

PUBLIC OPINION ON A BRIDGE BETWEEN STUDENTS AND EDUCATION

AUTHOR – THANGA SIVA .T & NIVITHRA .S,

STUDENTS AT SAVEETHA SCHOOL OF LAW, SIMATS

BEST CITATION – THANGA SIVA .T & NIVITHRA .S, PUBLIC OPINION ON A BRIDGE BETWEEN STUDENTS AND EDUCATION, *Indian Journal of Legal Review (IJLR)*, 3 (2) of 2023, Pg. 257-265, APIS – 3920 – 0001 & ISSN – 2583-2344.

Abstract

This study identifies Language is a tool of communication. Communication entails much more than mere passing information. It involves conceptualization of objects and experiences, their identification and classification, argumentation and disputation about the nature, processes and relationship among objects, thoughts and expressions, and comprehension of the realities and rules governing them. The research was conducted among the people residing in developing areas because the influence of languages from rural-urban in some selected areas can be observed. It was carried out in Madurai, Chennai and Bangalore because the city has a massive amount of migrants from its nearby rural areas. Data was gathered by using online interview techniques so that correct and authentic information from the concerned people should be collected. The study reveals that language is the major reason for influencing education among established as well. They too have been in the line of striving for achieving the same aim. This study, however, gives out some new findings regarding languages and education. Language rights as a subset of human rights in an area of the world exhibiting particular linguistic diversity. Likewise, in the rural areas, the insufficient social ease and amenities are discouraged because of their conventional mode of lifestyle. The main route of information is gathered with the help of a set of questions through area research containing a set of questions that was designed according to Problems Faced by the People Who faced hardships in adopting various languages . To save cost and time and to maintain the cooperation and goodwill of the respondents; the questions were kept simple and straight to the point.

Keywords : Rural, Urban, Linguistic minority, Education, Language , Complexity

Introduction :

There are about 6000 different languages in the states which are grouped under various language families in the present world. Many different languages are being spoken by the people all around the world. Some of the most important link languages to communicate with each other are Arabic, Bengali, English, French, Hindi, Malay, Mandarin, Portuguese, Russian and Spanish. Multilingualism has been in existence

mainly due to the subsistence of these link languages side by side. The need for communication among speech communities as well as individuals becomes mandatory by Knowing two or more than two languages. “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. Due to globalization and wider cultural communication

almost 25% of the world's approximately 200 countries recognize two or more official languages with some of them recognizing more than two.

As per the 2001 census, India has a total of 122 languages 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. Language rights as a subset of human rights in an area of the world exhibiting particular linguistic diversity. Linguistic human rights have been coherently defined on a theoretical level and through some early legal approaches. The right to speak, to learn, to educate and unfold all cultural activities in one's own mother tongue, in addition to other official languages, is also enshrined in many Constitutions of the world. Linguistic rights should be considered basic human rights. Linguistic majorities, speakers of a dominant language, usually enjoy all those linguistic human rights which can be seen as fundamental, regardless how they are defined. India, however, is a language policy-making laboratory, seeking to cope with a multilingual reality and accommodate almost a hundred minority languages. The world's major democratic and federal state, while economically opening up to global markets, and culturally keen on pushing national integration and international exchange, has to come to terms with its complex internal multilingualism.

The University Education Commission in 1948–49 or Radhakrishnan Commission first made the first recommendation for a three-language policy. It recommended that except Sanskrit all other Indian languages should replace English as the medium of instruction as Sanskrit involves many practical difficulties. It puts more emphasis on national language by making it the medium of instruction at the university level for certain subjects. The commission recommended the three language formula during the higher secondary and university stage, i.e.

- (i) The regional language,
- (ii) The federal or link language
- (iii) English language.

