

**Title of the Course** : **Contemporary India and Education  
History and Political Economy**

**Course Code** : **EDU204**

**Unit** : **IV**

**Topic** : **India's Language Policies and Three Language  
Formula in Education**



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# Overview of the Lesson



- Objectives of the Lesson
- Language: Meaning, definitions and importance
- World major language families
- Major language families and scheduled languages in India
- Language in education and importance of mother tongue in education
- Language policies during the pre & post independent India

# Objectives of the Lesson

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- ⊕ The student-teachers will be able to:
- ⊕ Acquire knowledge on concept of language
- ⊕ Understand the major language families in the world
- ⊕ List the scheduled languages in India
- ⊕ Realise the importance of mother tongue in education
- ⊕ Describe the development of language policies in India
- ⊕ Analyse the barriers in implementing the three language formula at secondary level of education
- ⊕ Develop interest in learning other languages
- ⊕ Develop positive attitude towards other languages

# Learning outcomes of the Lesson



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प्रतिफलहरु

The Student-teacher will be able to

- ✓ Define the concept of language
- ✓ List the major language families in the world
- ✓ Categorise the scheduled languages of India into major families of languages
- ✓ Critically analyse the language policies in India
- ✓ Suggest measures to overcome the barriers in implementing the three language formula in India
- ✓ Appreciate the beauty of languages and take interest in learning other languages

# Language



- ❁ All the creatures on this earth have some means to communicate their needs to their group(s) (e.g. humans, animals, birds, bees, insects, etc).
- ❁ Communication is a common feature for human beings, animals, and even machines (e.g. computers, robots)
- ❁ Human beings use language(s) as a medium to communicate their ideas or emotions to others, which is unique; whereas the animals use vocalizations for group communication
- ❁ **Wagener** points out the uniqueness of human language as, “Human language is distinct from all other known animal form of communication is being compositional. Human language allows speakers to express thoughts in sentences comprising subjects, verbs, and objects recognizing past, present, and future tenses.” (e.g. I kicked the ball)
- ❁ Human language includes written **symbols** (i.e. Words, letters, symbols, etc), **gestures** (i.e. Signs), and **vocal** (i.e. voice)

# Language - Definitions



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- ☀ A large number of definitions have been emerged to define the concept of language - the following few may help us to understand the meaning of 'language':
- ☀ The **Oxford Dictionary** defines language as, “The method of human communication, either spoken or written, consisting of the use of words in an agreed way.”
- ☀ The **Collins Dictionary** refers, “A language is a system of communication which consists of a set of sounds and written symbols which are used by the people of a particular country or region for talking or writing.”
- ☀ **Sapir** explains, “Language is purely human and non-instinctive method of communicating ideas, emotions, and desires by means of voluntarily produced symbols.”
- ☀ **Bertrand Russell** opines, “Language consists of noises made by persons with a view to causing desired actions by other persons.”

# Language - Definitions



- ☀ **John P. Hughes** observes, “Language is a system of arbitrary vocal symbols by which thought is conveyed from one human being to another.”
- ☀ **Trager** describes, “A language is a system of arbitrary vocal symbols by means of which the members a society interact in terms of their total culture.”
- ☀ **Language** is a tool to perform the function of setting other people know the thoughts, ideas or emotions
- ☀ **Language** is to communicate information of some kind or other (i.e. expression of feelings, moods, ideas, information, experience, etc)

# Importance of Language



- ❖ A means of communication among human beings
- ❖ A means of communication between an individual and the society
- ❖ A means of expressing creativity and achieving productivity by human beings
- ❖ Brown points out the importance of language as, “The most sophisticated and versatile means available to human beings for the communication of meaning.”
- ❖ **Malinowski** states that, “Language is the necessary means of communication; it is the one indispensable instrument for creating the ties of the moment without which unified social action is impossible.”



