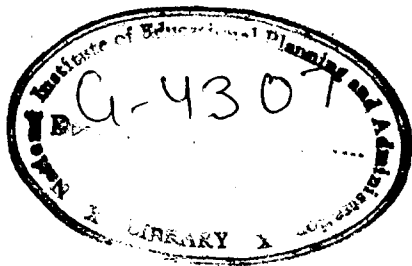


**REPORT
OF THE
LANGUAGE COMMITTEE
(Dr. GOKAK COMMITTEE)**

27th January 1981



NIEPA



G4307

THE HON'BLE MINISTER FOR EDUCATION

Consequent to the dispute arising out of the issue of Government Order deleting Sanskrit from the list of First languages in October 1979, the Government have decided to refer the above dispute to an Expert Committee and accordingly Government have constituted a Committee by issuing the Order No. ED 113 SOH 79, Bangalore, dated 15th July 1980.

- | | |
|---|-------------------------|
| Dr. V.K. Gokak,
525, Rajamahal Vilas Extension,
Bangalore-56. | <i>Chairman</i> |
| Sri G. Narayana,
Ex-President,
Kannada Sahithya Parishat,
3, 110th Cross, Hanumanthnagar,
Bangalore-19. | <i>Member</i> |
| Sri S.K. Ramachandra Rao,
305, 6th Cross, 1st Block,
Jayanagar, Bangalore-11 | <i>Member</i> |
| Sri T.S. Shamarao,
Prof. of Kannada (Retired),
Chüdambara Aashrama,
Gubbi (P.O.), Tumkur District. | <i>Member</i> |
| Dr. K. Krishnamurthy,
Professor, Department of Sanskrit,
Karnataka University, Dharwar. | <i>Member</i> |
| Dr. H.P. Malladevaru,
Professor, Dept. of Sanskrit,
Mysore University, Mysore. | <i>Member</i> |
| Sri S. Manchayya,
Addl. Secretary to Government of
Karnataka, Department of
Education and Youth Services
Vidhana Soudha, Bangalore. | <i>Member-Secretary</i> |

(ii)

The terms of reference referred to the Committee are stipulated in the Government Order constituting the Committee. As per this order the committee had to submit its report to the Government within three months. But having realised the seriousness of the problem, the Chairman and the Members decided it proper to consider every aspect elaborately and then to arrive at a decision, it was not possible to prepare the report within the period. However, the Committee prepared the report without much delay. We earnestly hope that the Government will consider the recommendations made in this report and will decide to implement all the recommendations.

We are thankful to the Government for having offered the members of this committee an opportunity to give a thought to this serious problem and to make suitable recommendations.

*Chairman, Members and Member-Secretary,
Language Committee.*

(iii)

GOVERNMENT ORDER

Sub :— Constitution of a Committee pertaining to
Instruction of Sanskrit in High Schools—reg.

READ :—Government Order No. ED 113 SOH-79,
dated 20th October 1979.

PREAMBLE :

Ever since the Pre-Independence days, there was a provision to study Sanskrit as First Language in the syllabus prescribed for High Schools. The same continued even after the acceptance of the Three Language formula. But as per the Government Order referred to above, provision has been made to delete Sanskrit Language from the list of the First Languages and to study it as one of the combined languages, viz., Hindi, Marathi, Tamil and Telugu. This policy was opposed by the lovers of the Sanskrit Language. Many a Scholars and Experts in the field of Education have appealed to the Government to retain Sanskrit as First Language. This has given room to sufficient arguments.

Now, therefore, it has been decided to refer the matter to an Expert Committee as to the steps to be taken in this regard.

GOVERNMENT ORDER No. ED 113 SOH 79

BANGALORE . DATED 5TH JULY 1980

In accordance with the above decision a Committee has been constituted consisting the following :

1. Dr. V. K. Gokak *Chairman*
2. Sri G. Narayana *Member*
3. Prof. S. K. Ramachandra Rao *Member*
4. Sri T. S. Shama Rao *Member*

(iv)

- | | | |
|--|------|------------------------------|
| 5. Dr. K. Krishnamurthy | | <i>Member</i> |
| 6. Prof. Malledevaru | | <i>Member</i> |
| 7. Sri S. Manchaiah, Additional
Secretary to Government,
Department of Education
and Youth Services | | <i>Member-
Secretary</i> |

This Committee has been requested to consider the problems stipulated in the following para and to submit its report to the Government within three months.

1. Should Sanskrit remain as the subject for study in the school syllabus ?
2. If so, how to retain it without its being an alternative for Kannada ?
3. Would it be proper to have Kannada as compulsory subject as per the Three Language Formula and should the option of the selecting the remaining two languages be left to the students themselves ?

The Committee after considering the above aspects shall within a period of three months submit a report enable the Government to introduce a policy that both proper and practical, in deciding the status of the Languages in the syllabus pertaining to the Primary Schools and High Schools.

The expenditure towards the travelling and daily allowances of the non-official members of the said Committee is debitable to the Head of Account "27 Education-4-Miscellaneous-8-Other Expenses-1-General Education Committees and Boards". For the purpose of travelling and daily allowances the non-official members of this committee will be treated as Class 'A' Members i.e. as per the list of Annexure 'A' of Karnataka Civil Service Rules.

(v)

The above Order issues with the concurrence of Finance Department *vide* their U. O. Note No. FD 2007, dated 23rd June 1980.

By Order and in the name of the Governor of Karnataka,

Sd/-

(LEELA GEORGE)

*Under Secretary to Government,
Department of Education and Youth Services*

To

The Commissioner for Public Instruction, Bangalore.
All the Members of the Committee.

“Copy”

FOREWORD BY THE COMMITTEE

Imparting of language is of prime importance compared to the other aspects of Education; for the language is the medium of instruction through which all Arts and Sciences are taught. Besides, there is a separate science which deals with the teaching of languages. The situation in India and Karnataka in particular has to be observed and the situation existing in the present day system of Education have to be reviewed and the standards and norms are to be fixed in the light of this.

For the last one or two years, the imparting of languages in the middle school level has been subjected to severe discussions and strong arguments. This problem has also given room to sentimentality. Time and again it has caused the upsurge of petty feelings that might so far have remained latent in the society. Even the honourable Ministers have voiced their opinion regarding Kannada-Sanskrit through the public forums. A few circles and sections of the society have expressed their opinion, opposition and warnings. When one group declares this committee as one that is against the interest of Kannada, the other section cautions this as Anti-Sanskrit. The fact that an educational problem has provoked the sentiments to this extent, it is self obvious as to how many reactions it has set about and how much living and serious the issue is.

Quite a few have expressed a sympathetic attitude towards the complex nature of the Committee's task. Whereas a few others who believe that the Committee is scared stiff of its goals have duly guessed that its report would be a fear-based one. But what is there to feel scared about? The members of the committee are free from any ambitions or aspirations. They have since long identified their respective fields of work, have specified the task to be fulfilled and are busy with the same. They have assumed the call as a service of the people when asked to

FOREWORD BY THE COMMITTEE

Imparting of language is of prime importance compared to the other aspects of Education; for the language is the medium of instruction through which all Arts and Sciences are taught. Besides, there is a separate science which deals with the teaching of languages. The situation in India and Karnataka in particular has to be observed and the situation existing in the present day system of Education have to be reviewed and the standards and norms are to be fixed in the light of this.

For the last one or two years, the imparting of languages in the middle school level has been subjected to severe discussions and strong arguments. This problem has also given room to sentimentality. Time and again it has caused the upsurge of petty feelings that might so far have remained latent in the society. Even the honourable Ministers have voiced their opinion regarding Kannada-Sanskrit through the public forums. A few circles and sections of the society have expressed their opinion, opposition and warnings. When one group declares this committee as one that is against the interest of Kannada, the other section cautions this as Anti-Sanskrit. The fact that an educational problem has provoked the sentiments to this extent, it is self obvious as to how many reactions it has set about and how much living and serious the issue is.

Quite a few have expressed a sympathetic attitude towards the complex nature of the Committee's task. Whereas a few others who believe that the Committee is scared stiff of its goals have duly guessed that its report would be a fear-based one. But what is there to feel scared about? The members of the committee are free from any ambitions or aspirations. They have since long identified their respective fields of work, have specified the task to be fulfilled and are busy with the same. They have assumed the call as a service of the people when asked to

be the members of the committee. Besides an opinion, opposition and a warning that manifestes by itself is being confronted with another opinion, opposition and warning. The Committee has commenced its functions without any bias and have firmly accepted the welfare of the Kannada people and the basic principles of imparting of languages as its base foundation. The welfare and the principles seem to be poles apart as far as the committee's functions are concerned but are not in reality. For all the basic principles have the common goal of attaining welfare of the people. It can also be said as the origin of all the principles. If there are merits and demerits in this report the Committee has certainly not been influenced by the outside opinion or opposition. The committee is solely responsible for the merits and demerits of the same.

It is most essential to consider aspects pertaining to the system of education, the mode of teaching and the syllabus and also to take into consideration the present day values requirements and future of the younger generation in an unperturbed and calm and cool mood and arrive at proper and necessary decision. I do not feel any need to emphasise the fact that any decision taken with the prejudicial outlook would certainly not reach the target envisaged.

The argument whether Sanskrit should continue as a I Language? Or should it be totally deleted from the syllabus—is one to be considered in the light of the above background. To have an idea as to how Sanskrit remained itself in the group of I Languages, it is important to know as to how this situation persisted.

During the pre-independence days the Science subject were not being taught to the students from V Std. to VII Std. Instead, subject on Hygiene was being taught which was not compulsory. Instead of this subject, there was provision to select any of the vocational subjects or Sanskrit. This system prevailed in old Mysore area. Thus, the students who had studied Sanskrit as optional subject for four years in middle schools could study the same as a II Language in High Schools. Sanskrit Language was one among the II Languages like Kannada, Urdu, Telugu, Tamil. This system was continued until the syllabus for primary schools was revised and teaching of General Science was made compulsory in the primary schools.

