

INTRODUCTION

CHAPTER – I

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1.1 Historical Overview of Medium of Instruction:

Education has always been accorded an honoured place in the life and culture of India. In the ancient India it was regarded as an instrument of liberation from ignorance and oppression both in this world and the other world. In the modern India it has been taken as a means of improving one's ability to read and write, of developing one's all-round personality and of enabling one to be an efficient citizen of the country.

Hence development of Indian languages and literature is essential for educational and cultural development. Unless this is done, the creative energies of the standard of education will not improve.

The Constitutional Guarantees:

The constitution of a country is the basic document, which may be regarded as the source of legislation. The constitution of India has provided a large number of clauses and articles, which concern about education.

There are different articles related with language included in the constitution.

Article 343: Hindi in the Devnagari would be the official language of the Union.

Article 345: The Legislature of a state may by law adopt any one or more of the languages in use in the state or Hindi as language or languages to be used for all or any of the official purposes of that state.

Article 350A: 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.

Article 350B: There shall be a special officer for linguistic minorities to be appointed by the president.

Article 351: It shall be the duty of the Union to promote the spread of the Hindi language to develop it so that it may serve as a medium of expression for all the elements of the composite culture of India.

The various Commissions, set up after independence, have been given their views on the Language. It is also important to have a look on them.

The Mudliyar Commission on Secondary Education (1952-1953):

The language issues raised and the new considerations that emerged in various States on the relative positions of the mother-tongue, the regional language and English, by the Kher Commission, created further controversies, and the Mudliyar Commission on Secondary Education re-examined these. The commission made recommendation as follows-

- 1) The mother-tongue, namely, the regional language of the pupil should be the medium of instruction in the primary and secondary school. If possible, provision may also be made for those in minority, speaking other languages, in the same region.
- 2) In the middle school curriculum, the target should be at least two languages for every pupil. At the end of the middle stage every child may have been exposed to English and other regional language the latter being Hindi in the case of a child in non-Hindi speaking area. However, the extra languages should not all be introduced in the same year, but be staggered over a period of three years.
- 3) In the secondary stage at least two languages should be introduced as follows-

- a) The mother-tongue or regional language or a course combining the elements of the mother-tongue and a classical language.
- b) An additional language, selected from:
 - Hindi, in the case of those who do not study Hindi.
 - A modern Indian language (excluding Hindi)
 - A Modern Foreign language (excluding English)
 - Elementary English
 - Advanced English
 - Classical English

The proposal regarding introduction of languages was rejected; in its place the three languages or Trilingual formula was introduced.

The Trilingual formula contains-

- a) The mother-tongue or regional language.
- b) English or modern western language.
- c) Hindi (for non-Hindi speaking students) or another modern Indian language (for Hindi speaking students)

The Kothari Commission (1964 - 1966):

The report of Kothari commission was available in 1966. It presented some suggestions on language issue in Indian schools. It dealt with problem of the medium of instruction and the relative position of the regional language and mother-tongue.

The commission suggests that-

- 1) The pupil's mother-tongue should be the medium of instruction at the school level, and gradually introduced at the college stage.
- 2) The regional language should be the language used for administration at all levels in the State.

- 3) The trilingual formula recommended by the Mudliyar Commission and modified by the Ministry of Education, should be introduced with certain further adaptation.
- 4) English should continue as a medium of instruction in higher education at the university level.
- 5) The change from the English medium to the regional language should be brought about ten years. This change of regional language as the medium of instruction would necessitate considerable literature in arts, sciences and humanities.

1.2 Language:

“Education is the manifestation of the perfection already in man.”

.....Swami Vivekananda

“Language is a city to building of which every human being brought a stone.”

.....R.W. Emerson

The above definitions give us the place of education and value of language in human life. Language learning at the primary stage is important not only for meaningful learning in all the subject areas but also to the learner’s emotional, cognitive and social development. Language education has the greater potential as a means to develop, progressively through various stages, by incorporating appropriate themes and adopting suitable teaching-learning strategies. Language education must aim at encouraging independent thinking, free and effective expression of opinions and logical interpretation of the present and the past events. It must motivate learners to say things in their way, nurture their natural creativity and imagination and thus make them realize the basic difference between their verbal language and the language of Mathematics.

These are the reasons why learning of language ought to find a central place in the whole educational process. Even about four decades after the formulation of ‘Three language formula’, it is yet to be effectively implemented in true spirit.

Despite of all the changes in the socio-economic scenario, market pressures and the behaviour pattern of the Indian youth, the three language formula, still remains relevant.

