

UNIVERSITY GRANTS COMMISSION**English****Code:30****English in India: History, Evolution and Future****Contents**

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Historical Background

The history of the English language in India dates back to the arrival of the British. However, they did not concentrate their attention on the education (Teaching and learning of English) from the very beginning. Their first attention was trade.

The British traders became the rulers of India. The Missionaries started schools and English was one of the subjects being taught. Gradually, the teaching of English developed. In order to win over the people, the British decided to open educational institutions. Such education helped them to create new office worker such as a clerk in offices, so they developed such educational institutions in Calcutta, Madras, and Bombay. They also opened Banaras Sanskrit College. Though there were institutions of classical learning. Provision was made for the teaching of English also. Such was the early beginning of the English in India.

In 1813 the charter of the East India Company was renewed, and an educational clause was added to it. Through this clause the Governor-General must devote not less than 1, 00,000 rupees annually to the education of Indians.

The clause was written as under:

“ that a sum of not less than one lack of rupees in each year shall be set apart and applied to the revival and improvement of literature and the encouragement of the learned natives of India, and for the introduction and promotion of knowledge of the sciences among the inhabitants of the British territories in India” (Aslam 6).

This clause was the foundation of English education in India. The clause clearly mentioned that the money would be spent on promoting „literature” (by which they meant English literature) and for „encouragement of learned natives of India”. Which means it would be spent on promoting English literature only and then implementing the charter Act of 1813, a General Committee of Public Instruction was set up in Calcutta. The committee started its work with an Orientalist policy, rather than a western oriented one, in this committee the majority of the members were Indians. During this period, there was an increasing demand for the teaching of English. To meet this demand Raja Ram Mohan Roy and others established the Hindu College in 1817. Soon the missionaries too opened few colleges and schools.

In 1823 the General Committee of Public Instruction was set up. And in 1834 Macaulay was invited to preside over the committee. He strongly recommended that the spread of western learning could only be possible through the medium of the English language. The view was welcomed by all the members. Woods Dispatch (1854) which is often described as the Magna Carta of English education in India confirmed the opinion of Macaulay. In the year 1824 Raja Ram Mohan Roy wrote a letter to Viceroy Lord Amherst. In that letter Roy request them or demanding that please introduce the English to Indian people then they will refer the British literature.

In the year 1817 Merole first started English and he first established the Hindu College in Calcutta. This time Western literature, European literature and classical English literature were started for teaching, and there was included two other languages which were translated in English, it was Latin and Greek language.

In 1831 English teaching was first started by the Kings College London University. In the colleges and university first time Greek, Latin, Mathematics and theology these subjects were taught. In the year 1894, Oxford introduced

English literature as a subject of study, only at the end of the 19th century Indian people had already accepted that English literature as a subject study.

During the British period, education was a source and a path on which British Government would use educated Indian persons to run the British administrative machinery smoothly. Vocationalisation of education and establishment of professional colleges could not come under the provision of educational institutions. Mass education was totally neglected. Lord

Macaulay was against the spread of Indian culture through education on the contrary, he wanted a class of persons- Indians in blood and colour, but English in tastes – in opinions, in moral and in intellect. His narrow-minded views were accepted by British rulers on the ground that it would save British revenue. The controversy of the time gave rise to westernization of Indian education and Indianisation of Indian education was thrown away. In a few days the schools and colleges increased by leaps and bounds. In them English was given a predominant position and the vernaculars (native language) began to be neglected. Then Indian education commission (1882) expressed its dissatisfaction at the exclusive use of English as the medium of instruction and education. The Indian universities Commission (1902) also raised its voice against the neglect of vernaculars. However, the Calcutta University commission (1917) tried to adjust the claims of both English and vernaculars, by giving them different fields.

The dominance of English given by Macaulay continued till the independence of India. After the independence, the position of English in India underwent a change. Meanwhile, a new angle was given to education from two sources of different character. One was from the Christian missionaries and the other from a “semi-rationalist” movement. The Christian missionaries had started their educational activities as early as 1542, upon the arrival of St. Francis Xavier. Afterwards, the movement spread throughout the land and exercised a lasting influence on Indian education. It gave a new direction to elementary education through the introduction of instruction at regular and fixed hours, a broad curriculum, and a clear-cut class system. By printing books in different vernacular languages, the missionaries stimulated the development of Indian languages. The study of vernaculars went hand in hand with the teaching of western subjects through the medium of English, known in India as „English education“.