No practical solutions were given by the recommendations given by the Radhakrishnan Commission. The main reason for lacking such recommendations is due to the fact that regional language is not necessarily the mother tongue of all people living in the state. A large number of linguistic minorities reside in almost all the states whose mother tongue is different from the official language of the state. Decisions to make Hindi compulsory language in schools were constantly opposed by Tamilnadu since 1937. The Education Commission of 1964–66 recommended a modified or graduated three-language formula. The then Prime Minister Indira Gandhi ultimately amended The Official Language Act, 1967, Based on the report and recommendations of the Kothari Commission (1964–1966), which provided indefinite usage of Hindi and English as official language and announced the first National Policy on Education in the year 1968, which called for a “radical restructuring” and proposed equal educational opportunities in order to achieve national integration and greater cultural and economic development.

Major Issues :

The implementation of the three language formula has not been implemented effectively throughout our country. This formula has been interpreted in different ways by the different states as a result its implementation has become uneven. The formula has become a 3 +/-1 formula in many cases. The three language formula has become a four language formula for the speakers of (linguistic) minority languages as they had to learn their mother tongue, the dominant regional language, English and Hindi. The three language formulas were accepted in principle by only some States while others made some adjustments and some changed to an extent that it became impossible to implement it.

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

1. The southern states such as Pondicherry, Tamil Nadu and Tripura were not ready to teach Hindi and Hindi-speaking States did not include any south Indian language in their school curriculum. It was not properly implemented as it was meant to be implemented.
2. Heavy language loads fear in the school curriculum.
3. The compulsory study of the three languages duration varies.
4. At the secondary stage not all the languages are taught compulsorily.
5. Provision of additional language teachers and teaching -learning materials resources are not upto the level and no adequate resources are available in most states.
6. Teachers are not able to adapt the teaching learning material as per the requirement of the targeted learner and the target language mainly due to the incomplete, incompetent and ineffective training of the teacher.
7. Inability of the central and state government in creating educational, social, cultural and economic opportunities for minority and tribal languages.

Statutes in favour of States :

- **Article 29** protects the interests of the minorities by making a provision that any citizen / section of citizens having a distinct language, script or culture have the right to conserve the same. Article 29 mandates that no discrimination would be done on the ground of religion, race, caste, language or any of them.
- **Article 347** – Special provision relating to language spoken by a section of the population of a State On a demand being made in that behalf the President may, if he is satisfied that a substantial proportion of the population of a

State desire the use of any language spoken by them to be recognised throughout that State or any part thereof for such purpose as he may specify

- **Article 350 A** – [1]It shall be the endeavour of every State and of every local authority within the State to provide adequate facilities for instruction in the mother-tongue at the primary stage of education to children belonging to linguistic minority groups; and the President may issue such directions to any State as he considers necessary or proper for securing the provision of such facilities.

New Education Policy on 3 Language Formula :

The NEP proposes an “early implementation of the three-language formula to promote multilingualism” from school level. The three-language policy leaves it to states to decide on what that language would be.

The document says the three-language formula will continue to be implemented “while keeping in mind the Constitutional provisions, aspirations of the people, regions, and the Union, and the need to promote multilingualism as well as promote national unity”. However, the NEP also says, there will be a greater flexibility in the three-language formula, and no language will be imposed on any State.

The three languages learned by children will be the choices of States, regions, and of course the students themselves, so long as at least two of the three languages are native to India. In particular, students who wish to change one or more of the three languages they are studying may do so in Grade 6 or 7, as long as they are able to demonstrate basic proficiency in three languages (including one language of India at the literature level) by the end of secondary school,” it adds From the implementation from, the policy says, there will be a major effort from both the central and state governments to invest in large numbers of language teachers in all regional languages around the country, and, in particular, for all languages mentioned in the Eighth Schedule of the Constitution of India.

“States, especially States from different regions of India, may enter into bilateral agreements to hire teachers in large numbers from each other, to satisfy the three-language formula in their respective States, and also to encourage the study of Indian languages across the country,” Though NEP proposal of Formula leave us too many questions regarding proper implementation and practical aspects to it (Ricento 2015). E – Learning platform to be single – mindedly examine and many difficult tasks in time to come.