Even in those days the standard of Sanskrit syllabus was not upto the standard of other II Languages. It was quite obvious even then that it was difficult for the

students to study Sanskrit in High Schools who had studied the same for four years in the level of those who studied their mother tongue as II Language for eight years.

There was a separate system in the Kannada speaking area of the Bombay State. In those areas there was a provision to study Sanskrit as an independent subject during pre-independence days and until the re-organisation of States. According to the arrangement then prevailing, the duration of the primary education was of four years and afterwards the middle school education used to commence. There was an arrangement to teach English from V Std. onwards. There was a provision to teach Sanskrit for four years i.e., from the IV Class of middle school upto SSLC. There was equal status for English, Kannada and Sanskrit, each carrying 100 marks.

There were oriental schools in South Canara District. In these schools there was an arrangement to teach high standard Sanskrit in addition to other general subjects. These schools are still functioning where Sanskrit is being taught as a language.

The above system which provided for studying Sanskrit was prevailing in the various parts before re-organisation of States. Such places have now been merged with the new Karnataka State.

The Vishala Karnataka consists of Kannada speaking areas of the erstwhile Bombay Province, Kannada speaking areas of the erstwhile Hyderabad Province and Bellary District, South Canara District and Kollegal Taluk from the erstwhile Coorg and Madras States respectively. Vishala Karnataka State came into existence on 1st November 1956.

The Re-organisation of States posed several fresh problems. The Administrative set up, the educational system were varied from place to place. In all these fields it was most essential and inevitable to have uniformity. Therefore, to achieve this goal, a State Level Committee

(called as Sikshana Ekatha Samithi) was constituted under the Chairmanship of Hon'ble Minister for Education to arrive at a uniform educational system by studying the systems of education that prevailed in different parts. The objective of this committee was to eradicate diversity existed in the educational system of the State and to bring about uniformity therein.

The above Committee, after studying the education systems existing in the areas transferred to Karnataka consequent on the re-organisation of States, made recommendations to formulate an uniform system of education. The most important among those was the recommendation regarding the study of language. Ample discussions were held on this subject and a decision has been taken to provide for studying Sanskrit in two stages. Besides, the inclusion of Sanskrit in the list of First Languages. provision was also made to opt the same as a combined language in addition to their mother tongues. According to this decision those having Kannada, Telugu, Marathi, Hindi, Tamil as their mother tongue were studying Sanskrit as I Language. Accordingly, there was a provision to study their mother tongues for three periods in a week, and Sanskrit for two periods in a week.

The above system remained while revising the higher secondary syllabus during 1963 and 1969. As there was no provision to learn Sanskrit at primary schools, the students who took Sanskrit as I Language in high schools had to start from the alphabets. Hence, the syllabus of Sanskrit when compared to the syllabi of other I Languages was very easy. The students who took other Languages as I Language had to put in sufficient effort to achieve their object since the syllabi of those languages were of the highest standard. But similar effort was not necessary from those who took Sanskrit as I Language. Further there was no necessity for them to write their answers in the examinations in Sanskrit language. They were writing their answers either in their mother tongue or in English. An opinion was prevalent that students who

select Sanskrit as I Language can secure more marks in the examinations compared to the students who select other languages as their I Language. This matter created concern amongst students, guardians and educationists. As the syllabus of Sanskrit was easy and there was scope for scoring high percentage of marks; in that language, there was the fear of students of Kannada preferring Sanskrit to Kannada as their I Language in large numbers, resulting the downfall of Kannada. Added to this most of the students who secured ranks in the SSLC examinations were those who took Sanskrit as I language. This was also assumed as one of the reasons for Kannada students being attracted towards Sanskrit in large number. The criticism sprouted here and there and finally came to open at 49th Sahithya Sammelana convened at Shimoga in 1976 and the discussions were held on the dias of the Sahithya Sammelana.

A resolution was tabled at Shimoga Sahithya Sammelana to the effect that Sanskrit should be deleted from the list of I Languages and Kannada language should be made compulsory for non-kannada students and was approved. Kannada Sahithya Parishat forwarded this resolution to the Government and requested that Sanskrit should be deleted from the list of I Languages and Kannada which is the regional and official language of the State should be made compulsory to one and all.

With a view to know the truth behind the allegations levelled against Sanskrit, the Government referred this matter to the Karnataka Secondary Education Examination Board and called for its report. The report of the Board also supported these allegations. This report gave much more support to the argument that Sanskrit should not be continued as I Language. The arguments for and against Sanskrit continued.

According to the then existing education system it was possible for the children of the linguistic minorities to complete their school education without learning Kannada

at any stage. Kannada Sahithya Parishat and Kannadigas opposed this system and put forth their pressure on Government to make the learning of Kannada language compulsory to one and all. After the proclamation by the State Government, that Kannada shall be the official language at all levels of Administration this pressure got further momentum. It is needless to state that this is natural, and obvious.

At the commencement of the above disputes the Government reformulated the system of one year Pre-University Course into two years Course with effect from 1972. Consequent on this it became necessary to revise the High school syllabus. Hence, the Government constituted a syllabus committee. The Committee started the revision of syllabus on the lines of the syllabus set up by the National Education, Research and Training Institute. By this the extent of syllabus to be studied in high schools was increased.

Before implementing this revised syllabus, it was placed before the State Education Advisory Board for approval. This Board consists educationists. Each and every point was discussed in detail and the Members expressed their opinion. When the discussions on Sanskrit started opinions for and against Sanskrit were expressed. As some of the members put forward their opinion that Sanskrit should be deleted from the list of the I Languages, others contended that Sanskrit would never come in the way of the development of Kannada and it should be retained in the list of I Languages. At the first stage, it was decided to eliminate Sanskrit from the list of I Languages. But in the re-discussion it was resolved to retain Sanskrit as it was. And it was also decided that the standard of Sanskrit should be similar to that of the other I Languages. Revised syllabus was implemented from the academic year 1978-79.

Though efforts were made to elevate Sanskrit to the level of other I Languages by making the syllabus

tough following the suggestion of the Board. This effort could not succeed. Still, the revised syllabus became comparatively tough.

A new system which was not in existence till then was adopted in the revised syllabus. In 1978, as per the Three Language Formula, Hindi was taught as III language but the study of Hindi Language was not compulsory, and students in that subject could appear for examination at their option. Some concessions were given to such the students. Those concessions are: students in SSLC examination could become eligible to pass when the students who voluntarily took Hindi as one of the subjects, had secured 25% marks in that subject and not less than 30% marks in every remaining subject and in aggregate 35% marks. But students who were not taking examination in Hindi were ought to secure 35% marks in every subject to get through in the examinations. Students who appeared for the Hindi subject were eligible to pass the examination though they had not secured the marks prescribed for the subject, if they had secured 35% marks in all other subjects. Though Hindi was adopted as compulsory III Language for study, actually it was not a compulsory subject for the examination. To say in the words of children "It was there in the game but not to be reckoned"

On the implementation of revised syllabus for the academic year 1978-79, the abovesaid principle was applied to Kannada also and non-Kannada students were given an opportunity to study Kannada as III Language but not compulsorily. It was made as an optional subject. This is only an eye-wash to Kannadigas. This is the system now in force. Kannada is not compulsory subject in any stage of study for children of non-Kannadigas.

Kannadigas expressed their severe opposition for the above system and also urged the Government through public forums, newspapers and representations, to impose Kannada as compulsory subject for children of non-kannadigas. For the successful implementation of the Government policy of Kannada as the official language,

Government officers working in various fields should have the necessary capacity to transact in common man's language. If not, it is very difficult to understand their problems. Language is the medium of co-ordinating link, between the officers and general public for the easy transaction of their work. From this point of view it is clear that the urge of Kannadigas to make Kannada as compulsory for all, has not come out of their mere blind affection. This pressure is increasing intensively day by day.

Government after examining the pressure putforth for deleting Sanskrit from the list of I Languages and to impose Kannada as compulsory subject for non-kannadigas, issued a Government Order on 20th Oct. 1979. According to that order, Sanskrit lost its place in the list of I Languages and secured the place of III Language.

The Government Order again paved the way to criticism from the public and made them to think over the matter deeply. This dispute was also taken before the High Court. There were much repercussions for and against Sanskrit. Both the houses of the Legislature discussed this subject and Government have decided to refer this problem to the Experts' Committee and assured to take action according to the suggestions of the Experts' Committee. Accordingly, as per Govt. Order a Committee was constituted.

CHAIRMAN AND MEMBERS OF THE COMMITTEE

- | | | | |
|----|-----------------------------|------|------------------|
| 1. | Dr. V. K. Gokak | | Chairman |
| 2. | Shri G. Narayana | | Member |
| 3. | Prof. S. K. Ramachandra Rao | ... | Member |
| 4. | Shri T. S. Shama Rao | | Member |
| 5. | Dr. K. Krishnamurthy | | Member |
| 6. | Dr. Malledevaru | | Member |
| 7. | Shri S. Manchaiah, | | Member—Secretary |
| | Adl. Secretary, | | |
| | Dept. of Education & | | |
| | Youth Se vices, | | |
| | Government of Karnataka. | | |

*Terms of references referred for the consideration
of the Committee*

1. Should Sanskrit remain as the subject for study in the School syllabus?
2. If so, how to retain it without its being an alternative for Kannada?
3. Would it be proper to have Kannada as a compulsory subject as per the Three Language Formula and should the option of selecting the remaining two languages be left to the students themselves?