Lord Macaulay, who in his famous minutes clearly favoured the western education in India through the medium of English, according to him English must be taught in the Indian schools. He said, “English stands pre-eminent even among the languages of the west--whoever knows that language has ready access to all the vast intellectual wealth which all the wisest nations of the earth have created and hoarded in the course of ninety generations” (Ibid 7).

After its many minutes, dispatches and commissions - for instance Lord Auckland's Minutes of 1839, Wood's Dispatch of 1854, and Hunter Commission of 1882 had suggested different changes to make English education in India a permanent feature of instruction in the Indian educational institutions.

Macaulay's Educational plan about India: -

Lord Macaulay came in India in June 1834. He was appointed as a legal advisor to the council of Governor General. At that time William Bentinck was Governor General of India. Macaulay was in favour of Education and especially in favour of English education. He rejected the Orientalists' argument and made a minute in which he supported the English education, and made a request to the government for spreading western learning through the medium of English. Lord Bentinck also accepted his recommendation and sanctioned it officially.

Macaulay's arguments were in favour of English. He interpreted the word „Literature“ in his own fashion, and rejected the claims of Arabic and Sanskrit as against, because he considered that English was better than Arabic and Sanskrit. He also expected that the learned natives of India could be interested to study the philosophy of Locke or poetry of Milton.

After this minute of Macaulay, East India Company opened many schools and colleges under their control, and this was the foundation of the English system of education in India. The Governor General also declared that a sum of one lakh of rupees, per year shall pay for the improvement of literature and encouragement of the learned natives of India. This way for the first-time official money was allotted to expand the education of the Indians.

In short Macaulay was in favour of western learning through the medium of the English language. He permitted the missionaries to open the English schools in India. He also made a provision that English should be a compulsory subject at the middle school level, both in Missionaries and Orientalists schools.

Evolution in the Pre-Independence Period

Bentinck's Resolution of 1835

Lord Bentinck Governor General of British India declared his resolutions on March 7, 1835 to solve the above-mentioned controversy.

1. The main aim of the British Government is to promote Western science and literature, therefore, amount released for this purpose will be expended for that purpose only.
2. The institution of Oriental learning should neither be boycotted nor stopped. The teachers of these institutions shall receive the salary as usual and scholarships will be granted to deserving candidates.
3. Henceforth the printing and publication of the books in Oriental learning shall not be taken up as sufficient expenditure has been done on these items.
4. The amount thus saved will be expended for the promotion of the English language as the medium of instruction. English literature and Western science will have its due share in education. (Pawar 21).

Though Lord Bentinck was a British officer, he abolished many tyrannic traditions in India. He was in favour of English education; he achieved much popularity among Indians by the abolition of sati tradition and he was much supported for his views by the social workers like Raja Ram Mohan Roy and other persons in favour of English education. Lord Bentinck as a Governor General of British India was much interested to find a solution to the controversy of Orientalists vs. Missionaries. Unfortunately, both Macaulay and Lord Bentinck could not end the Orientalists and Missionaries dispute.

Their success was temporary and its end was in the resolution and strong opposition by Orientalists. Lord Bentinck had to resign and Lord Auckland took over immediately as Governor General of India and after 4 years deep study proclaimed his resolution in the following manner:

1. The institutions of oriental learning should be carried on as usual and previous financial assistance should be given to these institutions as it was given before the resolution of Lord Bentinck.
2. After making necessary arrangements of oriental learning, the institutions oriental learning can make provision of starting classes for English education.
3. Out of the students learning at oriental learning institutions, a provision of 1/4 scholarships to these students can be made.

4. Definite amount on the publication of books in oriental learning be set aside for this purpose.
5. The deserving teachers should get ACL equate salary for their service. (Ibid 22).