Objectives :

- To understand the need of a new language formula.
- To know about the practical difficulties in the implementation of the new 3 language formula.
- To determine an alternative method to eliminate the risks and issues of the new language policy.
- To understand about the difficulties faced by the linguistic minorities.

Literature Review :

As quoted by Dr. B.R. Ambedkar who was the Chairman of the Indian Drafting Committee when the Indian Draft Constitution was said on the issue of adopting Hindi as the National language, (Pattanayak 1981) said how our educational system has consistently weakened the advantages of grass-root multilingualism that characterizes our society. As “if participatory democracy has to survive, we need to give a voice to the language of every child.”

As (Sharma and Puri 2020) 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).

(“The National Curriculum Framework 2005” 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 (Spolsky 1986)

(Benedikter 2009) has divided Multilingualism as Individual Multilingualism and Societal Multilingualism.

Multilingualism in India is not a new term. It dates back time before Independence (Ramanathan 2016) said in his work India as a Linguistic Area that India has seen many folds of changes in its cultural, linguistic and ethnic pattern.

(Sriraman 2016) - 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 (“Language Policy and Education in the Indian Subcontinent,” n.d.)

(c. mohanty 2004) - Forty seven languages are used as media of instruction in schools and forty one languages are taught or used in schools.

(Bagulia 2004) India is a country of several languages. 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.

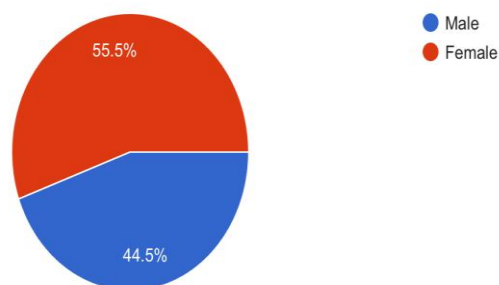
(Benedikter 2009) argued that the interests of group identity (mother tongues and regional languages), national pride and unity (Hindi), and administrative efficiency and technological progress (English).

Methods and Materials :

The researcher obtained the primary source of data by conducting an empirical study on seeking responses from the general public based on a questionnaire and also relied on secondary sources of data such as books, journals, e-sources, articles and newspapers. The research method followed here is empirical research. A total of 200 samples have been taken out of which is taken through convenient sampling methods. The sample frames taken by the researcher are various students and their parents especially belonging to the rural parts of Madurai, Chennai and Bangalore. The independent variables are age, gender and occupation. The dependent variables are that, Are you aware of 3 language formulas ? Do linguistic minorities are being neglected due to this new implementation? Do the required facilities were provided by the educational institutions to meet the linguistic need? Do the fundamental rights of the linguistic minorities are being violated due to the new language formula? Do you agree with the implementation of new language policy?. The statistical tool used by the researcher is correlation and graphical representation.

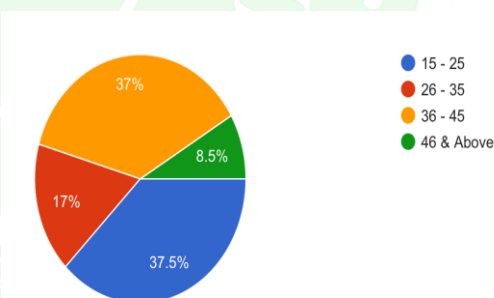
Analysis and Discussion :

GENDER FREQUENCY :



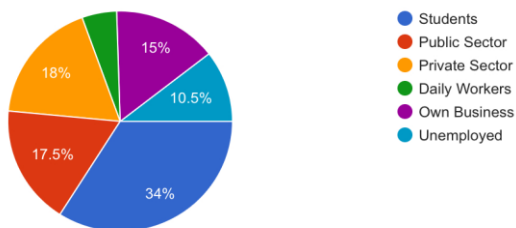
With respect to the current survey results, the frequency table is created out of the survey responses received from several people. The present frequency table is based on the gender of persons who were taken as samples. Among the samples, the number of female responses are comparatively more when compared to the number of responses by male samples. Where the sample response from females is 111 (55.5%) and the response from male is 89 (44.5%) in number. Thus, on the whole there were about 200 samples taken for the present survey.

