Chapter Six: Summary And Conclusion

Summary:

The first chapter gives an account of the social, cultural and linguistic landscape of India. It describes about the language families present in India which is an outcome of different races which came to India many years back. An individual’s language is groomed by many social variations. So the relationship of language with the diversities present in Indian societies makes the linguistic scenario completely unique. It also talks about language variation on the basis of caste, tribe, races, region, script etc. So this diversity and heterogeneity makes the people of India multilingual. From north to south and east to west there is a lot of diversity and heterogeneity present in all aspects of life be it fooding, clothing, rituals, religion, etc. These diversities lead to variation in the use of languages too. But these social and linguistic diversities have never been problems in communication across the country.

The Second chapter talks about multilingualism in general and then multilingualism in the Indian context. It describes multilingualism, its advantages, various views regarding multilingualism, for instance the dominant monolingual countries consider two languages a nuisance, three languages as uneconomic and many languages as absurd, but for the supporters many languages is boon and a “resource” for linguistic, social and cognitive development. Multilingualism is a necessity across the world due to globalization and wider cultural communication. The chapter also discusses about the different types of multilingualism based on different criteria such as function, degree of acquisition, etc. Different scholars have looked at multilingualism in different ways. Some consider bilingualism and multilingualism as one and can be used interchangeably to refer to the
knowledge of more than one language. For others multilingualism is a magnified version of bilingualism. The work also describes societal multilingualism, individual multilingualism and receptive multilingualism. Then coming on to Indian multilingualism, it has been divided into two phases: pre-independence and post-independence. In the pre-independence era issues regarding multilingualism have been looked at in ancient period and medieval period. Developments in the colonial period have also been discussed. The ancient and medieval period talks about the foreign invasions and how the inscriptions give proof of the presence of multilingualism since then. In the post-independence period the best way to understand multilingualism is by studying its census records and different surveys done on languages. Finally the chapter discusses the presence of multilingualism/bilingualism in the Indian states. The census record shows that the rate of bilingualism is increasing every year. Multilingualism among the people of India is sometimes need based, sometimes it is forced and at times it is natural.

The third chapter gives a detailed account of the language policy of India like the language provisions provided in the Constitution, the status of Hindi in India, the Linguistic State Reorganization (LSR), the inclusion of languages in the Eighth Schedule, the Official Language Act and shows how they have affected the Indian multilingualism. This chapter also discusses different types of planning and policy and the setting up of language commission immediately after independence to consider to have a language policy for promoting effective administration and it also looks at how various deliberations finally agreed to converge at adopting ‘the Soviet Model’ of language policy. Hence, the chapter also discusses the soviet
model and explores the reasons that allowed the model to lose its ground in the Indian situation.

The **fourth chapter** particularly describes about the educational policy of India. It gives an account of the policies with regard to education. Education is a major factor in promoting multilingualism. So what are the facilities and strategies the government has adopted to maintain multilingualism. It discusses Macaulay’s minute and appointment & setting up of various commissions, since 1882, to look into the development of education in India. It also discusses the role of the National Policy of Education in promoting the use of languages, the three language formula and the role of mother tongue in education and the emergence of mother tongue based multilingual education.

The **fifth chapter** is a statistical and attitudinal study regarding multilingualism and heterogeneity in India based on a pilot survey. The survey gives an approximation of the rate of multilingualism among university students and their views regarding the language policy of India. It also discusses in brief the problems regarding the implementation of language policies in India.

**Conclusion:**

Basically the language policies of India are made to maintain and promote diversity and multilingualism. The problem is at the implementation level. Although language policy in general supports multilingualism, there are no strict rules of execution of those policies.
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Safeguards provided:

1. It safeguards to protect linguistic minorities from the prohibition of their languages and from some discrimination.
2. Governments grant for minority language speakers. (Article 30)
3. Amendments can be done in the Constitution according to need.
4. Three language formula
5. Various Linguistic Rights (See Appendix B)

Some views regarding the problem in implementation of language policy are:

1. Intentionally wrong reporting of the languages in the census.
2. Grouping of dialects in one language even if they are very distinct.
3. It is not possible to render all the Mother tongues of India because of economic limitations.
4. Showing only 5% speak Non-Schedule languages.
5. Unawareness among the language speakers about their mother tongue.
6. Undue interference of power and politics.
7. No definite definition of mother tongue described in the constitution.
8. All mother tongues don’t get place in education.

