



From the Editor's Desk

Editorial

We are bringing out this issue in a special context as far as language education in India is concerned: The census 2011 data on Language and Mother Tongue is now available, making clear the dynamics of the State's language policy and people's language use seen through this policy. The NRC Draft report that determines who is a citizen and who is a foreigner is also just out and has created waves in Assam, and the ensuing debates mostly centre around questions of linguistic identity.

The language policy of a country defines the contours of the linguistic boundaries of the country and usually government actions are predicated on the way such boundaries are determined. This is of great significance for a country as linguistically diverse as India and one where the government still plays a major role in the lives of a vast majority of the people. The central and state governments have a significant role to play in education in India, both in terms of policy & regulation as well as in the actual day-to-day running of most schools. A simple fact such as how the census defines the constructs of 'mother tongue' and 'language' has great implications across the country. For example, 19569 'raw returns' "were subjected to thorough linguistic scrutiny, edit and rationalization" resulting in 1369 'rationalized mother tongues', which were then further 'rationally grouped' resulting in 121 mother tongues now in India. The

effect of these processes meant that 57 of the 'unrationalized mother tongues' including some as diverse as Bhojpuri (over 5 crore speakers), Rajasthani (over 2.5 Crore speakers), Garhwali (over 24 lakh speakers) and Lambadi (over 32 lakh speakers) are erased and grouped under the Hindi language, by the census 2011. Available language data shapes language policy greatly and the definitions of the terms 'mother tongue', 'language' etc as delineated in the language policy and the number of speakers/users define which languages are used in schools and in what way. This also influences how open the classroom is to the use of other languages in it.

This issue of the CLIL Newsletter is focused on this and other aspects that the data on languages and language use, published now, throws up. It also throws light on the CLIL-based intervention that we plan in the schools surrounding each region and brings you the views of the heads of some of these schools. I hope this issue will illumine the readers' perspectives on languages and their use as well as bring about a healthy understanding of the need to preserve our languages and linguistic diversity and also put the question of language politics and linguistic identity in the correct perspective. Content and Language Integrated Learning (CLIL) for us is not restricted to the use of 'a' target language in the content class. CLIL@India hopes to leverage the CLIL approach to help preserve and nourish the rich linguistic

landscape of our country and region. CLIL@India hopes to try and preserve/nurture this heterogeneity without taking recourse to the two extreme positions that are commonly taken - jingoistic chest-beating or cold, calculated indifference. It attempts to do this (preservation) through a meaningful engagement with all the stakeholders in school education and the constructive use of language(s) in the content subject lessons. We hope to harness the practical benefits of learning dominant languages like English and Hindi (and the 21 other 'Scheduled' languages) without giving away the promotion and sustenance of the various 'unscheduled' languages, the knowledge of which children come to class with.



Regards,
Deepesh Chandrasekharan
Executive Director
CLIL@India

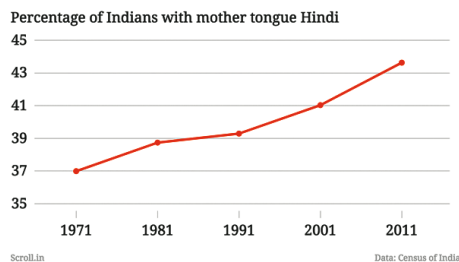
1 The Eighth Schedule of the Indian constitution lists 22 officially recognised languages (in alphabetical order): Assamese, Bengali, Bodo, Dogri, Gujarati, Hindi, Kannada, Kashmiri, Konkani, Maithili, Malayalam, Manipuri, Marathi, Nepali, Odia, Punjabi, Sanskrit, Santali, Sindhi, Tamil, Telugu, and Urdu

The Blanket Sweep of Hindi

The Office of the Registrar General & Census Commissioner under India's Ministry of Home Affairs recently released data on language and mother tongue from the 2011 census. The data claims that Hindi is the most widely spoken language in India, with nearly 44 per cent of the population listing it as their mother tongue. But a closer look at the methodology reveals disturbing (?) trends.

