

Inclusive Pedagogy through Translanguaging for Advancing Equity and Sustainable Futures in Indian Education

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Abstract

This theoretical paper explores translanguaging as a systematic solution to epistemic justice in Indian multilingual education, operationalizing as an inclusive pedagogy. The paper is the synthesis of the theory of translanguaging, critical pedagogy, and postcolonial scholarship, working on the micro (classroom), meso (institutional), and macro (policy) levels. The analysis indicates that translanguaging provides access to epistemic, identity, and redistribution of symbolic capital at classroom levels but needs institutional change in teacher education, curriculum design, and assessment practices. The discussion reflects how translanguaging realizes NEP 2020's multilingual vision, supporting SDG 4 and SDG 10, and highlights linguistic justice, equity, and sustainable futures. The paper proposes a multi-level analytical framework between translanguaging and systemic educational reform in India.

Keywords: Critical Pedagogy, Epistemic Justice, Inclusive Pedagogy, Linguistic Hierarchies, Multi-Level Framework, NEP 2020, Sustainable Development Goals, Translanguaging

1. Introduction

The Census of India (2011) depicts India as one of the most complicated multilingual ecologies in the world. This heterogeneity exists in parallel with the established linguistic hierarchies, which were developed as a result of the colonial language policies and continued in the contemporary educational institutions. English is the dominant language; then come standardized languages of the regions, and minority, tribal, and migrant languages are gradually pushed out of schooling (Mohanty, 2019). These hierarchies are structural processes of social reproduction, which define epistemic involvement, economic prospect, and symbolic acknowledgment.

National Education Policy 2020 (NEP 2020) proposes home language instruction (at least until Grade 5 and preferably until Grade 8) based on the idea of multilingual education (Government of India, 2020). This is in line with the international obligations that exist under the United Nations Sustainable Development Goals (SDGs), especially SDG 4 (inclusive and equitable quality education) and SDG 10 (reduced inequalities). Nevertheless, NEP 2020 offers a rather minimal pedagogical instruction toward the linguistically heterogeneous classroom, in which several home languages coexist.

Translanguaging, the use of the entire linguistic repertoire of speakers without consideration of marked language borders, provides a theoretically sensible point of departure in filling in this implementation gap.

Translanguaging, which was originally formed in Welsh bilingual education (Williams, 1994) and has been conceptualized theoretically by Garcia (2009) and Garcia and Wei (2014), is a challenge to monoglossic ideologies that perceive languages as closed systems. It theorizes multilingual speakers as having combined linguistic repertoires out of which they are able to strategically choose features based on communicative necessity and social situation (Otheguy, Garcia, and Reid, 2015). The repositioning of multilingual learners as not being underprivileged users of dominant languages but as being epistemically competent actors, whose entire linguistic resources form a legitimate academic capital.

The paper has three interconnected objectives: First, to theorize translanguaging as epistemic justice that interferes with linguistic hierarchies in the classroom. Second, to construct a multi-tiered conceptual framework that illustrates the necessity of systemic coherence of translanguaging as inclusive pedagogy in the framework of micro (classroom), meso (institutional), and macro (policy) levels. Third, to investigate the purpose of translanguaging in operationalizing the multilingual vision of NEP 2020 and developing the equity aspirations of SDG 4 and SDG 10. Based on these objectives, a multi-layered framework that places translanguaging at the heart of systemic orientation to inclusive and sustainable educational futures is constructed.

2. Literature Review

2.1 Theoretical Foundations of Translanguaging.

Translanguaging dates back to Welsh bilingual education, where Cen Williams coined the term 'trawsieithu' to refer to strategies of language alternation used in receptive and productive language tasks by pedagogues (Williams, 1994). Garcia (2009) radically redefined the concept of translanguaging as a pedagogical method to that of a language theory, and refuted the notion that bilingual people have two separate linguistic systems. Based on her empirical findings, she suggested that multilingual speakers draw on an integrated repertoire of linguistic knowledge, imprinted by the process of sociocultural experience; named languages are sociopolitical phenomena of multilinguals and not cognitive entities in their lives. Otheguy, Garcia, and Reid (2015) further narrowed down this theoretical stance by differentiating between unitary language repertoire held by individual speakers and the named languages, which are socially constructed by communities. They argue that translanguaging refers to the implementation of all linguistic resources of an individual, whereas the phenomenon of code-switching assumes the use of different mental grammars. Wei (2018) elaborated on the theoretical framework by introducing 'translanguaging space', which refers to the settings of interactions where language users rely on various historical and cultural knowledge to create meaning and identity. MacSwan (2017) suggests the existence of integrated multilingualism, where relational bilingual speakers have distinct but complementary linguistic systems. Creese and Blackledge (2010, 2014) reported the interaction between teachers and students in multilingual classrooms and complementary schools during meaning-making in flexible language use, allowing them to conclude that translanguaging is not a goal of a pedagogical intervention but an inherent phenomenon in linguistically diverse settings.

