

CHAPTER - VIREVIEW OF THE RELATED LITERATURE

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CHAPTER - VI

REVIEW OF THE RELATED LITERATURE

Introduction

Like a physician and a lawyer a researcher has to keep his knowledge upto date about what and how much work has been done in the field related to his problem. In the words of C.V. GOOD "Competent physician must keep constantly abreast of the latest discoveries in the field of science. The successful lawyer must be able to readily to locate information of a pertinent case in hand. Obviously the careful student of education, the research workers and investigator should become familiar with the location and use of the sources of the educational information".¹

As a matter of fact review of the related literature is an essential aspect of a research work but it is an exacting task, calling for a deep insight and

1. C.V. Good, A.S. Barr and D.E. Scates, "Methodology of Educational Research", New York: Appleton Century Crafts - INC. 1935, p.167.

clear perspective of the overall field.¹ Because it avoids duplication of work and helps the investigators in the comparison of his findings for validation.

Before planning any effective research it is therefore always beneficial to have an adequate knowledge of the related literature and previous investigations done on the topics of the research study.

Keeping in view the above points, efforts have been made to identify the literature related with the problem under study.

Keeping in view the above points, efforts have been made to identify the literature related with the problem under study. For this purpose data have been collected from the primary as well as secondary sources. We have therefore tried to collect all the data from the primary sources but in the absence of primary sources, secondary sources have also been used.

Review of Researches Related to The Study

Researches conducted on the language problem of India mainly concern with the methods of teaching language, medium of instruction, languages to be taught as a subject, their place in the curriculum etc. Since the language problem

1. George J. Mouly, "The Science of Educational Research", Eurasia Publishing House Pvt. Ltd., New Delhi, 1963, p. 113.

in India has become a national issue, it has attracted the attention of all the people, whether they are politicians, educationist, psychologists or linguists. Researches in India related to the language problem have not been grown in the ratio of the problem. However, a few studies related to the present study are as follows:

1. Kanungo, Gostha Behari, "The language controversy in Indian education: An Historical study".¹

This is purely a historical study. It throws light on the historical development of the language controversy in Indian education. The investigator has made attempt to collect the data from primary sources. In this study historical picture of the language controversy in Indian education has been presented since the beginning of the nineteenth century upto 1960.

It concluded that students in India have to learn various languages i.e. (i) The mother-tongue, (ii) The regional language, (iii) The official language, (iv) The classical language, and (v) The Cultural language - English. These

1. Gostha Behari Kanungo, "The language Controversy in Indian Education: An Historical Study", Comparative Education Centre. The University of Chicago, 1962.

languages are introduced for one reason or another. But the number of the languages to be studied differs from person to person all over the country.

Thus in this study the investigator has presented the history of the language controversy in Indian education.

2. K.S. Ahlawat, "A study of the attitudes of Secondary School students of Delhi towards Sanskrit."¹

In this study the investigator has tried to know the attitudes of the secondary school students of Delhi towards Sanskrit and has come to the conclusion that 9% of the VIII class students have a favourable attitude towards Sanskrit. 30% indifferent and only 1% extremely unfavourable. The reasons for favourable and unfavourable attitudes towards the subject have been given as:

A. Favourable:

- i. Can secure high marks
- ii. Respect for classics

B. Unfavourable:

- i. Lack of prospective value
- ii. Science subjects are more important
- iii. It is not useful.

1. K.S. Ahlawat, "A Study of the Attitudes of the Secondary School students of Delhi towards Sanskrit". (unpublished M. Ed. Dissertation), Delhi University, Delhi, 1963.

