

IMPLEMENTATION AND CHALLENGES OF THREE LANGUAGE FORMULA

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Abstract

India is well known by its multilingual population and language is one of the most debated topics in Indian education. Being a diverse in its culture, tradition and languages, multilingual country like India has always an issue of what languages should be the media of instruction, particularly with reference to speakers of different languages. The language debate in education is not a matter of fact only for educators but it also enabled the policy makers to fully attempt to realize the Constitutional vision of rights of every linguistics and ethnic community. This paper aims at providing an overview of multilingualism, and its types in brief. The main objective of the paper is to examine the three languages Formula and challenges in its implementation in India.

Keywords: Three language formula, languages education, multilingual and policies.

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Introduction

As per the **Census (2001)**, has a total of 122 languages in India out of which 22 languages are spoken by over one million people, while a remaining 100 languages are spoken by more than 10,000 people. Then again, there are languages that are not even recorded because they are spoken by less than 10,000. However, this is a serious under-reporting of the actual number of languages as well because the Census also recorded over 1,500 “mother tongues” used in India.

Three language formulas were enunciated in the **National Policy Resolution (1968)**. Formula of language learning formulated by the Union Education Ministry of the Government of India in consultation with the states Student will receive multilingual education from the outset. Language teaching needs to be multilingual not only in terms of the number of languages offered to children but also in terms of evolving strategies that would use the multilingual classroom as a resource .

Review of literature:

In India national language are their mother tongues. As quoted by **Dr. B.R. Ambedkar** who was the Chairman of the Drafting Committee when the Draft Constitution of India was said on the issue of adopting Hindi as the National language:

"...There was no article which proved more controversial than Article 115 which deals with the question. No article produced more opposition. No article more heat. After a prolonged discussion when the question was put, the vote was 78 against 78. The tie could not be resolved. After a long time when the question was put to the party meeting the result was 77 against 78 for Hindi. Hindi won its place as a national language by one vote. I am stating these facts from my personal knowledge. ..."

Pattanayak (1981) said how our educational system has consistently weakened the advantages of grass-root multilingualism that characterizes our society.

As **Ilich (1981)** recommends, we need to make every possible effort to empower the languages of the underprivileged and tribal and endangered languages. Affirmative action is called for in this domain (**NCERT 2005**).

As **Pattanayak (1981)**, "if participatory democracy has to survive, we need to give a voice to the language of every child."

The **National Curriculum Framework (NCF) – 2005** strongly explains multilingualism in school education. Language teaching needs to be multilingual not only in terms of the number of languages offered to children, but also in terms of evolving strategies that would use the multilingual classroom as a resource.

Multilingualism" is defined as an occurrence regarding an individual speaker who uses two or more languages, a community of speakers where two or more languages are used, or between speakers of two languages. In the present world, there are around 6000 languages grouped under various language families spoken in 200 states (Grimes, 1992).

Multilingualism is simply defined as an occurrence regarding an individual who use two or more languages. Knowledge of two or more than two languages became the basic need for communication. Multilingualism basically arises due to the need to communicate across

speech communities. Multilingualism is very important as it is the best way for globalization and for wider communication. Multilingualism has a lot advantages like-

- a) Opportunity to access of other cultures.
- b) Easily communication between cultural and linguistic group
- c) Better job opportunity
- d) High cognitive development of child.

Sridhar (1996) has divided Multilingualism as Individual Multilingualism and Societal Multilingualism.

1. **Individual Multilingualism:** Individual multilingualism is the ability of an individual to have competence in two or more languages. For example, if a child has a Punjabi father, a Bengali mother and is raised by a Bhojpuri maid and he is living in a metropolitan city like Mumbai, then, the child will grow up acquiring Individual Multilingualism.

2. **Societal Multilingualism:** Multiple languages in society are defined as the linguistic diversity present in a society. In societal multilingualism some issues such as role and status, attitude towards languages, determinants of language choices, the symbolic and practical uses of the languages and the correlation between language use and social factors such as ethnicity, religion and class are important.

