

Name - Chandan Kumar Gupta

Designation - Assistant Professor

College - T.N.A.T.T.C. Harigan Ah

Subject - Pedagogy of English (7A)

Course - B.Ed. 1st Year (2020-22)

Three language formula

In 1956, Central Advisory Board of Education (CABE) examined the complex of the teaching language in relation to the needs of the country and the requirements of the construction. Three language formula was proposed by the CABE but the impelling considerations were more political and social than educational. For pupils in their own states, the three language formula is the manner of (i) mother tongue or regional language (ii) Hindi or English (iii) A modern Indian or foreign language does not seem to present much problem. But children belonging to linguistic minorities may and often do prefer to attend English medium schools if they do not get opportunities to learn their own mother tongue in the school. However at the lower secondary stage (Classes VIII-IX) a study of three language seems obligatory. In the administrative sector the position of English got highlighted somewhat in those words: "English has been recognized as an associate official language of the Indian Union for the Indefinite period" In the academic front it was remarked: "English will continue to enjoy a high status so long as it remains the principal medium of education at the university stage, and the language of administration at the center and in many states. Even after the regional languages become media in higher education in the universities, a working knowledge of English will be a valuable asset for all students and a reasonable

Proficiency in the language will be necessary for those proceed to the university."

It appear that starting at the higher primary stage this associate official language is studied on a compulsory basis. All the pupils in the non-Hindi areas have opted for this second language as a compulsory course. For a large majority of pupils in Hindi areas English will probably continue to be the compulsory second language.

The learning of language and the acquisition of a certain amount of proficiency depend not so much on the number of years it is studied but very much on the motivation of the students, the type of teachers, method of teaching adopted and instructional material designed. The stage at which Hindi or English should be introduced on a compulsory basis as a second language as also the period for which it should be taught, should depend on the local motivation and be left to the discretion of each state.