

LANGUAGE POLICY

Learning Objectives

Student will be able to:

- Recall the meaning of Language policy
- Understand the different policies related to language education in India
- Explain the three language policy
- Discuss the importance of language education in Indian schools

➤ NATIONAL POLICY OF EDUCATION 1986

There are two notable features of the 1986 language policy firstly the section dealing with languages in the policy statement follows several other aspects of education which were presumably considered more important this is in contrast with the 1968 policy statement where the section dealing with languages came much earlier secondly in respect of the language portion the new policy has only drawn attention to the 1968 policy statement and expressed a resolve to implement it more energetically and purposefully yes the issues relating to languages are rather English they are also sensitive because after religion it is the language on which an objective discussion is often difficult for fear that it may erase emotions it is also sensitive because it can have political overtones in one state in India a political party won the elections on the basis of a Manifesto which included opposition to Hindi constitutionally accepted as a link language of the central government.

It will further be noted that the 1968 policy has emphasized:

- Development of the various regional languages and using them as medium of instruction at the University stage too. It has stated there unless this is done the creative energy of the people will not be released standards of education will not improve knowledge will not spread to the people and the Gulf between the intelligent and the masses will remain if not widen further
- Vigorous implementation of the three languages formula
- Development of Hindi as the link language in accordance with article 351 of the constitution of India

- Provision of more liberal facilities for the teaching of Sanskrit at school and University levels
- Strengthening the study of English and other foreign language in the country.

Medium of instruction it has to be the mother tongue at the primary stage as laid down by article 350-A of the constitution. The 1986 policy emphasises the need to implement this obligation as far as possible especially in respect of the minorities in each state since it is difficult to use some of our tribal languages as medium of instruction. The policy stresses on the need to switch over to the regional or modern Indian languages as early as possible at the school stage. Modern Indian languages have already been used as medium of instruction and exception to this practice however are the convent schools, public schools, and some other un-aided recognised schools. The convent schools are sponsored by the Anglo Indian community for the Christian Missionary the former community members claim English as their mother tongue and the Christian Missionary are generally interested in propagate in English language the un- aided recognised schools use English as the medium of instruction because according to them the parents want it in any case use of English medium facilities there charging heavy fees.

Several departments in many universities have provided for the regional language as the only or an alternative to English Medium of instruction many teachers point out that even in the English medium classes both at the school and the college level the difficulties have many a time to be removed in the regional languages because the students are unable to understand the content through English reasons for continuous tense of English as medium of instruction at the University state are well known firstly the medium of instruction in progression of subjects like medicine, engineering and law has continued to be increased and there is no proposal to change it as a result of this practically the entire work in the hospitals engineering establishment law courts industry trade and Commerce is done in English language, the doctor prescription is in English although most patients cannot read and cannot understand the manner in which the prescribed medicines at this ignorance may sometimes prove fatal. Secondly many of the teachers of Higher Education are reluctant to adopt a modern Indian language as medium because they themselves have studied through English. Thirdly, there is no shortage of good and suitable reading material in the Indian languages so the vicious circle continuous because whatever is produced in the internal and is not readily. Fourthly, the preparation and production Text other books in Indian languages could not be synchronised with the universities decision to switch over to modern Indian languages to counter at all

these difficulties a more systematic and well-coordinated strategy of implementation is called at various levels UGC National Commission for scientific and technical terminology other Agencies producing University levels text and other books and Universities and their faculty.