# Six Major Language Families in the World

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- Language family refers to *a group of languages with a common origins*
  - 1) ***Afro-Asiatic*** (i.e. the languages spoken in Africa and Asia)
  - 2) ***Austronesian*** (i.e. the languages spoken in Asia and Oceania)
  - 3) ***Indo-European*** (i.e. the languages spoken in Asia and Europe, and in European settlements in other parts of the world)
  - 4) ***Niger-Congo*** (i.e. the languages spoken in Africa)
  - 5) ***Sino-Tibetan*** (i.e. the languages spoken in Asia)
  - 6) ***Trans-New Guinea*** (i.e. the languages spoken in New Guinea and adjacent islands)

# Major Language Families in India



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- 1) The ***Indo-Aryan Family of Languages*** (such as Hindi, Bangla, Punjabi, Gujarathi, Rajasthani, Kashmiri, Lahnda, Sindhi, Marathi, Oriya, Mythili, Bengali, Assamese, etc)
- 2) The ***Dravidian Family of Languages*** (such as Tamil, Malayalam, Kannada, Telugu, Kolami-Naiki, Parji-Gadaba, Gondi, Konda, Manda-Kui, Kodagu, Toda-Kota, Tulu, etc)
- 3) The ***Austic Family of Languages*** (Austro-Asiatic & Austranesian family - such as Santali, Mundri, Bhumiji, Birhar, Ho, Tri, Korku, Khari, Juang, Savara, etc)
- 4) The ***Tibeto-Burman Family of Languages*** (such as Lepeha, Sikkimese, Garo, Bodo, Manipuri, Naga, etc)
- 5) ***Other Languages*** – many smaller languages that can not fit into any of the above big families of languages (such as Burushaski, Andamanese, etc)

# Scheduled Languages in India



- India is a multi-lingual, multi-religious, multi-cultural country
- People of India speak hundreds of languages apart from many hundreds of dialects (dialect is a form of speech peculiar to a particular region, which is a sub-ordinate variety of language with non-standard vocabulary)
- **Constitution of India** (the VIII Schedule) *recognises* only **22 languages** – viz. *Assamese, Bengali, Bodo, Dogri, Gujarati, Hindi, Kannada, Kashmiri, Konkani, Maithili, Malayalam, Manipuri, Marati, Nepali, Oriya, Punjabi, Sanskrit, Santali, Sindhi, Tamil, Telugu, Urdu*

# Language in Education



- This refers to the *use of spoken and written language* between the teacher and students – *to communicate with each other, engage in teaching-learning process, present academic content, assess learning, display knowledge and skills, and build classroom environment*
- Language and education are closely interrelated as the content of a subject is taught through a medium of language
- Even modern gadgets (e.g. computer, e-platform, robots, etc) cannot pass information to humans without the use of language (i.e. Machine language)


# Mother Tongue: Meaning











- ✦ Refers to an individual's first language or native language
- ✦ Refers to that a child has used the language its from birth – (i.e.) a child is brought up until school age using a particular language at home spoken by his/her mother, father or other family members
- ✦ The Census operation (1971) defines mother tongue as, “The language spoken in childhood by the person's mother to the person. If the mother died in infancy, the language mainly spoken in the person's home in childhood will be the mother tongue. In the case of infants and deaf mutes, the language usually spoken by the mother should be recorded. In case of doubt, the language mainly spoken in the household may be recorded.”

# Advantages of Mother Tongue in Education

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 **Irina Bokova**, the former Director General of UNESCO explained the importance of mother tongue in education as, “Mother tongue in a multilingual approach are essential components of quality education, which is itself the foundation for empowering women and men and their societies.”

-  Makes easier for children to pickup and learn other languages
-  Develops the personal, social and cultural identity of children
-  Helps to develop critical thinking and literary skills among children
-  Enables the children to develop better understanding of the curriculum
-  Skills learnt in mother tongue do not require re-teaching when the child transfers it to a second language
-  Children learn in mother tongue enjoy school more and learn faster
-  Self-esteem will be higher for children learning in mother tongue
-  Increases the parent-child interactions as the parent can assist with homework

# Language Policy in Pre-independent India

- It refers to any decision or principle of action adopted with respect to the usage of language or languages by an organization or individual
- It is basically designed to promote one or more languages and also it specifies the usage of language in different domains like education, administration, media, etc
- It can be either a written clause in the constitution of a country or a language law, or a cabinet document or an administrative regulation
- **Lambart** categorises the world countries with reference to their language policy into
  - a) **Monolingual Countries** (i.e. only one language is considered as official or national language – e.g. China, Japan, etc);
  - b) **Dyadic/Triadic Countries** (i.e. two or three languages are considered as official or national languages – e.g. Switzerland, Canada, Belgium, Afghanistan, etc); and
  - c) **Mosaic/Multilingual Countries** (i.e. More than two/three languages are considered as official or national languages – e.g. India, South Africa, Republic of Congo, etc)