1.3 Mother-tongue:

Educationist, linguist and psychologist are of the view that mother-tongue is best suited as medium of early education as it aids concept formation and promotes creativity. In multilingual country like India, here the notion of mother-tongue is mixed up with region, religion, ethnicity etc., and where children are equally at home with two or more languages/ dialects, it is more appropriate to use the term ‘the early language experience of the child’, in the context of elementary education than merely use the term ‘mother-tongue’.

1.4 Importance of Language in Mathematics Achievement:

Language is an important feature of human life. It acts as interpersonal tool for communication. Language can also play an important role in Mathematics achievement of children. At the primary stage, the learning Mathematics is expected to lay the foundation for Mathematical thinking about the numerical and spatial aspects of the objects and activities which the children of this stage are required to deal with.

The learning experiences in Mathematics at the primary stage should enable a child to master basic Mathematical vocabulary. Symbolism and computational skills related to numbers, money, time, measure of length, mass and volume etc. and to apply them to everyday problems in their environment. In lower classes the emphasis on language component is more in understanding mathematical problem. The child has to first comprehend

the language in which the mathematical problem is expressed to solve it properly.

1.5 Medium of Instruction and Achievement in Mathematics:

Every child's mother-tongue or regional language has to be taught right from the first standard. In the cases where the children's home language is different from school language or the regional language, gradual and smooth transition to the regional languages is to be effected within a reasonable time at the primary stage itself, in states where because of plurality of regional languages, the official or the associate official language of India has been accepted as the State language or first language it will have to be taught from the first standard. Provision for the teaching of mother-tongue would be made for children from linguistic minorities wherever they are in adequate numbers.

1.6 Need and Importance of Study:

Education plays a paramount role in educating and tailgating children. At different stages of education, English like other languages fulfill the communicative and interactive needs of the learner.

As English is international language and use of English in the process of communication is 64% hence it is important to pay attention on the English language. Hence it is provision that one can change the medium of instruction from regional language to English. But the ability to comprehend well depends upon the ability to identify or recognize word well. Mathematics is an abstract subject so it is all the more necessary that learning should begin with concrete situations. Here, the purpose of present study is to find out Mathematics achievement in relation to the change of medium of instruction from regional language (Marathi) to English.

1.7 Statement of the Problem:

“Change of Medium of Instruction and Achievement in Mathematics – A Study”.

1.8 Objectives of the Study:

The purpose of the study is to find out relationship between achievement in Mathematics and change of medium of instruction. The objectives of the study are:

- 1) To see the difference in achievement in Mathematics with the change of medium of instruction of boys’.
- 2) To see the difference in achievement in Mathematics with the change of medium of instruction of girls’.
- 3) To compare achievement in Mathematics of students’.
- 4) To compare the final result of previous year examination (Std. VII) and half yearly examination of current year (Std. VIII) of boys’.
- 5) To compare the final result of previous year examination (Std. VII) and half yearly examination of current year (Std. VIII) of girls’.
- 6) To compare the result of students’.
- 7) To find the reasons for low achievement in Mathematics due to change of medium of instruction, if any.

1.9 Hypotheses of the Study:

Hypotheses are defined in the study to explain relationship between the variables. The hypotheses of the study are:

- 1) There is no significant difference between change of medium of instruction and achievement in Mathematics of boys’.
- 2) There is no significant difference between change of medium of instruction and achievement in Mathematics of girls’.
- 3) There is no significant difference between change of medium of instruction and achievement in Mathematics of students.

- 4) There is no significant difference between final result of previous year examination (Std. VII) and half yearly examination (Std. VIII) of current year of boys’.
- 5) There is no significant difference between final result of previous year examination (Std. VII) and half yearly examination (Std. VIII) of current year of girls’.
- 6) There is no significant difference between final result of previous year examination (Std. VII) and half yearly examination (Std. VIII) of current year of students’.

1.10 Operational Definitions:

1) Achievement:

Achievement is a general term for the successful attainment of some goal requiring-

- a certain effort.
- The degree of success attained in a test.
- The result of certain intellectual or physical activity defined according to individual and/or objective.

2) Medium of Instruction:

The language used in the teaching-learning.

3) Change of Medium:

The language of teaching-learning changes from regional language to the English from the grade V or VIII.

4) Mother-tongue:

The first language to which children are exposed by parents and other relatives and by which they learn to speak first.

1.11 Delimitation's of the Study:

- 1) The study is limited to two schools (govt. and govt. aided) of Yavatmal district.
- 2) The population chosen is restricted to one grade i.e. grade VIII.
- 3) 55 students from the two schools are taken for the study.
- 4) Students continuing in the same school i.e. from class VII to class VIII and changes there medium of instruction are included in the sample.

The study is limited to only achievement in Mathematics and change of medium of instruction. Other parameters such as intelligence, creativity, anxiety, and self-concept were not taken into consideration.

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