AGE FREQUENCY :



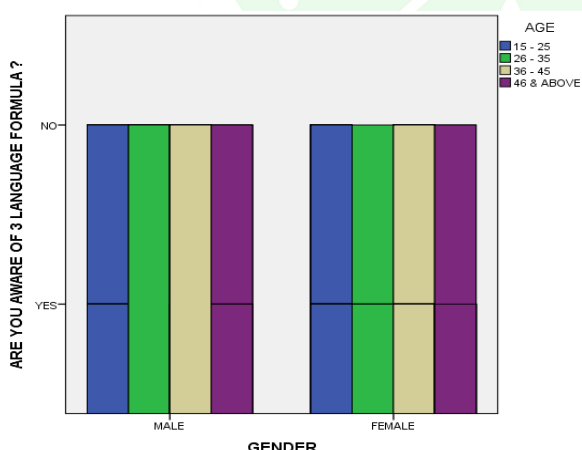
With respect to the current survey results, the frequency table is created out of the survey responses received from several people. The present frequency table is based on the age of the persons. Among the persons who are between 15-25, there were 75 (37.5%) sample responses taken and between the 26-35, there were about 34 (17%) sample responses taken. Between those who were between 36-45 there were 74 (37%) sample responses taken and between those who are 46 & above, there were 17 (8.5%) sample responses for this survey. Thus, on the whole there were about 200 samples taken for the present survey.

OCCUPATIONAL FREQUENCY :



With respect to the current survey results, the frequency table is created out of the survey responses received from several people. The present frequency table is based on occupation of the persons. Among the persons who are students, there were 68 (34%) sample responses taken and among the public sector, there were about 35 (17.5%) sample responses taken. Among those who have a private sector there were 36 (18%) sample responses taken and among those who have their own business, there were 30 (15%) sample responses taken and among those who are unemployed, there were 21 (10.5%) sample responses for this survey. Thus, on the whole there were about 200 samples taken for the present survey.

Question 1 :



GRAPH 1

Legend :

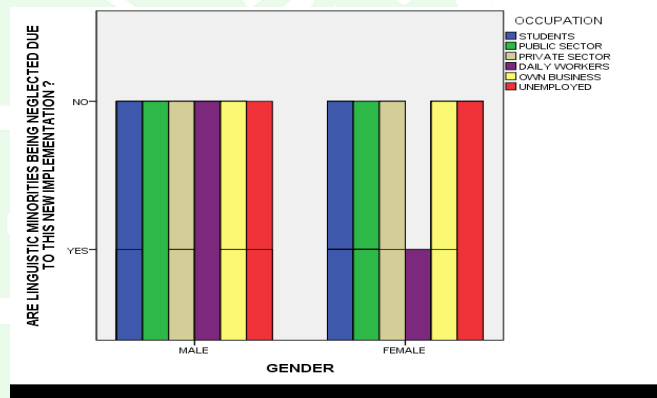
From the graph, it is observed that it exhibits the age distribution of the respondents among different genders of the respondents and their

opinion on the question of are you aware of 3 language formulas.

Results :

From the survey : in graph 1, it is observed that it exhibits the age distribution of the respondents among different genders of the respondents and their opinion of the linguistic minorities are being neglected due to this new implementation. The maximum number of responses were collected from both the male and female respondents who are between the age groups of 15-25 and 26-35, who are equally aware about the new 3 language policies.