3. Fakhrudin Moussavi, "An Investigation Into the attitudes of Boys in Higher Secondary Schools of Delhi Towards English as a School Subject".¹

This study was conducted to know the attitudes of Xth class students of five schools in Delhi towards English as a school subject. Questionnaire was framed to know the favourable and unfavourable attitudes of students towards English. The following conclusions were drawn from this study:

- i. Public has a favourable attitude towards English in the schools which started English from the first standard;
 - ii. Science students had a favourable attitude towards English and arts students had an unfavourable attitude towards English.
4. Adhya, G.L., "Report of the Seminar on Historical Survey of Language (Medium of Instruction) Controversy".²

Under this cyclostyled report different papers have been collected during the Seminar on "Historical Survey of

1. Fakhrudin Moussavi, "An Investigation into the Attitude of Boys in Higher Secondary Schools of Delhi towards English as a School Subject". (Unpublished M. Ed. Dissertation, Delhi University, Delhi, 1966-67).
2. G.L. Adhya (Ed), "Report of the Seminar on Historical Survey of Language (Medium of Instruction) Controversy" (Santiniketan, 4 - 9 March, 1968), History of Education Unit, Deptt. of Foundations of Education, National Institute of Education, New Delhi, 1968 (Cyclostyled).

Language (Medium of Instruction) Controversy" held at Santiniketan from March 4 to 9, 1968. Historical development of language controversy with regard to the medium of instruction in all the States of India have been presented in this report. But, because all the papers have been written from different angles so it does not presents clear picture of the language controversy.

The report of this study differs from the study taken by the investigator. This report deals only with the historical development of the language controversy in some of our States with regard to the medium of instruction. It does not present what medium of instruction for different stages of education should be used.

5. Nayar, Baldev Raj, "National Communication and Language Policy in India".¹

This is the only study which is related to the present study but differs in various respects.

The main aim of this study was to investigate to the prospects of certain languages for inter-regional communication among the different regional language groups

1. Baldev Raj Nayar, "National Communication and Language Policy in India", published in co-operation with the Centre for Development Area Studies. M.C.Gill University Fredrick A. Praye Publishers, New York, 1969.

in India. For achieving this aim library has been used as the main source. Along with this some field research was also conducted by the investigator.

In this study language policy of India is undertaken related to the government administration and educational system. So far as the language planning for education is concerned, this study gives the picture of historical development of the language policy at secondary and university stages of education since the British period. In the same ways it presents the relative official status of Hindi as well as of English. Position of teaching of Hindi and English has also been taken up under this study.

It reveals that position of propagation of teaching of Hindi differs from State to State and there is great variety of patterns, in the Hindi area there is great need that attention should be paid to teachers and teaching methods. As regards the position of teaching English is concerned the study shows that in most of the States and Union Territories teaching of English is compulsory in the secondary schools. It suggests that choice of language should be left entirely to the students. But the study differs from the present study because it only gives the picture of language policy in India prevalent

at that time. It is mainly based on the library sources.

6. Transactions of Indian Institutions of Advanced Study, Vol. 8 "Language and Society in India", Proceeding of a Seminar, Indian Institute of Advanced Study, Simla, 1969.

In the present volume fifty seven papers have been presented which were read at Seminar on "Language and Society in India", held at Indian Institute of Advanced Study, Simla from Monday, October 6 to Friday, October 27, 1967.

In these papers Indian languages have been discussed from various points of view, viz. linguistic Demography of India, Problems of the teaching of languages recognised in the VIII schedule of the Indian Constitution. Languages as medium of instruction, Administration, Technical aspects of language planning.

Moreover in this volume a summary of recommendations for use of languages in India have also been given.

According to Dr. Punyasloka Ray, there should be immediate change-over to the regional languages in place of English for higher education. Prof. Meenakshi Sundaram was of the opinion that in India English should be the link

language for ever. Dr. Niharajahn Ray recommended that to continue English as the associate language at certain levels of administration and teaching is essential. In Prof. S.M. Katre's views English should be used as a link language until the Indian languages developed. Dr. Lutze said that at school level English should be retained. But on the other hand Prof. Daya Krishna suggested that English should be taught as an optional subject at primary level. Dr. Patta Nayak was not of the opinion that if English will be eliminated then standard of education will fall.

