

Chapter VII

SUMMARY, CONCLUSIONS, RECOMMENDATIONS.

Language is the basic medium of interaction without which human social life, as we understand it, could not have originated and without which social participation above a biological level could not be carried on. Language makes possible a common set of meanings, common definitions by which men can regulate their lives.

Language is an expression of emotion. The sound-imitation theory of Herder argues that language grew out of the practical need of man to designate objects of his experience. According to Noire, language has its inception in sense impressions - in the effect of objects on the sensory receptors - and in the capacity of man to transmit these impressions to others.

Language is a form of communication in which the ~~quasi~~ gestures become significant symbols. Language is a conscious process, a mode of communication between individuals each of whom is conscious of what he is doing. Mead says, "We are conscious, when what we are going to do is controlling what we are doing".

Language is also a product of culture. It is an instrument for cultural continuity too. Growth of language is conditioned by social status.

Language bears an important relationship to mental behaviour - to imagination, thought and reasoning.

Language has several social functions - means of social communication and social control, and a tool for social cooperation.

From pre-page.

In fact, language is much more than a mere instrument of communication. Apart from being a vehicle of literature, it affects the whole way a person responds to life.

The exclusive use of any one language is not good even for that language. This applies equally well to English, Hindi and the regional languages. The interests of different languages are not as conflicting as they appear to be.

The understanding of the language problems of India, which is an ancient country and is inhabited by variety of people speaking different languages and dialects, and the formulation of effective solutions thereto, is possible only through joint thinking of linguistic scientists, other social scientists, creative writers, educationists and those ^{who} shape public policy. An abrupt change-over based on compulsion would create a sense of insecurity in some sections of the population. They would become unsure of their role in society, and the hesitancy so generated, would defeat the very purpose of the change. Hence the need for making a realistic and bold approach in this matter.

India has been a multi-lingual country. Hence, the problem of having a link language has always been in existence. In ancient India the medium of instruction at higher level was Sanskrit. This was replaced by Persian in the medieval India. In the modern period English acquired this role and made very deep impact in every part of the country and more so in eastern, southern and western India. It will thus appear that mother tongue was never the medium of instruction at higher level.

During freedom movement the need for developing the different mother-tongues (regional languages) was felt with political awakening and regional consciousness. Therefore,

From pre-page.

after Independence States were created on linguistic basis and it was decided to make the mother-tongue the medium of instruction and examination at all levels, including the University level. English had become the symbol of foreign rule and of domination of an alien culture. As such, Hindi, was adopted as the official language of India. It was expected that Hindi would replace English not only as the link language but also as the medium of administration. Ambitious programme was draw up for the development of Hindi and the other 15 Indian regional languages which were included in the Eighth Schedule to the Constitution of India.

Three-language-formulee was suggested for the country under which every student would be required to study three languages as under:-

- i) Hindi Speaking States - Hindi, English and one of the south Indian languages.
- ii) Non-Hindi Speaking States - Hindi, the regional language and English.

This scheme was expected to achieve national integration by providing an alternative to English.

However, the whole perspective changed when the southern States did not agree to accept Hindi as the link language and as the alternative medium of administration. In Hindi-speaking states also the three-language formulae was not applied in its original form. As a result, English has continued to play important role in the country, and the official Language (Hindi) is not yet in a position to replace English as the link language.

So far as use of the mother-tongue as the medium of instruction and examination is concerned, there has been general consensus in the country that at the school level

From pre-page.

the mother tongue may be made the exclusive medium of instruction and examination, and at the university level it may be adopted as an alternative medium. Actual implementation of this policy was left to the universities. The result has been that the actual practice is not uniform-rather the country is placed between two extremes. On the one side, in the Hindi-speaking states mother-tongue is being extensively used as the medium of instruction and examination at the university level even upto Post-Graduate level (in some of the universities Hindi is the exclusive medium} in non-science subjects) and in some states English has been made an optional subject. On the other hand, in the southern states, as also in Maharashtra, Orissa, West Bengal, Assam, Punjab and Jammu & Kashmir English generally continues to be the sole medium of instruction and examination at the Post-Graduate level. At the undergraduate level in some of these states the regional languages is permitted as the alternative medium, but in actual practice not more than ten per cent students prefer to study through the medium of mother-tongue. Thus, apart from Hindi and Gujarati no other regional language is yet being used, in an effective manner, as the medium of instruction and examination at the university level.

The trend for future is also not encouraging. Even in Hindi-speaking states now realisation is coming that the standard has fallen as a result of dissociation with English and the students are suffering in the matter of employment. Consequently, a reverse process is visible. English is again being made a compulsory subject. There is a demand that at the Post-Graduate level English should be used as the medium of instruction and examination. English medium Nursery,

From pre-page.

Primary, Middle and High Schools & Colleges are in greater demand.

There is another aspect of the problem. In some of the states like Nagaland, Manipur, Arunachal Pradesh, no single mother-tongue can be used as the medium of instruction examination and administration and as such English has been adopted as the official language of the state. Therefore, in these states English has to continue as the sole medium of instruction and examination at the university level.

Further, in Jammu & Kashmir the mother-tongue is Kashmiri, but this is not yet fully developed for being used as the medium of instruction/examination at the university level. For this reason the official language of this state is Urdu and the medium of instruction/examination at the university level is English.

Then there is the problem of linguistic minorities . For example, in Bihar, there are large number of people whose mother-tongue is Maithili, Magadhi, Bhojpuri, and Urdu. Similarly, in Assam Bengali-speaking minority people demand Bengali medium of instruction and examination. In Andhra Pradesh, U.P., & Delhi, also good number of people demand Urdu medium. Further, in every state apart from the dominant regional language, there are other minority languages and it would be very expensive to make arrangements for imparting education through the medium of all these languages. So English alone can be the common medium of education for all sections of people till the National Language(Hindi) is in a position to command universal acceptance in the country.