

## **JOURNEY OF ENGLISH LANGUAGE IN INDIAN EDUCATIONAL POLICY**

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### **Abstract**

*In India, English is a symbol of people's aspirations for quality in education and its participation in national and international life. Therefore, undoubtedly learning of English has important place in education policy and framework from 1968 to 2019. The visible indicator of this is that today teaching of English is being demanded by many to be taught at the very initial stage of schooling. In this paper researcher have studied and briefly presented about the Indian education policies in the view of English language teaching and learning.*

***Keywords:** Indian Educational Policy, National Curriculum Framework, Three language formula, Pedagogical structure.*



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### **1. Introduction**

English is one of the widely spoken Global language. Most of the international transactions of recent times were conducted in English. Undoubtedly the English has contributed significantly in bringing people and culture closer. India is rapidly growing economy and becoming a powerful country on world's canvas. Without experts in the different branches of science and technology the progress is impossible. In this age of globalization, the selection language to be studied by the youth of the India becomes very significant the base of which is primary education. As English is store house of scientific knowledge, study of English is very important for rapidly developing country like India. Through this paper researcher have studied the place of English language in the perspective of Indian education policy.

### **2. Journey of English language in Indian education policy:**

**2.1 National Policy on Education 1968:** based on the recommendations of the Kothari Commission a National Policy on Education (NPE) was formulated in 1968. NPE 1968 recommended the strengthening of national language of India that is Hindi as a link language and English as language of science and technology. The regional languages which were used as medium of instruction on school level should be made the medium at college level.

**2.2 National Policy of Education 1986:** and the Programme of Action (POA) keep their emphasis on the NPE1968's view of straightening the languages. The Navoday Vidyalyal sanstha were established under this Policy. The three language formula had 'stood the test of

time'. This was endorsed by Acharya Ram Murti committee (1986). According to the three language formula, students from non-Hindi region study their regional language, Hindi and English. On the other hand, Hindi speakers study Hindi, English and another language. The Kothari commission strongly recommended the three language formula to fulfill the needs of the mother tongue/regional language, national language Hindi, and the global language English. The commission clearly mentioned that English should be learnt for a minimum period of three years from class VIII to X and no language should be made compulsory after class X, this provides freedom to those who don't want to study English after School level.

**2.3 National Curriculum Framework for School Education 2000:** Yash Pal committee and National Curriculum Framework for School Education (NCFSE) 2000 made the point 'Learning without burden' that to minimize the emphasis on retention of information without comprehension. This point was taken under consideration by National Council for Educational Research and Training (NCERT) for the preparation of National Curriculum Framework 2005. NCF 2005 emphasized on multilingualism in school education. Psychology says that study of many languages helps to improve the cognitive abilities of the child.

**2.4 National Curriculum Framework NCF 2005:** NCF 2005 also keep their stand with the three language formula. NCF 2005 also emphasis use of mother tongue as medium of instruction and recommended that curriculum should contain multi-lingual proficiency only if mother tongue is the second language. The main aim of the second language curriculum according to NCF 2005 was to attain the basic proficiency and to develop the language into an instrument for abstract thought and knowledge acquisition through literacy.

**2.5 National Curriculum framework for Teacher Education 2009:** Almost every aspect of teacher's education got preference in National Curriculum framework for Teacher Education NCFTE-2009. The main concerns of this framework were to prepare the professional teacher educators, open and distance learning in teacher education, research and innovation, education of teachers in health, physical education and vocational streams. The NCFTE, 2009 has given a systematic framework of curriculum for the teacher education and also highlights the strategies to implement it. This Area-C of the framework focuses on the Languages, Mathematics, Science, Social Science, Pedagogical Work, Art, Peace, Health and Physical Education should be emphasizing considering different levels of education. Area-A and Area-B was common and inspired by the earlier framework. But NCFTE, 2009 gave a single paradigm and caught all the features of curriculum to bring a desirable change in teacher education, this was the significant point of this framework. Open and Distance learning

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(ODL) programme for teachers has also been started according to the view of NCFTE-2009. Along with pre-service teacher education programmes, In-service and CPD programmes and its various perspectives are carefully and practically emphasized. The NCFTE (2009) promises to translate the vision into reality and prepare humanistic and reflective teachers that has the potential to develop more professional teachers and improve the quality of education.

