



A study on language and views of various commissions

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Abstract

India is home to diverse cultures, lifestyles, codes of conduct and languages. The number of speakers of different languages in the country has presented a burning problem before the country as to adopt which language as the medium of instruction. Even after recognising fourteen languages in the Constitution of India, no solution has been presented. The traits that we earned due to slavery to the British are also at its root. This can be inferred from the statement of Lord Macaulay who said that the books of European literature that can be kept in one shelf of a library cupboard are more valuable than the whole Arabian or Indian literature, so the European culture should be propagated by the medium of English by which the Indians despite their native dress and physique should be physically foreign. This statement of Lord Macaulay is quite applicable, because while taking mother tongue as the medium of instruction, a child has also to study English forcibly, and this trend is based in getting employment. It seems that the Indian civilization remains incomplete without having studied English.

Keywords: language, commission

Introduction

The Constitution of India says in its Article 351 that it shall be the duty of the union to propagate and develop Hindi language so that it can be made the medium of expression of social and cultural components, and without interfering in its personality, the words from other languages mentioned in the eighth schedule be drawn in order to enrich it. The languages included in the eighth schedule are Assamese, Oriya, Urdu, Kannada, Kashmiri, Gujarati, Tamil, Telugu, Punjabi, Marathi, Malayalam, Sanskrit, Nepali, Sindhi and Hindi among others.

Review of Literature

Zehra Akbari (2015); in the 20th and 21st centuries, the language English had become a most important and essential part of the education system in schools of Iran. Although several efforts had been made by the system, but still it was found that result was not very fruitful and not up to the expectations of the authorities' expectations. The culture of speaking English, process of teaching and learning it is not so much impressive in Iran although it was considered as a second language.

N Kutlay (2013) investigated the conceptions held by the teachers of English language. The study was conducted on the teachers of a state funded college in Turkey. The point of the examination was to indicate the level of research commitment of educators by either perusing or directing exploration. A poll was led for the 52 teachers of English and information was gathered from the examination. A subgroup of educators was additionally welcomed to interviews with the goal that reactions of the teachers given in survey session can be evaluated. The outcomes demonstrated that educators assessed the examples that are perfect with logical research worldview

as research and it was likewise discovered that they demonstrate a low level in commitment in inquire about.

Md. A Mumeneen (2011) studied that when we talk about any language it was very important that how we pronounced the words in that language. It all depended on the language proficiency and also on the oral communicative English. In case of English language it is very important and correct pronunciation of the words is actually the part of English language. It was suggested by Hayati, 2008 that correct pronunciation in English language is most significant aspect of both teaching as well as learning of English. Maniruzzaman in 2008 revealed that articulation barely gets adequate significance in educating and in addition learning English at any level in Bangladesh (2008). The real issue in English learning is that understudies get next to no time and alternative to get fantastic charge over it. As an outcome, understudies get little chance to rehearse English. The present examination was directed with the mean to recognize the issues looked by educators amid instructing of English and deterrents in learning of English. It was additionally endeavored to check the level of English training and educating/learning elocution at the undergrad level of English offices in private and state funded colleges in Bangladesh.

AJ Muhamad (2010) suggested that English language is a second language. This language was accepted by the number of people belonging to different culture, religions and caste. That's why a classroom where English was taught, it facilitated a multicultural environment for the learner. Now it became the prime duty of teacher that how he will manage the class, the teacher had to try to cope with different situation arising due to the monitor how a teacher teaches in a multicultural classroom. The study was primarily aimed with understanding attitudes towards multiculturalism, and what

strategies the teachers used for advancing and upgrading effective multicultural associations. Instructors ought to have the capacity to grab this chance to cultivate resilience and comprehension in classrooms because they dealt with the diverse cultural backgrounds under a single floor.

