

Multilingualism in Language Education Policy in Maharashtra: A Holistic Approach

Dr. S. K. Gondhali

*Assistant Professor, Department of English, Bhavan's College, Andheri (W), Mumbai, (M.S.)
India*

Abstract

Multilingualism is widely spread in education with the need to learn world languages as unknown dialects in the native land. This global acceptance for multilingualism is increasing day-by-day because of the participation of world populace in global affairs which include business, travel and tourism, education and so on. As a result, Multilingualism in education plays a vital role in the holistic development of the society. In a country like India, the state of Maharashtra is one of the states to accept all the pros and cons of the Three Language Formula, proposed by the Central Government, in education by providing the required setup to learn and acquire a fluency in world languages for future prospects and opportunities. In this way, the present paper is an attempt to understand the increasing opportunities to acquire world languages as per distinct needs. It also aims at auditing the present holistic development which is proposed and focused by the language education policy in the state of Maharashtra.

Key words: Multilingualism, holistic development, language education

Multilingualism in Language Education (MLE) is one of the recent trends in education spread all over the world. It ensures the child's learning commences in his or her mother tongue first, and moves towards learning second language only after mastering mother tongue. Strong foundation is the major feature of MLE which allows students to perform better during later studies. It also offers a strong and systematic bridging which occurs between learning of mother tongue and learning of the second language in MLE programme. Multilingualism in education normally alludes to education in mother tongue first. It can be called as tutoring that starts in the primary language and changes to additional dialects. MLE programmes are commonly arranged in the developing nations where speakers of minority dialects, for example

non-predominant dialects, will, in general, be impeded in the standard education framework. There are expanding demands, especially in developing continents, to give first-language-first education to its people for bringing them in access to their understanding of the treasure of existing knowledge.

This policy offers the four major stages in the educational and holistic development of children. In the first stage, learning takes place entirely in the child's family language while the second stage offers to build fluency in the mother tongue and introduction in oral form of second language. In a systematic mechanism, the third stage tenders to construct oral fluency along with an introduction of strong literacy in second language. The fourth stage is the most

important stage in multilingual education as it attempts to practice both the mother tongue and the second language for lifelong learning.

This lifelong learning is of utmost importance and at the epicenter in multilingual education policy in Maharashtra State. Lifelong learning, here, refers to the spread of holistic development among the learners. To strengthen this holistic approach, Multilingual Language Education proposes the basic foundation which includes several theories such as Paulo Freire's Critical Pedagogy, Antonio Gramsci's the Common Sense Theory, Vygotsky's Social Constructivism and Piaget's the Cognitive Theory.

The Ministry of Human Resource Development of the Government of India announces its novel and innovative plan to renovate the entire existing education policy and aims at introducing the reviewed National Education Policy in 2019. In the draft, the MHRD states that the new education policy aims at educating, encouraging and enlightening the learners. So, the ultimate goal of education is the holistic development of pupil which is the requirement of the time at present. The similar kind of practices were the part of earlier education policies as well. In the preamble of the Draft National Education Policy under the title "A Vision for the Education System in India", the committee also expresses that the notion of education needs to be resulted in the "full development of the human personality" (24). It is an urgent demand expressed in the educational reports submitted to the several world educational bodies to rethink and reshape an entire education system considering the holistic

development of the students which proposes more academically, socially and emotionally competent educational environment:

Students must develop not only cognitive skills - both 'foundational skills' of literacy and numeracy and 'higher-order' cognitive skills such as critical thinking and problem solving skills - but also social and emotional skills, also referred to as 'soft skills', including cultural awareness and empathy, perseverance and grit, teamwork and leadership, among others. (DNEP 25)

Multilingualism is one of the major tools to promote the holistic development of the future citizens of India through education from early childhood to higher level by "envisioning an India centered education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society, by providing high quality education to all" (DNEP). Envisioning India centered education system promotes education in the states of India in the regional languages first including the State of Maharashtra. The various reforms in Indian education system highlight an urgent need to make the strong foundation of knowledge among students in their mother tongue and then proceeds them to acquire another languages of utmost importance.

Marathi is a bit of the state's Tri-language course of action. Its usage, beside English and Hindi, is necessary for organizations to open all correspondence. Marathi is the official language of the State of Maharashtra under the Maharashtra Official Vernaculars

Act, 1964 and Amendment Act, 2015 and its region is whole of the state. As per the Tri-language Formula of the Central Government, it has been required to use Regional language, for instance Marathi language is close to English and Hindi in all work environments and Establishments of the Central Government in the region of Maharashtra and various working environments of the Central Government. In order to realize this Tri-language Policy, the Department of Official Language of the Central Government, has given the bearings for the use of regional dialects of the specific state.

