

## UNDERSTANDING THE IMPORTANCE OF VERNACULAR MEDIUM SCHOOLS IN INDIA TODAY

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### ABSTRACT

In simple terms, vernacular language is a local language commonly spoken by a community. Vernacular medium schools are schools where the medium of education is a local or native language. The number of vernacular medium schools is decreasing day by day in India. Apart from that a large number of vernacular medium schools are also being converted into English medium schools. But the population living in rural areas generally cannot afford the fees of English medium schools which are privately funded. But the vernacular medium schools are not getting the chance to show their worth and therefore the English medium schools are coming into surface. A number of languages are used by people living in different states of India and this is why there are different types of vernacular medium schools in different states.

**Index Terms:** Education, Vernacular medium schools, English medium schools, Education India.

### I. INTRODUCTION

Vernacular language is a local language commonly spoken by a community. Vernacular medium schools are schools where the medium of education is a local or native language. The number of vernacular medium schools is decreasing day by day in India. Apart from that a large number of vernacular medium schools are also being converted into English medium schools. But the population living in rural areas generally cannot afford the fees of English medium schools which are privately funded. But the vernacular medium schools are not getting the chance to show their worth and therefore the English medium schools are coming into surface [1]. A number of languages are used by people living in different states of India and this is why there are different types of vernacular medium schools in different states.

Vernacular schools are focused on teaching mother tongue. The language of the mother is the first

language acquired. Thus, native language is basically the best known language. This is associated with the subjective assessment of the individual with respect to the languages he knows [1]. The naturally acquired language is established through interaction with the surrounding environment, without pedagogical intervention and with minimal activity, or without conscious linguistic reflection. Proficiency in the language is essential for further learning, as it is believed that the mother tongue is the basis of thought. Comprehensive skills in the native language often impair learning of second languages. Therefore, the language has a major role in education. A lot of experts do not like the mother tongue, which is the result of an instruction (either at school or at home), the vernacular, and acquired by mimicry. In this paper, the focus is on understanding the importance of vernacular medium schools in India today.

## **II. AIM OF THE JOURNAL**

The main aim of this journal is to understand the importance of vernacular medium schools in India today.

## **III. HISTORY OF VERNACULAR EDUCATION IN INDIA:**

The foundation of modern education in India was in the hands of the European Christian missionaries and traders. They established schools as modern India knows them. The British decided that the English language and literature and European history, science, etc. were to be taught. In 1813 the mandate of the studies was done and the approved funding was spent. Vernacular education was moving away, but the English and Western disciplines focused on teaching and learning, thus improving the economic status of Western-educated Indians. Greater number of students began to enter the English schools and the English educated Indians were appointed to the government's policy [3]. With the expansion of the English empire, more staff and physicians, engineers and chasing law were required. The government's view of education was useful. Medical and Law Colleges began to be set up. Emphasis was put on women's education. In 1853 a committee was built to check the progress of education. Sanskrit, Arabic and Persian knowledge was considered necessary [2]. This brought the focus back on vernacular education. The committee proposed the establishment of industrial schools and universities. Provinces and the Department of Education recommended teacher training. The Independence War broke out in 1857 and disrupted the educational progress. Primary education was ignored. Higher education had been promoted. In 1857 Calcutta, Bombay and Madras established their respective universities [4].

Mainly to check the condition of primary education to consider questions of education in 1882, under the chairmanship of Sir William Wilson Hunter, Indian Education Commission was

appointed. The Commission provided appropriate recommendations for primary education. Government secondary schools were there in each district. Primary education involved local languages, but the medium of instruction at the secondary level was English [5]. Secondary schools and vocational education reform recommendations were made by the Commission for dissemination. Practices and improvement of government, religious education, women's education, the education of Muslims etc. were focused upon. The Indian Education Commission increased the number of schools. Towns and villages received particular benefit. However, the condition of primary education did not improve. Public Education Department continued to support secondary education [6]. The medium of instruction was still in English. There was a huge increase in the number of educational institutions and educated, but education was deteriorating. Advancement of the country made Indians' sense of the need for a comprehensive and independent national education [7]. In 1870, Bal Gangadhar Tilak opened his Fergusson College in Poona, Dayanand Anglo Vedic College was opened in Lahore by Arya Samaj in 1886 and in 1898 the Central Hindu College was opened in Kashi by Mrs. Annie Besant. This began a new era for Indian vernacular education.