Question 2:



GRAPH 2

Legend :

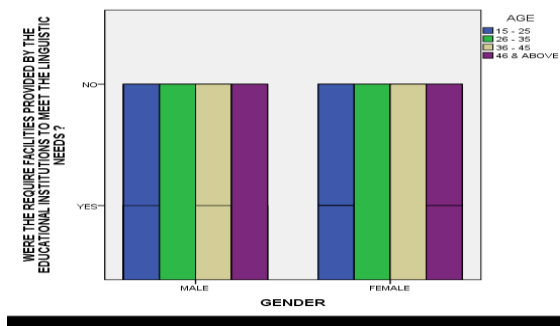
From the graph, it is observed that it exhibits the occupational distribution of the respondents among different genders of the respondents and their opinion on the question of whether linguistic minorities are being neglected due to this new implementation.

Results :

From the survey : in graph 2, it is observed that it exhibits the occupational distribution of the respondents among different genders of the respondents and their opinion question of whether linguistic minorities are being neglected due to this new implementation. The maximum number of responses were collected from both the male and female students and both public and private sector workers, who strongly contend that linguistic minorities are

being neglected due to this new implementation.

Question 3 :



GRAPH 3

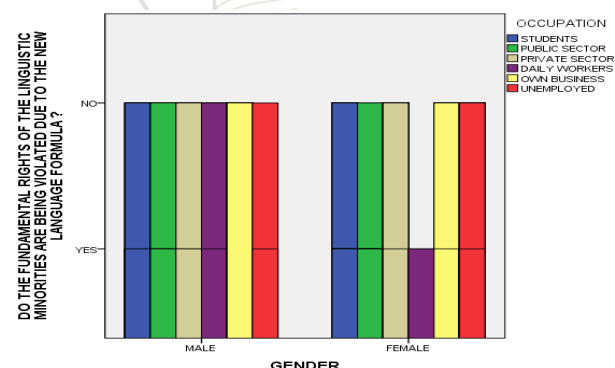
Legend :

From the graph, it is observed that it exhibits the age distribution of the respondents among different genders of the respondents and their opinion on the question of were the facilities provided by the educational institutions to meet the linguistic needs .

Results :

From the survey : in graph 3, it is observed that it exhibits the age distribution of the respondents among different genders of the respondents and their opinion on the question of were the facilities provided by the educational institutions to meet the linguistic needs. The maximum number of responses were collected from both the male and female respondents who are between age groups of 15-25, who strongly agree that no adequate facilities are being provided by the educational institutions to meet the linguistic needs.

Question 4 :



GRAPH 4

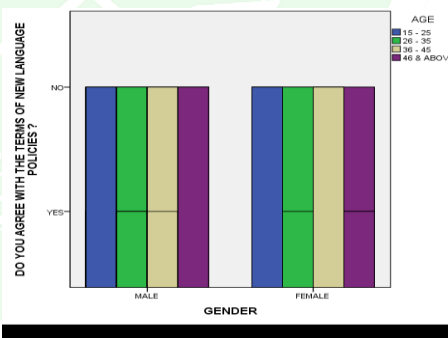
Legend :

From the graph, it is observed that it exhibits the occupational distribution of the respondents among different genders of the respondents and their opinion on the question of whether the fundamental rights of the linguistic minorities are being violated due to the new language formula.

Results :

From the survey : in graph 4, it is observed that it exhibits the occupational distribution of the respondents among different genders of the respondents and their opinion on the question of whether the fundamental rights of the linguistic minorities are being violated due to the new language formula. The maximum number of responses were collected from both the male and female students and both public and private sector workers strongly contend that the linguistic minorities' rights are being violated due to the new language policy .

Question 5 :



GRAPH 5

Legend :

From the graph, it is observed that it exhibits the age distribution of the respondents among different genders of the respondents and their opinion on the question of whether they agree with the terms of new language policies.