It is hoped that in the field of language teaching the three language formula will continue to be implemented all over the country as interest in the new policy experience has confirmed that there can be no better language formula for India than the one already accepted this will equalise the load of language study on all students in every part of the country. Due to multilingual of India, it is the interest of every educated Indian the process at least a working knowledge of the regional language Hindi and English in order to find more time in the schools to study adequately other subjects like science and social studies which are no less important. Introduction of languages under the formula should be staggered from class 5th, 6th, class 10th with the condition that every language is studied of at least 3 years it is also desirable towards the same and to make the study of each language available at two levels through alternative and to permit the students to choose any one of them according to their aptitude and future due to its special position in the culture of this country Sanskrit should be accepted as one of the three languages under the formula this will be in harmony with the importance given to teaching of Sanskrit in the new policy in the Hindi speaking States encouragement should be given to study a South Indian language by as many students as possible and for this purpose facilities should be made available in the respective schools but these States should be criticized if many children do not offered to study a South Indian language because most children in these States have no opportunity to use the South Indian languages and therefore had little motivation to study them and it is not reasonable to equate Hindi the constitutionally accepted link language with other languages of the country does in the Hindi area language combinations like Hindi English Bengali or Hindi English and Punjabi should also be full acceptable and the formula.

English has truly become the International language it has also established itself as an important library language in the sense that bulk of the literature on specialised and other important subjects is available in English only further the teaching of English has been gradually introduced even in countries like Japan the two Germany France and USSR where it was never taught and were all work including teaching was done through a concerned language National language alone the treasure of English language which interior has acquired through contracts with the British should therefore be preserved and whenever English is taught as a subject of study it should be taught but it is not educational to use

English as a medium of instruction in respect of the students for whom it is neither the mother tongue know the regional language in fact it is the practice at the school stage particularly all over the world except perhaps in a few countries which do not have a developed language of their own

❖ **National curriculum Framework on teaching of language in general and English in particular**

Development of language

- *Regional language*

The energetic development of Indian languages and literature is a sin who are known for educational and cultural development unless it is done the creative energies of the people will not be released standards of educational will not improve knowledge will not spread to the people and the girls between the intelligent Intelligence and the masses will remain if not wide and further the regional languages are already in use as medium of education at the primary and secondary stages urgent steps should now be taken to adopt them as medium of education at the University stage.

- *Three language formula*

At the secondary stage the state governments should adopt and vigorously implement the three language formula which includes the study of a modern Indian language preferably one of the southern languages apart from Hindi and English in the Hindi speaking states and Hindi and English in Hindi speaking States suitable courses in Hindi and or include should also be given in the Universities and colleges with a view to improving the efficiency of students in these languages up to the prescribed University standards

- *Hindi*

Every effort should be made to promote the development of Hindi in developing Hindi as the link language due care should be given to ensure that it will serve as provided for in article 351 of the Constitution as a medium of expression for all the elements of the

composite culture of India the establishment in non-Hindi states of colleges and other Institutions of Higher Education which use Hindi as the medium of education should be encouraged

- *Sanskrit*

Considering the special importance of Sanskrit to the growth and development of Indian languages and its unique contribution to the culture unity of the country the abilities for its teaching at the school and University stages should be offered on a more liberal scale development of new methods of teaching and language should be encouraged and the possible the explode of including the study of Sanskrit in those courses such as modern Indian language ancient Indian history ideology and Indian philosophy at the first and second degree stages where such knowledge is useful.

- *International languages*

Special Emphasis needs to be laid on the study of English and other international languages words knowledge is growing at a tremendous space especially in science and technology India must not only keep up this growth but also make her on significant contribution to eat for this purpose study of English deserves to be especially strengthened.

➤ **NATIONAL CURRICULUM FRAMEWORK FOR TEACHER EDUCATION
2009**

It is a draft created for proposing changes and update required to the National Council for Teacher Education and Indian government body set up under the National Council for Teacher Education.

The Framework is an endeavour of the National Council for Teacher Education to encourage interested parties to give their views on the qualitative and quantitative improvement that could be achieved in educating teacher and schools, graduate, post graduate, doctoral and postdoctoral levels.

Objectives of the framework

- Content concern and vision of teacher education
- Curricular areas of teacher education
- Sample redefined schemes of current teacher education programs
- Evaluating developing teacher

- In-service education and continuous professional development
- Preparing teacher educators

STUDY OF LANGUAGES

Introduction

Language as a vehicle of communication is very crucial to the whole process of education, since it is through language that everything is taught and learnt in most teaching-learning situations, including the classroom. Though, no doubt there are certain non-verbal means and methods through which learning can take place, they are rarely pressed into service and it is mostly through language that education is impaired in formal settings.

