

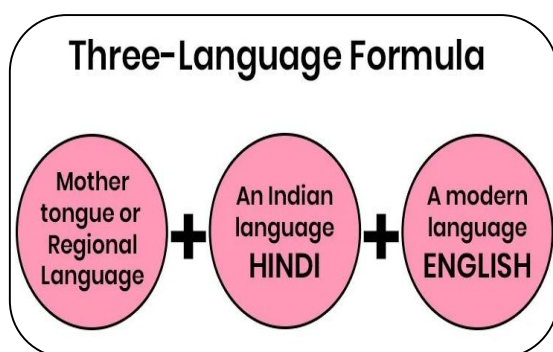
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THREE LANGUAGE FORMULAS IN INDIA

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ABSTRACT:

The language debate in education in the formative years of India's independence not only brought in awareness among the stakeholders of education, it also enabled the policy makers to fully attempt to realize the Constitutional vision of equality of opportunity, linguistic rights of every linguistic and ethnic community and moving towards the goal of achieving universal access to education. The main objective of the paper is to examine the Three

Language Formula in India. Paper concludes that multilingual nature of Indian society is going to become bilingual. Only Hindi and English languages are becoming widely speaking languages than others.

KEYWORDS: policy makers , equality of opportunity, linguistic rights.

INTRODUCTION

The Three-language formula is a formula of language learning formulated by the Union Education Ministry of the Government of India in consultation with the states. The formula was enunciated in the 1968 National Policy Resolution.

It provides that children in the Hindi-speaking states are to be taught two languages, namely Hindi and English .The children in non-Hindi-speaking states are to be taught the local language, English and Hindi.

MAHARASHTRA

The Director of Education told the sub-Committee that all the students were given primary education (from Classes I to V) only in mother tongue. Three Language Formula is strictly implemented from Classes VIII to Class X. For the students whose mother tongue is Marathi, Three Language Formula in the Marathi medium schools is as under:

First Language : Marathi (Regional)
Second Language : Hindi (National)

Third Language : English

When India attained freedom in 1947, many educationists, including Mahatma Gandhi, firmly held that English should be retained, its role should be redefined and it should be studied. This found root in the fact that –

- 1) **English is a living language** – It is growing, developing and assimilating words from other languages.
- 2) **English is an International and Intra-Continental language** – It is a world language essential for establishing intellectual, political, commercial and cultural ties with the rest of the world and therefore serves as the link language.
- 3) **It is a window to the world** – As the world is advancing by leaps and bounds, the English knower has ample opportunities and facilities to expand his perspectives.
- 4) **It is a library language** – In this age of knowledge explosion, it is a living stream that is rich and growing in humanistic, scientific and technical knowledge.
- 5) **English is the language of commerce and commission** – All international and intra-continental trade contracts, agreements, legal documents, reports of commissions are recorded in English. For India, it is an associate official language of the country.

Thus the importance of the English language cannot be over-emphasised as its study has now become not only desirable but necessary too.

ROLE OF ENGLISH LANGUAGE IN INDIA

The chief function of the English language is communication. Therefore the functional role means the communicative role of the language. It is useful for expressing one's thoughts and dreams, aspirations and disappointments, agreements and disagreements and feelings. It is used for social interactions i.e. to cooperate, assimilate, conflict, compete, adjust oneself, attitudes and values in one's personality.

English is a flexible vehicle of thought. It gives power to reason and to judge with critical balance and equity. It is an international and intra-continental link language. All these factors makes English an effective language for communication.

The cultural role of English language might have different connotations - of these, the integrative role of the language is considered. English has been vital in bringing about the unity of the country and helping the growth of nationalism in India. Thus English has played a major role in the attainment of independence. A sense of oneness of the world is in progress. All living nations must move with the times and respond to the challenges of the surrounding. They should become a part and parcel of the world culture. For this, English serves as a unifying link. It can serve as the language of international counsel.

Literature of language refers to the writings that achieved distinction through the beauty of their expression or thought or both.

LANGUAGE FORMULA IN SCHOOL CURRICULUM

When India attained freedom in 1947, a few radicals demanded that the use of English should be restricted to the administration level and educational system but others had a more rational viewpoint and firmly held that English should be retained, its role should be redefined and it should be studied.

In the present day, English has become stronger but it is not yet the Lingua Franca of India as it is a foreign language and not deeply rooted in Indian Soil. This linguistic tangle has been resolved by accepting the 3-language formula which recommends compulsory studying of 3

languages, including English. English was earlier introduced in the 5th Std but now is being taught right from the 1st Std.

In English medium schools, English is taught as the 1st language and used as the medium of instruction for all subjects. The 2nd language is Hindi and the 3rd the mother tongue.

In non-English medium schools, the mother tongue is the 1st language and the medium of instruction for all subjects, Hindi is the 2nd and English the 3rd language.

20% of curriculum time is devoted to the teaching-learning of English and it is compulsory to pass English to clear the SSC exam.

1st language – 6 periods per week

3rd language – 8 to 9 periods per week

Thus a good working knowledge of English has become the general and chief objective at the school level as it is an international language.

OBJECTIVES OF TEACHING ENGLISH AS A 1ST LANGUAGE.

Where English is practiced as the 1st Language, the aim is not just language development or the LSRW skills but also literary development and appreciation for the language is stressed upon.

- 1) To enable the pupils to acquire knowledge of the basic structure of the language (grammar & idiom), enrich their vocabulary and develop the ability of word-building.
- 2) Develop listening comprehension.
- 3) Develop reading skills appropriate for understanding literary texts as well as acquire the skills of reading aloud with proper articulation and intonation.
- 4) Acquire the ability to make notes or prepare reports of conversations, interviews, radio talks, etc.
- 5) Develop oral skills to answer questions and narrate incidents and experiences, take part in discussions and express ideas and feelings correctly, clearly and coherently.
- 6) Develop the skills of writing letters, stories, essays and dialogues.
- 7) Get acquainted with the important works of great writers and poets.
- 8) Develop the ability to use the language for the development of personality, the building of character and participation in social life.
- 9) Enjoy and appreciate the language and its literature.

OBJECTIVES OF TEACHING ENGLISH AS 3RD LANGUAGE.

Where English is practiced as the 3rd language there is more emphasis on Language development i.e. the LSRW skills rather than literary development which is only a by-product or a later focus.

- 1) **To understand English when spoken** as in listening, the learner pays conscious attention and tries to imitate and learns the language quickly and more efficiently. 3 subskills are focused on –
 - a. Identifying the gist i.e. skimming
 - b. Listening for specific details. i.e. scanning.
 - c. Identifying emotional and attitudinal tone of the speaker.
- 2) **To speak English** – Speaking is the ability of providing proper auditory messages fluently. It is the most important skill as it facilitates the other linguistic skills.

The learner uses content with expression, constructs sentences and combines them with proper intonation, rhythm, stress, etc.

- 3) **To understand written or printed English** – Reading is a complex activity that opens the door to a world of knowledge. It focuses on the sub-skills of recognizing written symbols, chunking

letters into meaningful groups, linking graphical symbols to proper English sounds and assigning meaning to them.

Thus Reading is a mechanical as well as mental activity.

- 4) **To write English** – This objective is to enable the learner to present the English utterances one has in mind and put down graphic symbols representing the language, at a speed faster than that of drawing the conventional symbols of the writing system.

Once the above skills are mastered then English as a 3rd language moves on to develop the skills of knowledge, comprehension and understanding, followed by interest and appreciation for the language.

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