2.2 Translanguaging, Power, and Linguistic Hierarchies

English as a language of colonial rule gained symbolic capital, which still forms access to education, working systems, and social mobility (Canagarajah, 2013). The discussion of Indian multilingualism by Mohanty (2019) proves that language policies used to be based on subtractive principles, meaning that they would gradually displace home languages in education instead of constructing them. This subtractive disposition has been distributed unfairly in favour of tribal and minority language groups, which creates

lingual marginalization, or the process of excluding certain language groups systematically in areas of education and economy.

Flores and Rosa (2015) have coined the idea of raciolinguistic ideologies to hypothesize the way language practices are assessed based on racialized perceptions, showing judgements concerning linguistic competence are never neutral but influenced by social stratifications. Jaspers (2018) states that linguistic flexibility at classroom level cannot break down larger structural hierarchies by itself; institutional change at a systemic level is necessary. Canagarajah (2013) places translanguaging as pedagogical negotiation where multilingual speakers navigate between dominant and minoritized languages, allowing access to epistemic knowledge and maintaining contact with community knowledge systems.

2.3 Pedagogical Implications and Empirical Evidence

Creese and Blackledge (2010) confirmed that translanguaging establishes dialogic spaces where students can access home and school language resources simultaneously to help them with academic activity as well as affirm their identity. Garcia, Johnson, and Seltzer (2017) came up with the term translanguaging pedagogy as a methodological instructional design based on the idea that it makes use of the entire linguistic repertoire of the students by distinguishing between spontaneous practice and a designed pedagogical intervention. Kiramba (2017) identified that students who were allowed to write in their full linguistic repertoires wrote more advanced texts and displayed more in-depth conceptual knowledge than those who were restricted to single-language instruction, disproving their beliefs that language separation maximizes the development of academic language.

2.4 Translanguaging in the Indian Education Context.

Mukhopadhyay (2020) recorded the use of translanguaging in primary English classrooms in Telangana and discovered that scaffolding understandings using Telugu, Hindi, and English was a strategic move by teachers. Anderson (2022) examined teachers of English language in India and showed that, even without training in multilingual pedagogies, intuitively, they used the practice of translanguaging. Antony, Ramnath, and Ellikkal (2024) highlight translanguaging within Indian higher education and establish that multilingual activities increased the levels of peer learning and identity affirmation. Sarkar and Ahmad (2025) revealed that multidimensional academic material was cognitively processed by learners using code-mixing and translanguaging. Udaya, Jyothsna, and Suresh (2025) found translanguaging as a spontaneous thinking process among multilingual university students who watch difficult academic content.

2.5 Policy Frameworks: NEP 2020 and the SDGs.

The NEP 2020 is a historic policy change regarding the multilingual approach to education, in which the use of the mother tongue as the instructional medium is supported (Government of India, 2020). Yet, as Mahapatra and Anderson (2023) note, the multilingual provisions of NEP 2020 do not provide any guidelines as to the implementation of multilingual education in the linguistically heterogeneous classroom, assuming rather steady relationships between the language of home and the language of school that do not reflect the diverse educational realities of India.

The conceptualization of educational equity is made in the United Nations Sustainable Development Goals at the international level. SDG 4 is aimed at inclusive and equitable quality education, and SDG 10 is focused on reducing inequalities between and within countries. These frameworks, however, do not theorize linguistic justice explicitly as an aspect of educational equity (Lata, Bhatnagar, and Sorte, 2025). The overlap of NEP 2020 and SDGs provides policy space in which translanguaging can be translated, and at the same time, the gaps in operationalization are made apparent.

2.6 Critical Synthesis and Research Gaps.

The reviewed literature indicates that, translanguaging has become an important paradigm in the study of multilingual education whereby, established theoretical foundations and increasing empirical evidence indicate that translanguaging has a pedagogical advantage. There are a number of major gaps. First, the literature of translanguaging is still concentrated on bilateral as opposed to multilingual situations, restricting its scope to the situation of India, where three, or even more languages can be present simultaneously. Second, there is a paucity of research that combines translanguaging with policy industry regarding NEP 2020. Third, sustainability frameworks do not theorize linguistic justice as the structure to sustainable development, but emphasize the need to educate people inclusively. Fourth, the available literature does not include multi-level analysis models that bridge the relationship between the classroom practice, institutional organization and policy frameworks. This paper addresses the gap by applying a framework of analysis which theorizes translanguaging as functioning on a variety of levels in educational systems whilst keeping in mind the linguistic peculiarities of India.

3. Theoretical Framework

In this paper, a synthesized theoretical framework is constructed based on translanguaging theory, critical approaches to language and power, postcolonial studies of the multilingual education field, and the discourse of sustainability.

3.1 Translanguaging as Epistemological Re-orientation.

The basic assumption of the translanguaging theory that multilingual speakers exploit integrated linguistic repertoires has epistemological ramifications in addition to the cognitive predilections. Learners who block part of their repertoire are unable to commit full cognitive resources to learning and generate 'epistemic withholding', a systematic avoidance of knowledge stored in prohibited languages.