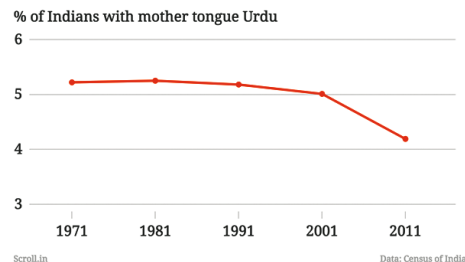
The cannibalisation of languages

Hindi's steady rise – gaining almost two percentage points every decade for the last 40 years – is also a result of a cannibalisation of languages that should count as independent ones in their own right, to begin with. Chief among them are Bhojpuri (50 million+ speakers), Rajasthani (25 million+), Chhattisgarhi (16 million+) and Magadhi (12 million+) which are all accommodated under the umbrella of Hindi. There are at least 55 other languages with speakers ranging from 15,000 to 50 million, all counted as being part of Hindi.



The People's Linguistic Survey of India (PLSI), headed by noted linguist and

chronicler of languages Dr G.N. Devy, has a simple definition for language: Any speech form with either a unique grammar or/and a distinct vocabulary of 70 per cent or more. By this definition, dozens of those languages counted under Hindi would be labelled as independent languages. Some languages like Rajasthani would be even further classified into several distinct languages.



Policy push for Hindi, southern resistance

Instead of efforts to preserve the rich linguistic diversity of India, there seems to be a continued and concerted policy push to further popularise Hindi. This is manifested as road and railway signages in southern Indian states being written in Hindi, bank forms at non-Hindi Public Sector Bank branches being in Hindi, some SMSes from the Indian Railways appearing only in Hindi and even the egregious – but ultimately failed – proposal to hold the Central Teacher Eligibility Test in only Hindi, English and Sanskrit. These policies have encountered spirited resistance in the South and the East, which has led to some policy reversal.

History, Hindi-Urdu

In this regard, India seems to be experiencing a strange collective déjà vu. As the Spanish philosopher George Santayana said, 'Those who cannot remember the past are condemned to repeat it.' In the early days of Independence, the political establishment also promoted Hindi over Hindustani/Urdu. Urdu was the language in which Bhagat Singh wrote his prison letters, Gandhi too often used Hindustani/Urdu. As a language, Urdu arguably has a much richer heritage than Hindi. The graph clearly shows how while the percentage of Hindi-speaking people has grown through each census, there has been a decline in the percentage of Urdu speakers, especially since 1991. It is a national loss that Urdu was side-lined due to misplaced notions of religious and linguistic identity-formation.

We are at a similar juncture again, sacrificing our enviable diversity by chasing a stale dream of being a linguistic monoculture.



By Ajinkya D
Research Associate,
CLIL@India, Manipal

Upcoming events:

English Language Teaching Institute of Symbiosis (ELTIS) will be hosting the Third Open CLIL Intensive Training Workshop '5-day International Teacher Training Programme under CLIL@India Project' from 6th to 10th August, 2018 in Pune. The five-day workshop will have international CLIL experts, Dr Helena Aikin and Dr Ana Maria Relano Pastor, leading the sessions. Other resource persons include Dr Gunta Rozina and Dr Indra Karapetjana from University of Latvia, Dr Sangeeta Pant and Dr Parul Sood from Chitkara University, Dr Mumtaz Begum from Pondicherry University and Dr Deepesh Chandrasekharan, Executive Director, CLIL@India Project.

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Cheers to the new team members!

CLIL@India is delighted to announce that Dr Deepesh Chandrasekharan has joined the team as the Executive Director in June 2018. We also have Dr Vaishali Jundre, Deputy Director, ELTIS-SIFIL and Dr Yogita Bhamare, Faculty, ELTIS taking over the baton for the CLIL@India Project at Pune. We extend a hearty welcome to all of them and wish them the best in helping CLIL@India achieve its stated objectives.