Results :

From the survey : in graph 5, it is observed that it exhibits the age distribution of the respondents among different genders of the respondents and their opinion of the question of whether they agree with the terms of new language policies. The maximum number of responses were collected from both the male and female respondents who are between age groups of 15-25 and 26-35. They strongly oppose the terms laid down by the new language policies.

Conclusion

Language we speak is a well centered paradigm that strengthens society as a whole. Undermining the issues related with our language system weakens the integrity and future of many. It is a tool for each and every child's education. There are 100s and even more minorities' languages, tribal languages which are on the edge of extinction. In India's minority rights discourse the issue of linguistic rights has not been of much concern (Groff 2017). This is unjust, as the denial of linguistic rights not only hampers the cultural development of a community, but is also detrimental for the social and economic development of a minority and for the society as such (Gazzola and Wickstrom 2016). While the culture industry and the big media privilege a few dominant languages, minority languages and tribal cultures alike are dying a silent and slow death. In India many such languages have definitely disappeared (Nilekani 2010). This fact is not unknown to anyone, rather it is taken as the inevitable price to be paid for economic modernization and cultural homogenisation. NEP, 2020 once more laid stress on 3 Language Formula in our Education system, gives us hope to advance our Education System once for all without social disparity and zero political dividends giving equal opportunities to states in making use of NEP 2020 for a betterment for minorities as well others, only if implemented with systematic approach to it (Weinstein and Thayer 1990). State funding should support the marginalised, and not exist as a means to reinforce existing privilege through selection criteria that don't

stand up to even basic academic scrutiny. It's time we moved beyond these arbitrary categories that prop up existing biases and exclude genuine linguistic research. Instead, we should support marginalised linguistic communities and their heritage, and bring them into public view, into the mainstream. (Ager 2001)

References :

1. Ager, D. E. 2001. *Motivation in Language Planning and Language Policy*. Multilingual Matters.
2. Bagulia, Abdul Mannan. 2004. *Kothari Commission*.
3. Benedikter, Thomas. 2009. *Language Policy and Linguistic Minorities in India: An Appraisal of the Linguistic Rights of Minorities in India*. LIT Verlag Münster.
4. Gazzola, Michele, and Bengt-Arne Wickstrom. 2016. *The Economics of Language Policy*. MIT Press.
5. Groff, Cynthia. 2017. "Language and Language-in-Education Planning in Multilingual India: A Minoritized Language Perspective." *Language Policy*. <https://doi.org/10.1007/s10993-015-9397-4>.
6. "Language Policy and Education in the Indian Subcontinent." n.d. *SpringerReference*. https://doi.org/10.1007/springerreference_5993
7. mohanty, P. c. 2004. *Mass Media & Education*. APH Publishing.
8. Nilekani, Nandan. 2010. *Imagining India: Ideas for the New Century*. Penguin UK.
9. Pattanayak, Debi Prasanna. 1981. *Multilingualism and Mother-Tongue Education*. Delhi ; New York : Oxford University Press.
10. Ramanathan, Hema. 2016. "English Education Policy in India." *Language Policy*. https://doi.org/10.1007/978-3-319-22464-0_5.
11. Ricento, Thomas. 2015. *Language Policy*

and Political Economy: English in a Global Context. Oxford University Press, USA.