Garcia and Wei (2014) viewed it as an epistemological form of intervention because it places multilingual learners not in the role of the deficient users of dominant languages, but as epistemically competent actors where their entire repertoires are the legitimate academic resources. This reorientation goes against monoglossic assumptions that understand linguistic diversity as a problem that should be managed instead of utilizing it as a resource.

Makalela (2015) shows that translanguaging can open what is known as epistemic access in South African classrooms that make students able to tap into the knowledge systems of communities, and to participate in the formal academic content. This dual access makes translanguaging a strategy in decolonizing methods of education as the validation of knowledge systems that were historically marginalized in schools.

3.2 Language, Power, and Symbolic Capital

The symbolic capital concept by Bourdieu (1991) highlights the acquisition of the value of languages in language markets. English is used as primary symbolic capital in postcolonial societies; its value is spread via educational regimes where proficiency in English is rewarded and lack of it is punished. The majority languages in the region are placed in middle ground and the minority and tribal languages are only given a small symbolic role within the institution. Mohanty (2019) illustrates, these symbolic valuations are converted into structural inequalities in India. Students whose native languages are not recognized by the institutions are at a two-fold disadvantage: they are not only required to learn the content of the curriculum, but the language of instruction, but the knowledge that students gained and encoded in non-recognized languages will be pedagogically invisible. Translanguaging questions this distribution by repackaging all

language resources as potentially useful in the educational context and accepting home languages, educators are saying that what is encoded in the home languages is significant. Translanguaging is thus not just a pedagogical method but a form of linguistic resistance against language erasure.

3.3 Critical Pedagogy

Translanguaging can be associated with critical pedagogy (Freire, 1970) that studies educational practices that reproduce or challenge social hierarchies. When applied to language, this view shows that monolingual education is cultural assimilation and minority students have to break off contact with the linguistic and cultural background. The dialogic pedagogy proposed by Freire (1970) is in line with the principles of translanguaging since it allows students to use all linguistic and cultural resources in classroom activities. The engaged pedagogy introduced by hooks (1994) includes elements of attention paid to the aspects of inclusive education which are effective. True learning involves the involvement of the entire person in the learning venues, which cannot take place when linguistic aspects of identity are repressed. In its ability to legitimize the linguistic selves of students, translanguaging preconditions the whole person engagement hooks writes about.

3.4 Inclusive Pedagogy

Florian and Black-Hawkins' (2011) Inclusive pedagogy is based on developing full learning opportunities to include everyone, and making it inclusive and available to people. Translanguaging represents the following principles: it disavows the linguistic deficit paradigm by placing all repertoires as resources; it produces accessible learning by allowing them to engage with contents using familiar languages; it extends ordinary practice by authorizing the use of a wide range of languages that are excluded in the traditional pedagogy. Translanguaging is therefore a particular realization of the idea of inclusiveness within the linguistically diverse classrooms.

3.5 Postcolonial Perspectives on Multilingual Education

In Indian education, language stratification is not a natural linguistic difference, but a historical outcome of colonial rule. According to Pennycook (1998) colonial authorities chose some languages to be institutionalized and pushed out the other in the name of legitimation thus creating the hierarchies that have been reproduced by postcolonial states. Alidou (2004) in African settings states how multilingual policies that enforce standardized versions of mother tongues may reproduce colonial logic when they do not represent students' repertoires. Pattanayak (1981) stated that multilingualism in India needs a different type of education that is not based on the western monolingual model. This tradition is perpetuated by Agnihotri (2007) in his idea of Multilinguality as a human resource and not a problem, in which linguistic diversity is not a result of monolingual deviation, but rather of human cognition.

3.6 Sustainability and Epistemic Justice

Sustainability includes social, cultural, as well as epistemic issues besides the environmental issues. The United Nations (2015) sustainable development framework is a combination of social justice and environmental and economic issues, but linguistic justice is under survey in the sustainability discourse. The framework of epistemic justice proposed by Fricker (2007) would help fill this gap by drawing the line between testimonial injustice and hermeneutical injustice. Translanguaging deals with both: it is a rejection of testimonial injustice, that is, the belief that knowledge produced in one language should be given attention, as well as a proliferation of hermeneutical resources, in other words the ability to recognize the knowledge that had not been acknowledged before through the creation of educational environments where more than one language is used. When education systematically neglects information coded in

minoritized languages, it generates epistemic erosion and by allowing the intergenerational transfer of community knowledge in education, translanguaging can lead to the epistemic sustainability.

