



## POSITION OF ENGLISH LANGUAGE IN NEW EDUCATION POLICY

**Veena Jha**

Principal, Chouhan College of Education, Bhopal

**Aneesh Jose**

Ph. D Scholar, Barkatulla University, Bhopal

**Voice of Research**

Volume 4, Issue 4

March 2016

ISSN 2277-7733

**Abstract**

India consists of a multi-society which has welcomed so many languages from abroad as well as encouraged our own on mother tongue also. Most of the states have their own mother tongue as their regional languages. Even though, Hindi is considered as our national language, English language has come up as a connecting link among the people of various states of India. It is essential to study English language in this age of globalization. The common practice all over the world in the modern age is to learn English language to facilitate easy understanding of political, social, cultural and religious issues because it is easier than French, German, Greek and Sanskrit. It has emerged as the most important language of world. English is the language of the British and it is wrong view to hold that it is a language of that country alone. English has evolved to be a language of science and technology. Majority of books for higher studies are written in English. The Indians must not keep their eyes closed in this adventurous period of globalization. India in process of becoming a developed country has to develop the citizens capable of contributing for the development of the nation. It is impossible to educate the citizens of a nation with a foreign language. But curriculum developers can design such textbooks to give good command over English language upto coming generation.

**Keywords:** English, language, NEP

English has been given the first position by United Nation as its official language because of its background, international acclaim of easy access to the people. If you look back in the past, half of the world was under the British imperialism. Those countries coming directly under British rule had by necessity or under compulsion to learn English and the rest either being influenced by the English culture or to keep pace with modern trend had but to opt for learning it. French, German, Greek and definitely Sanskrit are not inferior to English, yet the fact is, English had stood the test to time, from the pragmatic point of view, it should receive a great boost. Infact, English serves as a window to the world. It is known to all that the legacy to English language has left an indelible imprint on the Indian psyche. Hence we can't deal with English just as foreign language. Secondly, the entire spectrum of education and philosophy, science and technology can be better understood through this language.

**Importance of English in India:**

English is the medium for inter- state communications

English became an official language in most of the work locations

English is being spoken in most of the Countries in the world. It will be very helpful for the Indians who travel aboard

Most of the books are being published in English.

English remains a major medium of instruction in schools

Unifying link between Hindi and Non-Hindi speaking people

Rich treasure of literature

Indispensable for scientific and technological studies

International Commercial and economic purposes

**English & Mother Tongue.**

Lot of argument has been put up regarding English as a foreign language. So many people had been come up in order to safe guard their Mother Tongues. It is nothing wrong to protect or give more importance to Mother Tongue. English Language promoters never let down the mother tongue but they are adding additional knowledge in people. It's just like - We can have our meals with single dish and it will be more delicious if we have one more additional dish. So knowledge in English language makes our life more appetizing. It has to be implemented from primary level due to many reasons. It is easy for the children to learn the basic lesson from childhood. It will be difficult for the person to acquire basic information of a new language in later adult hood. So many critics may calculate about over load among children or it can be easy for the children to learn subjects like Mathematics and Science once it is taught in Mother Tongue. But if the work load has been divided in proper proportion it can be solved. The teacher can be bilingual if children face difficult to understand in English. It is the modern world competition and struggle; one should be ready to grasp maximum knowledge from all the levels. Here the importance of English Language occurs.

**Status of English as a language in School Education**

Language planning for school education in India has seen lot of ups and downs and can be seen more as a question of status planning rather than corpus or acquisition planning. The Three language formula emerged as a policy or a strategy after a quarter of a century of debate and deliberations from political and academic perspectives by education advisory bodies and politicians representing national and regional interests. In 1960, The Central Advisory Board on Education (CABE)



took initiative to discuss on language in school education and continued until 1960. Board devised the 'three language formula' in its 23<sup>rd</sup> meeting held in 1956 with a view to removing inequalities among the language of India. It was applicable for Hindi speaking and Non-Hindi speaking states. It was simplified and approved by the conference of Chief Ministers held in 1961. Education Commission between 1964-66 also made concrete recommendations on study of languages at school. The commission's observation on the status and role of English is of importance from the point of view of language planning and the way the language was perceived by policy planners.

The Sixth (1993) and The Seventh (2002) All India school Education Survey explored the number of languages actually taught and the number of languages actually used as media of instruction at different stages of schooling throughout India. It also found the number and percentage of schools teaching particular languages and using specific languages as media of instruction.

Some of the findings of the two surveys are:

Policies	Primary		Upper Primary		Secondary	
	1993	2002	1993	2002	1993	2002
Three- Language Formula Offered	*	*	82.16	90.61	79.54	84.86
Two or more Language offered	34.85	91.95	95.56	90.61	96.65	84.86
Hindi taught as first Language	40.49	59.70	38.25	39.92	30.85	33.08
Hindi taught as second Language	11.97		29.81		31.99	
English taught as First Language	2.09		4.52	9.89	6.57	13.26
English taught as second Language	60.33		55.05		54.12	

\*The Three-language Formula comes into effect from class VI in few.

- In 2002 nearly 91 per cent of schools followed the three – language formula at the upper primary stage and almost 85 percent did so at the secondary stage. An increase in the percentage at schools following the formula can be seen because in 1993 the corresponding figures were 82 per cent and almost 80 per cent respectively.

- In 2002 almost 40 per cent of schools at the upper primary stage and 33 per cent at the secondary stage were teaching Hindi as a first language. These figures show a slight increase compared to 1993 when the comparable figures were 38 per cent and 31 per cent respectively.