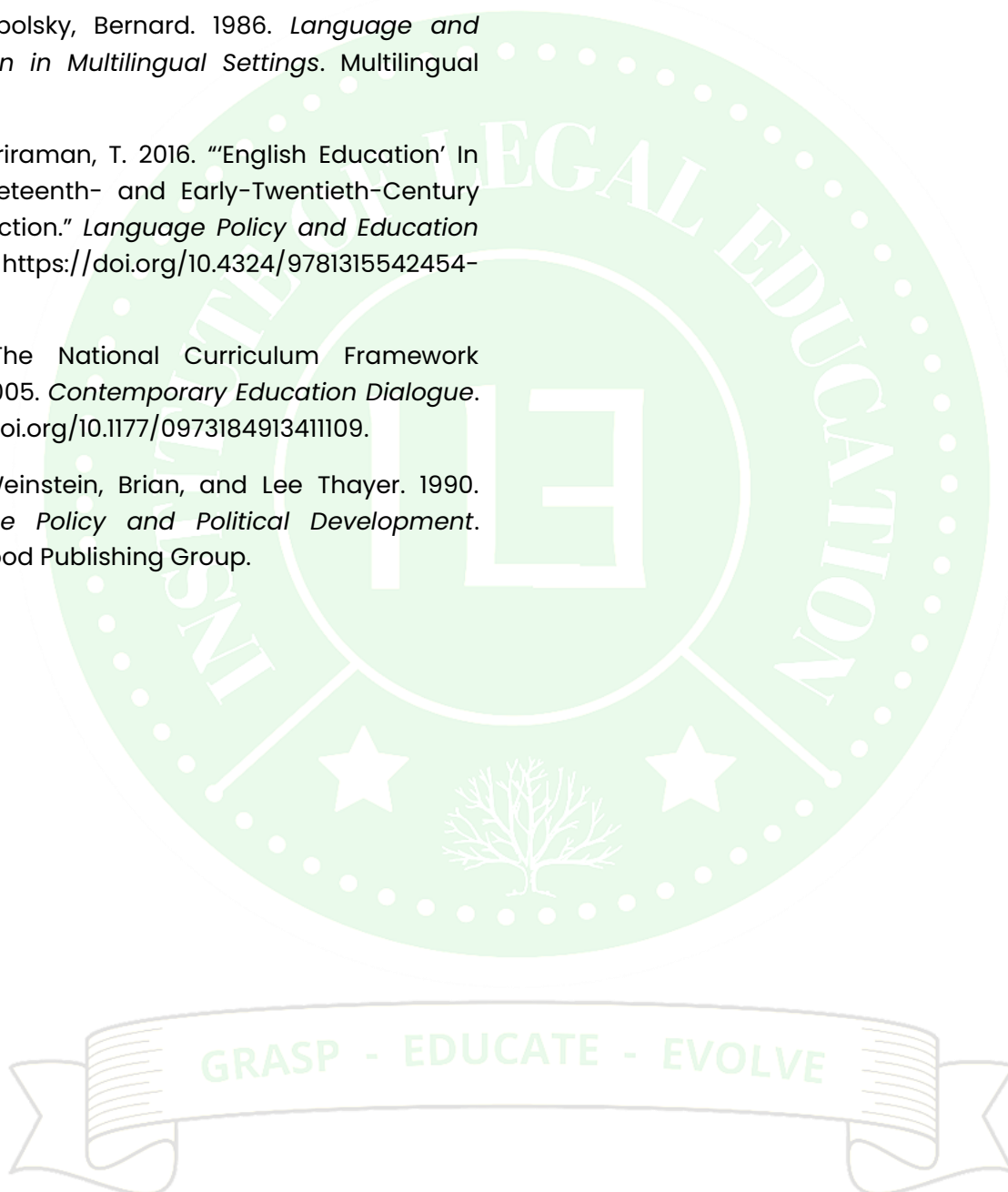
12. Sharma, Chitra, and Shaifali Rachna Puri. 2020. "THE DOMINANCE OF MOTHER TONGUE WHILE STUDYING ENGLISH LANGUAGE IN VERNACULAR MEDIUM SCHOOLS." *THE GENESIS*. <https://doi.org/10.47211/tg.2020.v07iws01.003>.

13. Spolsky, Bernard. 1986. *Language and Education in Multilingual Settings*. Multilingual Matters.

14. Sriraman, T. 2016. "'English Education' In Late-Nineteenth- and Early-Twentieth-Century Indian Fiction." *Language Policy and Education in India*. <https://doi.org/10.4324/9781315542454-11>.

