

FRENCH WORKSHOP

Theme : PERSPECTIVES on Foreign Languages in Indian Schools as per NEP 2020

Date : 23 August 2020

Organized By : LANGERS – Full Marks

Attended By : Ms. Nupur Tiwari

Conducted By : Ms. Anjali Pandey (Assistant Professor, Department of Germanic Studies, School of European Languages)

Mr. Shushant Kumar Mishra (Chairperson & Professor Centre for French and Francophone Studies, JNU, New Delhi)

In order to update the foreign language teaching community about the recent changes related to Foreign languages in the National Education Policy 2020, **Langers** conducted an Online Workshop on 23 August 2020. The idea was to introduce the new changes done in the design of education system. The session commenced with focusing on the brief explanation of NEP 2020, shifting towards the foreign language implementation in the schools under NEP 2020. The session also focused on the teaching techniques & skills that the foreign language teachers must acquire for Online teaching. It was very encouraging for the foreign language teachers to see NEP 2020 promoting multilingualism in Indian schools. The session ended with taking questions from teachers of different schools.

Impact on Teachers as Professionals

- Teacher Eligibility Tests (TETs) will be strengthened (Content and Pedagogy)
- TETs to cover teachers across all stages
- For recruitment : TET, demonstration or interview, local language
- 50 hours of **Continuous Professional Development (CPD)** opportunities every year
- **National Professional Standards for Teachers (NPST)** will be developed by 2022

5+3+3+4 design of School Education

Previous Academic Structure	New Pedagogical and Curricular Structure	
2 Years (Ages 16-18)	4 Years Class 9 to 12 (Ages 14-18)	SECONDARY
10 Years (Ages 6-16)	3 Years Class 6 to 8 (Ages 11-14)	MIDDLE
	3 Years Class 3 to 5 (Ages 8-11)	PREPARATORY
	2 Years Class 1 and 2 (Ages 6-8)	FOUNDATIONAL
	3 Years Pre-School (Ages 3-6)	

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Sanskrit, other classical languages and literatures of India, including Tamil, Telugu, Kannada, Malayalam, Odia, Pali, Persian, and Prakrit, will also be widely available in schools as options for students, possibly as online modules, through experiential and innovative approaches, to ensure that these languages and literature stay alive and vibrant. Similar efforts will be made for all Indian languages having rich oral and written literatures, cultural traditions, and knowledge.

4.19. For the enrichment of the children, and for the preservation of these rich languages and their artistic treasures, all students in all schools, public or private, will have the option of learning at least two years of a classical language of India and its associated literature, through experiential and innovative approaches, including the integration of technology, in Grades 6-12, with the option to continue from the middle stage through the secondary stage and beyond.

4.20. In addition to high quality offerings in Indian languages and English, foreign languages, such as Korean, Japanese, Thai, French, German, Spanish, Portuguese, and Russian, will also be offered at the secondary level, for students to learn about the cultures of the world and to enrich their global knowledge and mobility according to their own interests and aspirations.

4.21. The teaching of all languages will be enhanced through innovative and experiential methods, including through gamification and apps, by weaving in the cultural aspects of the languages - such as films, theatre, storytelling, poetry, and music - and by drawing connections with various relevant subjects and with real-life experiences. Thus, the teaching of languages will also be based on experiential-learning pedagogy.

4.22. Indian Sign Language (ISL) will be standardized across the country, and National and State curriculum materials developed, for use by students with hearing impairment. Local sign languages will be respected and taught as well, where possible and relevant.

Curricular Integration of Essential Subjects, Skills, and Capacities