As per the Government Order constituting the Committee it was ordered that the Committee should submit its report within three months.

The first sitting of the Committee was held on..... in the Committee Room in Vidhana Soudha under the Chairmanship of Dr. V. K. Gokak. On that day it was mainly discussed about the procedure to be followed by the Committee and it was also decided that the Chairman and Members who are aware of the seriousness of the problem, should compare the status of respective regional languages of the respective States and the status of the regional languages and minority languages in the educational set up, facilities available to the Kannadigas residing in other States. rights conferred in the Constitution to the linguistic minorities — Language policy of Government which declared Kannada as official language. The repercussions of Administrators, Educationists, Teachers, literarymen, Associations and Institutions and Linguistic minorities — opinion of General public, etc., should be taken in to account and after thoroughly examining those aspects it was decided to arrive at a final decision. Accordingly, public opinions have been collected by conducting interviews at Mysore, Mangalore, Bangalore, Dharwar and Belgaum. As the situation, at Bijapur was not so conducive for conducting interviews, further tour was cancelled. The Committee has prepared the report by keeping the educational principle mainly on the basis of

opinions collected by it upto that date. The Chairman has expressed the committee's stand clearly in his foreword.

PRESENT DAY LANGUAGE EDUCATION PROBLEM LANGUAGES & PRINCIPLES OF STUDY OF LANGUAGES

Features of the problem :

What is the object of teaching languages? Is there any easy method to impart real knowledge to lakhs and lakhs of students of the State? What arrangement is made for educating present and future generation in Karnataka State? In which way study of language can adjust itself with other subjects? What are the objectives of this syllabus, in the present day circumstances of our Nation and the State? These questions are to be considered keeping in view of the secondary education stage. This method has to be formulated keeping in view of our children of the State. The children of rich family may be able to pronounce PAPPA, MAMMA after a few months of their birth. Certain children who grow in a rigid environment may commence their education with Sanskrit words. But in the state which has been formed on linguistic basis, the children of the majority speak the words of their mother tongue (mother tongue means the Official Language of the State). The children of the minorities in that State learn their mother tongue and also learn the official language easily, which is spoken frequently in their surroundings.

Beyond these two, on the basis of the educational line or the employment they have to decide the language of their study. Students may opt any one of the languages, namely Hindi being the inter-State link language, English being the universal language, any language of a neighbouring State or any one of the languages of any State of India in which one desires to reside, and Sanskrit even though there is limited scope for employment, but invaluable for

the study of culture and literature, foreign languages like French or German. He may also desire to study his mother tongue further.

In the present context of educational system, it may be beneficial to have a comparative study of these languages. From this the comparative importance of the languages from the view point of education can be evaluated.

(2) *Regional Language (Official Language) :*

For administrative purposes, India has been divided into States on linguistic basis. When people speaking a particular language come under a common control of the State, administration will become easy, progressive and harmonious. The culture, literature and history which form an integral part of the people coming under a single administration help to strengthen this harmony further. Former provinces had no specific characteristics. Present linguistic States have individuality.

The Indians, speaking other languages reside with these people and they have to live with them. The major language of their State will become language of minorities here. There are some rules for the guidance of the linguistic minorities. For example, if the student speaks a particular minority language, the State Government has to provide them necessary educational facilities in their mother tongue. As per the Government Order dated 7th July 1969 if there are 10 students belonging to linguistic minorities in each standard and the total strength is 30 from 1st to 4th standards provision must be made to impart basic education in their mother tongue. This facility should be made available to the students studying in 5th, 6th and 7th standards on the same lines.

As per the above Government Order if the strength of linguistic minorities studying in High Schools is 15 students in each standard and 45 students in all the three standards provision should be made to teach through their mother tongue.

But the minority people should assimilate with the main stream of the populace of the State in which they are residing. There are rules therefor. Starting from the Primary III standard upto the VII Standard the Official Language should be taught compulsorily in the schools of linguistic minorities.

Thereafter in High Schools, a student belonging to linguistic minorities, besides selecting the official language as the medium of instruction may as well learn the official language as a compulsory subject. Thus, after completing the S.S.L.C. course, the student may avail himself of job opportunities in commercial undertakings.

On the other hand, should the linguistic minorities without abiding by these principles opt to stay in isolation in the mainstream of Kannada, it may lead to disharmony, which may weaken the sense of co-existence and emotional integration among the people of the State. The linguistic States were formed in our nation to help achieve the national integration, smoothly. Each and every linguistic State possesses a personality of its own reflected in its language, its cultural heritage and unique history. These various personalities converge into a national soul just as different Ragas blend themselves into a sonorous symphony. Unless these diverse personalities are unique, the national soul cannot be sublime and many splendoured. Therein lies the glory and fulfilment of the formation of linguistic provinces. In the name of regionalism the spirit of nationalism should not be stifled. Likewise, it should not be considered that an artificial national spirit could be created by infringing the interests of the linguistic States. However, the Kannadigas have not pressed their rights until now, in the places wherever they have gone and settled. But, contrary to this, the linguistic minorities settled in Karnataka conduct themselves as if they are residing in their own States. It is in the interest of neither.

It is quite reasonable and just that the official language of the State be taught as a compulsory language for all the

people domiciled in the State. Thus, it is high time that Kannada should be the medium of public administration, Public Service Commission examinations and for higher studies. It would be in the interest of the people residing here, to become Kannadigas, irrespective of the places from which they came. They have to use Kannada language in matters connected with property, accommodation employment *etc.* People who have settled here for more than ten years are Kannadigas for all purposes. Their prosperity and future is inseparable with that of the Kannadigas. The problems of these persons could be solved only if their children learn Kannada as a compulsory subject at the Primary and Secondary stages. The Central Government has provided Central schools in various places for the benefit of its employees. Such of those as do not get admission in those schools would make their own arrangements. The merchants and employees settled in Karnataka will continue as Kannadigas for all practical purposes. Others who come for a temporary stay, would make their own temporary arrangements. In fine, the policy to be followed in this regard is that divisive barriers should not dent the unity of the nation and that the policies and sects under one pretext or other, should not be allowed to infringe the integrity of the State.

Now, Kannada has become the official language. The day is not far off when Kannada should be the sole official language in Karnataka. The authorities of the Public Service Commission are yet to realise this and translate it into action. The students and their parents should be convinced of the necessity and benefits of Kannada as the medium of instruction at the University level. Proficiency in English should be attained by studying it as a language. They should realise the tragic fact that if English is retained as the medium of instruction only the process of instruction will be impaired without helping to achieve any proficiency in English. Kannada is prescribed as the medium of instruction only at higher secondary levels.

The Central Government is poised to safeguard the unity of the nation by conferring on Hindi, the State of the

interstate link language and on English, that of associate link language, just as the image of the State is projected and preserved by conferring upon the State language, the status of official language.

Twenty four years have elapsed since the formation of the Karnataka State. The other linguistic provinces are also progressing. But unfortunately Karnataka State has not yet developed its personality, let alone realising its status. The efforts towards such a self-discipline are still a far cry.

Language of Linguistic Minorities :—The mother-tongues of linguistics minorities in the State are also developing languages. They are the official languages and also medium of instruction in one State or other. Almost all the modern languages possess the resplendent literature of the ancient and modern civilization. It is an accepted principle that education of a child should be through the mother-tongue. A child right from its birth grows amidst the atmosphere of that language. A child's knowledge can develop only through its mother-tongue. We see children of Higher classes attending English medium schools. It is well and good if the mother-tongue of a child is English, otherwise education itself becomes artificial, bereft of some essential characteristics of our culture. Persons whose services are subject to state to state transfer or to businessmen who shift their place of business frequently cannot help sending their children to English medium schools. But, it would be in the interest of the residents of the State to raise the standard of education in the schools which have the official language of the State as the medium of instruction. Then only children of the State can have education in the truest sense of the term. In our country generally every state has provided schools at the primary level for the linguistic minority, imparting education in their respective mother tongues, subject to certain rules *viz.*, if there are 10 students in each of the first four standards or there are 30 students in all the four standards put together a school is provided. Unfortunately not in all these schools, the language of the

State is being taught as the second language, in conformity with the programme adopted nation wide. To cite an example, a person running an Urdu education society gave evidence that in many of the Urdu primary schools of Karnataka there are no arrangements to teach Kannada as the second language. It is high time we eliminate such a deplorable situation.

A child speaking a minority language will also have to study its middle and higher education in the State where it resides. If the child in this level learns the regional language which it often frequents, it can continue its middle school education in the regional language. This special knowledge of the regional language is very essential in view of it being the State Language, administrative language and the language of day to day transactions. If it is learnt as the second language at the primary level it enables them in future to take it as their medium of instruction.

It is necessary on the part of the Government to formulate a specific policy as regard to the mother tongue of the linguistic minority and the medium of instruction at middle school level. In this matter the committee desires to express the following opinions.

(a) Teaching the regional language as the second language (from 3rd to 7th Standards) in those primary schools where the minority languages are the medium of instruction is a widely accepted principle. This should be implemented immediately in all such schools,

(b) The policy of Karnataka State is most liberal in this matter. Being liberal is certainly good. But many a times this attitude is coupled with ignorance. Often we see the Kannadigas who are a minority in the neighbouring States lamenting in the newspapers that those government are not even recognising the Kannada schools, let alone sanctioning grants. But in Karnataka the Government are running schools at their cost for the Linguistic minorities with their respective languages as the medium of instruction, even at middle school level. Such a liberal attitude is certainly not pleasant.

(c) Starting High Schools in the minority language medium, while the Government has not yet established primary schools in all places for the Kannada speaking children is virtue carried too far. If a class of linguistic minority come forward to start a primary school in the medium of a modern Indian language, we can readily grant it. provided the State wherein that language is the official language has also provided such a facility for learning Kannada. If it is otherwise, we too should choose to be strict. Until the educational deficiencies of Kannadigas are filled in, such a facility should not be granted.

