



Education in Mother Language and Three Language Formula: an Overview

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Abstract: The India is a multilingual country and many states are speaking their unique language and have one dominant language there in region. Language is an integral feature of educational practice in classrooms and learner and instructor speak and interact via language. Mother language plays an important role in a child's identity and self-esteem. Mahatma Gandhi had also recommended that mother Language should be the medium of instruction in schools. He believed that the dialects of various states in India were rich in expression and idioms. He approved of the scholars devoting themselves to the learning of foreign languages to ultimately enrich the Indian languages. The student whose mother language is a minority language teaches his mother language as a subject but learns the rest of the curricula through the dominant regional language or English. Bilingual education is a very much prevalent in medium of instruction in central schools all over India and it's felt that instruction in central schools is better than that in regular schools. The Three Language Formula was recommended by many educational commission and policy. A vast segment of the Indian student population received their education in a language other than their mother tongue. This may either be because of choice or necessity. The access to schools has increased and enrolment rates are improving, but the dropout rates are still alarmingly high.

Index Terms-Keywords: Mother Language, Bilingual Language, Multilingual Language, Three Language Formula, Globalization,

I. INTRODUCTION

India is a multilingual country, and its multilingualism is complex. Many States are speaking their unique language in India and have one dominant language therein region. The India has numbers of Individual mother languages. Census of 1961 showed that 1,652 mother tongues exist in India. The figure may vary because of the variety of reasons. This number will be reduced to 200 by eliminating those which are actually similar mother tongues but have different names of all the languages spoken within the country, only 15 languages are recognized because the major ones by the VIII Schedule of the Constitution. Only these languages receive funding from the Central Government for language maintenance. Out of all the

languages in India, 58 find place in school curriculum and 47 are used because the medium of instruction in schools. There are 34 literary languages out of which 14 are neo-literary as they have been cultivated only recently (Chaturvedi and Singh, 1981). Throughout the country, the press uses about 87 languages. Many ancient languages have already vanished in our country. The various languages spoken in India belong to four different families namely Indo-Aryan, Dravidian, Sino-Tibetan and Austro-Asiatic. The Official Languages Act of 1967 provided to be used of Hindi because the language of communication between the Centre and the Hindi speaking States and use of English as communicative language between the Centre and non-Hindi speaking States. No single mother language emerges as the dominant numeric majority language of India. Even Urdu and Hindi which is used the most by large groups in India, is spoken and understood by only 45 percentage of the population.

II. EDUCATION AND MOTHER LANGUAGE:

Language is a fundamental element of educational practice in classrooms. Teachers and students interacting through language and it plays vital role of pupil's identity and self-respect. It is the greatest cementing force of unity and integration. In the context of formal education, mother language is normally used to refer to the language the kid learns first and usually speaks the best. Education policy-makers in countries with multiple languages have a dilemma regarding the choice of language to be used as instruction in schools. In India, the dilemma is whether to choose English as the language of instruction from grade one or start with the mother language instruction, and translation to English as the language of teaching at higher education.

III. STEPS OF MOTHER LANGUAGE LEARNING:

That mother language is the most clear and easy way to transfer for the information. Achievement in learning a foreign language is a dependent on a particular degree of maturity in the native language. The child would be able to transfer to the new language, the meanings he already possesses in his own, Oral command of the language, shifting it to written form of language and Expression of it in the form of thoughts and concepts Mahatma Gandhi had also recommended that mother language should be the medium of instruction in schools because mother language can acquaint the child with the social heritage, aspirations, ideas and ethical and moral values of the nation. He believed that the dialects of various States in India were rich in expression and idioms. He approved of the scholars devoting themselves to the learning of foreign languages to ultimately enrich the Indian languages. To reject a child's language is equal to rejecting a child. If we admit that basic education is the right of every child, we must also admit that the medium of instruction is also the right of every child. The students at school should be given the opportunity to master their mother language as well as the majority language spoken in the country. The main function of the mother language is association between the school and home language. A person being multilingual in a country is a considerable advantage to society in many ways.

IV. BILINGUAL AND MULTILINGUAL EDUCATION:

Bilingualism and multilingualism is considered as a uniform phenomenon throughout the world. But at one extreme, there are countries which predominantly follow monolingual policies. Some available data

indicates there are many bilingual and multilingual individuals in the world than there are monolinguals. In addition, more children throughout the globe has been, and continue to be educated via a second or later acquired language at least for some portion of their formal education than the number of children educated via their mother tongue. India is a multilingual, multicultural, multi-ethnic and multi-religious country. Issues on medium of instruction are vital in India, particularly in debates around the choice of English versus the regional language and also in relation to mother language education for minorities. Like mother tongues, both official and unofficial, the languages of learning and teaching in school may be multiple, including official and unofficial media of the instruction. Bilingual education is defined as the use of two languages as the medium of instruction for students at school as a part of their school curriculum. If so, a good part of Indian educational system involves bilingual education.

The monolingual pattern is followed only in a few schools in India. Two types of bilingual pattern are found in India. Sequential bilingual education- in this type of instruction, the students study all the subjects through their mother language or the regional language of their area up to a particular grade and afterward switch to a different medium for the rest of their education. The students study one subject through one language and other subjects through a second language during their curriculum.

