

UNIT 4

Lesson 6

**Language Policy
In Education**





CONTENT

Language Policy During Pre-independent Periods in India

Efforts Taken to Resolve the Language Issue in the Post-independent India

Three Language Formula

Kothari Education Commission, 1964-66

Language Policy as Mentioned in the Indian Constitution

Programmes Undertaken to Develop Hindi as the Link Language

The Place of English in the National Language Policy

The Problem of Medium of Instruction

Views of 3 Great Indian Thinkers on “Medium of Instruction”

Language Policy During Pre-independent Periods in India

After the British came in the 15th century, there was huge impact on education too. English schools were established by the East India Company to provide education for the children of British Officers. In 1853, British Parliament, directed the East India Company to take the responsibility of providing education to Indians. It was recommended that at primary school level, vernacular languages could be allowed; however in schools under the administration of East India Company, English should continue to be the medium of instruction.

Rajaram Mohanroy was in support of education through English. Indian National Leaders like Swami Vivekananda, Rabindranath Tagore, Pandit Jawaharlal Nehru, MohanChand Karamchand Gandhi, etc. Got their education through English as the medium of instruction.

Efforts Taken to Resolve the Language Issue in the Post-independent India

The Language Problem in Education

When India got independence, English was the Official Language. After independence, people of each State expressed the view that their own regional language should be the State language, be the administrative language as well as the language of educational instruction. Due to this, the language problem became explosive and brought tension among different sections of people.

Changes that Took Place in Language Policy in the Post-Independent Period

- (i) Mother tongue or regional language has gained acceptance as the medium of instruction at schools.
- (ii) Immediately after our independence, 'Basic Education' was adopted according to which primary education should be provided only through the mother tongue of the child.
- (iii) Right to learn through one's mother tongue was incorporated in the fundamental rights of Indian Constitution.
- (iv) Hindi with 'Devanagari Script' was made the official language of the Indian Union, though English was also allowed to continue as the associate official language alongside.
- (v) Efforts were taken to publish a Hindi Encyclopedia with 10 volumes.
- (vi) Central Hindi Directorate was started for the promotion of Hindi.

Recommendations of Secondary Education

1. Mother tongue or the regional language should generally be the medium of instruction throughout the secondary education stage.
2. During the middle school stage, every child should be taught atleast two languages.
3. At the high & higher secondary stages, every one is required to learn atleast two languages in all i.e,
 - a) Mother tongue or the regional language
 - b) Hindi, Elementary English, Advanced English, etc.

Three Language Formula

The Central Advisory Board of Education in 1956 examined the 'complex problem of the teaching of language in relation to the needs of the country and the requirements of the Constitution. It devised a formula known as the Three-Language Formula.

According to the Three-Language Formula, every secondary school student has to study the following three languages.

- I. Mother tongue (or Regional language)
- II. English or a Modern European language.
- III. 1. Hindi (for Non-Hindi areas)
2. Another Modern Indian Language excluding Hindi (for Hindi-speaking areas).

Difficulties in Implementing Three Language Formula

1. The school curriculum has become heavy due to increase in the language load.
2. Dislike of students in the Hindi speaking areas to study another Indian language.
3. Resistance to the study of Hindi in some non- Hindi speaking areas, especially, Tamilnadu.
4. Lack of facilities for the study of the third language.
5. Defective planning and ineffective implementation of the three language formula.

Kothari Education Commission, 1964-66

Kothari Commission (1964-66) did not endorse the three language formula fully. It advocated some changes in it & evolved a new modified three language formula, which required every student to study,

- i) The mother tongue or the regional language;
- ii) Hindi, the official language of Union or English the associate official language so long as it exists
- iii) A modern Indian or foreign language not covered under (i) and (ii) above.

The Two Language Formula Followed in Tamil Nadu

In Tamilnadu the three language formula is not favoured; instead, Tamil and English are the two languages that have been taught in schools to all students compulsorily. Tamil is the official language of the State and is extensively used in all Govt. Offices and educational institutions. English is used as the link language for communicating with the Central and other State Governments.

Reasons for Non-acceptance of 3 Language Formula in Tamil Nadu

- i) Giving prominence to the North Indian language Hindi over the classical language of Tamil, is unacceptable.
- ii) Compulsory imposition of Hindi was considered as making Tamil people as second class citizens.
- iii) It is unfair to make Tamil Nadu students to learn Hindi along with their mother tongue and English,

Language Policy as Mentioned in the Indian Constitution

Articles 343 to 350 of the Indian Constitution clarify the language policy of our country.

1) Article 343 Official Language of the Indian Union

Clause: (1) The official language of the union shall be Hindi in Devanagari script.

Clause: (2) for a period of fifteen years from the commencement of this Constitution, English language shall continue to be used for all official purposes of Union for which it was being used.

2) Article 344 Commission and Committee of Parliament on Official Language

Clause: (2) & (3) It shall be the duty of Commission to make recommendations to the President as to

a) the progressive use of the Hindi language for the official purposes of the Union;

b) restrictions on the use of the English language for all or any of the official purposes of the Union;

2) Article 345 of the State Official Language

Provided that, until the Legislature of the State otherwise provides by law, the English language shall continue to be used for those official purposes within the State for which it was being used immediately before the commencement of this Constitution.