Wood's Dispatch 1854: -

Wood's Dispatch on education is the foundation of Indian Education system. British Government faced various problems related to the education system of India. In 1853, Charles Wood was the president of board of council in India, In order to provide the solution of such educational problem, Charles

Wood expressed that education in English as well as Indian local languages should be elaborated and encouraged throughout the nation. After the Charter Act of 1813 and 1853, it became indispensable for East India Company to study the educational development in India. In 1854, the court of directors issued a historical document to India. Charles Wood was the President of the board of control; therefore, it is named as Woods Dispatch.

In 1854 Wood has prepared a dispatch on the scheme of the future education in India. This dispatch considered as the Magna Carta of English education in India. It proposed several recommendations in order to improve the system of education. Now it was clear that the aim of Government policy was the prorogation of the western education, Wood emphasized on the education of art, science, philosophy, and European literature.

Wood's Recommendations for the Education of India or Woods Dispatch: -

Mr. Wood was proposed many new schemes for the education of India. His proposal was responsible for the magnificent changes in the education system of India.

Mr. Wood proposed to establish new universities at Calcutta, Bombay and Madras to promote the higher education. These universities shall be on the model of London University. Through it, he wanted to promote studies in higher education all over in India. He recommended, each university would have chancellor, vice-chancellor and fellows appointed by government and thus senate of the university would be formulated which would be responsible to frame the rules and regulations for their management. Universities were to conduct the examinations of all affiliated colleges, and shall award the degree.

Mr. Wood recommended to establish the elementary schools, and higher schools among the different cities in India. He was in favour of indigenous elementary and middle schools. He proposed that these schools should increase their strength and government should provide them suitable grants. He also recommended the scheme of scholarships. The scheme of scholarships enabled the students to continue their studies at high school or college.

Mr. Wood strongly condemned the higher education system and the heavy expenditure done on higher education. He also condemned the downward filtration theory, and suggested to promote the scheme of grant-in-aid. The scheme included the involvement of provincial government and a spirit of reliance upon local exertions. The grant in-aid scheme was applicable to all the schools which were ready to fulfil the conditions suggested by the government.

In the history of Indian education, first time Mr. Wood focused on the training of teachers. He wished to establish the different training schools for the teachers all over in India, on the basis of Britain. Such training schools were already working in England. He also recommended the need of training in the faculty of engineering, law, medicine and education.

Mr. Wood also focused on the scholarship of the students as well as the salary of teachers. He suggested that Government should pay sufficient salary to the teachers, which will be helpful to make the profession more effective, and the new intelligent students will attract towards the education field.

Mr. Wood tried to put the balance between education and employment. He suggested that while making employment available, preference must be given to highly educated persons. It will promote the policy of education.

Mr. Wood also gave much importance to the women's education. He appreciated those persons who worked for women's education. He suggested the government should release more funds to the spread of women's education.

However, the new scheme of education proposed by the Wood's Dispatch was merely an imitation of the English models. It could not satisfy the Indians as well as British missionaries, because missionaries wanted that the Government should help them to spread religious doctrines through education. But then also present Indian Educationists think that The Woods Dispatch was a milestone in Indian education system.

The Missionaries didn't want to be in any competition with either Government schools / institutions. But now the new fear arose in their mind that government might take new steps to end their religious activities through education. During this period India experienced to complete westernization of the educated system. The western system of education gradually replaced the indigenous method of education and learning.

Hunter Commission –

In 1882, Lord Ripon organized the Hunter Commission under William Wilson Hunter. He was the statistician, and a member of the Indian Civil service. He was appointed as a magistrate in the Bengal Presidency. In 1862, as a member of the Governor General in Council, he was appointed as chairman of the commission on Education, and the commission was popularly known as Hunter Commission.

Lord Ripon had organized Hunter Commission cause of the following issues. The first thing was to review the progress of education in the country since the Dispatch of 1854. Another reason for the appointment of this commission was the propaganda carried on by the missionaries in England that the education system of India was not following the policies laid down by Wood's Dispatch. The aim was to find out the present position of primary education in India, and to see whether the government neglected the primary education and gave much attention to the secondary and higher education. Immediately after the appointment of the commission, it started its work. After travel throughout the country for eight months, the commission collected the necessary information, and after ten months of rigorous attempts, it presented a report of six hundred pages in 1883.

