

## **Sub:- Medium of Instruction**

### **BACKGROUND**

After liberation in 1961 the first Chief Minister of Goa (Union Territory) late Shri. Dayanand alias Bahusaheb Bhandodkar opened Govt. Primary schools in every village of Goa in Marathi Medium to promote education in local Languages as medium of Instruction. The main moto behind this was to give top priority to spread education by making it accessible to all the sections of society, who have been deprived of the same, due to lack of facility in the neighbourhood. This not only ensured literacy but many of those who had opportunity at primary level went on to complete their High school and college education including professional courses such as Engineering, Medicine, Architecture, etc.

In 1983 government headed by Shri. Pratapsingh Rane took a decision to make Konkani or Marathi as compulsory subject in all English medium primary schools. In 1990 Hon'ble Education Minister Smt. Shashikala Kakodkar took a decision to release grants to those primary schools which have switched over to Regional language/mother tongue as medium of instruction. After this decision many institutions opted to shift from English Medium to Konkani/Marathi as medium of instruction for std I to IV. The number of Konkani medium primary schools increased to 103 and English medium primary schools reduced to 22 only. While implementing the above decision Smt. Kakodkar also took a decision not to allow any new English medium primary schools in the state. However during subsequent years this decision of not permitting English medium primary schools was not adhered to, by subsequent Governments thereby permitting 139 English primary unaided schools, by year 2011-12 having enrollment of 21472 i.e. (24% of total enrollment)

**The factual position in 2011 -12 was as under.**

(A) Government Aided Primary Schools

Sr.	Medium of	No. of	No. of students
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<b>No.</b>	<b>Instruction</b>	<b>Schools</b>	<b>enrolled form Std. I to IV</b>
1	Konkani Medium	135	30,153
2	Marathi Medium	40	8,062
3	Urdu Medium	2	203
4	English Medium	Nil	Nil
	<b>Total</b>	<b>177</b>	<b>38,418</b>

(B) Un-Aided Primary Schools

<b>Sr. No.</b>	<b>Medium of Instruction</b>	<b>No. of Schools</b>	<b>No. of students enrolled form Std. I to IV</b>
1	Konkani Medium	1	95
2	Marathi Medium	5	265
3	Urdu Medium	2	121
4	English Medium	139	21,472
	<b>Total</b>	<b>147</b>	<b>21,953</b>

(C) Government Primary Schools

<b>Sr. No.</b>	<b>Medium of Instruction</b>	<b>No. of Schools</b>	<b>No. of students enrolled form Std. I to IV</b>
1	Konkani Medium	57	1,627
2	Marathi Medium	857	26,673
3	Urdu Medium	24	1,186
4	English Medium	Nil	Nil

5	Hindi Medium	5	409
6	Kannada Medium	15	1501
7	Telugu Medium	1	13
	<b>Total</b>	<b>959</b>	<b>31,409</b>

**Information Regarding Primary Schools during the Academic Year  
2011-2012 (Total including Government / GIA & Non GIA)**

**Summary**

<b>Sr. No.</b>	<b>Medium of Instruction</b>	<b>No. of Schools</b>	<b>No. of students enrolled form Std. I to IV</b>
1	Konkani Medium	193	31,875
2	Marathi Medium	902	35,000
3	Urdu Medium	28	1,510
4	English Medium	139	21,472
5	Hindi Medium	5	409
6	Kannada Medium	15	1501
7	Telugu Medium	1	13
	<b>Total</b>	<b>1283</b>	<b>91780</b>

After liberation the state has seen growth of population as per the chart given below. While part of this growth was due to increase in local population, major increase was however contributed by (a) Returning back to Goa by Goans who had migrated to other parts of the country during preliberation period due to oppressive colonial Portuguese rule in the state (b) People from other part of the country who migrated due to economic opportunities presented by the effluence of the state.

Those who fall under immigrant forms substantial part of population and are estimated to be more than 30% of the total population as of now.

