

## The Complexity of Language and Conundrum of Medium of Instruction in India

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### Abstract

*Indian culture is one of the oldest cultures of the world. The education system of India is also ancient like its civilization and culture and has undergone many changes. It got affected due to a number of factors like the origin of new religions and civilization, incumbent rulers and foreign invaders. These historical factors left a deep impact on almost all aspects of teaching-learning process. With the evolving education system, medium of instruction has also undergone a number of changes. Language and Medium of instruction always plays a vital role in the education of a child. It is a widely accepted fact that if lessons are taught through mother tongue or through a common language, it would facilitate better understanding and knowledge of the subject. But in a multi-religious and multilingual country like India, the issue of the selection of the medium of instruction has posed a great challenge for the educationists of India. The prevailing world education system and changing demands have made a deep impact on the medium of instruction in India. It has always been a burning problem and a challenge for academicians. To sort out a solution, many commissions have been constituted in the country both before and after independence but the issue still exists.*

**Keywords:** Languages, Medium of instruction, Education System Multi-religious, Multilingualism.

## **ORIGIN AND INFLUX OF LANGUAGES IN INDIA**

India is a multi-religious and multicultural country. Almost followers of all religions are found in the present day India. With the coming of new religions and civilizations, many new languages also came to India. Foreign invaders brought with them many languages to India. From Indus valley many new languages originated and have survived the tests of time. Tamil is the oldest language among world's all existing languages (300BC). The earliest example of the language can be traced back to 300 BC, but its origin is believed to be during 2500 BC or so. In today's world, around 78 million people in the world speak Tamil. It is this fact of contemporary utility that makes Tamil the longest surviving language in the world. At present Tamil is the official language of Tamil Nadu and is the medium of instruction in the state. But Tamil language is limited to only south India as people from north India are unable to comprehend it.

Sanskrit originated in 2000 BC according to the first appearance of religious scriptures. Considered to be the 'Language of the gods', Sanskrit is the ancient language of India and the basis of many modern Indian languages, including Hindi and Bengali. Presently Hindi is the official language of Bihar, Chhattisgarh, Delhi, Haryana, Himachal Pradesh, Jharkhand, Madhya Pradesh, Rajasthan, Uttarakhand, and Uttar Pradesh, whereas Bengali is the official language of West Bengal, Arunachal Pradesh, Nagaland, Mizoram, Tripura, and Meghalaya. Recorded Indian History started only after the Vedic Period. All four Vedas were written in Sanskrit. In Vedic Period religious scriptures like Vedas, The Brahmanas, The Aranyakas, The Upanishads,

Vedangas, Sirtis, Dharma Shastra, Mahakavyas, (Epic) Puranas, Upvedas, Shad-Darshanas, etc. were also written in Sanskrit. During the Vedic Period, purpose of education was religious and spiritual. Sanskrit accorded language of goddess. It is verified by several evidences that during Vedic period the medium of instruction was Sanskrit. Sanskrit is still spoken, but by a very small group of people. The influence of Sanskrit on several western languages is known to all. The basic language of computers was also constructed along with the principles of Sanskrit. At the beginning of the Hindu period in the Brahmanic era, Sanskrit was the medium of instruction for elementary and as well as for higher education.

With the end of the Vedic period, various religious movements (Jainism and Buddhism) started, which brought diversity in Indian languages and led to the origin of Pali and Prakrit. Buddhist works of literature were written in Pali and Sanskrit. Tripitaka: Sutta Pitaka, Vinay Pitaka and Abhidhamma Pitaka were written in Pali. Apart from that Milindapanho, Dipavamsa and Mahavamsa were also in Pali whereas Buddha Charitra, Saundrananda, Sutralankar, Sariputra Parkarana, Vajra Such, Mahavibhasha Shashtra, Vishnudhamagga, Sumanglavasini, Madhyamikakarika, and Prajnaparamita were written in Sanskrit. Most of the Jain Literature is in Prakrit script called Ardhamgadhī. These religious movements left a deep impact on the Indian masses. The medium of instruction changed in the Buddhist period and Sanskrit was partially replaced by Pali and Prakrit, the languages of the masses. At the elementary stage, languages of the masses (Pali and Prakrit) were used as medium of instruction but Sanskrit remained the medium of instruction at the higher level of education.