The other State languages are also developing languages. If not at Karnataka they are official languages in their respective states. Though they are not as ancient as Tamil or Kannada, their history of literature start round about a thousand years back. Several reasons may lead to the incident of many Kannadigas going in search of employment to different states. A language which is a language of minorities in Karnataka may be the official language there. Studying it in detail may help those minorities whose mother tongue it is and also many Kannadigas. Thus if a certain number of students wish to learn a modern Indian language facilities should be provided in our high schools. In an high school if 30 students express their wish to study their mother tongue as one of their subjects, it should be made possible. But before according such a facility we should ascertain that whether similar facility is being made available to Kannada students in the State of that Language.

For those who wish to do comparative study of literature it would be better they start their study of those languages and literature from the middle school level. It makes their going smooth in their higher education. It is essential to consider Telugu, Tamil, Marathi, Malayalam, Urdu, and other languages in this perspective. Speaking of Urdu Kalburgi is the place where their literature originated. In the early Urdu literature (Dakhani Urdu)

we find words of Kannada and Telugu along with descriptions of Kannada and Andhra Kingdoms copiously. All these are yet to be brought into Kannada. Though work is being done in respect of other languages the work yet to be done remains vast. Those who wish to work in this sphere have to study their optional language from the middle school level.

Situated in the borders of two linguistic States there are certain small areas which are still a matter of controversy. Disputes are still going on. Regarding the language education of these areas government have taken a policy decision and are following the same :

(4) *The Inter-State Link Languages* :—With a view to achieve national integrity and to facilitate the transactions all over the nation the Central Government have named two languages. One is the Official Link Language—Hindi, the other is Associated Link Language—English. This associated Link Language is not only the International *Lingua-franca*, but also the Language of advanced science. The student may select and study any one of these languages. Apart from this, if it is necessary a modern Indian language or modern foreign language may be taken up for studies.

To understand the nature and advantages of these link languages properly it may be necessary to put a word or two here. At present we have two languages recognised by the Centre *viz.*, English and Hindi. This formula will have to continue till it is accepted by South Indians. This problem need not be faced by the people whose mother-tongue is Hindi. They can accept Hindi or English from the primary stage itself if they so desire. Generally, they are expected to learn one of the South Indian languages, in view of the integration of the country. But this has not become practicable yet. Sanskrit or Urdu will become another language to them. Because Sanskrit is the mother of Gowdia as well as Hindi languages. It is a fact that the vocabulary of Urdu to a great extent differs from that of Hindi; yet, the structure and grammar of these two languages are more or less identical.

While implementing the language policy in our country the Central Government have approved the Three Language Formula. The Central Sahitya Academy have recognised 22 Indian languages which are having rich literary heritage. According to experts in India (languages, dialects and colloquial languages) in all there are about 180 languages. In a country which has such a diversities in languages it is worthy to learn as many languages as possible according to the circumstances, attitudes etc.

Provided so long as two recognised inter-State link languages exist, there is right to select and study any one of these languages. As such while selecting another language for study other than Kannada, we have to consider the same keeping in view of the benefits that will be acquired by education, individual taste, necessity and circumstances. If a student has to seek job in North India alone, he may have to select Hindi as his subject for study. For similar reasons, another student may have to learn Telugu, Tamil, Malayalam, Marathi or Gujarathi *etc.* The students may like to learn any one of these languages on literary and cultural reasons. Hindi has not gained prominence merely because, it is the official language of the Central Government. Its importance is increasing day by day. The Central Government is spending crores of rupees for its development from the day it was declared as official language of the Central Government. A Special cell was set up for this purpose at the Centre and even though it appears as artificial, the Hindi Scientific glossary contains the latest and up-to-date scientific words. A Central Hindi Institute has been established in Agra to deal with all these matters. There are many Hindi departments in most of the Universities of the country. The researches are being conducted and Ph.Ds are being awarded in this language. The publications of the institutions such as Gnanapeetha *etc.* make available all the Indian literary works in Hindi. Thus Hindi has got a bright future in literary and scientific fields. The number of people speaking that language has enormously increased. It is also

honoured as an authorised language. Thus students give much prominence for selecting the Hindi language.

5. *The nature of English—possibilities* :—No ancient language is so prominent as that of English which is a key to the treasure of modern knowledge. Perhaps Japanese language may alone come nearer to that status. Several works on modern knowledge have been translated into our languages. Gradually exchange transactions will bound to increase. A day may come when we can reach the moon through our own rockets and our scientists may express the secrets of those worlds in our own language which were hitherto considered as a mystery. Then these facts may have to be translated from our languages into other languages of the world. This will apply to other fields of knowledge also. When this takes place our languages will become rich. They themselves will become languages.

English must continue indefinitely as a Central official language. No one may tell that it should continue as medium of instruction in our universities. The utmost necessity of the day is that the medium of instruction should be switched over from English to State language and this is very essential in the interest of education. We can say that only 5% of the students at the most can write English without mistakes.

One or two colleges should have been reserved for the outsiders and the medium of instruction in the Universities of the State ought to have become Kannada long back. To day Kannada has developed to such an extent that should further scope be accorded it would be possible for its increasing use to flower into a means of much more natural, cogent expression as professors go on teaching.

The excessive growth of English medium schools in post-independence Karnataka is a special feature. The citizens have welcomed this manifestation with the intention that their children may learn good English. We cannot but say that ignorance is at the root of this. Had

it been a matter of inter-state necessities it could be considered to be in order. It is mere illusion to feel that the children would be proficient in English if taught through the English medium from the primary stage. Today the medium of instruction in colleges is English. But the public criticize that the majority of the present day graduates cannot write a single correct English sentence. The reason is English should have been taught as a language and should not have been the medium of instruction. The teacher should see to it that the English taught by him is correct and that the text books and the system of instruction do not vary. Moreover in the changed environment it is not possible to teach English as was done before. Comprehension, should be the objective of the English syllabus since it is intended to help us understand the subject matter on reading the concerned literature in depth. Separate certificate courses may be provided for spoken English and written English.

What is the significance of the English language? Today it is an international language. A person well-versed in English can tour the whole world. He can easily communicate with the foreigners. The world literature-science, research is available only in English. By reading English news papers a person may know things happening in the respective fields of trade, commerce, science or literature. At times we feel it would have been better had we had knowledge of Russian, French and German languages. However, persons proficient in English are confident that they can gain atleast eighty per cent though not cent per cent of modern language.

Secondly, in our country it is difficult to conduct business transaction without English. Without English inter-state communication is difficult. In Bangalore itself without English it is impossible to get employment in business undertakings.

Even in our universities we find a distorted form of English. It would be better not to comment on that English.

Thirdly, English is one of the two languages recognised by the Central Government. Particularly English is in vogue as link language in South India. Knowledge of English is essential to enter into any one of the Central Government Services. English reigns supreme even in industrial undertakings, factories and autonomous bodies established by Central Government. In South India English is the language of business as well as correspondence. In North India Hindi also is the language of business and correspondence.

When we refer to South India, it may mean to hold good in respect of certain parts of East India i.e., Bengal, Orissa and Assam States. As West India (Gujarat, Maharashtra) has languages akin to Hindi, the language of business and correspondence could either be Hindi or English. It depends upon individual likings. Unlike Hindi, grammar pertaining to gender in South Indian Languages is almost like that of English. For Example in English and Dravidian languages there is no separate gender for each word. Generally (He) is used for man, (She) for woman and (It) for inanimate things.

In Central India, Hindi is the major language. Though Rajastani is considered as a separate language like Maithili both are dialects of the Hindi language.

However, English is an important language by virtue of some significant factors *viz.*, it is an international language and a window unto modern knowledge. Hence the desire to learn English is natural among students. English should be studied in separate units like English for comprehension, spoken English and written English. In the middle schools English could be learnt well as the language for comprehension only.

6. *Status of Sanskrit* :—Sanskrit has not been referred to in this report so far. This committee has been constituted as the status of Sanskrit language in Middle Schools has been a matter of controversy. We can analyse

the status of Sanskrit in the light of what has been discussed so far. In the history of the world literature *Rugveda* is the first ever composed collection of poems and has been an enduring legacy over the centuries. The history of Sanskrit can be traced back to 5000 years ago. During this period, despite many vicissitudes Sanskrit continued as the language of literature. During the period of Mahaveera and Buddha when differences between the literary language and the spoken language (Pali, Ardha-Magadhi) grew wide, it became the language of religious texts only.

Gradually, languages like Hind, Bengali etc., sprouted out from Prakrit, which has its origin in Sanskrit and became the carriers of literature themselves. But throughout India, Sanskrit had its sway as the common language of literature, scholars' gatherings and Edicts (Shasanas). Without giving room for Parsi, English and other regional languages, Sanskrit occupied its place especially in religious and classical fields and remained as the medium of language in scholars' gatherings.

While Sanskrit had attained a Granthic form and retained the features like style, Rhetorics, Grammar, etc., of that form, Prakrit and other regional languages slowly paved their way as the languages of people and literature. Then the 'Granthic' Sanskrit which had remained in its static 'Margiya' 'Granthic' or Classical pattern, did neither wane away nor grew, but became static. It became the colloquial speech of the scholars in its 'Granthic' form. This 'Static' language alone can be proved as the living point of that 'Dead' language. Besides, we cannot forget that the 'Living' languages also have 'Dead' points in them. Many words and the names of the drugs which are used in English have their existence only in the language of M.B.B.S. Doctors. Others cannot make out their meanings easily. Likewise, every scientific field, will have its own glossary. It may not be proper, if the ancient and modern languages are classed as 'Dead' and 'Living'. As discussed above, we may find 'Living' points in ancient languages and 'Dead' points in modern languages.