India is a multi-lingual country, with 1,652 mother tongues as per the Census of India, 1961. Even though many of these languages are not well developed these are being used as their speakers do not know any other language. Therefore with the educational development in the country, a large number of such languages have been accepted either as a medium or as a subject by the educational system, particularly for meeting the needs of small and remote regions.

In its Eighth Schedule the constitution of India has specified 15 modern Indian languages (Assamese, Bengali, Gujarati, Hindi, Kannada, Kashmiri, Malayalam, Marathi, Oriya, Punjabi, Sanskrit, Sindhi, Tamil, Telugu, and Urdu). Of these, Hindi has been recorded the status of the official language of India and English of an associate language.

➤ LANGUAGE POLICY

The language policy of India is basically embodied in part XVII of the constitution of India along with the Eighth Schedule (Articles 344 and 351) and in the articles dealing with the fundamental rights the aforesaid articles of the constitution give full freedom to the states to choose one or more language of the Eighth Schedule or languages spoken in the region as their official language. The use of Hindi in Devanagari Script has been prescribed for all

official purposes as the language of the Union Government. English will continue as an associate official language of the country.

Since, independence, the government of India has appointed various committees and commissions to study the language policy exclusively for or as a part of the total educational system. These committees and commissions recommended various formulae for the study of languages at different school stages. In 1957, the Central Advisory Board of Education examined this problem in relation to the national need and constitutional requirements and suggested a three-language formula. This formula was further reviewed at the meeting of chief ministers of the states in 1961. The meeting came to the conclusion that at the school stage a child should study

- (i) The regional language
- (ii) Hindi in non-Hindi areas and any other Indian languages in Hindi areas, and
- (iii) English or any other modern European language.

Later, the Education Commission 1964-66, examined the implementation of the three-language formula in different states and union territories and recommended a modified three-language formula.

According to the modified three-language formula

- (i) The mother-tongue or the regional language is to be taught from the first standard to the tenth as the first language.
- (ii) The second language could either be Hindi or English, which is to be taught compulsorily from the fifth standard to the tenth. At this stage, a student can also offer English, or Hindi (whichever is not offered as a compulsory language) as an optional language, and
- (iii) The third language, to be taught between the eight and tenth standards, could either be Hindi or English, whichever is not studied previously.

During these three years a student can also study optionally one or more modern Indian languages. At the higher secondary stage, a student has to study compulsorily any two of the languages he had studied earlier or any two of the following and one or more Indian languages optionally:

- (i) Modern Indian Languages
- (ii) Classical language (Indian or Foreign)

(iii) Modern Foreign languages

Thus, the first, second, and third languages are to be studied compulsorily for ten, six and three years, respectively, and any two of the three languages studied earlier could be continued for two more years. Optionally, any one or more modern Indian Languages could be studied for two, three or five years. Secondly, it is only the modern Indian languages, including English, which are to be studied as the first, second, and third languages up to Standard X. The Classical languages, both Indian and foreign, can only be studied optionally after standard X for two years, but the modern foreign languages can be studied for five years from Standard VIII if ordered in lieu of Hindi and English.

Although this revised three language formula recommended by the Education Commission has been accepted by the Government of India, all the States and Union Territories have not yet accepted and implemented it.

The National Council of Educational Research and Training (NCERT) have conducted five All-India Educational Surveys. But only during the Third and Fifth survey (the present survey) information has been collected on

- (i) The medium/media of instruction used for teaching at the different stages of school education, and
- (ii) Languages taught at different stages of school education.

➤ **THE PROPOSALS**

The proposals in the **National Curriculum Framework for School Education: 2000** relating to language are as follows:

The document states that the three language formula given below is still relevant and efforts should be made to implement more vigorously.

❖ **The first language** to be studied must be the mother tongue or the regional language.