Need of the hour: An English Language Education policy?

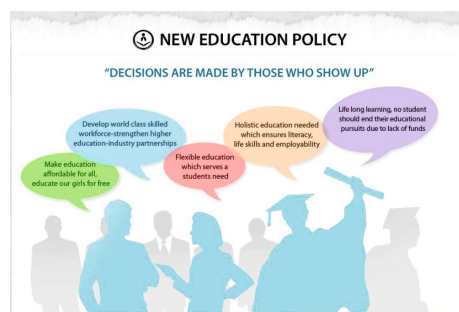
India's 12th Five Year Plan (2012-2017) rightly prioritizes access, equity, quality and governance as essential components of an education policy. In addition to ensuring better enrolment in schools, data collected over the years suggest the necessity to improve language learning levels and ensure quality education for all. The NPE 1986, revised in 1992 and the POA, 1992 emphasised the need to promote regional languages by promoting them as the media of instruction at the university level, strengthening the implementation of the 3-language formula, improving the teaching of English and other foreign languages and making Hindi an important link language of the State. It also underlined the necessity of providing education in the mother-tongue of the child especially during their early years of education.

While the policy spoke about the difficulties of implementing mother-tongues as mediums of instruction given the sheer number of languages, it asserted that all efforts should be made to implement this, on academic grounds. In tribal belts, this translated to paying attention to a diverse group of languages. Therefore, it was suggested that speakers of tribal languages could have a slow but timely immersion to a modern Indian language.

Lack of concrete outcomes

Despite such efforts on paper, very little has translated to action when it comes to implementing a language education policy. The 3-language formula that was

proposed with the aim of promoting regional languages is a half-hearted effort at best, since in states like Tamil Nadu, it is largely practised as a 'mother tongue plus English' language formula. In Hindi speaking states, Sanskrit is the default third language instead of a modern Indian language from non-Hindi speaking states. A number of studies have shown the positive impact of the native language upon the child's cognitive development and yet very little effort is made to move away from an English-only model of education. Lack of a common school system, the mushrooming of private schools and a disparity in the distribution/availability of resources have also tipped the scale in favour of a few students who attend elite schools where an English-only model of teaching is encouraged.

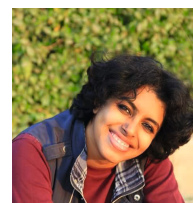


A proposal for Content and Language Integration in the Classroom

In 2014, the National Council of Education, Research and Training (NCERT) proposed that all states in India lay down class-wise learning indicators and stage-wise curricular expectations and actively work with the Centre in implementing a

common curricular expectation. It stated that "all the activities conducted in the English class may be based on the English textbooks; textual material from EVS or Mathematics textbooks can very well be selected for organising and conducting activities and assessing children's language skills in any class". It encouraged a teaching-learning process of English where "children could use their first language" whenever needed. An important objective of proposing this was to remove regional disparities and enable teachers to plan their pedagogic process accordingly.

The 2011 language census data registers a 15 % jump in the number of English speakers in India since 2001. In addition to being the language of an upper-class elite, English is also a link language between various states. Therefore, it is unwise to replace English and ask parents across states to send their children to native language medium schools. However, a dual-model of instruction across all schools (private and government) with a common curriculum could work as a possible solution to ensure an inclusive pedagogic process. Most importantly, it could enable English to become a language that encourages multilingualism in children.



By Deepti Sreeram
Research Associate,
CLIL@India, Manipal

Team Manipal begins their CLIL intervention!

Manipal: Four schools (two English-medium and two Kannada-medium ones) have agreed to help the CLIL@India Manipal team in the intervention process. Here is a brief description of one of the four schools chosen for the intervention that is planned in August-September 2018:

In Focus: Madhav Kripa School, Manipal

Situated right next to the CLIL@India Resource & Training Centre, Manipal, Madhav Kripa is a co-ed school promoted by the Manipal group, which has a track record of more than 60 years in education.