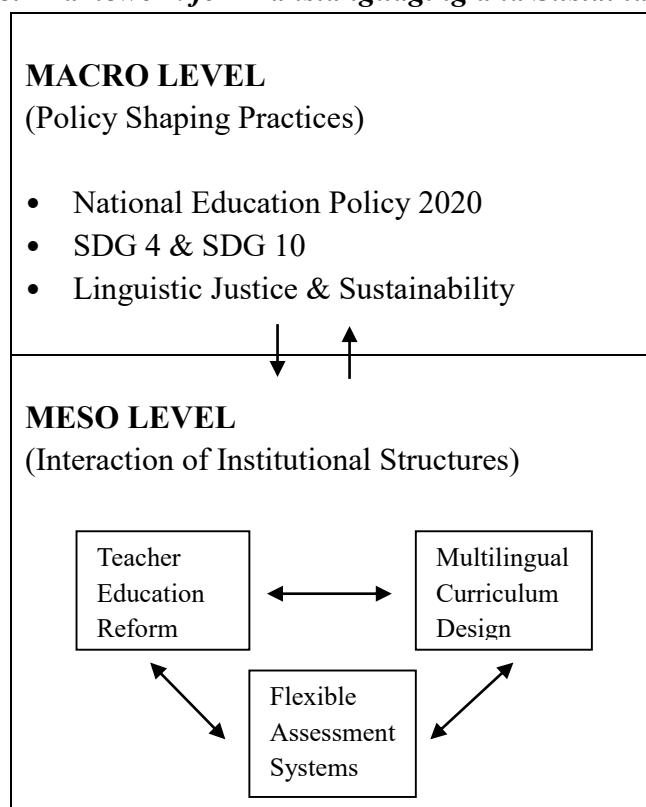
3.7 Theoretical Integration

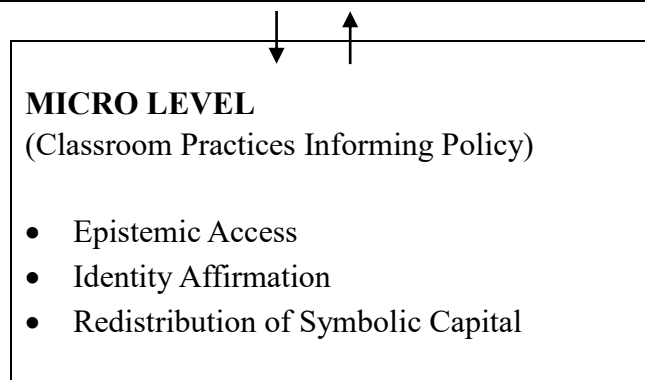
The theoretical framework combines the translanguaging theory, critical pedagogy, postcolonial scholarship and sustainability discourse under three main propositions. First, language is socially constructed and hierarchy based in the education systems and are not structural imitations of linguistic disparity but outcomes of colonial and postcolonial power dynamics. Second, multilingual learners have integrated linguistic repertoires which serve as epistemic resources whereas, monolingual education involves repression of parts of these repertoires and results in epistemic withholding and structural exclusion. Third, to have sustainable educational futures, systemic identification of linguistic diversity as the basis of equity is necessary to work on the classroom practices, institutional organization, and policy models.

4. A Multi-level Conceptual Framework for Translanguaging and Sustainable Futures.

The above synthesis of the theoretical propositions leads to the conceptualization of the multi-level analytical model, which describes translanguaging as a systemic process that runs through the practice of the classroom, the institutions, and the policy commitments. Instead of considering translanguaging as localized pedagogical practice, the framework places it at the point of interaction processes at three levels of educational systems.

Figure 1.
Multi-Level Framework for Translanguaging and Sustainable Futures





Note. The framework depicts systemic coherence on three levels. The macro level (policy) has an influence on the institutional practices; the meso level (institutional structures) intermediates the policy and the classroom practice; the micro level (classroom praxis) informs the policy with possibilities. Bidirectional arrows are characterized by continuous interaction between levels, whereas horizontal arrows in the meso level are characterized by continuous interaction between Institutional structures.

4.1 Level I: Micro- Classroom Praxis.

On the micro level, translinguaging plays its role in everyday classroom life. Translinguaging is the practice in the classroom that is composed of three interrelated dimensions:

4.1.1 Epistemic Access

Cognitive bottlenecks are experienced when students read academic contents in languages which they are not familiar with. Ideas which are perceived in their native languages are not available when teaching is done solely in dominant languages. Translinguaging is an access to epistemology because it allows students to rely on familiar language resources when communicating with unfamiliar texts, a two-way process in which students apply home languages to get access to academic texts and new competencies in school languages to express the knowledge gained in their home languages. Conceptual understanding is improved when epistemic access is achieved by translinguaging. The multiple language learners are seen to have better understanding, retention and critical thinking skills than those who are limited to single language methodology (Kiramba, 2017; Lata et al., 2025), which is problematic considering the presumption that language separation is the optimal way to learn.

4.1.2 Identity Affirmation

Language has identity affirmation aside its role in communication and by stigmatizing or marginalizing the mother tongue of students in schools, the institutions convey the message that the linguistic identities of students are not valued, creating symbolic disengagement and alienation, among the minority groups. Translinguaging overcomes symbolic exclusion by authorizing any linguistic resources in the classroom by acknowledging and developing students' home language, they are asserting that these patterns of identity are welcome in the educational environments, which facilitates positive development of identity in the learners as they see their language identities reflected in the classroom. According to Jha and Dalal (2024), students appreciate translinguaging as a tool that promotes cultural exchange in addition to making things clear. Translinguaging facilitates a holistic engagement in the classroom, which according to hooks (1994) is a condition to authentic learning.