1) Primary Education: -

The Hunter Commission was mainly established to solve the problems of primary education. The Commission emphasized, the states should take special care for the extension and improvement of primary education. The Commission recommended that the control of primary education should be transferred to the district and municipal board, thus the primary education became the responsibility of local self-government. The Commission expected to extend the primary education in backward districts too. It explained that the local funds should be utilized mainly for primary education.

2) Secondary Education: -

For the secondary education the commission recommended that the Government should encourage the private enterprise in the field of education. In order to achieve the proper objectives of education, it recommended the extension and liberalization of grants-in-aid system, means the Government should withdraw from the field of direct management of secondary school, and leaves the expansion of private bodies through a system of grant-in-aid. The Commission also explained that the government should establish one high school in every district, and after that the expansion of secondary education in that district should be left to private enterprise.

The Commission recommended a principle for the secondary education that there should be two divisions - one a literary education, leading up to the Entrance Exam of the University and the other practical character preparing students for commercial and vocational careers.

The Commission recommended that in middle schools the use of vernacular was preferable to English as a medium of instruction and suggested that the students should have some elementary knowledge of English also. Through these suggestions the commission expected that English should be taught from middle school level.

The commission also recommended to urgently open two training colleges, one at Lahore and other at Madras. It would be helpful to get such trained teachers. Wood Dispatch already stressed the concept of training colleges. The Commission recommended that students of training colleges should be explained in the principles and practice of teaching and the training period should be shorter than other courses. The commission also stressed the technical education too.

3) Higher Education -

The Hunter Commission was primarily established for the primary education, but it also gave some recommendations for higher education for improving their present status. The commission recommended that for sanction of the grants to the colleges, the strength of the teachers, college's expenditure with their capacity and local needs must be considered. If needed special grants should be granted for library, building, and for other equipment. Different faculties and a number of courses must be available at colleges so that the students may select the subject of their choice. The Commission also recommended that there should be offered some scholarship to the appropriate student, which will help him/ her to complete further education either in Indian university or European University.

In short, the Hunter Commission mainly focused on primary and secondary education. It tried to shift the responsibility of education from Government to District and local boards. Then the role of Government remained only to assist local self-government and sanction the grants.

Lord Curzon's Education Policy- 1899

In 1899, Lord Curzon appointed as Governor General in India. As he landed in India, he took up the charge and arranged the programme of administrative reconstruction. He had an implicit faith in strong rule. During his period, he tried to make developments in Indian Education. He realized that Indian Universities had become out- dated. In 1898 the London University had been recognized, but Indian Universities maintained the old structure and pattern. By nature Lord Curzon was a good, but an autocratic ruler. In some days he completed his study of Indian education, and decided to conform it. Soon he called an educational conference in 1901 at Shimla. In that conference, he invited the Directors of education of provinces, and also representatives of Missionaries. The conference worked for fifteen days under the presidentship of Lord Curzon, passed one hundred fifty resolutions. In future these resolutions were called the Lord Curzon's educational policy.

The resolutions which were passed in Shimla conference were not even published in Newspapers, and it was not given to the Indian enterprise in education. Therefore the conference was not taken as a sincere effort to make improvements in Indian education, and thought that these were the only strict rules framed by the British Government for their own interest cause of this suspicious outlook from India. The conference could not gain much satisfaction to Indians, and did not succeed to solve their problem.

In his Educational reforms Lord Curzon gave much importance to university education, and education in the affiliated colleges. He observed the poor condition of India's higher education. He saw that Indian Universities had become outdated. In 1857, Bombay and Calcutta Universities were established, but these universities worked under great pressure. They could not discharge their duties well. These universities were always busy in examination work, and there were no university attached any importance to its real function.

After studying well, Lord Curzon appointed Indian University Commission in 1902, and ordered the commission to inquire the present condition and offer better prospects related to higher education, which will helpful to improve the standard of university teaching and promote advancement of learning. Lord Curzon is also ordered to release liberal grants to universities and affiliated colleges. He sanctioned Rs. 13.5 Lakhs as an additional grant which proved to be useful for Arts colleges and student's strength and also useful to improve their teaching standards.

