8:30 A.M. - 9:30 A.M.**

**Title: National Education Policies and Languages**

**Speaker: Dr. Ashwani, Maulana Azad National Urdu Vishvidyalaya**

The session was moderated by Dr. Sanjay Sharma who welcomed all the participants. The talk was delivered by Dr. Ashwini Kumar from Maulana Azad Urdu Vishwavidyalaya. Dr. Ashwini Kumar traced a trajectory of various amendments to the pedagogical system that eventually led to the New Education Policy. To highlight this point he made references to several commissions and committees that emphasized upon the use of indigenous languages in Indian education system and discussed at length about Macaulay, Kothari Commission and Acharya Ram Murti Samiti. He further discussed the need and importance of imparting foundational education in mother tongue and stated that, steps should be taken to implement this properly. He also stated that, in India, debates on language have been complicated in the name of Hindi and made into a political warfare. This should be avoided as it creates unnecessary divisions. Towards the end he pointed out that New Education Policy proposes to use ICT tools to improve the language situation in this country. He ended the talk by highlighting that National Education Policy encourages multilingualism which if followed in the proper manner, will prove to be very beneficial for national integrity. The session ended with a discussion with the participants and formal vote of thanks was delivered by Dr. Sanjay Sharma.



# *Session - 1*

*Day 11 11-9-2020*

**Evening 2:30 P.M. - 4:15 P.M.**

## **Valedictory Session**

The Valedictory Session of the Faculty Development Program jointly organized by Shri Hari Singh Gaur Vishwavidyalaya and Mata Sundri College of Delhi University started at 2.30 P.M. The moderator for the session was Dr. Ashutosh Kumar Mishra who informed the audience that during the FDP 28 technical sessions were held. Continuous assessment through set of question papers on the daily basis and feedback form was conducted. Dr. Manisha Mathur introduced all the speakers. The welcome address was given by honorable Vice-Chancellor of Dr. Hari Singh Gaur Vishwavidyalaya Prof. Janak Dulari Ahi. She appreciated the coordination between both the institutions with regard to the smooth conduct of the FDP. She stressed that purpose of this New Education Policy was to make India a knowledge driven society so it can take its place of pride back as 'Vishva Guru'. For this purpose, making teachers aware global citizens and prepare students with independent critical thinking was important to make 'Atmanirbhar Bharat'. Joint secretary of University Grants Commission Dr. Archana Thakur also addressed the delegates introducing the crux of National Education Policy. She took reference of the term 'Shiksha Parva' used by Prime Minister and the President of India in the meeting of Governors. She highlighted the importance of high-quality, self-motivated and also happy faculty for developing scientific temper and values for service among students. She pointed that faculty would be given incentives for delivering their best for creative and outstanding research. Dr. Thakur also mentioned the provision of autonomy in NEP for institutions to design and develop their own curriculum. A report of the FDP was read by the coordinator Dr. Lokesh Kumar Gupta wherein he presented the details of the programme, sessions and speakers. He thanked the organizing team for their contribution. Subsequently, a few participants also shared their very positive experiences regarding the FDP and expressed gratitude for the opportunity they got for learning through it.

Vice-Chancellor of Punjab Central University, Bhatinda Prof. Raghvendra Prasad Tiwari congratulated both the institutions and highlighted some of the aspects of the policy calling it extremely progressive. Vice-Chancellor of Bhagat Phool Singh Mahila University, Sonapat Prof. Sushma Yadav also highlighted the positive dimensions of NEP as she said this policy has been made with the objective of



fostering national unity. Question of language which can work either to make or break a nation has been given utmost significance. With the objective to produce original, creative and outstanding researchers by education system, provision of mother-tongue as a medium of education is important. She ruled out the doubts of intention of imposing Hindi by saying that this policy is designed to take all languages along. She said instead of questioning the intentions of the policy, we should rather focus on implementation of it.

Former, OSD NEP , Ministry of Education, Govt. of India Dr. Shakila T. Shamsu sent her audio message. Other than highlighting the various aspects of NEP, she talked about the provisions for establishing academy for Indian languages like Prakrit and Pali. In the end Prof. Harpreet Kaur, Principal, Mata Sundri College for Women thanking everyone, talked of the message and the significance of Sri Guru Granth Sahibji in terms of its composite cultural values. She said that this text not only talks about 'Sikhism' but also assimilates teachings of saints like -Kabir, Namdev and other saints. She was of the view that a lot needs to be discovered yet and Guru Granth Sahibji could be a very enriching reference text for exploring history and ethical values. She said that now promotion of regional languages like Punjabi will be helpful in expediting such projects. In the end of the program, Dr. Lokesh Kumar Gupta thanked the participants for their enthusiastic participation in the programme.