## **IV. ESTABLISHMENT OF VERNACULAR MEDIUM SCHOOLS IN INDIA:**

In 1911 Gopal Krishna Gokhale tried to make primary vernacular education free and compulsory. Education in the Government of India saw many changes in 1913 but could not be implemented because of the First World War. Calcutta University Commission was appointed at the end of the First World War [8]. Commission of teachers training colleges established intermediate, high school and intermediate boards' organization. The establishment of the University of Dhaka, the system of colleges in Calcutta, paid VC,

examination, Muslim education, Strishicsha; commercial and industrial education was done. Bombay, Bengal, Bihar, Assam began to enact laws in areas like primary vernacular education. There was also growth in the secondary sector. This increased number of students. The secondary text placed in commerce and business [9]. School Leaving Certificate examination was created. Increased importance was given to English. The government began training teachers in higher numbers.

In 1916, in India, five universities were there. Now seven new universities were established- Banaras Hindu University, and the University of Mysore in 1916, Patna University in 1917, in 1918, Osmania University, Aligarh Muslim University in 1920, and Lucknow and Dhaka University were founded in 1921 [10]. Non-cooperation movement gained velocity and it progressed national education. Bihar Vidyapeeth, Kashi Vidyapeeth, Gaudiya Srwvidyaytn, Tilak Vidyapeeth, Gujarat University, Jamia Millia Islamia were established and boosted vernacular education [11]. Local languages were given priority here. Almost all the provinces tried to compulsory primary education but the British opposition made this pointless. The expansion of secondary education did not solve these problems due to the lack of proper organization. Delhi (1922), Nagpur (1923), Agra (1927), AP (1926) and Annamalai (1926) established universities. Bombay, Patna, Kolkata, Punjab, Madras and Allahabad universities were reorganized. The number of colleges increased. Vocational education, Strishicsha, education of Muslims, Harijans education, and educational advancement of the nation became delinquent [12]. In 1937, a plan was prepared which was the frontrunner of the basic education. Compulsory education was to be given to 7 to 11 year-old children. Education was to be given in mother tongue and Indian studies were involved. Spinning wheel, loom, agriculture, wood work, etc. became the foundation of education [13]. Literature,

geography, history, mathematics began to be taught and studied in vernacular medium. The changes were made in 1945 and the plan was named 'Nai Talim'. Its four sections were- (1) Pre-basic, (2) basic, (3) high basic and (4) adult education. Hindustani apprentice Union (Indian Education Association) was created too. In 1945, World War II would end up making education up to 14 years of age compulsory for boys and girls [14]. Junior Basic School, senior basic school, high school and vocational high school had literary age of 11 until the age of 17. After this, the student could enter the University for the three-year Degree Course. Intermediate classes were terminated. Nursery School was developed for children under five years of age.

#### **V. IMPORTANCE OF VERNACULAR EDUCATION:**

Vernacular schools are focused on teaching mother tongue. The language of the mother is the first language acquired. Thus, native language is basically the best known language. This is associated with the subjective assessment of the individual with respect to the languages he knows [15]. The naturally acquired language is established through interaction with the surrounding environment, without pedagogical intervention and with minimal activity, or without conscious linguistic reflection. Proficiency in the language is essential for further learning, as it is believed that the mother tongue is the basis of thought. Comprehensive skills in the native language often impair learning of second languages. Therefore, the language has a major role in education. A lot of experts do not like the mother tongue, which is the result of an instruction (either at school or at home), the vernacular. [16].

#### **VI. MANAGEMENT IN SCHOOLS**

UNESCO has highlighted the importance of vernacular medium schools through mother tongue in certain ways. Mother tongue is psychologically significant to students, especially children. It helps develop perspective as language and thought are

connected and it is impossible to think without knowing language [17]. Vernacular language is important socio-culturally. The usage of mother tongue as teaching medium improve cognitive abilities as it is easier for a child to understand a lesson in its mother tongue. This leads to faster learning. It has been found through research that changing the learning medium from mother tongue to a different language makes students insecure and leads to low self esteem. Students stop liking school, education and teachers [19]. The alterations in teaching medium reduce the quality of learning and affects students in a negative way both in terms of academics and social aspects [18]. This factor may prevent students from acquiring data and affect the development of abilities like reading.