Lord Curzon's reforms were not only confined to the higher education only, but it reached to the secondary level too. In order to achieve the objectives of education at Secondary education, he framed strict policies and rules. As per his policies, no unrecognized school could get a government grant, and no student from an unrecognized school could appear at the Matriculation Examination after 1904. The result was that all the secondary schools came under the control of the government, though they were aided or unaided. It was made compulsory for secondary schools to obtain the recognition from a university, if they desire to present pupils at the matriculation examination, conducted by that university and by Government on secondary schools. He was in favour of quality education, from both Government and private, so he imposed some strict rules. He offered the sufficient grant to private schools, which will enable them to come to the standard of a government institution. He emphasized the training of school teachers, and started new training institutions. He also focused on curriculum of school level, and tried to make it more useful and practical.

It was Lord Curzon's government, which for the first time said that native language should be the medium of instruction in middle schools, and even high school student should not be permitted to leave the study native languages, and in no case, English should be taught before the age of 13. Lord Curzon's ideas about primary education were also liberal. According to him, the active expansion of primary education was the first duty of the state.

Lord Curzon laid the foundation of the reform of universities which gathered momentum of the reform of universities which gathered momentum in later years. His attempts to improve university education and provisions made by the Indian Universities Commission -1902, and Indian University Act - 1904, made provisions for considerable grants to universities and affiliated colleges.

In 1901, Lord Curzon arranged a secret conference of 15 days at Simla, where he passed 150 resolutions, here he framed some strict provisions for Indian education. Due to the suspicious outlook from the Indians, the conference couldn't get much success as Lord Curzon expected. In order to improve the education in India, Lord Curzon established Indian University Commission-1902, Indian University Act – 1904, through it, he made the different provisions and also announced the grants for higher and school level.

Sadler Commission 1917: -

The Government of India appointed a commission under the chairmanship of Dr. M. E. Sadler in 1917, so the commission was titled the Sadler Commission. Actually, he was appointed to study the problems of

Calcutta University, and report to the Government. Dr. M. E. Sadler was the Vice Chancellor of this Commission. Two Indian members also included in this commission named Sir Ashutosh Mukharji and Dr. Zia-din-Ahmed.

The appointed commission proposed to review the entire field from school education to the university education. The Commission thought that the secondary education means the entrance gate to university education. So, the commission also studied the secondary education and tried to compare the teaching standard of secondary school teachers with university and college teachers.

The Commission recommended that the reforms were essential at secondary education to improve the university education. The Commission recommended the establishment of independent intermediate colleges and separation of present intermediate classes from the universities. It suggested forming separate high school and intermediate schools. The Commission strongly stressed the mother-tongue should be used as a medium of instruction at intermediate colleges.

The Commission deeply studied the problems of Calcutta University and concluded that the size of the university had become large due to a large number of students and colleges affiliated to it, so there should be established a new teaching and residential University in Dhaka. The Commission suggested that the degree level curriculum and span of time should be spread and it must be over three years for the degree of B.A, and B.Sc, The stage of admission as university level was not to be the matriculation but it had to be the intermediate level.

The Commission recommended that the university should provide the all education facilities to the Muslim students too, and consider their backward state in this field. It also suggested that the Calcutta University should organize a special Board of women's education and set up a special curriculum according to the educational needs of women. The University must encourage the women's education and insist the social group to spread the values of women's education.

The Commission also stressed the necessity of providing the training facilities of the teachers at the university of Calcutta and Dacca. The commission recommended seven new universities must be established in Mysore, Aligarh, Patna, Lucknow, Banaras, Dacca and Hyderabad. The Commission tried its best to recommend and suggest a better education in future for India.

Tha wardha scheme of education -

In 1937, the Education conference of National workers was held at Wardha, under the presidentship of Mahatma Gandhi. The name of the Wardha scheme of Education is derived from this educational conference held at Wardha. This scheme is also known as Nai Talim or Basic Shikh or Basic Education.