The student whose mother language is a minority language teaches his mother language as a subject but learns the rest of the curricula through the dominant regional language or English. Bilingual education is a very much prevalent in medium of instruction in central schools all over India and it's felt that instruction in central schools is better than that in regular schools. The pupils of transferable Union government employees attend these schools. English and Hindi are the two languages used as medium of instruction in all Central schools irrespective of their location. Subjects such as Geography, History, and Civics are taught in Hindi. Science, Mathematics, etc. are taught in English. An important drawback of this program is that children from non-Hindi backgrounds do not study their mother language at all. Hindi is more or less imposed upon all those children whose parents hold transferable jobs. Any attempts for language planning efforts in India must start with the unique nature of multilingualism in the country. It's necessary to keep in mind the number of languages the country has, the geographical distribution of the speakers and their socio-cultural functions. An important issue in a multilingual setting is the choice of medium through which primary education is to be achieved. There are different claims on the issue of the medium of primary education.

- Primary education is more successfully achieved when taught in the mother language.
- Primary education is most successfully achieved within the language of wider communication.

V. STEPS OF MULTILINGUAL EDUCATION:

The UNESCO is a developing variety of initiatives for the promotion of mother language, bilingual and multilingual education. According to the UNESCO, Multilingual education programmes should take place in the following 4 stages.

- Learning should take place entirely in the child's home language or his/her mother tongue.
- Hard work should be taken to build fluency in the mother language and second language should be introduced at this stage.

- Hard work should be made to build oral fluency in the second language and introduction of literacy in this language should also be done in this stage.
- Both the mother tongue, and second language should be used for a life-long learning Multilingual education of this type emphasizes the use of first language first and then bridge to the second language.

VI. THREE LANGUAGE FORMULAS:

India is diverse in its culture, language, religion, ethnicity, tradition etc. Existence and maintenance of diversity has always been a part of Indian tradition and culture. In spite of all the diversity, she has been culturally and linguistically united. This has been so despite several invasions and long colonial rule of the British Empire that English was imposed in the country through formal education. Migrations from different parts of the country did not affect adversely the maintenance of their languages. On contrary, these languages spread by reciprocal interactions with the local languages and gave birth to new languages. This further enriched India's multilingual base. When India became independent, debates regarding medium of instruction in the national school system had to be confronted by the Indian National Congress in 1947. Meeting the demands of the major linguistic groups and at the same time forging a national character through a common language was a significant challenge for the young nation. From the point of view of education, it was important to recognize the following typology of languages in India like: Classical languages, Regional languages, Mother tongues and other regional languages, English and Hindi. In order to accommodate the above languages, the Three Language Formula was recommended. The Three Language Formula was recommended by the All India Council for Education in 1956. The 1986 NEP After several modifications, the TLF was codified. The Education Commission or the Kothari Commission also recommended this new formula for education in schools. The program was endorsed by the NPE and again by the Program of Action, 1992. The pointed controversies relating to the role of different languages in formal education, a broad consensus was achieved with the formula which provided a basis of policy for a minimum requirement of language proficiency in school education. The formula expected a student to acquire sufficient control over three languages by the time he/she completes her schooling. The Three Language Formula recommended the following:

- Regional language as compulsory teaching language for five years.
- Hindi should be taught in both Hindi areas as well as non-Hindi areas for three years.
- English should be used as third language from that year onwards.

There was a major disparity in the implementation of TLF between the north and south of India. This was due to the kind of languages taught under this formula. In the Dravidian south, the three languages taught were regional language of that state, English and Hindi. The three languages belonged to three distinct linguistic groups and had different scripts. In the Hindi-belt of northern India, the languages imparted were mostly Hindi, Urdu, English and Sanskrit. Sanskrit and Hindi had the same script. Hindi and Urdu, and Hindi, and Sanskrit possessed a great amount of common vocabulary and common morphological syntactic features. So, the Southern States had to work more as the three languages they had to study belonged to three different groups. Many States did not implement TLF in its true spirit. Some of the States

implemented it only for two or three years. Eventually this formula got modified making Hindi no longer Compulsory for non-Hindi areas and English taught in place of Hindi. Later English became the most common second language in all the states in India.

VII. CONCLUSION:

The children's are getting education by mother languages. This may either be because of choice or necessity. The many studies have shown that if children are given the chance to develop their mother language skills from preschool age, their academic performance at school in the later years will be better. The children get early education in the language of their home can develop stronger literacy abilities in their school language. They would gain practice in processing language and would be able to compare and contrast the ways in which the two languages organize reality. Article 350 of the Constitution says that every State in India should provide adequate facilities for instruction in the mother language at the primary stage of education to children belonging to the linguistic minority groups. The children are dependent on their parents and school staffs towards the question of mother language studies. It is important to build a positive climate between the home and the school. There is a general lack of awareness among large section of parents on importance of mother tongue-based schooling. Such parents need to be guided so that they would take interest in helping their child learn his or her mother tongue.

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