Thus we can see that in the recommendations given in the Seminar some were of the opinion of elimination of English from higher education, some suggested to introduce English as an optional subject at primary stage and on the other hand some wanted to continue English for teaching and as well as for administration.

7. Lalchungnunga, C. "A Study of the impact of the change in medium of instruction from regional language to English after completion of the middle school stage in Mizo district and an investigation of the problems relating to it".¹

The specific purpose of this study is to identify the

1. C.Lalchungnunga, "A study of the impact of the change in medium of instruction from regional language to English after completion of the Middle School stage in Mizo District and an investigation of the problems relating to it". (Unpublished M. Ed. Dissertation, Jamia Millia Islamia University, Delhi, 1970).

difficulties faced by the students in connection with the English language as medium of instruction and to suggest remedial measures in the light of the findings of the study. The study's aim was to find out the impact of change in the medium of instruction from Lushai to English after completion of the school stage in Mizo District.

8. Verma, Shivraj "Hindi Ka Rashtra Bhasha Ke Roop Mein Vikas".¹

This thesis is basically related to the development of Hindi in the form of a National Language but it is partially related to the topic of the present study.

In this thesis the investigator Shri Shiv Raj Verma has presented the development of Hindi in the changing political and religious conditions of the country since from middle ages onward. The 6th Chapter of this thesis discusses the position of Hindi in the Constitution and its development after independence. It presents in brief the findings of the different official Language Commission

1. Shiv Raj Verma, "Hindi Ka Rashtra Bhasha Ke Roop Mein Vikas" (Ph.D thesis recognised by Gujarat University). Atma Ram & Sons, Delhi, 1970.

and Committees held at different times for the development of Hindi. It also discusses the efforts made by different State Governments and Ministries of Government of India for the development of Hindi and found that though at Central and State levels efforts for its development have been made, yet there is a great need for the propagation of Hindi so that it can be made the language of official use, administration, justice, education and business.

9. Vinoba; "Language Problem!"¹

In this brochure Vinoba's ideas on language problem of India have been presented. In this small brochure writer has discussed all the aspects of language controversy and at the same time he has also given some valuable suggestions to solve the same. But this is not a study of that kind which the investigator has taken. In this brochure only Vinoba's views have been presented. Views of other people have not been touched.

1. Vinoba, "Language Problem", Sarva Seva Sangh Prakashan, Rajghat, Varanasi, 1970.

10. D.D. Tiwari, "Efforts making English optional at the high school and intermediate stages".¹

The aims of the Project were to study the efforts making English optional at the high school and intermediate stages and to study the place of English in the present curriculum.

To achieve the objectives of the study twenty-six institutions e.g. Universities, some Degree Colleges etc. of the Uttar Pradesh State were taken. A proforma was prepared and sent to the concerned institutions to collect the data. Out of twenty six institutions only ten institutions responded.

From the data it was found that in the economic, social and political situations English can retain in its old position. It can be taught as an optional or as additional subject at the high school and intermediate classes but not as the compulsory language. As far as the place of English in present curriculum is concerned, it was found that it should be kept as it is. At the university stage also English cannot be taught as a compulsory subject.

1. D.D. Tiwari, "Efforts making English optional at the high school and intermediate stages", CCPI, Allahabad, 1971.

Because there is a demand that lectures of all the subjects should be delivered in Hindi.

11. Kalotra, Jyoti, "Investigation into the 'likes' and 'Dislikes' of Middle School pupils towards Sanskrit as a school subject with a view to give class-room guidance".¹

The Investigator in the present study has found that a child can learn three to five languages simultaneously without any serious difficulty. The general attitude of pupils towards Sanskrit is found to be favourable.