From Pre-Primary to High School to Senior Secondary School, early learning to professional certification, the school has access to digitized classrooms and

assessment programmes. Madhava Kripa School follows the CBSE pattern of study from Grades I to XII with English as the medium of instruction.

Established in the historic university town of Manipal half a century ago by the legendary Dr. T.M.A. Pai (1898-1978),

Madhava Kripa School (MKS) is the first English-medium nursery and primary school in the region, set up in 1962. Now, it is widely acknowledged as Udupi district's premier English medium co-education school affiliated with the Central Board of Secondary Education (CBSE).



A Meal to Remember

The CLIL Manipal team visited the Government Primary School at Saralebettu, Udupi, one of their intervention schools, where the Head Mistress was gracious enough to host them for the mid-day meal at school. The mid-day meal scheme is a school-meal programme launched by the Government of India to improve the nutritional status of the students nationwide. Supported under the Sarva Shiksha Abhiyan, these meals are cooked on-site by an external cook and are served at the school premises.

CLIL team at Manipal were delighted to sit with the students, teachers and the Head

Mistress and be a part of this sumptuous experience. It is heart-warming to know that children are provided such a nutritious meal every afternoon.



important initiative. She also said that the experience would be useful for the students of her school in the long run. On being asked how the CLIL methodology would benefit the students and teachers of her school, she said that her students did not get enough exposure to English at home and therefore, the Content and Language Integrated Learning (CLIL) approach would surely help them understand the concepts and develop language proficiency as well. Regarding teachers and parents' opinion on implementing the CLIL methodology at school, Ms. Kenge said that the teachers were very enthusiastic and excited to implement the project for the students. She expressed confidence that the parents would understand the importance of this project once they see the positive results of such an initiative.

CLIL@Manipal team to host MILAP for children

Manipal: Manipal International Literature and Arts Platform (MILAP) is an annual festival hosted in Manipal, inspired by the long-standing efforts of Manipal Academy of Higher Education (MAHE) towards promoting the appreciation of literature and culture. This time, the CLIL@Manipal team will curate the children's events for the festival. Ajinkya D, research associate, Manipal says that it was important that the CLIL@India project be a vibrant space for students to connect with each other.

This year, 50 registered students will be participating in a slew of events including a theatre workshop conducted by Gillo Theatre Repertory. Some of the other planned events include story telling sessions in Kannada and English, and puppetry. A book fair catering to children's books and fun stalls for children will also be hosted at the venue. The festival centered on the theme 'A Millenium Revisited: Tradition and Transformation' will be hosted from 6-8 September 2018.

Ms. Asha Sonavane on the other hand, said that she liked the CLIL concept of teaching content on various topics like environmental studies using a target language like English as it would help her students who study in Marathi medium to increase their English vocabulary. She said that she decided to participate in the project in order to introduce a new methodology of learning to her students as well as teachers. Ms Asha Sonavane believes that the CLIL methodology would add a lot of supplementary knowledge and information to the students of her school. She added that she was happy that the teachers were ready to try out this new style of teaching and learning.



Team Pune begins their CLIL intervention!

Pune: The CLIL@India team at Symbiosis have chosen their intervention schools and began the process of implementation. Schools which were chosen to be a part of the intervention shared their thoughts with the CLIL@India team_SIU:

Speaking to CLIL@India team_SIU, Ms. Vidya Kenge said she was happy that her school was selected to be an 'intervention school' and said that this would give her school the opportunity to participate in the CLIL@India project which is a globally

A warm wish from Mrs Jyothi Santhosh, Vice Principal, Madhav Kripa School



"India is a multilingual society where English functions as a binding language. Today, the Indian society is experiencing a leaning towards English as a preferred medium to the extent that mother tongue is severely compromised. I hope this intervention will establish a thorough understanding of concepts and build thinking skills among our students."