#### **VII. PRESENT SCENARIO**

According to National University for Education Planning and Administration, most Indians prefer to teach children at English medium schools. During the year 2003-06, the English language came in third rank as a medium of instruction. Enrollment grew by 74% in number. In 2003 the figure was 54.7 million. It increased to 95.1 million in 2006. This is an important factor as India is a country that has as many as 22 official languages [20]. Hindi continues to be the most popular language as the states with Hindi speaking people have the larger populations as compared to the other states. The enrolment data provided by the National University for Education Planning and Administration (NUEPA) reveals the facts i.e. around 50% of all secondary students in India study in Hindi medium options and around 8% of them use Marathi as a learning medium. 6% of them use English [20].

#### **VIII. RECOMMENDATIONS TO MAKE VERNACULAR EDUCATION MORE SUCCESSFUL AND POPULAR IN INDIA:**

Based on the scenario of language of education in India, certain conditions implemented by the

Government can make sure that vernacular education survives. These have been mentioned as follows. Ranging from primary education to higher education, teachings should be based on local or native language. For students coming from other states or nations, of course, English language should be interpreted. Science and other lessons should be translated into the local language in order to establish a division to be included in education and international elements [21]. Competitive examinations should allow usage of both English and local language. The Application Form should be in the local / native language known to cause a number of candidates, and the question paper should be constructed accordingly. Sanskrit, Urdu and other Indian languages should be taught as well and the students should be provided with appropriate support and encouragement [21].

Knowledge variety of international and local languages may involve expenditures on translation. Local / tongue education students from other areas are in danger of being cut. Aboriginal communities are more at risk. The development of English language for studying abroad and employment absence will be hard to do [21]. All Indian citizens have the right to study in any area of business or residence by the Constitution of India. Vernacular education would face problems in this context. In the current context of English may be required to obtain wisdom, so it's just a matter that cannot be achieved as efficiently.

#### **IX. PROBLEMS OF CHANGING EDUCATION MEDIUM TO ENGLISH**

There is a lack of skilled teachers of English in India. Changing the medium of instruction to English language will be problematic. One can find that in the depth of the problem, the public schools are providing education through English. However, to overcome this problem, the teachers provide proper training. In tribal areas, it would be difficult to make English the medium of instruction [21]. If they come from other regions,

the teachers for local / native language will not be able to explain the topic. Indeed, the problem will be that the main medium of instruction will be regional. The teacher of the local citizens will be the teachers recruited after the generation of this problem. They will remain teachers by generation. If the medium of instruction is changed to English language, the problem is that it will be lost after a few generations [21]. The ideal solution for this is that, in Primary education and higher education, the medium should be English language. But, the local / native language should be used in explanation. Students will gain skills in the English language and will also be able to reconcile the national and international scene. Local / native language should be taught as a subject.

#### X. CONCLUSION

Vernacular schools are focused on teaching mother tongue. The language of the mother is the first language acquired. Thus, native language is basically the best known language. Vernacular schools are focused on teaching mother tongue. The language of the mother is the first language acquired. Thus, native language is basically the best known language. Mother tongue is psychologically significant to students, especially children. It helps develop perspective as language and thought are connected and it is impossible to think without knowing language. Vernacular language is important socio-culturally. The usage of mother tongue as teaching medium improve cognitive abilities as it is easier for a child to understand a lesson in its mother tongue. This leads to faster learning. It has been found through research that changing the learning medium from mother tongue to a different language makes students insecure and leads to low self esteem. Students stop liking school, education and teachers. Ranging from primary education to higher education, teachings should be based on local or native language. Changing the medium of instruction to English language will be problematic. One can find that in the depth of the

problem, the public schools are providing education through English. The ideal solution for this is that, in Primary education and higher education, the medium should be English language. But, the local / native language should be used in explanation. Students will gain skills in the English language and will also be able to reconcile the national and international scene. Local / native language should be taught as a subject.

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