Due to increase number of migrant population, demand for MOI in other Indian languages like Kannada/Urdu/Telugu and Hindi were received & approval granted to quite a few of them. This Indian language primary schools served the purpose for many of migrant labour class workers. However those who had migrated to the state for Top End Jobs have been demanding English medium primary schools for quite some time, as non availability causes problems to them when they are transferred or seek jobs outside the state. This was the initial cause of increased number of unaided primary schools with English as Medium of instruction.

As the state became urbanized as also developed characteristic of metropolitan mix in population, the demand for English school increased. The number of schools particularly those that catered to need of Government of India employees and transferable employees of private sectors also opted for CBSE / ICSC Boards thereby increasing the demand for English medium schools. Perception that English medium education as superior also gained ground, due to the fact of top end of population opting for MOI as English, Thus with the perception the General population started slowly following the path of MOI in English.

#### **Population Growth from 1971-2011**

<b>Year</b>	<b>Population ( in lakh)</b>	<b>Growth Rate (%)</b>
1971	7.95	34.727
1981	10.08	26.74
1991	11.70	16.08
2001	13.48	15.20
2011	14.59	8.17

The increase in the number of unaided English medium primary schools and the perception of English as superior MOI resulted in a drift of admission of those who could pay the High fees of the private unaided English medium primary schools, thereby reducing the admissions to Aided Govt schools and also many of the private GIA schools. This drift & increased admission to unaided Primary Schools created feeling that English medium is better medium that is available to affluent and rich class only.

In 2011 there was a demand from section of parents asking for grants to English medium Primary Schools (if parents chose to have English) at Primary level in G.I.A. institutes. The then Government agreed to the demand resulting in 135 GIA institutions mostly in Konkani shifting to MOI in English overnight.

When new Government came into the power the matter was sub - judice and there was total turmoil in education system and non-conducive atmosphere. Therefore this Government decided to allow the Primary schools that had shifted to English medium to continue until final decision on MOI is taken.

In order to have clear policy on MOI the Government formulated consultative committee under the chairmanship of Hon'ble Chief Minister/ Education Minister for the purpose of advising the government on the matter of medium of instruction (MOI) at Primary level consisting of following members:-

1. Shri. Mahadev Kamat
2. Shri. Suresh Amonkar
3. Dr. Louis Vernal
4. Shri P. R. Nadkarni
5. Dr. Celsa Pinto
6. Fr. Zeferino D'Souza
7. Fr. Domnic Savio
8. Fr. Mousino Ataide
9. Shri. Anil Samant
10. Shri. Mahadev Betkikar

### **Special Invitee**

1. Shri. Uday Bhembre
2. Shri. Savio Lapis

### **Government Officials**

1. Secretary (Education)
2. Director of Education

Their view points were listened by the chairman, enclosed as **Annexure 'I/A- to I/J.**

The committee held five (5) meetings.

### **EXPERTS' VIEW POINT**

It is universally accepted phenomenon that learning should be in the mother tongue of the child. Almost all countries in the world follows the principle of mother tongue learning and through which all their countries have shown an excellent performance in inventions, research etc. to cite few examples Japan , Germany, France ,Holland, Poland , Italy , Israel , Russia ,China , Combodia ,Indonesia, Lao PDR , Malaysia , Myanmar , Thailand, Mongolia etc. The Govt. encourages education in its own language with emphasis on learning English as a language but not as a medium of instruction.

UNESCO supports mother tongue instruction as a means of improving educational quality by building upon the knowledge and experience of learners and teachers.

### **Advantages of learning in Mother –Tongue: UNESCO REPORT**

- ❖ Children have more confidence in themselves as learners.
- ❖ Participates more actively in classroom discussions, ask more questions.
- ❖ Demonstrate a deeper understanding of subjects.
- ❖ Learning in Mother –tongue develops respects for culture, language and Nation.

- ❖ Learn to read more easily, understand what they read, learn to write more easily & express themselves better in written form.

All the documents on education during Pre-Independence era as well as during Post-Independence era lay emphasis on education through Mother tongue .Right from Wood's Despatch (1854) to RTE (2009) , Including most revered report by Indian commission (1964-66), NPE (1968 & 1986) and various Committees on education by Govt. of India i.e. Prof Yashpal committee, Acharya Rammurthy committee, Prof Chaturvedi committee, Kothari commission, National Policy of Education , RTE 2009 lay emphasis on education through Mother tongue . Learning in mother tongue lays a strong foundation for learning any other language including foreign language.