15. "The National Curriculum Framework 2005." 2005. *Contemporary Education Dialogue*. <https://doi.org/10.1177/0973184913411109>.

16. Weinstein, Brian, and Lee Thayer. 1990. *Language Policy and Political Development*. Greenwood Publishing Group.



MAY BE USED FOR REFERENCE/BIBLIOGRAPHY

RECENT PUBLICATION FROM INSTITUTE OF LEGAL EDUCATION

1. Prasanna, S., et al. EMPOWERMENT AND EQUALITY NAVIGATING HUMAN RIGHTS LAW IN A COMPLEX WORLD. Institute of Legal Education, 2023. Access Here - <https://scholar.google.com/scholar?cluster=8073531615629308019>
2. PRASANNA, S., and P. LAVANYA. "NAVIGATING THE MAZE: UNDERSTANDING KEY DATA PRIVACY AND SECURITY LAWS WORLDWIDE." Access Here - <https://scholar.google.com/scholar?cluster=14275456488561985070>
3. Gopala, Bhagyamma. "A constitutional imperative for gender equality and dignity: a discourse on menstrual leave in India." ILE Constitutional Review 2 (2023). Access Here - <https://scholar.google.com/scholar?cluster=14542656713228494739>
4. Tulsyan, Aryan. "Cannabis and the constitution:'High time for amending the NDPS act?." ILE Human Rights Law Review 1.1 (2022). Access Here - <https://scholar.google.com/scholar?cluster=1620071720487117886>
5. SINGH, UJJWAL. "CUSTODIAL VIOLENCE IN MODERN INDIA." Journal of the Indian Law Institute 36.3 (1994). Access Here - <https://scholar.google.com/scholar?cluster=4641833531038214506>
6. Azizfan, Sayed Malik Shah. "A BLUEPRINT FOR SUSTAINABLE POVERTY ALLEVIATION AND UNEMPLOYMENT MITIGATION: SYNTHESIZING SOCIOECONOMIC TRANSFORMATION IN AFGHANISTAN." Access Here - <https://scholar.google.com/scholar?cluster=17585185253194219063>
7. PRASANNA, S., and P. LAVANYA. "PROTECTING PERSONAL DATA: A COMPREHENSIVE GUIDE TO DATA PRIVACY REGULATION." Access Here - <https://scholar.google.com/scholar?cluster=2736636049548842283>
8. PRASANNA, S., and P. LAVANYA. "NAVIGATING THE MAZE: UNDERSTANDING KEY DATA PRIVACY AND SECURITY LAWS WORLDWIDE.". Access here - <https://scholar.google.com/scholar?cluster=14275456488561985070>
9. PRASANNA, S., and P. LAVANYA. "DATA PRIVACY IN THE DIGITAL AGE: COMPLIANCE WITH INDIAN LAWS.". Access Here - <https://scholar.google.com/scholar?cluster=2482682029322735326>
10. SRIVASTAVA, AVANTIKA. "A CRITICAL ANALYSIS OF LAWS PERTAINING TO RAPE AND FALSE MARRIAGE PROMISES." Access Here - <https://scholar.google.com/scholar?cluster=15122870610367691037>
11. Abdurahim Zai, Mohammad Edris, and Naseebullah Amani. "The Impact of Green Supply Chain Management on Climate Change: Cursory Glance on the Food Industry." International Environmental Legal Research Journal 1.1 (2023): 150-161. Access Here - <https://scholar.google.com/scholar?cluster=9866710733130422173>
12. JAYAL, HARDIK, and SHREYA SINGH THAKUR. "A COMPREHENSIVE ANALYSIS REGARDING THE PRACTICE OF BONDED LABOUR IN INDIA." Access Here - <https://scholar.google.com/scholar?cluster=16247068770278814586>