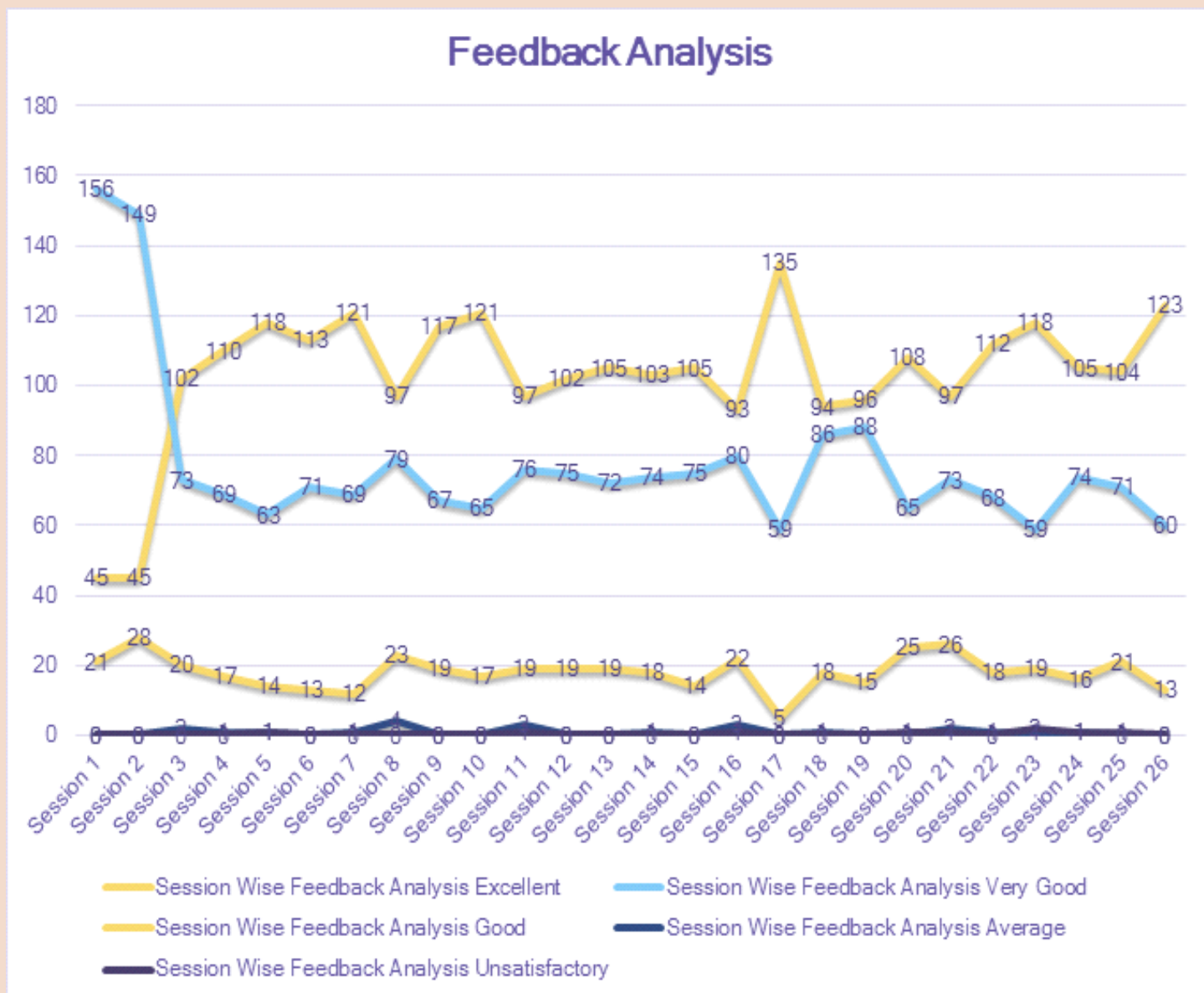




# Feedback analysis

Session Wise Feedback Analysis					
	Excellent	Very Good	Good	Average	Unsatisfactory
Session 1	45	156	21	0	0
Session 2	45	149	28	0	0
Session 3	102	73	20	2	0
Session 4	110	69	17	1	0
Session 5	118	63	14	1	1
Session 6	113	71	13	0	0
Session 7	121	69	12	1	0
Session 8	97	79	23	4	0
Session 9	117	67	19	0	0
Session 10	121	65	17	0	0
Session 11	97	76	19	3	1
Session 12	102	75	19	0	0
Session 13	105	72	19	0	0
Session 14	103	74	18	1	0
Session 15	105	75	14	0	0
Session 16	93	80	22	3	1
Session 17	135	59	5	0	0
Session 18	94	86	18	1	0
Session 19	96	88	15	0	0
Session 20	108	65	25	0	1
Session 21	97	73	26	2	1
Session 22	112	68	18	1	0
Session 23	118	59	19	1	2
Session 24	105	74	16	1	1
Session 25	104	71	21	0	1
Session 26	123	60	13	0	0
Total	2686	2016	471	22	9

# Feedback analysis







# *Participants' Feedback*

*This is the last session of this FDP. I want to give lot of thanks to everyone like all resource person, guest speaker, organizing team of Mata Sundri College, New Delhi and DHSGC University, Sagar M.P. It is very knowledgeable and valuable FDP for me. Thanks to all again.*

***Lal Singh***

***Shri Varshney College, Aligarh***

*Dr Rajesh Verma enlightened us on very new dimensions of new education policy. His content was very new and informative for us. His approach was also very balanced.*

***Vivek Ratna***

***Dyal Singh College, University of Delhi***

*The FDP is being organized and conducted very meticulously.*