But it cannot be said that a 'static' language has the creative ability as ancient languages. It cannot become the mother tongue. No mother will teach her child that language. The 'Static' 'Margiya' Sanskrit, which we knew, is not growing from generation to generation and no changes have taken place unknowingly in its grammar or structure of its sentences and as Sanskrit of Chaturveda-Samhita became Upanishad Sanskrit and Upanishad Sanskrit became Epic-Sanskrit, the development of 'Static' Sanskrit has not attained completion. Though we find such imitations hither and thither, due to impact of English, development found is only in an artificial language form. The 'Margiya' Sanskrit is not that language which can develop naturally while boys play marbles, people quarrel in the lanes, husband and wife abuse each other, baby speaking alone in a corner, the cowherd gathering his cows by calling the cows in rhetoric names and in many other ways. Having experienced motherhood in past, Sanskrit became the mother of Prakrit and North Indian religious languages and foster—mother of Dravidian languages. The 'Margiya' form of Sanskrit can regain such motherhood by the stamina it attained in the past. For this, however, only a strange circumstance has to come into existence.

Today, Sanskrit is not the language of common man. How many Kannadigas from among three crores of Kannadigas can know Sanskrit? When 70% of the Kannadigas are illiterate, Kannada, the regional language, alone can become the proper medium for sowing seeds of culture. The literates and illiterates can understand it. Hence a venture took place to rewrite the epics of Ramayana and Mahabharatha throughout the History of Kannada literature. Jainism took its poetic form in Kannada. Vachanas became Kannada Upanishads. A time came for Kannadigas to question what is there in Sanskrit? Kannada is not only the language of today but has been the first language for the past thousand years.

Sanskrit has one more defect. It does not contain the literature of modern world. After the sixteenth century it

started to lose its prominence even in the field of knowledge in India. European Renaissance enabled Europe to gain the leadership of the world in this field. A citizen cannot be classed as civilised unless he has observed the tremendous changes which took place in the world, the field of knowledge and research during the past four centuries. This will be clear if the Sanskrit literature of the past 4 centuries is compared with the English literature. There might have been a little writing in English in the seventh century literature. But Sanskrit has remained an unique (in certain fields) literature in the world through the literature that came into existence even before this. The Sanskrit literature which flourished since seventh century to fifteenth century is richer than English literature. But from here onwards English literature suddenly gains prominence and modernity through renaissance. It develops tremendously with monstrous speed. By the end of 19th Century it becomes the universal language and its literature becomes a literature comprising of the knowledge of the entire modern world. Day-to-day researches that have taken place in all fields will be available in English. If we do not try to understand these researches, it is as good as losing our own eyes. The Kannadigas who have to live as civilized citizens of the 20th century should not forget this fact. Knowledge is sacred from whichever source it might have come. The world rushes towards Sanskrit, Pali, Ardhamagadhi which have come forward to give some eternal values. This is a memorable point.

One can discern sea poetry in the Sanskrit literature of the last four centuries. The literature is mainly traditional. Of late, some works seem to have been influenced by English poetry. However, they do not reflect the ramifications of modern knowledge. Even if they have been translated into Sanskrit from English, it is likely that the Sanskrit versions are vague and beyond comprehension than the English originals. The sciences that had developed in Sanskrit over the ages, still continue to be sciences that are to be researched further. Sooner or later

Kannada may reflect the gamut of science of the Modern world which the Kannadigas could easily comprehend.

It is true that Sanskrit has a practical existence. Some of the members of the Constituent Assembly had in the past argued that Sanskrit should be the link language for the inter-state communication. Now a days, the All India Radio broadcasts the news bulletin in Sanskrit also. Some Sanskrit periodicals are also being published. Thus, Sanskrit is being used for the present day requirements. Moreover, Sanskrit is also being used as a language of scholars for discourses and conversations.

But, all these do not make Sanskrit a modern language. They are only a matter of curiosity and astonish us to say that all these are possible in Sanskrit also. But, that is not as natural as it could be in the language spoken by the three crores.

The utility of Sanskrit however becomes clear in that Sanskrit has blended itself into the quintessence of Kannada language. All the Gowdeeya languages originated from Sanskrit, and the Dravidian languages have borrowed considerably from Sanskrit vocabulary. Similar to the policy of German language in Europe, the Tamilians do not seem to believe in a 'Give and take' policy. But, when the need for developing the Scientific terminology is felt increasingly, Tamil language may also have to follow the same course. Thus, we have to resort to the study of Sanskrit to understand the glory of Kannada literature. Sanskrit study is essential for the students studying ancient and medieval Kannada literature in particular. The Sanskrit Epics have illuminated the Kannada works over the centuries. The same holds good in respect of Bhagavadgita and Upanishats. Kannada enriched itself by borrowings from that treasure, such as the Alankara Shastras, the Panchatantras, etc. Thus, with increasing knowledge of Sanskrit, our understanding of Kannada language and literature becomes crystal clear. In view of this, study of Sanskrit is supplementary to the study of Kannada language and literature.

(7) *Other ancient languages* :—The status of Sanskrit has already been dealt with elaborately. But in this context, we have to bear one aspect in mind. As many study Sanskrit as a language of culture and religion, a few may like to learn Parsee and Arabic and a few others may like to learn Greek-Latin-Hebrew languages. For the reasons specified above, some people may like to learn any one of the languages such as Hindi, Telugu, Tamil, Malayalam, Marathi, etc. for business or cultural reasons.

In a vast country like ours, there should be ample scope for such diversity. The Sanskrit language during the course of its evolution has transformed into languages like Pali and Ardha-Magadhi, later on, as Hindi, Bengali, etc. Similarly, Latin into Italian and ancient Arabic into modern Arabic, ancient Parsee language into Persian language. The Sanskrit language acquired static textual form ; the medieval Latin and Parsee languages have also attained a static textual heritage. Many prayers of Latin and Arabic languages are still in vogue in their original static form. Like Arabic and Parsee language studies, studies of Medieval Latin language are being pursued in many colleges and Theological Seminaries.

2. *Recommendations of the Committee* :—The Committee, on consideration of the discussions with the invitees and general public regarding the principles of language instruction, the differential importance to various languages, the present conditions of the Kannadigas, problems of Linguistic Minorities, the method of developmental educational system, etc., and also after considering the invaluable opinions of the members of the Committee, has unanimously adopted the following recommendations :

(1) Kannada should be made the sole first language from the academic year 1981-82 itself and the study thereof shall be made compulsory. It should carry 150 marks. (An *ad-hoc* arrangement is necessary in this regard, which is explained in a separate note).

(2) Any one of the modern languages such as Tamil, Telugu, Malayalam, Marathi, Gujarathi, Urdu, Hindi, etc.

or

English

or

Any one of the Ancient Languages such as Sanskrit, Arabic, Persian, Latin, Greek.

(3) Any language other than prescribed, first language and elective second language should be selected as third language. This language should be selected from out of the list of the languages shown in the list (2).

(4) The third language shall carry 50 marks. The third language should also be a compulsory subject for the examination.

(5) All language groups are included in the groups of second language and third language. The standard of the language to be studied, be it modern or ancient, should be equal to that of other languages and language groups in the respective levels.

(6) The abovementioned five recommendations shall apply to every student taking the S.S.L.C. examination. But a procedure of an ascending order that would stimulate the talented students, without being burdensome to the students as a compulsory subject, is welcome in the interest of the coming generation. Existing compulsory language subjects shall remain (for I language 150 marks—II language 100 marks and the III language 50 marks.) However there shall be provision for those who desire to prosecute further studies in that subject. No doubt, such a procedure would help students to achieve progress. It induces them to take more interest in their studies and it also encourages the study of a subject in S.S.L.C. itself, which they could not study thereafter.

The procedure is a subject examination or a special subject examination. The students may select and study

themselves any one of the languages such as Kannada, English, Tamil, Telugu, Malayalam, Marathi, Gujarathi, Hindi, Urdu, Sanskrit, Arabic, Persian, Latin, Greek or any other subject available. For these, there will not be any teaching facilities in schools. Thus, those who select additional subjects may study them independently and take examination. This is a voluntary examination.

The examination for this subject may be arranged along with the S.S.L.C. Examination itself. This procedure is practical. Or else, this examination may be conducted after one month from the completion of the examination. The marks scored by the students in this subject, will have no bearing on the results of the SSLC examination. A provision for issual of a separate certificate therefor may be made.

Besides the language subjects, drawing, music, vocational education, dance and such other subjects may also be included in this category.

The task of preparing the necessary syllabus and procedure for examination in this regard may be entrusted to an Expert Committee.

Note on Recommendation No. (1). (a)—It has been made clear that Kannada should be the sole first language from 1981-82 itself. Besides, this does not pose any problem for those settled in Karnataka and have adopted Kannada as II Language. But there are many non-Kannada speaking families who have not made any arrangements for learning Kannada, have though they have settled in Karnataka. It has been accepted that arrangements should be made to teach Kannada in primary schools, whether they are opened by Government or by any private institutions. But it has not yet been implemented. Right now it has to be implemented. For a student who starts learning Kannada in III Standard from 1981-82, and on completion of 3rd Standard gets through 4th, 5th, 6th and 7th standards in stages, it takes five years to learn

Kannada. Otherwise, the non-Kannada students will be put to inconvenience in the event of the implementation of the Committees' decision to make Kannada a compulsory first language carrying 150 marks from 1981-82. The committee has therefore studied the problem in detail in order to remove the inconveniences and has suggested the following system. According to this system the non-Kannada students studying either in Government institutions or private institutions, will start learning Kannada as compulsory subject from the academic year 1981-82. The stages have been arranged as follows :—

1981-82	Kannada as a compulsory subject	3rd Std.
1982-83	—do—	4th Std.
1983-84	—do—	5th Std.
1984-85	—do—	6th Std.
1985-86	—do—	7th Std.
1986-87	—do—	8th Std.

and onwards

This procedure will give the management sufficient time to make necessary arrangements. Non-Kannada speaking children will get sufficient time; and also instruction to learn Kannada like other Kannada speaking children and to reach the expected standard without any difficulty. Children who come from the families who have been residing in the Karnataka State for the last 10 years shall compulsorily learn Kannada.