Before the Muslim invasion, India was ruled by several indigenous rulers and they followed the language according to their faith. The kings were in a position to decide the language of official communication and instruction in their kingdoms and

accordingly Tamil, Sanskrit, Pali, Prakrit, etc got patronage and promotion.

After the Muslim invasion, India witnessed a flood of languages like Arabic, Persian and later development of Urdu. In order to understand the culture and civilization of India, the Muslim rulers made the provision of translation of important Indian religious texts. Scholars translated various Sanskrit books into Persian including Mahabharata, Ramayana, Upanishads, Panchatantra, etc. Persian was the official language during Delhi Sultanate and Mughal rule in India, whereas Arabic was for religious preaching and dissemination of Islam which exists for the same purpose till date. Till 2014, Arabic and Persian were part of UPSC syllabus. Persian language is near extinction in India, although it is still taught in 30 central universities across the country, including Aligarh, Bombay, Calcutta, Madras, Ahmadabad, Lucknow, Bangalore, and Kashmir Universities. This, of course, excludes several colleges where Persian is also taught at the undergraduate level. During the Muslim period, Sanskrit also continued to be the medium of instruction for higher education in Hindu states (a state being ruled by Hindu Kings). People engaged in administration in the Muslim states (a state being ruled by Muslim Kings) and the Muslim population in general, was required to study Arabic and Persian. Thus two parallel systems of education started operating in India — namely the system of Hindu-Education with Sanskrit and Muslim system of Education Arabic-Persian as the medium of instruction and subject of study at elementary as well as at higher stages of education.

Europeans, Portuguese, English, Dutch, Danish, and French established their companies in India for trade and exchanged their culture, civilization, and languages with the Indian population. People of the abovementioned nationalities left deep mark of their languages which is why the Portuguese, German, Spanish and French are part of our academic

discussion. English has become indispensable in present day India. Initially the British came to India purely for business purposes. But with the passing of time, they realized that India was a gold mine. One after the other they won wars against Indian rulers and continued their attempts for conquering the entire country.

Britishers wanted to rule India forever and thus they tried to come up with solutions to immediate problems and they did the same in case of language. They framed the language policy in India for two purposes. Firstly to get required work force and secondly to educate their own people. In order to serve the above-mentioned purposes, the East India Company established some schools for recruiting staff according to their needs. This later developed into a very strong system of education with English as a medium of instruction. As a matter of fact, the new system of education gradually replaced the ancient Hindu and medieval Muslim system of education across the country. Before the British rule, there was no formal language Policy or Education Policy.

The modern Indian system of education incorporated different languages which gave rise to the language controversy in education. Spanish, French and German were made part of the Kendriya Vidyalaya school curriculum by the then HRD minister Kapil Sibal in 2011-12. Stating that a foreign language replacing an Indian language, like a student opting for German over Sanskrit, was a violation of the national policy on education and other rules, HRD Minister Smriti Irani decided to drop German in October 2014. But German language was retained in Kendriya Vidyalayas as an additional foreign language in the academic year of 2016-17 on April 1. This came six months after an agreement was reached between Prime Minister Narendra Modi and German Chancellor Angela Merkel to re-introduce German in KVs. The KV Sangathan headquarters in New Delhi recently issued a circular stating that German would be taught for three periods every week.

Earlier, German was listed as a third language along with Sanskrit, for Classes 6 to 8, after Hindi and English as the first and second languages.

### **Recommendations of Commissions for Medium of Instruction at Different Levels**

After independence various commissions and committees were constituted to consider different aspects of education. These committees and commissions apart from giving suggestions for different educational problems had also given suggestions for the medium of instruction and the teaching of languages. On the problem of language, suggestions of different commissions are given below.

#### **Radhakrishnan Commission**

University Education Commission (1948-49) under the chairmanship of Dr Radhakrishnan gave the following recommendations.

Use of Devanagari script for national language.

International judicial and scientific terms should be accepted as is it.

For higher education, medium of instruction should be a modern Indian language instead of English.

At the higher secondary level, teaching of English should be continued.

At the higher secondary level, students should be taught national and foreign languages including English.

#### **Mudaliar Commission**

Secondary Education Commission (1952-53) under the chairmanship of Lakshman Swami Mudaliar had given following suggestions.

