



PERCEPTION OF SECONDARY TEACHERS TOWARDS LANGUAGE POLICY OF NEP

Dr. Vithoba Sawant,

Assistant Professor, Oriental College of Education, Sanpada.

Abstract:

In the 21st century, education helps us to grow personally, professionally, and socially. Education developed our ability to think, analyze, and process the world around us. It also teaches us to face problems, and it gives us techniques to deal with challenges in a logical way. The researcher conducted research on the perception of secondary teachers towards the language policy of NEP. The objectives are to identify the perception of Female and Male Secondary Teachers toward the language Policy of NEP. To identify the perception of using instructional materials in teaching language in State Board and CBSE Board. The study has adopted a descriptive survey design. A set of questionnaires with 15 statements regarding the use of instructional materials in teaching language was the tool for collecting the data. The data were collected, tabulated, ordered, compared, calculated, and analyzed by using statistical tools and found some findings.

Keywords: *Education, Professionally, Personally, Environment*

Copyright © 2022 The Author(s): This is an open-access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY-NC 4.0) which permits unrestricted use, distribution, and reproduction in any medium for non-commercial Use Provided the Original Author and Source Are Credited.

Introduction:

“Education is the most powerful weapon you can use to change the world.”

Nelson Mandela

Language is the ability to acquire and use complex systems of communication, particularly the human ability to do so, and a language is any specific example of such a system. Language interacts with every aspect of human life in society, and it can be understood only if it is considered about society. Language is the gift of god. It is the language that distinguishes man from animals. When people have begun to reflect on language, its relation to thinking becomes a central concern. The intimate connection between language and thought, as opposed to the earlier assumed unilateral dependence of language on thought, opened the way to recognition of the possibility that different language structures might in part favour or even determine different ways of understanding and thinking about the world. Language is an extremely important way of interacting with the people around us. Without language, we cannot communicate with people. It is a vital tool for communication. We all know that we are living in a multilingual world that is becoming globalized and therefore it is very important to know more than one language. Learning more than one language could open many career doors, it can help us progress in our career, we can gain awareness of other cultures and it can increase our understanding and knowledge of the language. In today's era, it is compulsory to learn at least 3 languages. All people inhabit a broadly similar world, or they would be unable to translate from one language to another, but they do not all



inhabit a world the same in all particulars, and translation is not merely a matter of substituting different but equivalent labels for the contents of the same inventory.

Languages are immensely complicated structures, so any language is when trying to learn as a second language. If one tries to frame an exhaustive description of all the rules embodied in one's language the rules using which a native user can produce and understand an infinite number of correct well-formed sentences one can easily appreciate the complexity of the knowledge that a child acquires while mastering a native vernacular.

Objectives of the study:

1. To identify the perception of Female and Male Secondary Teachers toward the language Policy of NEP.
2. To identify the perception of using instructional materials in teaching language in State Board and CBSE Board.

Hypothesis:

1. There is no significance between the perception of Female and Male Secondary Teachers towards language policy of NEP.
2. There is no significance the perception of using instructional materials in teaching language in State Board and CBSE Board.

Methodology:

Method of Research:

The main aim of the research was to find out the 'perception of secondary teacher towards language policy of NEP'. The Survey method were used by researcher in the present research. The survey method involves a systematic and comprehensive study of particular group, community with a view to the analysis of the problem and a presentation of recommendation for its solution.

Population:

The population of a present study consists of 48 teachers from secondary section from Navi Mumbai.

Sample:

This sample comprise of 48 teachers, which consists of 28 Female and 20 Male teachers, 31 State Board and 17 from CBSE Board.

Research Design:

Scaling Questions: These questions are based on the principles of the four measurement scales – nominal, ordinal, interval, and ratio. A few of the question types that utilize these scales fundamental properties are rank order questions, Likert scale questions, semantic differential scale questions, and Stapel scale questions.

Tools of the study:

In this research the researcher has used the questionnaire method through online survey (google form).



Interpretation of Data:

Table No.1

There is no significance between the perception of Female and Male Teachers towards language policy of NEP.

Gender	No. of teachers	Mean	SD	D.F	Obtained 't'-value	Value 't'	Significant level
Female	28	97.2	15.67	36	0.073	0.05=0.01	No significance at 0.05 level
Male	20	89.5	13.57			2.029=2.718	

The 't' values have obtained as 0.0718 of perception of female and male secondary teachers towards language policy of NEP with respect to gender. The 't' value is 0.05 level=2.0281 and 0.01 level =2.7185. Therefore, there is no significant difference between the perceptions of female and male secondary teachers towards language policy with respect to gender. The hypothesis accepted at 0.05 level.

Table No.2

There is no significance the perception of using instructional materials in teaching language in State Board and CBSE Board.

Boards	No. of teachers	Mean	SD	D.F	Obtained t- value	Value 't'	Significant level
CBSE	17	84.36	13.81	36	0.048	0.05=2.02	No significance at 0.05 level
State	31	97	16.55			0.01=2.72	

The 't' values have obtained 0.048864 of perception of primary teachers towards language policy of NEP with respect to board. The 't' value is 0.05 level=2.0281 and 0.01 level =2.7295. Therefore, there is no significant difference between the perceptions of secondary teachers towards language policy with respect to type of school. The hypothesis accepted at 0.05 level.

Major findings and conclusions:

1. There is no significant difference between the perception of female and male secondary teachers towards language policy of NEP.

Conclusion: There is no significant difference between the perception of female and male teachers because it may be the reason that teachers of male and female attitude towards language policy have the same.

2. There is no significance the perception of using instructional materials in teaching language in State Board and CBSE Board.

Conclusion: There is no significant difference between the perceptions of the reason that if teachers are teaching in CBSE board or state board schools, but implementation of education policy of government have the same.





Suggestions:

The suggestions for researcher.

- The most suitable stage for making three to four languages compulsory appears to lower secondary stage.
- New language policy of NEP is good for students to identify the concept easily.
- The government should take initiative in promoting language formula of NEP.

References:

Books:

- Kothari, C.R. (2004). Research Methodology-Methods and Techniques. (2nd ed.). New Delhi: New Age International Publishers.
- Panda, M., & Mohanty, A. (2011). From mother tongue to other tongue: Multilingual education of 443 tribal children in India. New Delhi: ZHCESBvLF Project Report, Jawaharlal Nehru University
- M. M., et al. (2014). MLE policy and implementation guidelines for Odisha. Bhubaneswar: 437 Odisha Primary Education Programme Authority
- Rahman, T. (2010). A multilingual language-in-education policy for indigenous minorities in 454 Bangladesh: Challenges and possibilities. Current Issues in Language Planning
- NCERT (National Council of Educational Research and Training). 2007. Seventh All India School Education Survey: Media of Instruction and Languages Taught. New Delhi: NCERT.

Survey's of Research in Education:

- M.B. (1991) Fourth survey of research in education: Volume (1983-88), New Delhi: NCERT.
- Buch, M.B. (1995) Fifth survey of research in education: Volume (1988-92), New Delhi: NCERT

Dictionaries:

- Good, C.V. (1945) Dictionary in Education (3rd edition.) New York: Mc Graw
- Volume 1. New Delhi: Sarup and Sons. 1997

Cite This Article:

Dr. Vithoba Sawant, (2022). Perception of Secondary Teachers Towards Language Policy of NEP, Educreator Research Journal, Volume-IX, Issue- V, Sept – Oct 2022, 23-26.