

CHAPTER - IXCONCLUSION, RECOMMENDATIONS AND SUGGESTIONS

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CHAPTER - IX

CONCLUSION, RECOMMENDATIONS AND SUGGESTIONS

Conclusion

The background of the linguistic reality of India presents her multi-lingual character. The languages prevalent in India though belong to different language families, yet they have some common elements and strong affinities amongst them. That is why India is considered to be a single "Linguistic Area".

Historically, it is found that inspite of her large size and multi-lingual character India had never been without a pan India link language, whether officially recognised or not.

During the Hindu period Sanskrit was the main all-India language and was used as an official language throughout the country. Later on, with Sanskrit some other Indian languages were also cultivated as all-India languages and some of them were even adopted as the official languages. After the advent of Muslims, linguistic scene of India changed because they brought with them their

own linguistic character. They introduced first Arabic and then Persian as the Official Languages. Lateron, partly Hindi and/or Persianized Hindi i.e. Dakhini and Urdu were also used as pan Indian languages of Culture and administration.

Establishment of British rule not only changed the linguistic reality but also gave birth to language controversy in India by introducing English as the sole official language. Oppositions were made against the use of English by National leaders. As a result of this Hindustani was lateron accepted as the National Language. At the State levels regional languages recognised for official work.

After independence, from the very beginning of framing of the Constitution till now, there has been a language controversy in India. The Constitution of India decided about the policy of language used for official work both at Central as well as at State level. Hindi and the major Indian literary languages listed in the VIII Schedule have been accepted as official languages by the Centre and different States & Union Territories. As far as the question of place and role of Indian languages in States is concerned, there is no difference

of opinion but the question of Central language has been at dispute. At present Hindi and English both have been recognised as official and associate official language of the Centre with a provision to use progressively Hindi in place of English. But Hindi will not be imposed as long as all the States and Union Territories do not accept Hindi and replace English by it.

In the early period Sanskrit was the media of instruction at elementary as well as at higher stage of education. But lateron, it had been used as media of instruction only at higher stage of education. At elementary stage local languages began to be used as media.

During the Muslim period at the elementary stage of education most of the Modern Indian literary languages were used as media of instruction and were studied as subjects in their respective regions. But along with this Sanskrit, Persian and to some extent Arabic were the dominant languages at this stage. At higher stage of education Sanskrit and Persian were used as media of instruction. Most of the modern Indian literary languages were also used as complimentary subordinate media languages.

During the British period the mother-tongue was accepted as media of instruction at primary stage of education and thus by and by Indian languages became the chief media of instruction upto Secondary stage of education. But English also continued as a compulsory subject. Some English medium schools were also opened in the country. As regard the university education English was most dominant language used as the media of instruction in all the universities of India. Nationalist leaders did not like this and opposed.

In the post-independence period at the primary stage of education, mother-tongue continued as medium of instruction. As far as secondary stage of education is concerned, three-language-formula has generally been accepted by almost all the States and Union Territories. But in its implementation there are some variations. Though most of the universities have accepted regional languages to be used as the medium of instruction in certain faculties and in most of the universities Regional Languages are being used. But English continues as the main media specially in medical and technical courses of study.

However, on the basis of the responses the study has revealed the following facts:

1. Hindi and English both should be used as the official language of the Central Government.
2. A significant difference of opinion has been found when opinions of two groups 'N' and 'S' were compared. 'N' favours 'H & E' while 'S' favours only 'E' to be used in the Central Government offices.
3. Hindi and English both should be used in the Parliament.
4. The finding shows that there is significant difference of opinion between 'N' and 'S' groups for the language to be used in the Parliament. 'N' group favours only Hindi while 'S' group favours only English.
5. Only English should be used in the Supreme Court.
6. It is important to note that South Linguistic Communities (S) favour English and in comparison to this North Linguistic Communities (N) favour Hindi and English to be used in the Supreme Court.

7. All orders, notifications, rules, regulations, forms etc. of the Central Government should be printed in Hindi and English (both).
8. North Linguistic Communities favour 'H & E' whereas South Linguistic Communities favour only 'E' for the printing of all orders, notifications, rules, regulations, forms etc. of the Central Government.
9. Only English should be used in the Central Government for communication with States and Union Territories.
10. It is found that 'N' group favours 'H & E' (both) whereas 'S' group favours only 'E', to be used in the Central Government for communication with States/Union Territories.
11. English should be continued as associate official language for the official work of the Centre.
12. No difference of opinion has been found between 'N' and 'S' groups because both the groups favour English to be continued for official work of the Central Government.
13. Regional language and English should be used in the State Government offices for internal work.