#### **CONSULTATIVE COMMITTEE'S VIEW POINT**

The majority members of consultative committee on Medium of Instruction in Goa emphatically reaffirms that the medium of Instruction in schools, particularly at the primary stage, should be in the Mother tongue.

There was also opinion of few members that Medium of instruction at primary level should be English. One of the members opined to go for Bi-lingual primary Education and requested to give grants to such schools.

Secretary, Diocesan society of Education was of view that Freedom of choosing the medium in view of metropolitan nature, importance of English internationally and also the choice of parents cannot be ignored.

Views expressed by people on M.O.I in response to the Press release is also scrutinized .The opinion is as follows:

179 people feel that Medium of Instruction at Primary level should be Mother Tongue and 41 people feel that it should be English.

## **GOVERNMENT'S POLICY ON MEDIUM OF INSTRUCTION**

It is every one's dream that universal and good quality education is provided to all in the State. Looking at the views expressed by experts and by consultative committee, Government has come to a conclusion that the importance of state languages i.e. Konkani, Marathi as Medium of Instruction is paramount for balanced development of the students. However, taking into consideration the metropolitan nature of the State, importance of English cannot be overlooked, thereby wherever English has to be adopted the same should be through Books and teaching in Bilingual to explain the difficulty to the child in local language.

Further there is need to ensure that the local languages also need to be strengthened and even in cases where Primary education is in Konkani / Marathi the same appears to be inadequate for the child to get real command over the language i.e Konkani / Marathi.

## **PROPOSAL BEFORE THE COUNCIL OF MINISTERS**

Council of Ministers resolved to adopt the following policy regarding Pattern of Assistance and Recognition of Schools in Goa;

- (A) All primary schools shall be classified as given under -
- (i) Those who impart education upto std IV in Konkani or Marathi medium or any other language listed under VIII th schedule of constitution (subject to approval of Government) with one of the subject as English.
  - (ii) Minority institutions.
  - (iii) Those imparting education at primary level in English Medium.

## **B) POLICY FOR PATTERN OF ASSISTANCE AND RECOGNITION OF AIDED, UNAIDED AND GOVERNMENT SECONDARY SCHOOLS (CLASS V to X)**

All the secondary schools other than Konkani / Marathi medium schools shall teach Konkani/Marathi as one of the subjects from class V to Class X.

C) POLICY FOR PATTERN OF ASSISTANCE AND RECOGNITION OF AIDED, UNAIDED AND GOVERNMENT PRIMARY SCHOOLS (CLASS I to IV)

1. Subject to the notes in Policy document, salary grants shall be permitted to all primary schools under category A (i) for teaching in Konkani /Marathi as also languages listed under VIIIth schedule of the constitution.
2. Subject to notes in Policy document, salary grants shall be permitted to all primary schools under A (ii) for besides teaching in Konkani /Marathi, also in English.
3. No salary grants of any nature shall be permitted to the primary schools classified under A (iii), However recognition to such institutions shall be subject to notes in the Policy document.

**NOTES**

1. Institutions opting for English medium for teaching other subjects shall be provided by Government bi-lingual books (having English along with Konkani / Marathi Text) for use in schools and use of bi-lingual in teaching will be permitted to explain difficult topics to the students. **(Annexure II)**
2. Any school listed in A (iii) will be permitted to reclassify / migrate to A (i) or A (ii) as the case may be.
3. Any scheme for promotion of teaching Konkani/Marathi in schools shall be applicable to all the schools in A (i), (ii), (iii). However, scheme for improvement of English skills at primary level shall be applicable to those primary schools listed at A (i) only.
4. No new schools shall be permitted to be opened at primary level until the mapping of the schools is carried out and need of additional schools are defined categorically.
5. Admission shall be based on neighborhood concept.

6. Subject to (2) and (4) above, Government may permit such schools in medium of language listed in VIII schedule of constitution with grants as and when such need is felt.
7. Konkani/Marathi shall be a compulsory subject at primary level for all the schools listed at A(i), A(ii) and A(iii).