❖ **The second language**

- In Hindi speaking states the second language will be some other modern Indian language or English, and
- In non-Hindi speaking states the second language will be Hindi or English.

❖ **The third language**

- In Hindi speaking states the third language will be English or a modern Indian language not studied as the second language, and
- In non-Hindi speaking states the third language will be English or a modern Indian language not studied as the second language.

Three language Formula

The modified or graduated three-language formula, as recommended by the education commission (1964-66) include

- (i) The mother tongue or the regional language
- (ii) The official language of the Union or the associate Official language (i.e. English)
- (iii) A modern Indian or foreign language not covered under 1. and 2. and other than that used as the medium instruction.

The implications of the modified formula are:

1. At the lower primary stage only one language should be studied compulsorily-the mother tongue or the regional language, at the option of the pupil.
2. At the higher primary stage only two languages should be studied compulsorily basis (a) the mother tongue or the regional language and (b) the official or the associate official language of the union.
3. The secondary (lower) stage (i.e. classes 8-10) a study of three languages should be obligatory: and a student should be under an obligation to study either the official language of the union or the associate official language which he had not elected at the higher primary stage.
4. At the higher secondary classes (i.e. 10+2) which will serve largely a preparatory stage for higher education, only two languages need be made compulsory and students should have the option or select any two of the three languages studied earlier or a combination of any two languages taken from (a) modern Indian languages (b) modern foreign languages (c) classical languages- Indian and Foreign (Report pp.192-193).

Though the revised graduated three-language formula, as recommended by the education Commission, has been accepted by the Government of India, the general pattern of language instruction is not identical in all the part of the country. It varies from place to place, according to the difference in the spread and distribution of the various linguistic communities and the language policies of the respective state governments.

DELHI

Three language Formula implemented in Delhi is as follows:

- First language: Hindi
- Second language: English
- Third language: Sanskrit or any minority language.

KARNATAKA

The Three-language formula as in force in Karnataka is as follows:

For Kannada Students:

- First Language: Kannada from Class I
- Second Language: English from Class V
- Third Language: Hindi from Class V

For Urdu medium students:

- First language: Urdu from Class I
- Second Language: Kannada from Class III
- Third Language: English or Hindi from Class V

The defect about this formula as pointed out by the non-officials is:

- (i) for Kannada medium, two languages are introduced in Class V. when Urdu students take a language (Kannada) in class III. Kannada students could also be brought on par about equitable load distribution.

- (ii) Urdu medium students are giving option between English and Hindi. This keeps them ignorant of one other language. Some have proposed Urdu-Hindi composite course from Class V and English from VI for students; and
- (iii) Kannada is optional from Class iii and no examinations are prescribed. The consensus among non-officials was that Kannada should be compulsory from class III and examination should be held at least from Class IV.

The other point they raised was that the pupils should pass in second and third languages as well as Hindi, but the marks should not be counted for determine the rank.

Importance of mother tongue:

Mother tongue is not only basic of quality education, but its also the language of feeling, expression, and dreams of human beings. A man can express his feelings and thoughts very easily in mother tongue instead of any other language. Hence UNESCO and other organization have declared mother tongue as medium of instructions for across the world.

Importance of regional language:

Importance is also given to regional languages because it builds a sense of belongingness, it builds respect for other languages and culture, child can build better linguistic skills, it sharpens children, improves physical traits, a better society can be achieved and saves language from extinction, it connects us to our roots, knowledge of culture.

Importance of English languages:

- English is a highly developed language, it is best for the courts, industrial and scientific progress.
- It enables the educated Indians to move about inside and outside the country.
- It brightens the students' prospects of getting prestigious job.
- It is till the language of administration at the centre and in many states.
- It is beneficial for good effective education.

CONCLUSION

According to psycholinguistics if the child is exposed to as many languages. He can acquire and implement them easily in alter stage of his life that should be within the critical age (5-12). Indians should be proud to know that India is the only country where more than one language is taught, so Indians can survive in any corner of the world.