14. 'N' group favours 'RL and H' in comparison to this. 'S' group favours 'RL and E'. So there is difference of opinion in the two groups on the language 'H and E' to be used in the State Government offices for internal work. However, 'RL' has been favoured by both the groups.
15. In the High Courts State official language should be used.
16. Only State Official language should be used in the local bodies of the State Government.
17. The State Government should correspond with the Central Government in the Central official language.
18. Communication of the State with other States/ Union Territories should be in the Central official language.
19. All orders, notifications, rules, regulations, forms etc. of the State Government should be published in the State official language.
20. State official language should be used in the State Legislative Assembly.

21. 'N' group favours 'SOL' while 'S' group favours 'RL and E' to be used by the State legislatures.
22. Languages of the minority communities should not be allowed to be used for official purposes.
23. Languages of the minority communities in the State should be allowed to be used for cultural purposes.
24. Only one language i.e. mother-tongue should be taught compulsorily at the pre-primary stage of school education.
25. Two languages 'H and E' should be taught compulsorily at the primary stage of school education.
26. There is difference of opinion between 'N' and 'S' groups on the question of the name of language to be taught compulsorily at primary stage of school education.
27. Three languages 'RL', 'H' and 'E' should be taught compulsorily at the Middle, Secondary and Higher Secondary stages.

28. It is interesting to note that both the groups 'N' and 'S' favour Hindi and English as compulsory subject to be taught at the Middle, Secondary and Higher Secondary stages of school education. But as regard the third language 'N' group favours Regional language while 'S' group favours mother-tongue to be taught compulsorily.
29. No language should be taught optionally at the school stage.
30. Mother-tongue should be the medium of instruction upto secondary stages of school education. But at the Higher Secondary stage it should be replaced by English.
31. At pre-primary and primary stages of school education only one language should be the medium of instruction, but at Middle, Secondary and Higher Secondary stages two languages can be used as the medium of instructions.
32. More than one language should not be used as the medium of instruction within the same class at the different stages of school education.

33. Children should not be taught a language which is not the medium of instruction at pre-primary and primary stages of school education.
34. Second language should be introduced from Vth class on compulsory basis.
35. Languages of the minority communities in the State should not be allowed to be used for educational purposes.
36. Minority communities should be asked to study the language of the majority communities in the States.
37. At the university stage medium of instruction should be Central Official language.
38. Only one language i.e. English, should be used in all the universities of India.
39. Regional languages cannot be used as the medium of instruction for teaching different courses of study at the university stage.
40. English should be taught at the graduation level on compulsory basis for the courses of Medicine, Engineering, Technology and Science. But for the course of Social Sciences two languages — Hindi and English should be taught compulsorily.

41. English should be continued as the media of instruction in the universities in future.
42. Only English should be used as the medium for the All-India Competitive Examinations.

Recommendations

On the basis of the present study the following recommendations may be made with regard to the language policy of India:

1. The historical chapters of the present study reveal that India has a long tradition of a Central or inter-regional language which has been used for official purposes as well as for educational, academic and inter-regional trade and commerce. In early days it were the Sanskrit and the Prakrit languages; while in medieval periods Persian and Hindi-Urdu were used. In modern times it was English but after independence Hindi has also been progressively used for the same. Therefore, it is recommended that in the present controversial

linguistic situation both Hindi and English should be used as the official and the associate official languages of the Union. For this purpose the Central Government should advise the Hindi-speaking States to tolerate the use of English till Hindi is accepted by the non-Hindi speaking States. Though efforts have been made for the use of Hindi in Central Official work yet to switch over completely to Hindi, more efforts should be made. Central Government should encourage their employees to work in Hindi more and more. It can be done with the motivational methods like, in-service training, extra increment and awards etc.

2. As far as the business in Parliament is concerned, it is recommended that the Constitutional provisions should be continued.
3. To reduce the distance between the administrators of justice and the common man and to develop sense of respect and affection for the law courts among the people there is a need that Supreme Court should function in Hindi and English (both). Moreover efforts should be made to use other Indian languages in the Supreme Court so that a common man can understand the working of the Court.