12. B.S. Goel and S.K. Saini, "Mother-tongue and Equality of opportunity in Education".²

The aims of the present report are :

- (i) to examine how far the teaching of mother-tongue both as a subject and a medium of instruction effects the equality of opportunity in education in a multi-lingual country like India;

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1. Jyoti Kalotra, "Investigation into the 'likes' and 'Dislikes' of Middle School pupils towards Sanskrit as a school subject with a view to give class-room guidance". (Unpublished M. Ed. Dissertion, Delhi University, Delhi, 1971).
 2. B.S. Goel and S.K. Saini, "Mother-tongue and Equality of opportunity in Education", National Council of Educational Research and Training, New Delhi, 1972.

- (ii) to present the present situation regarding the teaching of various languages at various levels of education and position of medium of instruction;
- (iii) to present the historical background of the problem;
- (iv) to study that how these developments influenced the attitudes of the people towards school and towards education of their students;
- (v) to identify the present problems and to give suggestions to overcome them.

It is suggested in the Study that the attitudes of parents, multi-lingual conditions of the country, politics in education, lack of funds, lack of rich literature in the regional languages etc. are some problems which stand in the way of the realisation of equality of opportunity in education and also in the teaching of mother-tongue or through the medium of mother-tongue. It has been suggested that UNESCO should take special interest for the rapid development of education in the country. A major portion of the UNESCO assistance must be spent in promoting the teaching of mother-tongues. A proper system of evaluation and promotion should be evolved in schools. The Central and State Governments should take special measures to enrich the regional languages.

13. M.G. Chaturvedi, "Language Teaching and Learning in India".¹

The present study attempts to present a case for the needed studies and researches which could be undertaken in the field of language teaching and learning in India. The main purposes of the present study are given as under:

- (i) to state the problem of language teaching and learning in India;
- (ii) to define the structure of language instruction;
- (iii) to indicate the broad areas of research and study in the field of language instruction;
- (iv) to identify specific problems for research and study under each area.

The investigator has given a brief historical background of language teaching and learning in India and has further described the place of language instruction in the educational system. He recommended that language instruction should be planned scientifically. In order to achieve this aim the investigator has listed certain topics

1. M.G. Chaturvedi: "Language Teaching and Learning in India", National Council of Educational Research and Training, New Delhi, 1974.

of research and studies under each area of language teaching and learning in India.

14. Prem Lata, "Investigation into the Reaction of Educational Administrators, parents, Teachers and students towards the Three Language Formula providing for English as an optional subject at the Higher Secondary level" ¹

The main objective of the Study is to find out the reactions of the four categories of people as mentioned in the topic towards the provision of English as an optional subject at the Higher Secondary level.

The investigator used questionnaire and interview schedules as the research tools. The questionnaire consists of 45 statements distributed in the four areas. The main findings of the study are as follows:

- (i) That the group as a whole tended to have slightly negative reaction towards the introduction of the formula.
- (ii) The reactions of the Educational Administrators and teachers are found to be almost neutral towards the new three language formula.

1. Prem Lata, "Investigation into the Reaction of Educational Administrators, parents, Teachers and Students towards the Three Language Formula providing for English as an optional subject at the Higher Secondary level (Unpublished M. Ed. Disseration), Delhi University, Delhi, 1974.

(iii) The reactions of parents and students are slightly negative.

(iv) There is no significant difference in the reactions of boys and girls offering English as First language for the Higher Secondary Examination.

(v) Boys offering English as First Language are found to be more negatively inclined towards the scheme than the parents whose wards had offered English.

15. Kerawalla, Gulistan J. "A Study of Factors influencing the language policies in India and the USSR: A comparative approach".¹

The main objective of this study is to analyse the factors influencing the policies in India and the USSR with special reference to language learning at various stages of education. But as language policy of education cannot be studied in isolation of official language and the language of administration, equal attention is also paid to them.

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1. Gulistan J. Kerawalla, "A study of factors influencing the language policies in India and USSR: A comparative approach" Department of Educational Psychology and Foundations of Education, National Council of Educational Research and Training, New Delhi, 1976.