Multilingualism in India

Multilingualism in India is not a new term. It dates back time before Independence.

M.B. Emeneau (1958) said in his work India as a Linguistic Area that India has seen many folds of changes in its cultural, linguistic and ethnic pattern.

Khubchandani, (2001) - India pluralism is being view as a “centrifugal” device by which different groups attempt to retain and preserve their unique cultural attributes while developing common institutional participation at the national level.

Language teaching needs to be multilingual not only in terms of the number of languages speakers but also how to use particular language in the multilingual classroom. Data shows that 91.95% of schools in the country at the primary stage teach two or more languages. With regard to number of languages taught 90.61% of schools at the upper primary stage follow three language formula (i.e. at least three languages are taught), 84.86% of schools follow the formula at the secondary stage (**7th AISES, NCERT 2007**).

Srinivasa Rao (2008) -Forty seven languages are used as media of instruction in schools and forty one languages are taught or used in schools.

Three language formula:

India is a country of several languages. Therefore, there is a need to know more than one language for proper communication and interaction with people belongs to different states of the country. It was realized that one who knows only his/her mother tongue he/she will only be able to communicate with people within one's own state. It helps in decreasing cultural variations.

Kothari Commission (1964–66) modified three language formulas.

Sridhar (1989) argued that the interests of group identity (mother tongues and regional languages), national pride and unity (Hindi), and administrative efficiency and technological progress (English).

The **Education Policy (1968)** had examined the question of the development of languages in some detail; it's essential provisions, it was believed, could hardly be improved upon and were as relevant today as before. Such a position avoids several complex issues and assumes that nothing has happened in the field of languages since 1960. Even the 1968 policy was rather uneven in its implementation. The 1968 policy states:

- i. **The First language** to be studied must be the mother tongue or the regional language.
- ii. **The Second language** – In Hindi speaking States, the second language will be some other modern Indian language or English, and – In non-Hindi speaking States, the second language will be Hindi or English.

- iii. **The Third language** – In Hindi speaking States, the third language will be English or a modern Indian language not studied as the second language, and – In non-Hindi speaking States, the third language will be English or a modern Indian language not studied as the second language.

Challenges of the Three Language Formula in Multilingual India :

The reasons for non-implementation of three language formula effectively could be:

- ✓ The southern states were not ready to teach Hindi and Hindi-speaking States did not include any south Indian language in their school curriculum.
- ✓ The fear of heavy language load in the school curriculum.
- ✓ All the languages are not being taught compulsorily at the secondary stage.
- ✓ Duration for compulsory study of three languages varies.
- ✓ The States, most often, do not have adequate resources for provision of additional language teachers and teaching -learning materials.

Conclusion:

Many researches has highlighted that there is a positive relationship between multilingualism, cognitive flexibility, and scholastic achievement. Multilingual children not only have control over several different languages but they are also academically more creative and socially more tolerant. The reality of multilingualism has to be adopted in terms of creating allocations for the mother languages as media of instruction in the school. The linguistic abilities of the learner's mother tongue could be subjugated to develop met linguistic skills in his mother tongue and could be imparted to other languages to enhance the requisite skills of second and third language.

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Noor Rizvi has done her Graduation (honors) in Communicative English & Masters in English Language Teaching from Aligarh Muslim University, Aligarh. She has worked on a project entitled “*Task based Language teaching (TBLT) to teach integrated skills of language at undergraduate level in AMU*”, She also has done CTE (*Certificate in Teaching of English*) and PGDT (*Post graduate diploma in Translation*) from IGNOU. Now she is enrolled in Ph.D in English Language Teaching (ELT) work on ‘*Scope and Need of In-service English Language Teachers training in Madarsa education*’. With these qualifications, she looks forward to carve successful and satisfying professional career in esteemed In English Language Teaching and issues related to minority concern.