4.1.3 Redistribution of the symbolic capital

Classroom discourse traditionally favors forms of linguistics that are related to the dominant languages. Students who master such forms gain symbolic capital that is converted to status and academic

achievement whereas students with different linguistic resources are placed in an underprivileged position in spite of their knowledge of concepts. Translanguaging re-distributes symbolic capital by authorizing the forms of various linguistic forms. Such redistribution does not level out larger linguistic hierarchies but forms micro-level spaces of equity. According to Surana, Bains, and Pathak (2025), translanguaging helps students to become more confident and active in the classroom when the linguistic resources once classifiable as symbolic or stigmatized are seen as valuable in the classroom, students also become more confident and active in the classroom.

4.2 Level II: Meso - Institutional Mediation.

The meso level entails the institutional structures that mediate the relationship that exists between classroom practice and policy frameworks.

4.2.1 Teacher Education for Translanguaging

Translanguaging takes place in the classroom with multilingual students, but the spontaneous practice is not equal to the intentional pedagogy. The educators need theoretical understanding of the concepts of translanguaging and the techniques of using the multilingual resources of students in the most effective situations. The preparation of teachers to teach multilingualism is low in India. Majority of the programs are monolingual in their assumptions where linguistic diversity is seen as an issue that should be controlled instead of exploited. Teacher education needs to be reformed by including translanguaging theory in the curriculum. Pre- and In-service teachers should be given a chance to explore linguistic suppositions, comprehend structural aspects of linguistic inequalities, and devise practical methods of teaching more than one language.

4.2.2 Curriculum Design and Materials Development

The traditional models of a curriculum promote language segregation by allocating languages to various subjects or time frames, compartmentalization, which is inconsistent with multilingual repertoires and hinders the cross-linguistic learning. Translanguaging allows the fluidity between the languages and subjects. Curriculum that is built around ideas and experiences that encourage multilingual involvement, can provide an opportunity to utilize all languages in general learning. Curriculum reform should be accompanied by the development of materials. Learning resources and textbooks modeling the practices of translanguaging, along with the introduction of multiple languages, would help teachers and students to acquire multilingual strategies, overcoming the existing deficit.

4.2.3 Assessment System

The greatest constraint of the application of translanguaging is assessment systems as they have always been monolingual in assessing knowledge and skills although the linguistic repertoire of students might represent more than one and forms a translanguaging paradox. To change this, it is necessary to transform beyond monolingual models and approaches that would recognize multilingual competence. The understanding that is ascertained using concept-based assessment without depending on the language(s) conforms to translanguaging pedagogy. Formative assessment that offers feedback on conceptual growth among languages would facilitate learning as it develops towards summative evaluation.

Torregrossa's (2024) study on multilingual dynamic assessment in the Indian primary-level schools shows how dynamic evaluation that suits the principles of translanguaging enables students to express their knowledge by using stronger languages while facilitating advancement.

4.3 Level III: Macro -Policy and Global Commitments

On the macro level, translanguaging collides with the policy frameworks both nationally and internationally.

4.3.1 Operationalizing NEP 2020's Multilingual Vision

The policy space that translanguaging has in NEP 2020 is supported by the idea of mother tongue-based multilingual education but highlights the gaps. The policy assumes constant home school language exchanges which is not representative of language heterogeneous Indian classrooms. To operationalize translanguaging in NEP 2020, guidelines that would accommodate the heterogeneous realities of classrooms should be provided that would enable teachers to act independently in their response to a specific language configuration instead of following a rigid template of language formulas.

4.3.2 Advancing SDG Commitments Through Linguistic Justice

SDG 4 (inclusive, equitable quality education) and SDG 10 (reduced inequalities) theorize educational equity but do not directly address linguistic justice. Translanguaging promotes SDG pledges by resolving linguistic ineligibility as a model of non-participation and non-accomplishment. Lata et al. (2025) illustrate that translanguaging with migrant students in Rajasthan attained the SDG 4 and SDG 10 goals because it has allowed previously marginalized students to have access to education, eradicated language barriers, improved quality learning, and reduced language-based discrimination.

4.3.3 Integrating Linguistic Justice Within Sustainability Discourse

Systematic exclusion of knowledge in minoritized languages is a danger to the knowledge resources of humanity. Translanguaging is linked to epistemic sustainability as it helps in the transfer of community knowledge between generations in the formal learning. Students who rely on their native languages to access school information are sustaining the relationship between themselves and language assimilation which may result in a loss of knowledge, as well as they are supporting linguistic diversity, and can access wider knowledge economies.