The Scheme was one of the examples of Gandhiji's, great philosophy. Gandhi found some defects in the present education system at once he said that today's education system was not only wasteful but also harmful, because English created a permanent bar between the highly educated few and the uneducated many. Gandhi always emphasized self-sufficient aspect of education along with other aspects, he wanted India must be emerging as a selfsufficient nation in each field.

Wardha scheme of Education was the result of Gandhiji's experience of his life and experiments done by him in South Africa and India. In this scheme, for the first time in the history of education either in India or Britain, Mahatma Gandhi recommended the craft work including with the study of correlated subject. He also explained that the Government should give compulsory education for eight years that is from 6 to 14 years and the medium of introduction must be the mother tongue. Mahatma Gandhi also recommended that thorough education, our student must create some productive work, means the social and physical environment must be used for correlation in addition to craft. Our schools must be self-supported. The sale of the goods must be helpful for the schools to buy and cover some part of its expenditure. He gave much stress on compulsory primary education, which was the basis of University education. Gandhiji avoided the system of external examination and stressed that the textbook must be properly created. In this scheme he gave a large importance to the cleanliness and health.

The Wardha Scheme of Education gave importance to the primary education. According to the suggestions of this scheme, after independence the Indian Government declared that the primary education was to be free and compulsory as per article 45 of Indian constitution. It also gave importance to the mother tongue, and stressed that school education and study must be carried out through the mother tongue.



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Evolution in the Post-Independence Period

Radhakrishnan Commission / University Education Commission

After the independence for the first time the Indian Government appointed a Commission on Education under the Chairmanship of Dr. S. Radhakrishnan. Many other educationists in India were also appointed as members of this commission. The Commission was required to study the problems of university education in the country, and to suggest the remedies which will be helpful to improve university education. The commission was appointed in Nov. 1948 and it submitted its report in Aug. 1949.

Dr. S. Radhakrishnan was a distinguished scholar, and former vice-chancellor of Banaras Hindu University. He was worried about the lowering standard of education in higher education. So he and his commission visited a number of universities and met many teachers and students to understand their problems. The commission prepared a questionnaire and sent it to interested people. The commission tried to obtain their suggestion for reforms of university education, and near about 600 persons returned this questionnaire with their suggestion. The commission worked hard, and within one year it submitted its report to the Government of India. The commission had said a lot about the university education, but it reviewed the secondary education in the country too.

The commission recommended that the time span of school/ secondary course must be twelve years instead of ten years. The teachers who teach at school level, they must be improved themselves, they must have a thorough knowledge of their subject, because the commission said that our school education was the basis of higher education, so we must be conscious about it. The commission suggested that the teachers should render their duties up to the age of 60 years and if they are fit and wish to serve more, their services may be extended up to the age of 64 years. The teachers at higher education must have the facility of provident fund, staff quarters should be provided to them in the University campus. The teaching work at higher level must be 18 periods per week.

The Commission made four categories of teachers at the college level, viz.- Professor, Reader, Lecturer, and Instructor, and denied the promotion facility. The Commission also offered better salary to attract the intelligent persons towards education field.

The Commission also stressed that the curriculum at the under graduate level must be three years in duration, and post-graduation must be two years duration. There must be some correlation between university and school level; they should start the teaching of general principles of education along with experiments in education.

The commission also looked into the Post-Graduation Level and Research education and suggested that there should be some rules and regulation for PG level education too. The academic work should be based on speeches, seminars, and laboratory, etc. The syllabi at P.G. level must be designed properly to lead the student to the highest degree of knowledge in any one subject only. To promote the higher education and attract the pupils toward Higher Education, Universities were required to provide attractive schemes of scholarships.

Like higher education, and secondary education the commission also studied about women education, agricultural education, and suggested some amendments in these fields. The Radhakrishna Commission is a milestone in the Indian Education System. The Commission deeply studied the education system, and worked efficiently and practically. By working hard the commission completed its work within a year and submitted the report to Government in August 1949.