3) Article 346 Official Language for Communication Between One State and Another or Between a State and the Union

The language for time being authorized for use in Union for official purposes shall be the official language for communication between one State & another State & between a State & Union. Provided that if two or more States agree that Hindi language should be the official language communication between such States, that language may be used for such communication.

The Problem of Link Language

Lack of a link language has been one of the chief disintegrating factors in India. A common language would help to foster common culture, common ideals and goals, common faith and aspirations. As per the Article 343 of the Indian Constitution, Hindi was declared as the sole official language of the Indian Union, following which there were violent agitations in South India, especially Tamilnadu. To stop the popular upsurge and restore peace, a written assurance was given in the Indian Parliament to permit the continuance of English as the associate official language till all Southern States accept the special status of Hindi as the sole official language.

Multilingualism is not a social evil if there is proper understanding and appreciation of it. Wrong training, false loyalties to one's own language will lead to development of discord, imbalance and linguistic prejudices.

Education can do much to popularise Hindi as the link language. Development of Hindi as a national link language also helps to foster national integration without detriment to the interests of regional languages and English. Though all these may require a long period, it is wise to patiently wait for the smooth transition.

Programmes Undertaken to Develop Hindi as the Link Language

- 1) The three-language formula has been developed in the educational field to acquaint people with the national link language from childhood.
- 2) In many non-Hindi-speaking states, Hindi is being taught as the second language up to the secondary level of education.
- 3) The Government officials of non-Hindi-speaking areas are expected to pass a minimum stipulated examination in Hindi.
- 4) Dakshina Bharat Hindi Prachar Sabha has done pioneering work to popularise Hindi in South India.

The Place of English in the National Language Policy

English is one of the richest and most beautiful languages in the world. It is a language of widest international currency. It is the language of science and literature of the world. In India it is widely known among the educated classes. This language brought about the political awakening in the nation and also helped our cultural renaissance. It has produced many Indian scholars, poets, politicians, statesmen and scientists. But still there is conflict about the continuance of English as an administrative language between the north and the South. Therefore it is wise to continue English as the Associate Official Language of the country till people in the South also concur emotionally with the decision of making Hindi as the sole official language of India.

The Problem of Medium of Instruction

At all levels of education, learning through one's own mother tongue is the best, as it is quite natural for the child to think through its native language. When taught through an Indian language other than one's own mother tongue or a foreign language like English, then attaining proficiency in that language becomes imperative to understand the curricular content taught in the class. This twin burden of mastering the content and getting proficiency in the language of medium of instruction which is alien to them make pupils tired mentally. Consequently they resort to short cuts like seeking the help of cheap notes and guides available in the market and mug them up blindly instead of gaining real knowledge through the use of standard text books

Advantages of Learning Through the Mother Tongue

1. Learning through mother tongue particularly upto the secondary education stage, minimises student's burden, saves cost and time and eliminates wastage and stagnation to a great extent.
2. Students could easily master what they learn, as there is no language barrier to comprehend the content learned.
3. Critical thinking in students get increased.
4. The need for students seeking the help of cheap notes and guides available in the bazaar is eliminated.
5. Students could feel the joy and satisfaction resulting from learning through their mother tongue.

Views of 3 Great Indian Thinkers on "Medium of Instruction"

1) Views of Rabindranath Tagore

All lessons should be based on creativity. All should study history. At higher stages of education, science should be given importance. At the primary stage of education it is better to have the mother tongue as the medium of instruction and practising manual labour. Tagore very much wished that rich learning activities like dance, drama, drawing, painting, handicraft and gardening should find an important place in the school curriculum.

2) Views of Gandhiji

Gandhiji was against the inclusion of English in the school curriculum. He emphasized the learning of Indian languages and in particular providing education through mother tongue.

In Gandhiji's Basic Education, craft was included as an important component. Thus correlating craft with all subjects, will pave way for 'learning by doing'.

3) Views of Swami Vivekananda

Vivekananda did not spell out any particular curriculum. He is of the view that subjects like Regional language, Sanskrit, English, History, Geography, Economics etc. Could be included in the curriculum in order to make it broad based. The subjects included in the curriculum should be based on developing the overall personality of students. Vivekananda emphasized giving importance to both Vocational Education and Technical Education in school curriculum.

Comparison of the Views of Gandhiji, Vivekananda and Tagore on the Medium of Instruction

Gandhiji was firm in his views that education at school level should be provided only through the mother tongue / regional language. He was totally against including English in the school curriculum. He preferred 'Activity Based Teaching' over 'Verbal Method of Teaching'; he supported providing education through a chosen craft.

On the other hand, as Vivekananda gave importance to the inclusion of science, industrial training, technical education etc. In the school curriculum, he was favourable to have English as a language subject as well as using it as the medium of instruction.

Rabindranath Tagore also like Gandhiji, stressed that medium of instruction at the primary education level should be the mother tongue. However as he gave much emphasis for developing creativity in students, universal brotherhood and more freedom to students, he took the stand that in higher secondary education and higher education, students should have the freedom to choose and study Western languages like English, French and German and oriental languages like Sanskrit, Hindi and Chinese.

XXXXXXXXXXXX

Thank you