(b) For the reasons mentioned above, Kannada language is made a compulsory subject of study from 3rd standard to 7th standard for the non-Kannada speaking students so that they gain the knowledge to study Kannada for 150 marks by the time they come to 8th standard, in the academic year 1986-87. Till the end of this period, viz 1981-82, 1982-83, 1983-84, 1984-85 and 1985-86, the non-Kannada speaking students have to study their mother tongue carrying 150 marks in 8th standard and the second

language carrying 100 marks and the third language carrying 50 marks. But it is only from 1986-87 onwards, Kannada carrying 150 marks will become a compulsory language for them. Then they may study their mother tongue carrying 100 marks (as second language) or carrying 50 marks (as third language).

(c) This is about the mother tongue of the linguistic minority. From 1981-82 academic year, Sanskrit and other ancient languages will not occupy the place of first language. They may be selected as second language (carrying 100 marks) or third language (carrying 50 marks). As Sanskrit is placed in the second or third language group, obviously the syllabus for that language has to be made equal in standard to that of other languages of the same group.

(d) Kannada and English languages are included in the list of second languages. As mentioned in (c) Sanskrit and other ancient languages are also included in the same list and any one of these languages selected shall carry 100 Marks.

(e) Kannada, Sanskrit and Hindi are included in the list of third languages.

As mentioned earlier, 8th standard students studying in Higher secondary schools will not be eligible to study Kannada language carrying 150 marks till 1986-87 because of the non-appointment of Kannada teachers. The Government should, starting from 1981-82 till the end of 1985-86, provide every facility to teach Kannada regularly every year for the students of primary 3rd standard as set out in the Kannada syllabus as per the decision already taken. The Government must take action in this regard, forthwith.

11 (3) (A) Some schemes : Language Education system for SSLC students from 1981-82 and onwards as per the important recommendations.

First language	Second language	Third language
Kannada as the sole compulsory language 150 marks	100 marks for one of the below mentioned languages (a) Modern Indian Languages: Tamil, Telugu, Malayalam, Marathi, Gujarathi, Hindi, Urdu. (b) English (c) Ancient languages ; Sanskrit, Arabic, Persian, Latin, Greek	50 Marks. One of the remaining subjects other than the selected second language can be selected from amongst the second language (a), (b) and (c) groups. Third language is also a language compulsory for examination.

11 (3) (A) : Special Subject Examination System

The examination held after or along with SSLC examination		from 1981-82 onwards study of SSLC during that year. A separate certificate.
No teaching in the school	Any one of the subjects or special subject mentioned in the said three columns may be taken up for the examination	The aim is to invigorate the inherent talent.
Self-Study	Marks : 100 Just above SSLC standard.	

Temporary arrangement of two schemes proposed for non-kannada students from 1981-82 to 1985-86.

First language	Second language	Third language
Kannada : Marks 150	Marks : 100	Marks 50
The non-Kannada speaking students of third standard of primary schools did not learn Kannada for want of Kannada teachers. Therefore the students who have started learning Kannada compulsory from third standard in the year 1981-82 will take Kannada as the first language (150 marks) in the year 1986-87 in VIII standard.	Kannada or English or any one of the ancient languages (Sanskrit, Arabic, Persian, Latin, Greek)	Kannada or Hindi or any one of the ancient languages (Sanskrit, Arabic, Persian, Latin, Greek)
Upto that level students will take their mother tongue as a subject (Tamil, Telugu, Malayalam, Marathi, Gujarathi, Urdu, Hindi) carrying 150 marks and learning Kannada year by year and by the year 1986-87 Kannada will be their first language. Until 1986-87 non-Kannada speaking students of 4th standard will learn Kannada as second language or third language.		The students who do not take Kannada as second language should compulsorily take Kannada as third language for examination

Syllabus for Kannada students for the year 1981-86

First language	Second language	Third language
Kannada is the only compulsory language	Marks : 100	Marks : 50
Marks : 150	Any one of the following languages	Any one of the following languages
	(a) Tamil, Telugu, Malayalam, Marathi, Gujarathi, Urdu, Hindi or	(a) Tamil, Telugu, Malayalam, Marathi, Gujarathi, Urdu, Hindi, or
	(b) English or	(b) Sanskrit, Arabic, Persian, Latin or
	(c) Sanskrit, Arabic, Persian, Latin, Greek	(c) Greek.

A common examination system in a special language for Kannada and non-Kannada speaking students for the year 1981-86 and onwards.

First language	Second Language	Third language
The examination held along with SSLC or afterwards. No teaching in the school-self-study	Students may take any one of the languages mentioned in the lists of first, second, third language group or an elective subject. 100 marks just above SSLC standard.	Study during the academic year of SSLC, separate certificate. The aim is to stimulate latent talent.

Explanations

(1) Temporary arrangements

The difference between temporary arrangements made during 1981 to 1986 and the arrangements to be implemented forthwith and to continue as per the recommendations of the committee is as follows :

(A) The non-Kannada speaking (Tamil, etc.) students will study mother tongue carrying 150 marks, and will have to Study Kannada as second language or third language carrying 100 or 50 marks till the end of the academic year 1985-86. As most of the students will choose English as their second language, they will select Kannada as third language also. Even during this period there may be non-Kannada students studying Kannada as second language. For these students Kannada is listed in the second language list. Any how the students who start learning Kannada from the third standard during 1981-82 will learn that subject year by year and by 1986-87 will become eligible to study the Kannada subject carrying 150 marks. From that year the recommendation made regarding Kannada will come into force wholly.

(B) "The list of Modern Indian languages other than Kannada (Tamil, Telugu, Malayalam, Marathi, Gujarathi, Hindi, Urdu) English and ancient languages has to be

prepared. Any one of the languages (Sanskrit, Arabic, Persian, Latin, Greek) may be chosen as second language and that second language will carry 100 marks. Among these one of the languages may be chosen as third language carrying 50 marks". There are certain differences between these recommendations made by the committee and temporary language arrangements suggested by the committee. In the temporary arrangement made for non-Kannada students Kannada should be shown in all the three columns. Kannada students will opt Kannada language carrying 150 marks, the mother tongue of these students may be kannada or may be any other language and they may be domiciles of Karnataka. For non-Kannada students kannada is included as second and third language temporarily carrying 100 and 50 marks respectively. From the academic year 1986-87 these two kannada subjects will be replaced by sole I language *i.e.* compulsory Kannada carrying 150 marks.

(c) Any language in the list of modern Indian languages (Tamil, Telugu, Malayalam, Marathi, Gujarathi, Urdu, Hindi) fails to compete with Kannada, the sole first language carrying 150 marks.

But for the non-Kannada students these languages will have to be continued as a first language only (150 marks) upto 1986-87. Likewise Kannada will be continued as second and third language for the non-kannada students upto 1986-87.

(d) But for the Kannada students, Kannada will become the sole first language (150 marks) from 1981-82. Excluding Kannada, other modern Indian languages, Tamil etc. will be shown in the columns of second and third languages along with ancient languages and will continue in the same manner during the ensuing years.

(e) According to the suggestion of the committee students can select two languages (second and third) at their option. But a temporary arrangement is made to study English language as second language only upto the

end of the academic year 1985-86. From 1986-87 onwards students should learn Kannada compulsorily and they can select any two of the remaining languages.

(f) Any student who has selected Kannada or any one of the modern Indian languages or one of the ancient languages as his third language, it will be a compulsory subject for examination from 1981-82. According to the Committee's fourth suggestion this will be continued in further also.

(2) *First, second and third languages.*—In the chapter 'the standards and norms of the language study', efforts are made to measure the comparative importance of all the languages which are to be studied in High Schools. While gauging, the scale adopted is the quantum of gain which a cultured citizen receives from the different languages prevailing in Karnataka.

It has been opined that three languages to be studied shall carry equal marks. But there is meaning in classifying these languages, as first, second and third languages. The word 'First' is neither the indication of pride nor of emotion. It has attained that meaning in the present usage. But which is the most useful language in Karnataka for the lakhs of students who intend to prosecute studies? Kannada alone can become the first language in Karnataka. That is the language of the Kannadigas. Likewise, it is the medium of communication for service, business transaction, administration, service commission, schools colleges and universities of Karnataka. There is no doubt that people will become furious if any delay caused in getting the full benefits of this. We may still need the working knowledge of English to find access to certain specific branches of science of the world for many years to come. To appreciate the greatness of the literature which we like, whether it is in Sanskrit or in any other language, a profound knowledge of that language or of that literature essential. But in course of time as the attitude of the various institutions of our State become more clear—knowledge of the world and science will be available in Kannada only.

Since a student is required to express himself in the different fields of life such as administration, public service, bussiness, professions, higher education, the knowledge to be imparted to him should have both depth and scope. To study many subjects, the language itself should develop. In this direction student should continue to study Kannada. For this the study of modern Kannada literature is also necessary along with the language. Even the non-Kannada students will study the various aspects of Kannada. Hence 150 marks is reserved for the first language *i.e.* Kannada.

While studying kannada as sole first language, what should be the aim behind this study? The Directorate of Text books has made these objectives clear. The same is included here with some variations.