The present study's methodology is based on the problem approach in comparative Education as expounded by Dr. B. Holmes in his book "Problem in Education: A Comparative Approach". The four main aspects of the approach are: (a) problem analysis, (b) policy formulation, (c) The identification, description and weighting of relevant factors within a given content; and (d) The anticipation of prediction of the outcomes of policies.

This study revealed that "There are groups, both within and outside the policy making organisations which are involved in the formulation of the language policies and their execution".

It is also found that "Historical, political, social and economic factors play important role in changing the policies. The influence of each factor differs not only within the countries but also in the policy making process which is considered".

Language is so intimately connected with human life. So the language policy must be framed with the individual as the focal point. Moreover, while determining the language policy for educational needs, interest, ability and motivation of the individual should be kept in mind.

16. M.G. Chaturvedi and B.V. Mohale, "The Position of Languages in School curriculum in India".¹

The main objective of the study is to assess the position of the language instruction at different stages of school education in all the States and Union Territories of India. The aims of the study are given as below:

- (i) To find out the exact number and names of the languages studied and/or used as media of instruction in different States and Union Territories at different stages of School education.
- (ii) To find out the status of the languages being studied at different stages of school education.
- (iii) To find out the weightage assigned to different languages in the total instructional programmes of schools.
- (iv) To find out the objectives for which different languages are taught.
- (v) To find out the tools used for pupils evaluation in languages.

1. M.G. Chaturvedi and B.V. Mohale, "The Position of languages in School curriculum in India". National Council of Educational Research and Training, New Delhi, 1976.

(vi) To find out the qualifications of language teachers and inservice training programmes for them.

(vii) To find out the position of supervision and guidance for language teachers.

The data for the study was collected through agencies and departments concerning the school education. Questionnaire and interview schedule were also developed to collect the data.

From the above data the study reveals:

- i. 51 languages are used as media of instruction in the schools of India. Out of these 15 are major languages or languages used as the medium of instruction throughout entire school education and 36 are minor languages.
- ii. 67 languages are studied as subject by the students studying in different schools situated in different parts of the country. Out of these 59 are studied as first language, 23 as second language and 24 as third language. All the above languages are taught as compulsory subject. Moreover 24 other languages are also taught as optional in Indian schools.
- iii. At the primary stage language used as media of instruction and taught as subjects are more than those at the middle and secondary stages. At primary stage only one

language is taught on compulsory basis either as mother-tongue or as First language. After primary stage usually English and Hindi or any other modern Indian language is taught compulsorily. Two or three languages are taught compulsorily at middle school stage.

iv. The Universities have not enough facilities to train the teachers of these languages.

v. The general conditions in the area of language instruction in schools are far from satisfactory. Therefore it is suggested that language instructions in schools need serious attention, of educationists, psychologists and linguists.

17. S.K. Chaturvedi, "A Study of Problem of Medium of Instruction in India (A Historical Perspective)".¹

The primary aims of the study are:

- (i) To study the controversial views given on the problem from time to time.
- (ii) To study the recommendations of various Commissions and Committees on this problem.

1. S.K. Chaturvedi, "A study of problem of medium of instruction in India (A Historical perspective)". (Unpublished Dissertation M. Ed.) Sagar University, 1976.

- (iii) To study the changes in official policy from time to time.
- (iv) To bring out the guide lines or suggestions for approaching the problem in a dispassionate way to help in an early solution.

To achieve the aim, method of historical research has been followed. The main findings of the study are:

- (a) The problem of medium of instruction has taken its origin since the commencement of the efforts of the Britishers to educate the Indians.
- (b) The final decision in respect to the medium of instruction has been taken on the educational grounds namely the education can best be imparted through mother-tongue.
- (c) All the Commissions and Committees which considered the question of medium of instruction after independence have been unanimous in recommending the replacement of English by the Indian languages and with the solitary exception of official language commission. All have favoured Regional language as media of instruction.

Conclusion:

It can, therefore, be concluded that the present study differs from all the studies conducted earlier in the field but as all the above mentioned studies are related in one way or the other with the present study, they have helped the investigator in developing the final thesis.