National Education Movement: -

After the partition of Bengal, Indians were disappointed, both Hindus and Muslims were stood against the British Government. Lord Curzon and British Government were in search of new educational policy. The Sansthaniks and common people also started to oppose the British Government. The tyranny of British administration inflamed, Indian public started to demand the complete freedom and a system of national education. Actually, the National Education Movement's root can be traced at the end of nineteenth century, when the Indian Education Commission- 1882 invited public opinion about education with their suggestions. Some indigenous schools were already started in Bengal, Bombay, and Punjab to support Oriental learning, but the spirit of education was national in most of these institutions.

Mahatma Gandhi condemned the British system of Education. He thought that the present education system is totally based on foreign culture, it omitted the Indian culture. He also thought that the real education is not possible through this education system.

Gandhiji was not in favour of English education. Therefore, English education suffered a serious set-back. Gandhiji, in his simple manners of writing, referred the beneficial effects of English education,

“English is today studied because of its commercial and so-called political values. Our boys think and rightly in the present circumstances, that without English they cannot get government services. Girls are taught English as a passport to marriage. I know husband who are sorry that their wives cannot talk to them and their friends to in English. I know families in which English is being made the mother-tongue. All these are for me signs of our slavery and degradation” (Sharma 8).

The National Education movement was started by Indians as a revolt against the British policy of education. Its aim was to inculcate nation's spirit through educational freedom movement. The institutions started by the national education movement were strict to adopt Indian languages for the purpose of the study and medium of instruction.

Three - Language Formula: -

After Independence, the question had always raised about the language that which one should be taught at the school stage. Secondary Education Commission had made a thorough study of the language problem and the medium of instruction at the secondary stage of education in India. It made the following recommendations:

- 1) The mother tongue or the regional language should be the medium of instruction throughout the secondary school stage.
- 2) During the middle school stage every child should be taught at least two languages. English and Hindi should be introduced at the end of the junior basic (middle stage), subject to the principle that no two languages should be introduced in the same year.
- 3) At the high and higher secondary stage at least two languages should be studied, one of which being the mother tongue or the regional language.

(Dash 12-13).

The commission suggested the retention of English at the secondary level and clearly mentioned that if this language was removed from the curriculum, it would be harmful for India.

The Central Advisory Board of Education did not approve of the above system and devised a formula for teaching at least three languages at the school level. The Central Advisory Board of Education devised two alternative formulas as below, and resolved to initiate the opinion of the state governments on the advisability of adopting either of these:

First Formula:

- 1
 - a) Mother tongue, or
 - b) A regional language, or
 - c) A composite course of the mother tongue and a regional language,
 - d) A composite course of the mother tongue and a classical language.
 - e) A composite course of a regional and a classical language.
- 2 Hindi or English
- 3 A modern Indian or a modern European language

Second Formula:

- 1 a) Mother tongue, or
 b) A regional language, or
 c) A composite course of the mother tongue and a regional language,
 d) A composite course of the mother tongue and a classical language.
 e) A composite course of a regional and a classical language.
- 2 English or a modern European language.
- 3 Hindi (for non-Hindi speaking areas) or another Indian language for Hindi- speaking areas. (Ibid 13).

The Central Advisory Board of Education observed that the majority of the State Governments was in favour of the second formulation. So The

Central Advisory Board of Education decided to send a proposal of second Formula to the Government of India for its acceptance and implementation.

This formula was approved for adoption by the chief Minister's conference in 1961 and subsequently upheld by the National Integration Council that led to the Language Act that was passed by the Indian parliament in 1963. The Act provides:

I) Hindi shall be the all - India official language.

II) English shall be the associate official language.

III) The regional language shall be the languages of administration in the states.

IV) The Union Public Service Commission examinations shall be conducted in all the languages in schedule VIII of the constitution.

The formula was developed for the educational load to be fair, to promote national integration and to provide a variety of languages in the curriculum. The formula tried to accommodate the interests of what someone called group identity (L1 and regional language), national pride and unity (Hindi) and administrative efficiency and technological progress (English).

The formula appeared theoretically sound, but practically it was never implemented in letter and spirit. People in general considered the formula heavily language loaded. In the Hindi speaking areas, there was no motivation for people to learn an additional Indian language. As expected, the non-Hindi areas resisted the imposition of Hindi on them. The anti- Hindi DMK government in Chennai stopped the teaching of Hindi in schools.