4.4 Systemic Interaction Across Levels

The conceptualization of translanguaging is interaction on a variety of levels as opposed to linear causation. Micro-level practices define institutional norms through illustrating possibilities; successful translanguaging users and build models informing institutional change. Institutional arrangements support or limit micro-level practice, the practice of translanguaging cannot be maintained by teachers without effective curriculum, assessment, and professional development. The meso-level institutions are involved in the mediation between the macro-level policy and the micro-level practice. The policy statements at macro level (NEP 2020, SDGs) need to be interpreted and operationalized using institutional structures. Curriculum, teacher education programs and assessment systems help to transform policy vision into possibilities in the classroom. Macro-level structures define the extent of possibility that meso and micro levels exist. The multilingual sanctioning by NEP 2020 allows translanguaging to be experimented, compared to previous policies, which did not permit such experimentation in institutions and classrooms. Systemic orientation and inclusive pedagogy of translanguaging therefore involves alignment in classroom practice, institution and policy frameworks.

5. Methodology

5.1 Research Paradigm

The research employs a critical-interpretivist paradigm, in which language is a social construction subject-

ed to historical and institutional power relations and linguistic practices are influenced by ideologies, policies and structures of symbolic capital.

5.2 Research Design

The research paper uses a conceptual research design that incorporates critical policy analysis as well as theoretical synthesis. This conceptual research design is suitable to meet the three objectives of the paper to theorize translanguaging as epistemic justice, generate a multi-level framework, and interpret policy congruence.

5.3 Corpus and Text Selection

The analysis is based on the three types of literature:

5.3.1 Translanguaging Scholarship

The epistemological foundation of translanguaging is based on the theoretical works by Garcia (2009), Garcia and Wei (2014), and Wei (2018). The theoretical nuances are observed in critical engagements by Canagarajah (2013), Flores and Rosa (2015), Jaspers (2018), and MacSwan (2017). The analysis is based on local contexts with an Indian scholarship, such as Agnihotri (2007), Mohanty (2019), and recent empirical research (Anderson, 2022; Mukhopadhyay, 2020; Suri and Orsini Jones (2025).

5.3.2 National Policy Documents

The main text of the policy analyzed is the National Education Policy 2020 (Government of India, 2020). Sections were analyzed based on language of instruction, multilingual education, and provisions of equity.

5.3.3 Global Policy Frameworks

The United Nations 2030 Agenda of Sustainable Development (United Nations, 2015) was evaluated with a very particular focus on SDG 4 and SDG 10.

5.4 Analytical Procedure

The analysis was carried out in four steps:

Stage 1: Thematic Identification: Themes in the scholarly works of translanguaging were determined through the use of iterative reading and coding. Such as integrated linguistic repertoires, monoglossic ideology, linguistic hierarchies, epistemic access, identity affirmation, and symbolic capital, which formed the further analysis of policies.

Stage 2: Policy Alignment Analysis: The provisions of NEP 2020 on multilingual instruction were examined to establish the areas that need to be operationalized through pedagogical means. The SDG 4 and SDG 10 were reviewed to define the implicit or explicit reference to linguistic justice.

Stage 3: Critical Synthesis: The policy analysis and theoretical themes were synthesized in order to determine the gaps between normative commitments and pedagogical practice.

Stage 4: Construction of Framework: According to the synthesis, the multi-level conceptual framework was created to link the micro-level pedagogy, the meso-level institutional framework, and the macro-level policy commitments.

5.5 Analytical Rigor

Conceptual validity was improved with transparent analytical processes differentiating normative argument and empirical claim, addressing criticism, and clear expression of interpretive propositions.

5.6 Researcher Positionality

The analysis of the author is guided because she is a doctoral scholar in Education and has professional experience in school and teacher education settings. The experience of teaching in multilingual classrooms

where students speak tribal languages, Assamese, Nepali, Bengali, Hindi, and English, etc., has proven the pedagogical usefulness of linguistic diversity and structural limitations due to language hierarchies. As a speaker of Assamese, Hindi, and English, educated in English Medium institutions, this gives an insider view on what symbolic privileges dominant languages have. This positionality educates a critical disposition against lingual hierarchies and does not refute the idea of ensuring relationship to English competence as practically important in modern educational and job settings.

6. Findings

The findings are stated based on the three objectives:

6.1 Objective 1: Theorizing Translanguaging as Epistemic Justice Intervening in Linguistic Hierarchies. Epistemic Access: Monolingual teaching produces cognitive bottlenecks where conceptual knowledge of students is coded in their mother language that is not covered in the classroom (Kiramba, 2017). Translanguaging comes in to legitimize every linguistic resource. Lata et al. (2025) discovered that migrant learners who were quieted with monolingual teaching became active learners when they were introduced to translanguaging.

Identity Affirmation: Linguistic hierarchies are stigmatizing to minoritized languages. Jha and Dalal (2024) reported that students appreciated the use of translanguaging in helping with cultural exchange. Suri and Orsini Jones (2025) discovered that translanguaging effectively increases the confidence of students, which opposes symbolic exclusion.

Redistribution of Symbolic Capital: The discourse of classrooms favors major languages. Translanguaging reallocates symbolic capital by authorizing the various contributions linguistically. Home language contributions should be recognized so that students who would not be active can be active (Suri and Orsini Jones, 2025).