These figures indicate that the percentage of schools teaching English as a first language had more or less doubled over a period of ten years, from five per cent and seven per cent respectively. All these surveys clearly highlighted the increase of schools as English first language. In seventh Survey

highlights that 32 to 33 states (Including U.T) English is either first or second language in schools which is higher than our Hindi.

### Recent Updates of New Education Policy on English Language

In the Month of October 2015, Smriti Irani, Honable Union Human Resource Development Minister chaired a meeting of education ministers of all the states of India to discuss the New Education Policy. The ministers of Southern states especially Karnataka and Andhra Pradesh said that there is a need to make the state language of the medium of instruction till Class VI. Besides the southern states, some others have also submitted similar recommendations to the HRD ministry, which is keen on considering and the New Education Policy implemented, all schools- state board , CBSE, ICSE and international – should mandatorily follow it. For 21 years , Karnataka has been fighting a legal battle to implement Kannada as the medium of instruction for Classes I to VI in government schools. In May 2015, The supreme court ruled that parents have rights to decide the medium of instruction for their children, and the government should not interfere in it. A five- judge constitution bench held that imposition of a language by the state government affects the fundamental rights of the parents and the children, who are authorised to decide on their mother tongue

“The right to freedom of speech and expression under Article 19(1) (a) of the constitution includes the freedom of a child to be educated at the primary stage of school in a language of the choice of the child and the state cannot impose controls on such choice just because it thinks that it will be more beneficial for the child if he is taught in the primary stage of school in his mother tongue. We, therefore , hold that a child or on his behalf his parent or guardian, has a right to freedom of choice with regard to the medium of instruction in which he would like to be educated at the primary stage in school. Imposing other restrictions on the freedom of speech and expression will be harmful to the development of the personality of the individual citizens and will not be in the larger interest of the nation.” Justice A. K Patnaik.

The court further held that even a linguistic minority institution cannot be compelled to adopt a particular language as the sole medium of instruction since their right to choice would empower them to take steps in the interests of such minority groups. The court was deciding a bunch of petitions, arising out of a notification by the Karnataka government which sought to make Kannada the sole medium of instruction in primary schools across the state.

### Recommendation to New Education Policy in relation with English Language

In 1986, The National Policy on Education was framed and modified in 1992. After that so many changes have taken place. Now in 2015, The Government of India would like to bring out a National Education Policy to meet the changing dynamics of this generation to give quality education in modern ways. So new education policy also needs to be updated with new ideas as per the demand of the generation. Let us focus on English language and its position in New Education policy

- English should be made as a medium of instruction in all levels. : Many states are highlighting the need to make state language the medium of instruction up to class VI. But it will be very difficult for a child to adopt his/her classes in VII.
- English should be first language in the schools from class First onwards.
- All the schools should be under One Umbrella regarding the scheme of Medium of instruction as English. So that term English Medium abolish. This will bring social balance in the society that poor and rich children will be admitted in the school where medium of instruction is English.
- Primary teachers have to be bilingual so that they can prepare the children for upper primary.
- Teacher- education area should construct such a curriculum so that sufficient teachers who can teach in English.
- Proper and systematic ways of contents or material have to be developed. Now day's material development has been commercialised to the extent that India now has thousands of publishers who publish English language textbooks. A systematic way of planning in textbooks by NCERT is compulsory for all the boards from class I to XII.
- Government should highlight criteria in regarding the work load of students especially regarding home works. It should be focused in classroom interaction. Children need to feel the language in the air in school because, for the vast majority of children. English is not available outside school. The creation of such an enabling environment has to be encouraged through activities in and outside school.
- It is compulsory to have the case study of each child which enables the teacher to know the background of the children.
- Schools should be developed as multimedia schools both the content subjects and the language are taught and learnt well in a complementary and supplementary manner
- Proper inspection should be done in all the schools without any prior intimation at least once in a year. As per the result, grading should be given.

- Schools must have language labs so that proper training on language can be given from primary level onwards

English Language policy in India has adapted itself to the changing demands and aspirations of people over the period of time from 1947 to the present. It underwent so many changes yet having been granted 'associate official language' status (through it is still not a language listed in the eighth schedule of the Indian constitution). But English continued to dominate in all the levels of education. There is also a general perception that children learning through English Medium have advantage over others while entering the world of work.

### Conclusion

Modern age, it must be remembered has an international or cosmopolitan out- look. We have to evolve an international cosmopolitan culture, a wider and broader horizon of human civilization. For adapting ourselves to the changed world- picture and international urge, we must have a cosmic vision of life. We should not have any narrow prejudice in the context of learning foreign languages. This brief discussion shows of the language policy in India and tells us how the apprehension about the dominance of English (as a colonial language which signifies the master's language) has been naturally alleviated by the role which the language has attained. This is in spite of the efforts to contain its spread. Today, everyone wants to command over the language.

### References

- Agarwal S.P 1993. Commissions and Committees in India, Volume V.
- Annual Report 1961-62. New Delhi: Ministry of Education
- Department of Education (2000) Sarya Shiksha Abhiyan: A programme for Universal Elementary Education
- Graddol D , 2010. English Next India. New Delhi
- National Policy of Education 1986 as modified in 1992
- NCERT. 1993 . Sixth All India School Education Survey, New Delhi.
- NCERT. 2002. Seventh All India School Education Survey, New Delhi.
- NCF 2005
- News Paper Review. Times of India.
- News Paper Review. The Indian Express.
- Secondary Education Commission (1952)
- Teacher Education for Curriculum Renewal, NCF: 2005
- The report of the Education Commission of 1964-66 (Kothari Commission)
- UGC website: [www.ugc.ac.in](http://www.ugc.ac.in)
- Verdicts of Honourable Supreme Court