# Need for Language Policy

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- ✓ For official use (e.g. in administration, law, etc)
- ✓ To use at the regional level (i.e. in states)
- ✓ For wider communication (i.e. for mass communication/mass media)
- ✓ For international communication (i.e. as a connecting language with other parts of the world)
- ✓ To use for specific domain (e.g. education)



# Milestones in Language Policy



☀ In the ancient India, *Sanskrit* was used as the medium of instruction

☀ In the medieval India, *Pali* (Buddhist period), *Arabic/Persian* (Muslim period) were used as the medium of instruction

☀ During the British period, *English* was predominantly used as the medium of instruction

☀ **Macaulay's Minutes** (1835), was a landmark in the history of Indian education, which recommended for *English medium* of instruction in India

☀ **Lord Macaulay** wrote to the East India Company reads as, "*We must at present do our best to form a class who may be interpreters between us and the millions whom we govern; a class of persons, Indians in blood and colour, but English in taste, in opinions, in morals, and in intellect.*"

☀ **Wood's Dispatch** (1854) confirmed *English medium* of instruction in India, though the Indian leaders had voiced their opinion for the use of indigenous languages as medium of instruction

☀ During the rise of nationalism in India, the leaders of **India National Congress** urged the government to promote *Hindi* language, written in Devanagari, whereas **Gandhiji** was favouring for *Hindustani* (a combination of Hindi and Urdu) language to maintain unity between Hindus and Muslims

☀ However, the drafting constitution (1948) included Hindi as official language, and on **14<sup>th</sup> September 1949**, the **Constitutional Assembly** declared *Hindi* as the *official language* and Gandhiji's suggestion was not considered

☀ The **Constitutional Assembly** also permitted the use of *English* with Hindi *as official language for 15 years* from the date of promulgation of the constitution

# Language Policy in Post-independent India

- ❖ **Tara Chand Committee (1948):** Emphasised teaching the federal language (Hindi) as a compulsory subject at pre-secondary level
- ❖ **University Education Commission(1948-49):** Recommended for the regional language, the federal language, and English at the higher secondary and university stage; but it did not materialised
- ❖ **Secondary Education Commission (1952-53):**
  - ❖ Mother tongue or regional language as medium of instruction through out the secondary stage
  - ❖ Two languages should be taught at the middle school stage
  - ❖ Hindi & English should be introduced at the end of primary/junior basic stage
  - ❖ At least two languages should be taught at the high and higher secondary stage (out of which one being the mother tongue or regional language, other one can be English/Hindi/other Indian language)
  - ❖ It created some controversy and could not implement it

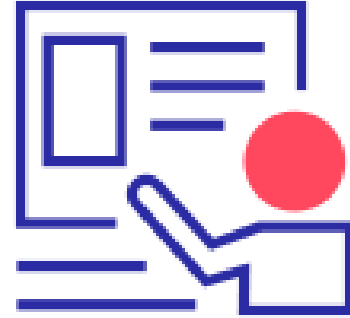


# Central Advisory Board of Education (1956)

- ✓ Mother tongue should be the medium of instruction at the primary level
- ✓ Regional language/mother tongue should be the medium of instruction at the secondary stage
- ✓ Recommended for the study of three languages (what is called “**Three Language Formula**”) at the secondary stage - *Hindi for non-Hindi speaking areas*; and for *Hindi speaking areas another Indian language*; and *English or any other European language, besides the language used as medium of instruction*
- ✓ Difficulties in implementation of Three Language Formula:
- ✓ Majority opposed it being heavy language load
- ✓ Lack of motivation to study additional modern Indian language in Hindi speaking areas
- ✓ Resistance to study Hindi in non-Hindi speaking areas
- ✓ Involvement of heavy cost for teaching the second and third languages for five to six years from class VI-X/XI

# Chief Ministers' Conference & Simplification of

## Three Language Formula (1961)



Every student at the secondary level need to study the following:

1. (a) Mother tongue
  - (b) a regional language
  - (c) or a composite course of mother tongue and a regional language
  - (d) or a composite course of mother tongue and a classical language
2. English or a modern European language
  3. Hindi (for non-Hindi speaking areas) or another modern Indian language (for Hindi speaking areas)
- It did not succeed as there was heavy opposition from people of south India, particularly from Tamil Nadu