6.2 Objective 2: Creating a Multi-Level Framework of Systemic Coherence at Micro, Meso and Macro-Levels.

The transformative potential of Translanguaging is determined by the systemic coherence at three levels. Micro Level (Classroom Praxis) enables access to epistemics, approves identities, reallocates symbolic capital, and cannot be maintained without supporting structures at other levels. Meso Level (Institutional Mediation) has three conditions that are in a critical state. The present preparation of Teacher Education is inadequate. According to Suri and Orsini Jones (2025), the English-only ideology of teachers is viewed as an obstacle. Even teachers who employed the technique of translanguaging had no frameworks of deliberate practice (Anderson, 2022). Traditional curricula have strengthened the division of language. According to Mahapatra and Anderson (2023), the construct of Medium of Instruction makes the assumption of monolingualism. Assessment Systems are the most powerful constraint. Torregrossa (2024) demonstrates how multilingual dynamic assessment can help change the performance of marginalized learners. At macro level (Policy Frameworks), the multilingual support in NEP 2020 authorizes translanguaging, which creates the opportunity to be innovative. The transformation at one level cannot create a long-term change without enabling structures at the rest. To achieve sustainable change, there should be coordination in all three levels, supporting Systemic Coherence.

6.3 Objective 3: Examining the role of Translanguaging to the NEP 2020 Multilingual Vision and developing the equity promises of SDG 4 and SDG 10.

Operationalizing NEP 2020: NEP 2020 supports the idea of mother tongue-based education but has minimal guidance about heterogeneous classes (Government of India, 2020). Translanguaging provides

scope for operationalization because it emphasizes the principles of using the resources of multiple languages instead of predetermined languages.

Promoting SDG 4 (Quality Education): Translanguaging eliminates language participation obstacles. Findings are connected to SDG 4, which demonstrates that migrant learners could enjoy educational access through translanguaging (Lata et al., 2025).

Progressing towards SDG 10 (Reduced Inequalities): Translanguaging deals with language marginalization as structural inequality. According to the study of Lata et al. (2025), the learners were able to elucidate concepts at home, which received recognition among members of the family.

Sustainability Integration: Translanguaging facilitates the intergenerational transfer of community knowledge in formal education that facilitates the maintenance of linguistic diversity and access to broad bodies of knowledge.

7. Discussion

This discussion revises the three objectives of the paper in the outcome of the findings:

7.1 Translanguaging as Epistemic Justice

The article in question introduces the idea of translanguaging as an instance of epistemic justice. It states that translation can undermine monoglossic ideologies because integrated language repertoires are justified by translanguaging. This is structurally significant especially in India where language hierarchies overlap with caste and regional marginalization. Using the framework developed by Fricker (2007), translanguaging can help address testimonial injustice by making sure that the knowledge that is presented in non-standard language is appreciated. It increases the resources of hermeneutics as well since it renders visible knowledge that would otherwise be unrecognized. Based on the decolonial theory, the analysis puts translanguaging in the perspective of an epistemic negotiation challenging structural inequality within the education system in postcolonial education.

7.2 Translanguaging: Inclusive Pedagogy Theory and Practice.

The findings on the micro, meso, and macro scales suggest that translanguaging is congruent with the main principles of the inclusive pedagogy (Florian and Black-Hawkins, 2011) in the multilingual classrooms which supports treatment of all linguistic repertoires as an asset and not as a deficiency, equal opportunity to learning with engagement in epistemics irrespective of mother tongue, increasing diversity sensitivity by condoning different linguistic activities in Indian classrooms (Mukhopadhyay, 2020; Anderson, 2022; Suri and Orsini Jones (2025). In conclusion, the findings of meso-level, teacher education and assessment draw further attention to the fact that inclusive pedagogy should be based on institutional framework and assessment systems that can identify different manifestations of learning. In this way, the concept of translanguaging arises as an in-situ mode of encompassing values in the educational environment that can be found in India.

7.3 The Necessity of Institutional Mediation

Transformation in classrooms cannot be supported by innovation unless the institutions are aligned. This observation is a response to the criticism of Jaspers (2018) that, if not linked to structural change, the claims of translanguaging can be exaggerated. Multilingual vision of NEP 2020 can be implemented in a sustainable way, if teacher training will be provided to the educators with a purposeful translanguaging pedagogy, curriculum designs allow multilingual interaction, not the language separation, assessment systems that would acknowledge multilingual competence. As Mahapatra and Anderson (2023) point out,

in the absence of these constructs that guarantee the policy translation into practice, the multilingual ambitions of NEP 2020 are symbolic as opposed to being substantive.