***Sukhneet Suri***

***Vivekanand College, University of Delhi***

*The resource person was lucid and presented her argument very well. Impressive session. Excellent A vvery interesting aession. I liked the way the resource person connected the native Indian languages and spoke of the importance of the mother tongue.*

***Nidhi Verma***

***SGND Khalsa College Delhi University***





## *Participants' Feedback*

*The emphasis on establishing the oneness and scientific nature of Indian languages and grammar and the debates around how languages can be understood in totality was well articulated by the speaker. The session was excellent.*

**Dr. Garima Kumar,**  
**Mata Sundri College for Women, University of Delhi.**

*Professor Sandya Singh spoke on National Education Policy and Gender. She talked about how gender sensitivity needs to be developed in classrooms. She drew many examples from songs, idioms and literature to show that language was gendered. Students need to be sensitized about this. The session was excellent.*

**Dr. Mohammad**  
**Kittel Arts College, Dharwad**

भाषाओं की एकात्मता विषय पर प्रोफेसर साहब ने समस्त भारतीय भाषाओं का जिक्र करते हुए जिस तरह हमने एकात्मक संबंध स्थापित किया यह निश्चित रूप से सराहनीय रहा है

**Dr. Jasbir Singh,**  
**D.A.V. College, Cheeka**



# Programme Schedule



Ministry of Education  
Government of India



Faculty Development Programme for Teachers/Faculty in Teacher/Higher Education  
(From 05-11 September 2020)