# Education Commission (1964-66) & The Modified Three Language Formula

The following three languages were recommended for the students of secondary education:

- (1) Mother tongue or the regional language
- (2) The official language of the union (Hindi) or the associated official language of the union (English) so long as exists; and
- (3) A modern Indian or foreign language not covered under (1) and (2); and other than that used as the medium of instruction
- (4) **Modern Indian Languages:** Assamese, Bengali, Hindi, Tamil, Telugu, Bodo, Manipuri, Khasi, etc
- (5) **Modern Foreign Languages:** Russian, German, French, Spanish, Chinese, Japanese, etc
- (6) **Classical Languages:** Sanskrit, Arabic, Persian, Greek, Latin, etc

# Languages Suggested by Education Commission (1964 - 66)

Class	Stage	For Hindi Speaking States	For Non-Hindi Speaking States
I - III	Lower Primary Stage	1. Mother tongue (or) Regional language	1. Mother tongue (or) Regional language
IV - VII	Higher Primary Stage	1. Mother tongue / Regional language 2. English	1. Mother tongue / Regional language 2. English / Hindi
VIII - X	Lower Secondary Stage	1. Mother tongue / Regional language 2. English 3. Modern foreign language (or) Modern Indian language	1. Mother tongue / Regional language 2. English / Hindi 3. Modern foreign language (or) Modern Indian language
XI - XII	Higher Secondary Stage	1. Modern Indian language (or) Modern foreign language (or) Classical language 2. English	1. Modern Indian language (or) Modern foreign language (or) Classical language 2. English

# Problems in implementation of Modified Three Language Formula

- It considered only the scheduled languages and English, out of the more than 3000 languages recorded in census
- It is a burden for linguistic minority students as they have to study at least four languages
- It dissatisfied both the Hindi speaking and non-Hindi speaking people, as Hindi speaking people wanted Hindi to be given priority and non-Hindi speaking people wanted English to be given priority next to their mother tongue
- The medium of instruction has become triangular controversy between Hindi, English and Regional language

# The Language Commission (1967)



- \* Favoured for regional languages as medium of instruction at the primary and secondary stage
- \* Gradual switching over to regional languages at the degree and post graduate level
- \* **National Policy of Education (1968)**
- \* It accepted regional languages as medium of instruction from primary to university stage
- \* It advised the State governments to follow the three language formula at the secondary stage
- \* Hindi should be developed to maintain the composite culture of India
- \* New methods to be followed to teach Sanskrit
- \* Emphasised to study English and other international languages not only to solve the problem of medium but also to learn scientific and technological terms



# The Language Commission (1967)



## ❖ The Draft National Policy (1979)

❖ It recommended (a) Hindi, (b) English , and (c) a south Indian language for Hindi speaking areas; (a) Regional language, (b) English, and (c) Hindi for non-Hindi speaking areas

❖ It could not be implemented as there were opposition from the non-Hindi speaking areas

## ❖ New Education Policy (1986)

❖ Advised all the state governments to follow the three languages suggested by National Policy of Education, 1968

❖ Emphasised to translate books in different languages

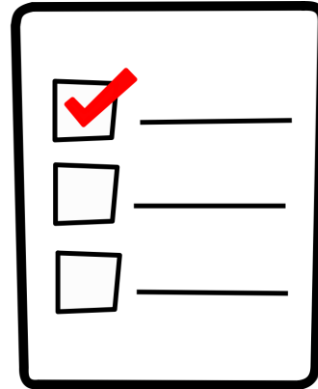
❖ Advised to develop tribal languages to be made as medium of instruction at the primary level in tribal areas



## Conclusion

- ☑ Three Language Formula is successfully implemented in Central Board Schools and also, in majority of the State Board Schools in India. However, it is yet to be totally implemented from Kanyakumari to Kashmir.
- ☑ Mario Pei observes, “Language becomes meaningful when understood by others and the entire community decides to accept it.”
- ☑ Joseph Stalin states, “Language arises and develops with the rise and development of a society. It dies when the society dies. Apart from society there is no language.” He further mentions that “a national community is inconceivable without a common language.”

# Points for Reflection



- ? Do you think language is essential for human beings?
- ? “Language and education are both sides of the same coin.” Justify.
- ? Why do you think that common language is a prerequisite for nation building?
- ? “Learning more language is a boon or bane.” Discuss.
- ? What are your suggestions to protect the endangered languages?



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