The failure of a policy is not always due to government’s wrong move. Members of the society are sometimes equally responsible for non-implementation of policy. As stated in the Wood’s dispatch, “as a government, we can do no more than direct the effort of the people and aid them whenever they appear to require most assistance. The result depends more upon them than upon us.”
Conceded that managing diversity is not an easy task, hence what is required is to look at as an issue and not as a problem. As an issue it can be dealt with by adopting various principles and strategies. There should be a planned framework for promoting multilingualism, in which various activities for promoting language learning and linguistic diversity should be discussed with an elaborated plan of action. Like the European Commission proposes various activities for the promoting multilingualism. They are:

a) the LINGUA, Socrates and Leonardo da Vinci programmes;
b) the Culture, Youth in Action and Lifelong Learning programmes;
c) youth exchanges;
d) Town Twinning Programmes;
e) European Voluntary Service;

The objective of all the activities of Commission's multilingualism policy has three aims:

1) To encourage language learning and promote linguistic diversity in society;
2) To promote a healthy multilingual economy;
3) To give citizens access to European Union legislation, procedures and information in their own languages.

Also all the languages have its own limitation when its application comes to the technical fields. If there are explicit job opportunities in all the languages only then the use and demand of languages and dialects will grow in the education sector.
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It is a known fact that via education multilingualism can be given its best shape. So it is recognized that language use in the educational system has far reaching implications for language development, redistribution of social power and knowledge, organization of communication and information system, and politico-economic structure of society. (Dua, 2001:189). So more attention has been paid in the National Curriculum Framework (NCF) of 2005 on maintain multilingualism. NCF 2005 aims at:

1. A renewed attempt should be made to implement the three language formula.
2. Children's mother tongues, including tribal languages should be considered as the best medium of instruction.
3. Proficiency in multiple languages including English should be encouraged in children.
4. Reading should be emphasized throughout the primary classes.

Suggestions:

1. Revitalization of dying languages: language which are on the verge of dying or the speakers who think there language is of no use should be renewed. For this it is important to develop a sense of pride in the speakers of these languages so that they themselves can make effort to revitalize and can seek governments help in restoring these languages.
2. Language policy is top to bottom; it should be from below, i.e. bottom to up: the language policy of India is top to bottom means it first sees the development of majority language speakers. The languages having high status are always on the top priority and those which are minor
languages get a small place or are even remain unnoticed. So there is a need to look into the development of minor languages first.

3. Implementation of three language formula should be made mandatory. Three language formula is a better option for maintaining multilingualism. But it should be implemented the way it was supposed to be and not the way it is being implemented in certain ways.

4. Having Multilingual Mother Tongue Education system. Many parents feel that their children will have an advantage if they grow up learning through the language of high status. (English in Indian context). So language policy attitude has to take multilingual mother tongue education perspective into account, i.e. of establishing a planned diversification so that children (and their parents) will not feel satisfied with learning English only, but also become motivated to learn their mother tongue and languages of their own neighborhood.

5. Corpus planning should be given importance over status planning. Corpus planning of those languages should be done which are unable to perform certain major functions. After that status planning should be done.

6. To have a holistic language policy inclusive of ‘English’ and linguistic diversity. It should not be only mother tongue medium or only English medium education. Education should be inclusive of both.

7. Either privatization of all the schools or governments control over all. The schools run by the private sector give importance to English only, as a result people studying in government or mother tongue medium
school lag behind in job sector or in status. It makes a wide divide in the society which is not good for students and for the development of the country.

8. The best way to maintain and promote multilingualism in a society is to make its individual multilingual. So more attention should be given to the promotion of individual multilingualism.

9. Before any planning there is a need to have detailed sociolinguistic surveys at different levels.

In the world of globalization, most of the societies and individuals are moving towards bi/multilingualism. This era is recognizing the need of multilingualism and people in general are particular about their identity. It can be seen, recently when the Chinese government, reportedly suggested that Mandarin, China’s official language will slowly take the place of Cantonese in local television programming, thousands of people carried out an unprecedented protest, calling on the government to protect the Cantonese language. (The Hindu, retrieved on 29/7/10.)

Any coercive method of assimilation under the banner of national integration will give rise to agitation and revolt. So the policy should not be assimilationist rather it should be accommodationist i.e. a policy that promotes a climate that is conducive to the full expression of all languages. If a language policy is multilingual but the outcome is resulting in assimilation then instead of criticizing the policy one should come up with better solutions for overcoming these problems.