(a) The intelligence of the students should develop so as to enable them to have clear hearing, better comprehension and rapid reading.

(b) To enable students to prosecute individual studies for the sake of entertainment, attainment of knowledge and satisfaction of literary taste and sophisticated learning.

(c) Stimulating their power of imagination, originality and creativity to see that the students will develop eloquency and writing capacity.

(d) To see that the student develops proper pronunciation understands the developing vocabulary, develops intelligence of using the language effectively by knowing the structure of the sentence.

(e) To introduce subjects like Grammar, important kinds of literature and important poets, and their literary merits.

The students are made to acquaint themselves with the grammar, the types of literature, authors and poets of the modern Kannada literature only.

G-4307

(f) By acquiring noble values of life through the media of modern Kannada prose and poetry we have to try for their cultural development and also over all development of their personality. In order to get them acquainted with the old Kannada-medieval Kannada one or two extracts from the well-known poets can be introduced in the text books.

(g) The syllabus and the contents of the text-books and the method of teaching should be adopted in such a manner, so that the students should be made to feel that the country, nation, the language and the culture belong to them.

(h) As far as possible, to depict the various styles of the modern Kannada literature (adding medieval Kannada in the middle) the following topics such as,—prose, essays, small stories, sports, adventures, scientific research and also machinery, contributions of our cultural heritage, important letters of literary or historical events, extracts from the novels, speeches, tourism literature, history, auto biography, social customs and usages, historical or geographical events of the people, global history of science, the world of birds, selected scenes from the dramas, one act plays, essays, on socio-economic problems should be selected.

Poetry :—Poems, vachanas, kandas, songs of Dasas, Sangathya, certain vruttas, shatpadis, which depict the values of life such as lyrics, lyrical ballads, ballads, Tripadis, ashtashatpadis, elegy, odes, extracts from long poems nationalism, bravery, nature, devotion.

Non-detailed prose :—Writing on a particular object, novel, scientific novel, adventurous story, vedic stories, history, autobiography, a book containing comprehensive history of Karnataka, summarised world famous novel, a drama, and a collection of 5 one act plays.

(J) *Grammar, Prose and figures of speech* :

Grammar :—This should be practicable. Sufficient details about this have come out in the present Ist Language syllabus.

Prosody :—The studies of the prosody and also the the figures of speech have proved that it will help to study the literature of 1st Language without coming in the way of the study of the language. While teaching the prosody, not only the matras, gana, guru, laghu, but also the following facts should be taught first.

1. Meaning of Rhymes and Rhythms.
2. The difference between the Rhythm of prose and the Rhythm of poetry.
3. The difference between the vachana and free verse Rhythm as well as Rhythm of prose and poetry.

And also while teaching prosody, there is an opportunity to study the kanda padyas, ragale and also the prosody of vrutta but not the lyrics, blank verse, sonnet, tripadi, sangatya of the modern poetry. First, arrangements should be made to teach the modern prosody. On this subject some good books have been published. If time permits vachana, sangathya, tripadi, shatpadi, prosody can also be taught.

Regarding the figures of speech, how it differs from the colloquial and literary (classical) language. The relationship between the figures of speech as well as imaginary stories and inherent feelings. When these questions are solved, then only we will get the explanations for selected figures of speech.

(K) *Writing* :—The level of writing may be expected from the students who have studied Kannada as the first language.

Details are as follows :

1. Summarising an extract from the non-detailed text book, without spoiling the main theme.
2. Elaborating the theme selected from the book.
3. Dissertation on general matters or narrative essays pertaining to one's own feelings.
4. Epitome, rasagrabana, explanation etc., of the non-detailed poems.

5. Writing independent, stories description, travelogue, narration day-to-day experiences.
6. Writings on administration of business transaction, appeals, reports etc.
7. Essays on historical, social, political, economical or scientific aspects.

Second Language. — As per our suggestions this may be one among the modern Indian languages, that may be either English or one of the ancient languages like Sanskrit etc. It carries 100 marks. What are the goals to teach the selected language? The objectives may be specified as follows :

(a) comprehension of the spoken languages and broadcast speeches, narrations, of criticism incidents, or gist of thoughts ;

(b) reading clearly by understanding the meaning of sentences or extracts of prose, poems with due diligence to its rhythm or accent or irony.

(c) cultivating real enthusiasm for reading books, monthly magazines, newspapers which can be had from the book banks ;

(d) answering the questions regarding the comprehension or gist of extracts which were not read before, filling the blanks with suitable words or completing half written stories, writing personal letters or informal invitations, filling up the applications for the advertised posts, writing short paragraphs or on subjects which are known to all, if possible writing small essays.

Grammar. — The important grammatical principles used colloquially as well as in writings (to say in old style various rules of grammar) should be taught with suitable examples and extracts to students orally and in writing so that the students can understand them properly. Likewise the common words used colloquially in writings should be included in prose and in poetries so as to enable the children to learn them easily. Experts have found that there are about 300 such words in English.

(f) Students will study a collection of prose and poetry and a non-detailed text books.

(g) If possible, speaking on the general matters in the learnt language; We can also expect them to make conversation and write essays other in modern languages. This is not possible in English language. This has been discussed in the following pages. Today English has attained the international status. It comprises many dialects such of London dialect, Scott, Yarkshire, dialect, etc. In its universal stature it has diversified into forms such as American, Australian, South African, Canadian, etc, These are the transformed forms of English, which is the consequence of the environmental impact caused by journey of the English people to the different parts of the world and their settlement in those places. The people of different races along with their State Languages learnt English language for political reasons and formed their own language such as English-English, African English, which exists even today. These languages are not original. They have no separate entity. The grammar and words of there languages comes only from the States which have got independent image, imaginative power and productive capacity. Native languages can include figures of speech and certain words in their English.

Thus it has become very difficult to learn English language by knowing, speaking, and grasping it by reading and writing, as we have studied it thinking that the scope of the language is limited to particular extent. Different types of English are available in tapes such as factory English, engineering English, English in courts and offices, medical English, etc. Likewise different syllabus of English such as colloquial English written English, comprehensive English (Certificate or Diploma Courses extending 3-4 months) have spread all over the world. For want of persons who speak English as their mother tongue and as Indians are loosing interest in it gradually. It will be a mere dream to establish all round mastery over English language by mearily learning it in schools and colleges. We can learn

English in high schools to that extent which enables to grasp subject matter. This will help to read English books. We can use English for reading books which have not been translated into Kannada or for acquiring knowledge not available in Kannada language, we may achieve speaking and writing skills to a certain extent. It will be a mere venture, if we like to gain an extra knowledge of English through mere high school English text books. Teachers themselves cannot write correct English or speak good English. If we wish to learn colloquial language of English we can acquire the same by appearing for examinations of certificate or Diploma courses which will be conducted either in the morning or evening. English medium schools are growing day by day ; students in cities studying in such schools pronounce English in a different style. As their mother tongue will be different English will help them to assemble at a particular place and converse with each other. As already told it is an illusion to say that a command over English is possible where the medium of instruction is English. Apart from this, the students, for want of knowledge of their mother tongue and the regional languages, are not only deprived of their own culture but will also be divorced from the creative educational system. Like head lights of a car in the misty light, the thoughts though wide, fleet away from them. Provision should be made to teach kannada carrying 150 marks as compulsory language even in Primary Schools and High Schools where English is the medium of instruction from 4th standard to 10th standard (S.S.L.C.) beginning the teaching of Kannada from 3rd standard onwards, for every standard as in the schools having other languages as medium of instruction.

What should be the objectives before a student while studying a modern language as a second language ? As has been made clear already, appreciation and comprehension of the subject should be the main objectives of a language study. Prescribed text books have to be studied with reference to the language. Appreciation-technic-poetics-rhythm and such other literary aspects are irrelevant. Conversation-writings may be possible in modern Indian

languages. But here, when it comes to learn English without the relevant environment back ground, conversation and writings are likely to be defective.

When we take up an ancient language for study as second language, the objectives of study will be different from that of the above objectives. The objectives may be mentioned as follows:—

- (1) to teach the basic principles and rules of the sanskrit grammar.
- (2) to enable the student understand his regional language better, the specific usages such as equivalent words contained in that language and the transformation or the change of meaning that might have occurred in these words, construction of sentences in Sanskrit, Sandhi, Samasas may be taught (A book should be got written on this subject).
- (3) student may be taught to read sanskrit prose and poetry clearly and faultlessly.
- (4) simple extracts representing different stages of sanskrit language and literature such as Vedopanishats, Purana, Epics, Drama, Stories, Prose works, Geetha Kavyas and Subhashita may be selected from the various literary genre and through them the students may be taught to appreciate the aesthetic thereof.
- (5) to translate an extract from sanskrit into kannada.
- (6) selecting prose and poetry extracts so as to get a clear picture of the Indian culture.

While studying an ancient language the question of conversation and writing in that language does not arise. Prominence is given for appreciation and comprehension of the subject. As these two skills that are included in the study of other language are not included here. Following

measures may be adopted to upgrade the study of the ancient language to that of the modern languages :—

- (a) prose and poetry passages from different categories of literature for comprehension and appreciation of the subject.
- (b) prescribing a simple sanskrit prose work as non-detailed text. More questions may be asked regarding comprehension and one question or two about appreciation.
- (c) study of prosody.
- (d) study of aspects of literature like Rhetoric etc.

There is provision for teaching conversation and writing in the traditional sanskrit pathashalas. Besides a paper on conversation-writing in sanskrit may be prescribed as an optional one in post-graduation level.

In the Sanskrit course only one or two extracts from Modern sanskrit prose and poetry may be selected for study and there is no need to select more than that. In every modern Indian language more advanced literature can be had than in modern sanskrit language. It is for its antiquity that sanskrit is respected throughout the world.