The Maharashtra State Government has also informed that the Government will make it required to show Marathi language from Class 1 to Class 10 in all schools in the state regardless of mode of instruction. The Marathi Language Department mentions that the draft of the proposed bill is being readied. They additionally say that the administration plans to do all its business in Marathi and included documents without noting in the state language will not be acknowledged. It means the state of Maharashtra, in the near future, is going to make the study of Marathi as a common language of its people mandatory in education.

The primary focus on basic construction of expression should be on using the children's home language in informal education, ensuring that they make strong oral and examining and making capacity in the language used as the method of direction (the state language) and some oral understanding and confined talking capacities in English.

According to etymologists, every human entity is brought into the world with an intrinsic arrangement compatible with the acquisition of language. With real and adequate instruction, this inherent language acquisition structure can be enhanced and used to any level of capacity and unpredictability in a regularly enhanced person. In any case, nature favours a person with the seed structure of only a single language which, in famous terms, is known as the Mother Tongue or the First language. Some other languages must be embedded in the understudy's psyche from outside and needs attractive nurturance in a maintained manner. This makes it basic to have a sound strategy of language planning in the general edifying game-plan of a nation and a fitting development plan in the instructive program to be acknowledged with association and legitimacy. In the Indian settings like Maharashtra, as in many different nations, language instruction remembers a conspicuous spot for the general illuminating framework. The different commissions and their recommendations identified with planning in India have unequivocally laid burden on the need for giving quality language instruction to all the understudies for their comprehensive improvement:

All the educationists agree that the mother tongue needs to be given top priority in the system right from the first day of education and that must be the medium of instruction in subsequent years if education is expected to help the learner maximally to grow in the physical, intellectual and spiritual domains of life. We need to promote the study a second language in

order to communicate outside our own language group for any practical purpose like business, tourism, cultural exchange, administration and social work. (Dixit)

Considering these deliberations, the standard educationists of India fashioned a Three Language Formula, supported by the Parliament of India. The administration policy of the National Policy on Education of 1986 and 1992 handles that formula and plugs accentuation on its affirmation in the educational situation of the nation and its implementation in the states like Maharashtra. The National Curriculum Frameworks got a handle on the Three Language Formula in 1968, 1975-76, 1988, 2000 and 2005. On a basic level, even now educational discussions resonate with the commendation of this Formula and a determination to complete it. Regardless, as a last resort even around five decades after the formulation of the 'Three language Formula', it is yet to be reasonably executed in its novel soul.

On the other hand, in the states and the Union Territories or affiliations where simply the primary language is found at the basic stage, the evaluation of the ensuing language must be introduced in the crucial year of the upper principal stage. At the present time, what the Kothari Commission grasped despite everything remains the best piece of data:

The stage at which Hindi or English should be introduced on a compulsory basis as a second language and the period for which it should be taught will depend on local motivation and

need, and should be left to the discretion of each state. (Kumar 46)

At the present time, an aural and oral aptitudes of language are to be underscored at the basic stage. All the capacities of getting synthesis, thinking, tuning in and talking are to be given in a better than average path before the completion of the upper fundamental stage. And to some degree, a supplementary thought is to be paid to the capacities of examining and forming at the discretionary stage.

The most crucial and ultimate task of language education as all these levels remains to prepare the learners to use the languages effectively in speech and writing whenever and wherever required in their life situations of all sorts. (Dixit)

The Government of Maharashtra envisions to setup the English Language Initiative for Primary Schools (ELIPS) which is to boost informative and intuitive language learning among students and learning focused essential homerooms in accordance with the standards of the National Curriculum Framework (NCF) 2005. In 2011, the Maharashtra State Government proposed to the British Council to structure a maintainable preparing program which would create both the language capability and methodological aptitudes of essential instructors in most of the government schools across the state. The ELIPS venture intended to fabricate institutional and foundational ability to accomplish this, just as to create equal interventions through various inventive computerized channels, for example, TV, radio and on the web. Resulting to its

effective finish, the Maharashtra State Government welcomed the British Council to prescribe an augmentation to the venture.

The multilingual training strategy offered by the Maharashtra Government offers multilingual limit with respect to students which is helpful for them in their future undertakings. This strategy likewise encourages learning of national and worldwide dialects which can be utilized while dealing with the individuals of the nation and even at the abroad. The multilingual instruction advances national incorporation which is of extreme

significance at present days. The utilization of first language helps in social safeguarding, giving an individual his / her personality. The application of native language that is Marathi gives an outflow of thoughts. Hindi is the most broadly utilized language in the nation enlarges the multiple chances of correspondence. English language is the language of globalization stretches a worldwide persona at the current situation. Thus, the state of Maharashtra aims at bringing a holistic development of among pupils through the introduction of multilingualism in education policy across the state.

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