4. All orders, notifications, rules, regulations, forms etc. of the Central Government should be printed in Hindi and English (both).
5. Communication between the Centre and the State should be in Hindi and English (both). To reduce the burden of work it will be advisable that with 'Hindi States' Centre can communicate only in Hindi. Thus it is recommended that there should be no change in the present policy of the Central Government. But with this, for the further development of Hindi effective measures should be taken. Moreover, the form of Hindi should be simple enough so that every one can understand it easily.
6. Though most of the States have adopted their State Official Languages for their internal work, yet facilities for the use of English should also be provided.
7. Transactions in the High Courts should be conducted in State Official languages so that the working of the High Courts can be understood by the people of the States. But when an appeal has to be made in the Supreme Court, then its English or Hindi translation

should also be accompanied. To achieve this aim it is recommended that steps should be taken to develop regional languages. Moreover, to encourage its use special efforts should be made and the people should be encouraged.

8. For the communication between the State and the Central Government, and State with other States/ Union Territories, Central Official language should be used. It means Constitutional provisions should be continued. But to reduce the burden of the employees only in non-Hindi speaking States, English should be used.
9. All orders, notifications, rules, regulations, forms etc. of the State Government should be published in State Official language.
10. It is recommended that business in the Legislature of a State should be transacted in the Official language of the State and if any member who cannot adequately express himself in State Official language, he may address the House in Hindi or English or in his mother-tongue.
11. The Constitution of India has given the rights to linguistic minorities, according to Article 29 and 30, but the present study reveals that languages

of the minority communities should not be used for official purposes, although it may be used for cultural purposes. It is suggested therefore that the State Government should take necessary steps for the development of the languages of the minority communities for national integration.

12. The language policy of the State Government should aim for the use of State Official languages for all purposes in the State.
13. The language/languages in use in the official work of the State as well as in the Central Government is an important factor as this influences the educational policy relating to language/languages to be taught in our educational institutions. It is recommended therefore that at pre-primary stage only mother-tongue should be taught compulsorily whereas at primary stage one more language i.e. English should be introduced. These languages have been demanded by the majority of the respondents. But at Middle, Secondary and Higher secondary stages of school education, majority of the respondents wants to continue the three-language-formula, in the

interest of the integration of the country and for the development of modern Indian languages. According to the analysis of the data it is recommended that in the southern states Mother-tongue, Hindi and English should be taught compulsorily. Similarly, in the Northern states Hindi, English and any Regional Language, other than Hindi should be taught compulsorily at the above mentioned three stages of school education. This would help to develop and strengthen the national unity.

14. For the proper development of the child, it is recommended that the medium of instruction at all stages of school education should be the mother tongue and to achieve this aim, efforts should be made to develop Indian languages.
15. According to the analysis of the data it is recommended that the second language should be introduced at the Vth class stage.
16. At least one language i.e. English should be taught compulsorily at the university stage for Medicine, Engineering, Technology and Science courses of study. But for the Social Sciences two languages English and Hindi should be taught.

17. English should be continued as the medium of instruction at the university stage until it is replaced by Central Official language and other regional languages. Therefore, the use of Central Official language and regional languages, as the media of instruction should be encouraged. To achieve this aim original text-books in regional languages should be prepared. Moreover, employment opportunities should also be provided at the State level as well as at Central level to the students who get their education through the media of regional languages.
18. As far as All-India services are concerned, English should be continued because the U.P.S.C. feels that majority of the students appear in the examination, choose English as their media of the examination¹ which is also supported by the present study. But this may be due to non-availability of necessary instructional material in the Indian languages. Therefore, efforts should be made to develop necessary material in Indian languages so that ultimately they may replace English.

1. "The Times of India", 28th March, 1978.

Suggestions for Further Research

The following problems on the language policy of India are suggested for further investigation:

1. Critical study of the official language policy of India for the Central Government.
2. Critical study of the official language policy of the Indian States.
3. Objective study of the language planning in education at the school stage.
4. Language Planning in education at the university stage.
5. Historical study of the language policy of India for education (at different stages separately) and official language since independence.
6. Objective study of the media of instruction at the university stage.
7. Future of the languages of the minority communities in India in the field of education.
8. Comparative study of the language policy of India with other multi-lingual countries.