Other Ancient Languages

Study of these languages may be arranged as second languages on the pattern of Sanskrit studies.

Third language

Kannada, any one of the modern Indian languages, English or any one of the ancient languages may be prescribed as third language.

As per the recommendations of the committee Kannada will be the third or the second-language up to 1985-1986, only for the administrative purposes. From 1986-1987 onwards Kannada will be the first language even for the non-kannada students. For Kannada students it will be the first language from 1981-1982 itself.

Third language carries 50 marks.

When the remaining Modern Indian languages are taken as third language, what should be the aim of the study of those languages :

(1) developing the grasping power among students by reading newspapers, letters, short stories and simple prose and poetry containing in textbooks.

(2) facilitating them to speak in that language in their day-to-day transactions.

(3) teaching them the basic principles of grammar and usages of that language.

(4) students should acquire the capacity of writing applications, letters and writing one or two paragraphs on a particular topic contained in the text books and translating some paragraphs from that language and the student must acquire the capacity of writing articles.

(5) students must be capable of understanding the lectures delivered in that language.

Thus, during the first year of three years course of higher secondary education, commencing from easy lessons in the beginning and gradually making them stiff, students should be made to achieve the four aspects of proficiency in large such as grasping, capacity of writing, grasping of speech and capacity of conversation and capacity of writing articles.

It may not be possible to speak English without any mistakes. We have to accept the best of it.

When the third language becomes Sanskrit or any of the ancient language, the aim of the studies still differ.

Writings are not possible at this stage. It may be possible to translate one or two paras from the textbooks already read. Apart from this, students may be able to give epitomy of extracts from a simple matter which has not been read by them in their textbooks. Here the writing or the conversation may be verbal, acrobatic but may not be useful.

It must be made possible for the students to understand radio news, to grasp Sanskrit lectures, to understand and grasp the essences contained in textbooks and non-detailed textbooks and to understand and grasp the essence of prose and poetry of the same standard.

Besides this, it must be made for the students to memorise some stanzas of Sanskrit poems and to spell them and pronounce correctly. Students should be made acquainted with the simple principles and usages of the grammar and should know the components of "Sandhi and Samasa".

Students must be in a position to appreciate the theme and essence of the book and the inherent meaning (Dhwani) and figure of speech, its rhyme, rhythms and the types of technic used etc.

The curriculum of the ancient languages may be adopted on similar lines.

Third language carries 50 marks. The study of first language represents a comprehensive view. There is a scope for learning four language skills—such as grasping the meaning of written texts, (Likhitharthagrahana), grasping of the speech (Uttarthagrahana), capacity of speech (Ukthabhivyakthi), capacity of writing (Likhithabhivyakthi) grammar key words, 'Sandhi' and 'Samasa' etc. pertaining to the various aspects of linguistics.

There is also scope for acquiring the knowledge of Rasanubhava, figures of speech of the language, rhymes and rhythms, prosody, techniques and types of literature etc. We are not going to neglect the theoretical of the aspect language, the four language skills including the grammar in the study of second language. When English is selected for study as second language, the above four skills cannot be achieved. It is difficult to achieve either writing skill or the power of expression and even if it is achieved invariably they contain mistakes. Grammar and allied aspects are included in the teaching of third language. The standard

of four-language skills are of very ordinary standard. In English, these two skills of expression cannot be achieved at all.

Sanskrit or any one of the ancient languages can be taken up for study as second or third language. Here also, Grammar and its allied aspects will be taught. The study of two skills of expression are not relevant. Instead, importance should be given for Artha-Rasa-Grahana, prosody, figure of speech of the language, rasanubhava, technique, type of literature pertaining to the various aspects of literature contained in the Text books and Non-detailed text books. In this way, we have to bring the standard of the curriculum on par with the above standard. Besides, we have to study the important portions selected from the Sanskrit literature representing the various stages of its literary development and we will have to understand how they give a clear picture of Indian culture, by an aesthetic appreciation of the said passage.

(3) *Compulsory Third Language Prescribed for Examination* :—

The study of third language has no value as there is no arrangement for the examination. It has been accepted for teaching and not made compulsory for the examination. This arrangement is improper. If there is any arrangement for the study of third language there must be an arrangement for the examination in that language at the end. Moreover, the third language remains as a minor subject (Half language) we cannot say that, by teaching two of three languages and taking examination in them in a multi-linguistic country like ours will be a burden. The committee has clearly recommended that making Kannada compulsory and giving full liberty to select other two languages is just and in accordance with the basic principles of education.

(4) *Recommendations of the Committee (GIST)*

(1) Kannada shall be made the sole first language and it shall be made compulsory subject from the academic year 1981-82 itself. It shall carry 150 marks. Regarding

this subject, [an adhoc arrangement is necessary. This has been referred to in recommendation No. 8.

(2) One of the below mentioned languages may be studied as second language which carries 100 marks:

One of the modern Indian languages such as, Tamil, Telugu, Malayalam, Marathi, Gujarathi, Hindi, Urdu

or

English

or

One of the ancient languages such as, Sanskrit, Arabic Persian, Latin, Greek.

(3) Even a third language shall be taken which carries 50 marks. Any other language may be taken as third language from the list (2) other than the language taken as second language from the above list.

(4) The third language shall be compulsory subject for the examination.

(5) The list of second and third languages includes all categories of languages. The language selected for study, be it modern or ancient, the standard of that language must be equal to that of other categories of languages.

(6) A system of an ascending order to invigorate the inherent talent of the students is also necessary. A special text in the subject carrying 100 marks is arranged for this purpose. It may be seen that whereas a multi-framed language course dealing with four language-skills, Grammar, allied matters and aspects of literature carrying 150 marks has been formulated for 100 marks Any one of the languages either from English, Kannada, or other modern Indian languages or one from the ancient languages like Sanskrit or Painting Music, and Dance etc. may be taken as a special subject for the examination. The marks obtained in these subjects will not be included in S.S.L.C. results. This examination may be

conducted either with S.S.L.C. Examination or thereafter. A special certificate will be issued for this subject. The standard of this subject will be slightly above the S.S.L.C. standard. This is a voluntary examination. This special subject will not be taught in the school. The students will study it privately.

(7) Sanskrit will not remain as a I language from the academic year 1981-82. Sanskrit may be studied as second or third language as stated in the recommendations No. 2 and 3.

(8) *Ad-hoc arrangements to be made regarding the first recommendation.*

(a) It is an accepted policy that the non-Kannada speaking students should learn Kannada compulsorily from 3rd standard in their schools. But this has not been implemented even now for want of Kannada teachers. Hence, certain arrangements have to be made before implementing the first recommendation, in respect of non-Kannada students.

(b) In the first instance, Govt. should appoint Kannada teachers immediately, from the academic year 1981-82, teaching Kannada to non-Kannada students., in 3rd standard.

(c) The non-kannada students who have learnt Kannada in 3rd standard should be taught Kannada compulsorily for four years continuously.

1982-83

1983-84

1984-85

1985-86

In this way students who have learnt Kannada in 4th, 5th, 6th, and 7th standards will be capable of learning Kannada compulsorily in the year 1986-87 in 8th standard, carrying 100 marks. Further the students who learn Kannada compulsorily in 3rd standard from the year 1982-83 onwards will follow the same.

(d) Till 1986-87 the Non-Kannadiga students have to learn mother tongue as first language, carrying 150 marks and Kannada as third language carrying only 50 marks and 100 marks of Kannada as second language.

(e) From 1986-87 onwards it is compulsory for all the students to study Kannada as first language carrying 150 marks. Study of Kannada will be made compulsory to those students who are the domiciles of Karnataka for 10 years or more.

(f) From the academic year 1981-82, Kannada will become the compulsory first language carrying 150 marks.

(g) Besides, from 1981-82, for the Kannada students all the Indian languages appearing in the second and third language columns including Sanskrit and other ancient language except Kannada and will continue likewise in the ensuing years.

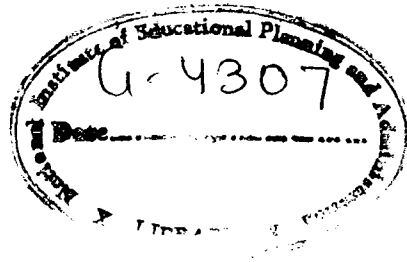
(h) As per 2nd and 3rd recommendations of the student can select any other language as second and Committee third language except Kannada. But in this temporary arrangement English can be taken as only second language till the end of 1985-86.

(i) Kannada, any other language from among the other modern Indian languages (Tamil, Telugu, Malayalam, Marathi, Gujarathi, Hindi, Urdu) and Sanskrit or an other language from among ancient languages (Arabic, Persian, Latin, Greek) be taken as third language and studied. The selected language shall become compulsory subject for the examination from 1981-82 onwards. This system will continue. From 1986-87 onwards Kannada will not be listed among third language. Instead, English will occupy that place.

(g) We are hearing complaints from the Kannadigas residing in neighbouring States that Kannada and primary education are not being given their due recognition or honour. Similar complaints are also being received regarding giving recognition to the high schools or linguistic minorities and teaching of minority languages in high schools. The Govt. of Karnataka has shown liberal attitude in this respect while continuing such policies, a time has come to now that whether Kannada is being recognised similarly as in neighbouring States. Besides, when the

work of establishing primary schools in Karnataka for Kannada speaking students is yet to be completed, it is not fair to provide more amenities to other languages.

10. Even in English medium primary schools Kannada should be taught from the 3rd standard onwards like other language medium schools and in high schools from 8th to 10th standard (upto SSLC) compulsorily carrying 150 marks.



NIEPA



G4307

GOVERNMENT PRESS, BANGALORE