7.4 Sustainability Beyond Access

Sustainability in education needs epistemic encompassment and cultural survival, rather than access to education. The SDGs put forward inclusive, equitable education but cannot theorize linguistic justice as structural to sustainability, which is a limitation to the ability of sustainability frameworks to include mechanisms by which linguistic marginalization produces educational inequalities. Lata et al., (2025) reveal that translanguaging allowed migrant learners to describe the concepts at home and be praised by their family members authenticating the community knowledge reinforces and does not break intergenerational and home-school relations. Translanguaging is a way of maintaining sustainability through aspects such as social sustainability mechanism allowing fair participation by removing the language barriers, epistemic sustainability approach promoting plurality of knowledge facilitating intergenerational passing of community knowledge in formal education, and a systemic coherence mechanism connecting the practice in the classroom, structural elements of institutions, and policy frameworks.

7.5 Comparative Insights and Indian Specificity

When compared to other postcolonial multilingual situations, one can observe the similarities and Indian particularity. Makalela (2015) shows how translanguaging has the potential to provide epistemic access in South Africa through the effects of language policies of the apartheid era. Alidou (2004) points out such difficulties of mother tongue education in Nigeria where standardized mother tongues do not mirror the actual repertoires of students. In India, classroom-based interaction in three or more languages offers qualitatively different dynamics to the bi-lingual situation that occupies literature on translanguaging. The multi-level framework has resolved this complexity by allowing analysis at different levels as opposed to homogenizing application.

7.6 Critiques

The arguments against translanguaging are:

Critique 1: Translanguaging may result in undermining the development of proficiency in the major academic languages. The current analysis reacts by differentiating between access and acquisition. Translanguaging allows students to access the content and students to gain proficiency; it is not a substitute for systematic language development.

Critique 2: Context-responsive orientation of translanguaging creates difficulties in terms of the large-scale education systems that need standardization. The framework reacts to this by differentiating between levels. The macro-level policy may establish principles and legitimacy, meso-level institutions may come up with contextually relevant strategies of implementation, and micro-level practitioners may make decisions based on their professional judgment.

Critique 3: The framework puts translanguaging in the role of one of the several reforms aimed at equity, as opposed to being a solution in itself. Caste, class, gender, as well as region-based structural inequalities demand a multi-coordinated intervention.

7.7 Theoretical Contributions

The paper has three main theoretical contributions: Firstly, it constructs the first multi-level framework which directly deals with the issue of translanguaging within the Indian context. Secondly, it combines the theory of translanguaging with the concept of sustainability by showing that linguistic justice is one of the components of sustainable development, which should be explicitly theorized. Thirdly, it links

Indian multilingualism to a wider postcolonial and decolonial literature where India is developed theoretically and not just used to apply the frameworks developed in the West/North.

7.8 Limitations

This research has its limitations, such as the framework, though theoretically based, needs to be tested empirically in different situations in India. The arguments regarding the effects of translanguaging are based on the extant literature in the field, as opposed to gathering primary data. The applicability of the framework to certain regional and institutional settings might not be universal.

8. Policy Implications

Teacher Education Reform

Translanguaging and multilingual pedagogy should be incorporated in pre-service teacher education. Educators need to know about linguistic hierarchies, identify multilingual repertoires as resources, and methods of intentional translanguaging design. In-service programmes should help to assist practicing teachers to shift from intentional to spontaneous practice.

Curriculum Restructuring

The paradigms of curriculum must ensure flexibility that allows multilingual interaction to embrace cross-linguistic conceptual mediation and not language separation, aided by materials that model the translation of translanguaging practices.

Assessment Transformation

Multilingual competence should be identified using assessment systems based on assessing knowledge regardless of the language(s) congruent with translanguaging pedagogy.

Policy Operationalization

The multilingual provisions of NEP 2020 need to be implemented with instructions on heterogeneous classroom realities based on principles of exploiting multilingual resources and not definite language allocations, and providing teachers with freedom to act based on classroom arrangements.

Sustainability Integration

The concept of linguistic justice needs to be directly included in the framework of SDG, incorporating epistemic inclusion, continuity of culture, and not just access to education.

9 Recommendations

The recommendations are to initiate classroom-based research into the practice of translanguaging in the various regional and institutional contexts in India. There should be research on teacher attitudes, beliefs, and professional development requirements for multilingual pedagogy as well as designing and piloting multilingual evaluation methods. There should be research analyzing translanguaging in the context of the entire linguistic diversity of India other than English and other dominant regional languages. Researches exploring intersections between translanguaging and caste, class, gender, and regional marginalization, as well as comparisons of the practice of translanguaging in the states of India against other language policies and demographic setups.

10. Concluding Remarks

Translanguaging, as an inclusive pedagogy, provides the means to more equitable and viable educational futures. The transformative potential of translanguaging is not in single-handedly innovative activity but in the ability to connect educational systems at micro, meso, and macro-levels. The idea of sustainable

transformation needs to be coherent on all levels to be considered sustainable. Translanguaging provides inclusive pedagogical opportunities to realize the vision of NEP 2020 in terms of multilingual education and open up learning opportunities available to all students. The question is how to come up with institutional provisions to ensure that policy aspirations become classroom realities where every learner is able to make use of his or her entire linguistic endowment to engage, learn, and succeed.

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