Mudaliar Commission

According to the Mudaliar Commission, generally it is accepted that the medium of mother tongue is the most suitable which should be brought into practice right from the beginning of a child's education. The Mudaliar Commission talked of two languages, one mother tongue and the other English or Hindi. The regions where Hindi is the mother tongue should have English, and the other regional languages are taught should have Hindi. That is:

- Hindi (for non-Hindi areas).
- Primary English (for those who have studied it at pre-secondary level).
- Higher English (for those who have studied it at secondary level).
- A modern Indian language (in addition to Hindi).
- A modern foreign language (other than English).
- A classical language.

This recommendation wanted to reduce the burden on students, but this formula was not accepted by the Central Advisory Board, and the three-language formula was formulated. The Mudaliar Commission accepted mother tongue as the medium of instruction and it was put into force as well. As has been said in Article 351 of the Constitution, provisions for Hindi were made for the beginning which should be developed. Article 343 speaks of development of Hindi and it provided for any such methods which the union could enforce for instruction by the medium of English or the use of Arabic number in Devnagri, etc.

This explains that the constitution-makers had doubted the capability of mother tongue or other regional languages and had imagined to impose English yet again, so the period of English was extended by an act in 1964. The government has only shown its staunchness in these issues. Only the President has been vested with such rights as to issue proclamations from time to time for giving encouragement for the propagation of Hindi.

Emotional Integration Committee

From time to time different committees too have talked of adopting the three-language formula in national interest. In 1961, the Emotional Integration Committee supported this formula and said that three languages should be taught up to secondary level and the English be taken as the link language at the university level and English be taken as the medium of instruction in non-Hindi areas until the regional languages have become capable. In the same manner, the National Integration Committee has supported the above facts laying emphasis on the preparation of bilingual vocabularies.

When we compare our language problem with other countries, we find that our problems are less numerous than theirs. It is compulsory in Switzerland to study any three languages out of German, French, Italian and Roman. In Russia there are 180 types of dialects and languages and the medium of instruction

there are the state language and mother tongue. In the same manner, in Egypt, two foreign languages are compulsory along with the mother tongue. And in Germany, one foreign language is compulsory along with mother tongue. These are the countries which have progressed so well and have not allowed the language problem to surface.

Kothari Commission

The Kothari Commission has made effort to solve the language problem. This commission adopted the three-language formula:

- Mother tongue or regional language,
- State language or national language Hindi,
- A modern Indian language or foreign language (other than English) in which Russian should be given prominence.

The commission has recommended to teach these languages at the following levels:

- Lower primary stage: one language (mother tongue or regional language),
- Higher primary stage: two languages (mother tongue or regional language), Hindi or English,
- Lower secondary stage: three languages (mother tongue, Hindi at higher level, English at both higher and lower levels).

The above formula should be enforced in non-Hindi areas, and the following types of languages should be taught in Hindi areas.

- Mother tongue or regional language,
- English or Hindi,
- Any foreign language other than English in which Russian should be given prominence,
- A classical language other than the above (Sanskrit, Arabian, Persian, Latin) can also be studied.

Conclusion

Explaining the purpose of studying languages, the Mudaliar Commission has said that language is the medium of instruction. The commission has taken the support of the Constitution in order to give Hindi the status of link language. Education is related with the life, culture and integration of the country. This is quite different from politics, but the way the political leaders are misusing education for their selfish motives or the way they are forcing their decisions on the people, it is doubted that the leaders have no concern for the national interests, and their only motive is to remain stuck to the power. The medium of instruction in states should be the regional language. The progress of regional languages will empower Hindi and Hindi would be more successful as a link language. The administration of the states should be conducted in regional languages, only then the regional languages can be appropriately developed in all states. The link language can be Hindi only. 40% of the population is Hindi-speaking, and this fact is known by all including the non-Hindi speakers. In fact, most of the people in non-Hindi states also have working knowledge of Hindi. Thus, about 70% people know Hindi. The people in south and Bengal oppose Hindi more for political reasons. This thing has been told to me by many south Indians in their informal

discussions. They oppose Hindi because of getting better opportunities of employment in north India and Government of India. The Hindi-speakers are inferior and do not want to learn regional languages, and therefore are afraid of the 'language-struggle'.

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