The formula also failed on account of the heavy financial burden that was involved in teaching the second and third languages for five to six years from class VI to class X or XI. Also, the government did not provide adequate facilities to schools and no definite planning was evolved for the implementation of the formula.

A modified version of the three-language formula was later on devised by the Kothari Commission which is as under:

- 1) The mother tongue or the regional language;
- 2) The official language of the Union (i.e. Hindi) or the associate official language (i.e. English) so long as it exists;
- 3) A modern Indian or foreign language not covered under 1 and 2 and other than that used as the medium of instruction. (Ibid,15).

The implications of the Commission's recommendations were as under:

- 1) At the lower primary stage (classes I to IV) only one language should be compulsory, the mother tongue or regional language as the pupil chooses.
- 2) At the upper primary stage (classes V-VIII) only two languages should be studied compulsory:
 - i) The mother tongue or the regional language;
 - ii) The official or associate official language of the union.
- 3) At the Lower Secondary stage (classes VIII- X) a study of three languages should be Obligatory, the student being under an obligation to study either the official language or associate official language of the Union which had not elected at the higher primary stage. In hindi speaking areas, the study of the modern Indian language of the neighbouring region was allowed. The use of other foreign languages was also recommended in place of English or Hindi.
- 4) At the higher secondary stage (classes XI-XII) study of any two of the three language at the lower secondary stage was completed. (Ibid 15-16).

The commission also stated, if the student wishes to study one or more additional languages on an optional basis, they can choose it and study. At the university stage, the commission recommended that there should not be any compulsory language.

The Government of India appointed different committees time to time to implement the three-language formula, but all efforts proved to be failure to implement the formula effectively.

National policy of education – 1986

In 1968, the Government of India declared its policy on education, but it could not gain much popularity. After 1968 there were tremendous changes in the educational field. Therefore, Government of India on 19th August 1985 published a document entitled, „Challenge of Education Policy Perspective“.

National system of Education:

Indian constitutional provisions are the basis of national system of education. NPE suggested that national core curriculum and general curriculum shall build up national system of education. The University grant commission played an important role to strengthen the national system of education. All

India Technical Education Council, Agricultural Research Council and Medical Council will have to work more effectively with well plan.

National Core curriculum

The national core Curriculum is a compulsory part of curriculum to preserve Indian culture and to engrain national outlook through education are the aims to be achieved by the national core curriculum.

In order to frame National Core Curriculum, state government should take the initiative for its preparation. The curriculum should be flexible and should be prepared with the guidelines of central government. It is a scheme of state Government with necessary directives of central government. The main topics under national core curriculum shall be – 1] History of struggle for Independence.

- 2] Duties of individuals according to Indian constitution.
- 3] Common culture heritage of India.
- 4] Equality in political and social field faith in democracy and secularism
- 5] Family protection.
- 6] Social torture and restriction.
- 7] Male Female equality.
- 8] Consciousness of the benefits of limited family members.
- 9] Adoption of scientific outlook.

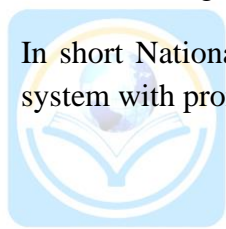
National general Curriculum –

Every independent nation claims to exercise its power in framing its own policy of education, India also in the post-independence period worked on its own policy of education along with its own curriculum. Due to modernization of education it has become a necessary part of education to accept and assimilate radical changes in education.

National policy of education -1986 has tried to extend education right from pre-primary education. It focuses deep attention on universal, free and compulsory primary education. The study of language at primary, secondary, higher secondary and university level is an important part of education since India is a multilingual nation. Study of one language, preferably mother tongue at the primary stage and study of three languages (mother tongue, Hindi as national language, and English as link language) at upper primary and secondary stage of education is recommended by NPE 1986.

NPE -1986 suggested that NCERT can also play an important role in preparation of ideal curriculum and ideal scheme of textbook production. The responsibility of textbook production however rests with state government. The study of more optional subjects should be made available at higher secondary and university level.

In short National education Policy- 1986 has tried to change the scenario of the education system with promising aspirations to achieve the high ideals in education.



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