## FDP Schedule

Date/Day	Activity 1* 08:30am TO 09:30 am	Activity 2 <sup>nd</sup> 09:35am TO 10:35 am	Activity 3 <sup>rd</sup> 03:30pm TO 4:30 pm	Activity 4 <sup>th</sup> 04:35pm TO 5:35 pm	Activity 5 <sup>th</sup> 07:00pm TO 08:00pm
05.09.2020 Saturday	उन्मुखीकरण /परिचय सत्र	उद्घाटन सत्र	शिक्षक एवं शिक्षण की अवधारणा प्रो. चौद किरण सलुबा संस्कृत संवर्धन प्रतिष्ठान, नई दिल्ली	भाषा और संस्कृति : वैश्विक संदर्भ प्रो. मोहनकांत गौतम सूनेको, नोदालैंड	दैनिक अभ्यास कार्य सत्र
06.09.2020 Sunday	प्राथमिक स्तर पर भाषा प्रो. बीना शर्मा निदेशक, केन्द्रीय हिंदी संस्थान, आगरा	भारतीय भाषाओं की एकात्मता प्रो. वृषभ प्रसाद जैन म.गौ. अ. हिंदी विश्वविद्यालय, कर्ना	राष्ट्रीय शिक्षा नीति और भाषा अधिगम प्रो. चंद्रभूषण शर्मा इ.गौ.रा.मु.वि.वि., नई दिल्ली	राष्ट्रीय शिक्षा नीति, भाषाएँ और राष्ट्रीयता प्रो. कुलदीप चन्द्र अमिहोत्री कुलचरित, हिमाचल प्रदेश केन्द्रीय विवि.	दैनिक अभ्यास कार्य सत्र
07.09.2020 Monday	राष्ट्रीय शिक्षा नीति और भाषा प्रो. जगदेव मणि त्रिपाठी डीन, आर्यभट्ट ज्ञान विश्वविद्यालय, पटना	राष्ट्रीय शिक्षा नीति और व्यावसायिक पाठ्यक्रम डॉ. रावेश वर्मा डी.ए.वी. इंदौर	राष्ट्रीय शिक्षा नीति और आदिवासी भाषाएँ डॉ. गंगा सहय मीणा भारतीय भाषा केंद्र, जेन्यू, नई दिल्ली	राष्ट्रीय शिक्षा नीति और प्रयोजनमूलक हिंदी प्रो. पी. सी. टंडन दिल्ली विश्वविद्यालय, नई दिल्ली	दैनिक अभ्यास कार्य सत्र
08.09.2020 Tuesday	राष्ट्रीय शिक्षा नीति और भाषा का भविष्य प्रो. आनन्द प्रकाश त्रिपाठी डॉ. हरिसिंह गौर केंद्रीय विश्वविद्यालय सागर	भारतीय भाषाओं के वैविध्य का यथार्थ प्रो. माधव लडा अध्येता, भारतीय उच्च अध्ययन केंद्र शिमला	राष्ट्रीय शिक्षा नीति और हिंदी का वैश्विक स्वरूप डॉ. कल्याण शंकर उपाध्याय मुंबई विश्वविद्यालय, मुंबई	राष्ट्रीय शिक्षा नीति और भाषा का सवाल प्रो. मजहर आसिक सदस्य, एन.ई.पी.-2020 भाषा, साहित्य और संस्कृति केंद्र, जेन्यू	दैनिक अभ्यास कार्य सत्र
09.09.2020 Wednesday	राष्ट्रीय शिक्षा नीति और संस्कृत शिक्षा डॉ. दयाल सिंह पंचार लालबहादुर शास्त्री संस्कृत केन्द्रीय विश्वविद्यालय, नई दिल्ली	राष्ट्रीय शिक्षा नीति और भाषा में लैंगिकता का प्रश्न प्रो. संध्या सिंह एन.सी.ई.आर.टी., नई दिल्ली	राष्ट्रीय शिक्षा नीति, भाषा और भूमंडलीकरण प्रो. हितेंद्र फटेल रवीन्द्र विश्वविद्यालय, कोलकाता	राष्ट्रीय शिक्षा नीति और बहुभाषिकता प्रो. निरंजन सहय म.गौ. काशी विद्यापीठ वाराणसी	दैनिक अभ्यास कार्य सत्र
10.09.2020 Thursday	शिक्षा नीति में भाषा-नीति प्रस्तावों का मूल्यांकन प्रो. सरबजीत सिंह पंजाब विश्वविद्यालय, चंडीगढ़	राष्ट्रीय शिक्षा नीति और बच्चे की भाषा प्रो. जोगा सिंह पटियाला विश्वविद्यालय पटियाला	राष्ट्रीय शिक्षा नीति, नव-उदारवाद और भाषा डॉ. विकास गुप्ता दिल्ली विश्वविद्यालय, नई दिल्ली	भारतीय भाषा विमर्श का परिप्रेक्ष्य प्रो. गोपाल प्रधान ओबेडकर विश्वविद्यालय, नई दिल्ली	दैनिक अभ्यास कार्य सत्र
11.09.2020 Friday	शिक्षा नीतियों में भाषा डॉ. अश्वनी मौ.आबाद नेशनल उर्दू विश्वविद्यालय, हैदराबाद	राष्ट्रीय शिक्षा नीति और स्थानीय भाषा प्रो.आर.पी. पाठक लालबहादुर शास्त्री संस्कृत केन्द्रीय विश्वविद्यालय, नई दिल्ली	राष्ट्रीय शिक्षा नीति और ज्ञान समाज की भाषा प्रो. बलदेवभाई शर्मा कुलचरित, कुरुभाऊ ठाकरे पत्रकारिता विवि, रायपुर	समापन सत्र	

Jointly Organised By

Mata Sundri College For Women (University of Delhi, Delhi)

Teaching Learning Centre (PMMNMTT, MoE, New Delhi), Dr Harisingh Gour Vishwavidyalaya (A Central University), Sagar- Madhya Pradesh





Ministry of Education  
Government of India



Mata Sundri College for Women  
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In Collaboration With

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