**2.6 National Curriculum framework for Teacher Education 2010:** NCFTE 2010 have understood the need to upgrade initial teacher education by enhancing the entry qualification and duration of teacher training and making it equivalent to a degree programme. The curriculum framework of teacher education 2010 is concerned with the practical knowledge for the teaching profession, this policy has emphasis on the epistemological perspective for guiding the curriculum. The framework has taken clear approach in designing the pedagogy course within the area of social science, science, mathematics and languages. The teacher education programme has been divided in to three curricular areas Area A: Foundation of education, Area B: Curriculum and pedagogy, Area C: School internship.

Language has great importance as medium of communication. All type of interactions between teacher and students imply an appropriate and context-specific application of language. Therefore, according to NCFTE 2010 language proficiency and communication is critical factor in the school education. In Area B of this framework there is provision for the course which focus on the development of proficiency levels of the language in which the student teacher would teach. It is clearly mentioned that the language proficiency course should be designed to include hands-on experience in application of language in different situations, focus on listening, speaking, reading, writing and comprehension with meta-linguistic awareness for varying contexts. The purpose NCFTE 2010 behind this design was to imply a context-specific and appropriate use of language.

**2.7 National Education Policy 2019 (Draft):** National Education Policy 2019 (draft) is the document consisting four major parts they are- School Education, Higher Education, Additional key focus areas, and Transforming Education. This draft is aimed to create India Centered education system that will lead to the creation of equitable and vibrant knowledge society. For the fulfilment of this aim this policy have designed some goals a plan for outlining the operational and financial implications of Early Childhood Care Education (ECCE) is slated to be ready by the end of 2019. By the end of 2025 is set for achieving foundational literacy and numeracy for all students in Grade 5 and beyond. In the year 2020

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the National Curriculum Framework is to be updated and in the same year Higher Education Institutes (HEI) are expected to convert in to three possibilities research universities, teaching universities and autonomous colleges. The Rashtriya Shiksha Ayog (RSA) will be given a constitutional status by the act of parliament. By 2024 (assuming 2019 as the starting point) there will be five world-class liberal arts universities modelled on Nalanda and Ivy League schools. Further, all public universities will be expected to offer a four-year integrated teacher training programme and by 2029, colleges will also be expected to offer a four-year integrated teacher training programme.

A major change in the curricular and pedagogical structure is the integral part of this policy. The extension of RTE act 2009 to cover children of ages 3 to 18 years and pedagogical and curricular structure 5+3+3+4 based on cognitive and socio-emotional developmental stages of children is proposed by NPE 2019. In 5+3+3+4 structure first 5 years of age (3-8) is foundational stage, second stage is of 3 years (8-11) preparatory stage, third is middle stage having 3 years (11-14) and fourth is secondary stage of 4 years (14-18).

Apart from many jaw dropping features of this draft, one of them has attracted immediate is the 'Language policy'. Before drafting this policy, the committee observed that a large number of students are falling behind since classes in schools are being conducted in a language that they do not understand. To overcome this situation, they recommended that the medium of instruction must either be the home language/mother tongue/local language till grade five, and preferable till grade eight, wherever possible. The first National Education Policy has introduced the three-language formula stated that state governments should adopt and implement study of a modern Indian language, preferably one of the southern languages, apart from Hindi and English in the Hindi-speaking states, and of Hindi along with the regional language and English in the non-Hindi speaking states. The draft recommended that this three language formula be continued and flexibility in the implementation of the formula should be provided. This draft works with the assumption that children have the potential to acquire multilingual skills and these need to be encouraged at the earliest. There are also suggestions for supporting education in local languages and mother tongues, tribal as well as sign languages. A new course, called "The Languages of India" is proposed for all students from Grades 6 to 8 in which students will learn about the remarkable unity of most of the major Indian languages. Also, lists of optional foreign languages to be offered at the secondary level include French, German, Spanish, Chinese and Japanese.

The National Education Policy 2019 (Draft), has also recommended the three-language formula with some historical changes. This draft recommended the use of three language formula from primary level. Also they have given emphasis on use of mother tongue as first language. Today in the scenario of globalization the NEP-2019 knows the importance of English as global language.

### 3. Conclusion

By this brief journey of English language through the Indian education policies, researcher came to the conclusion that Indian education policies and curriculum frameworks have adopted the three language policy. It is commonly understood that the three languages referred to are Hindi, English and the regional language of the respective States. For the successful implication of the proposed education policy teachers have responsibility to upgrade their pedagogical skills so that they can effectively teach English language at primary level.

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