At the elementary and secondary level, regional languages and the mother tongue should be used as the medium of instruction.

At the junior level, two languages should be taught. English and Hindi should be introduced at the end of primary level, but two languages should not be introduced in the same year.

At the secondary and higher secondary level, two languages should be taught, and out of these one should be mother tongue or regional language.

### **Kothari Commission**

Education Commission (1964-66) under the chairmanship of Professor D.S. Kothari had given following recommendations.

At the lower primary level, mother tongue or regional language should be taught.

At the upper primary level, two languages- mother tongue or regional language and national language should be taught.

At the secondary level, three languages, mother tongue or regional language, national language or co-national language and modern Indian language or any foreign language should be taught.

Medium of instruction should be regional language at all levels.

### **The NPE 1986 and POA**

They recommended the adoption of regional languages as the medium of instruction at the university level.

Implementation of three language formula.

Improvement in the linguistic competencies of students at the various stages of education.

Arrangement should be made available for the study of English and other foreign languages.

Promote Hindi as a link language etc.

### **National Knowledge Commission (NKC)**

Language learning cannot be separated from the rest of teaching subjects. It must be integrated with the content of

learning. NKC advocated for the continuation of three language formula like NEP1986 and Kothari commission, but put a lot of stress on learning English and recommended that English should also be used to teach some non-language subjects starting from third grade. To fulfill this purpose the choice of content and subjects was left to schools depending on the capability of teachers and availability of required material. By applying this provision, poor performing schools would be able to bridge the gap between English medium and non-English medium schools.

To meet the growing demand of English education, a large number of English language teachers and graduates (without formal teacher training course) with high proficiency and good communication skills should be engaged. They may be selected through competitive examinations and then provide short term orientation. In order to improve proficiency in English, teachers already engaged in teaching learning process, may be provided short term training courses, regardless of their subject expertise particularly at the primary level. A multiplicity of English textbooks should be made available to address the diversity of English language environment in the country.

### **The Draft National Education Policy 2019**

The three language formula was first recommended by Kothari Commission and it has been followed by all committees and commissions. Seeing the lingual diversity of the nation and aspirations of people, the Draft Education Policy 2019 recommended for the continuation and implementation of three language formula with a little change in the very first draft of the policy. The first draft of NEP suggested mandatory teaching of Hindi in non-Hindi speaking States. “The study of three languages by students in Hindi-speaking States would continue to include Hindi and English and one of the modern languages from other parts of India, while the study of languages by



students in non-Hindi speaking States would include the regional language, Hindi and English.”. Previous commissions and NEPs didn’t suggest mandatory learning of Hindi for non-Hindi speaking states. It created a furor across south Indian states. After vociferous protests, the MHRD issued clarification “This is a draft policy submitted by the committee and is placed for the views of the general public. It is not the policy announced by the government.”.

Eventually the Centre agreed to revise by dropping the suggestion to make Hindi compulsory. The revised version states: “In keeping with the principle of flexibility, students who wish to change one or more of the three languages they are studying, may do so in Grade 6 or Grade 7, so long as they are able to still demonstrate proficiency in three languages (one language at the literature level) in their modular Board Examinations some time during secondary school.”

### **Problem of Language in India**

Languages created a special problem for the makers of the constitution, simply because of the plurality of languages used by the vast population of 1,210,569.573 It is somewhat bewildering to think that no less than 1,652 spoken languages including 63 non-Indian languages are currently being spoken in this sub-continent. (Basu, 2013) It was the biggest challenge before the lawmakers of the country to select some of these languages as medium of official communication . The number of people speaking each of these 1,652 languages was not anything like proportionate and some 22 languages could easily be picked up as the major languages of India, used by 91 percent of the total population of the country. Eighth schedule and seventeenth part of the constitution is devoted to languages. At present, 22 languages exist in the Eighth schedule of the constitution. At the initial stage of the constitution, there were only 14 languages. Sindhi language was added in 1967. In 1992, three more languages (Konkani,

Manipuri, and Nepali) were added in the eighth schedule of the constitution. Subsequently Bodo, Dogri, Maithili and Santhali were added in 2004. Hindi, including its kindred variants Urdu and Hindustani could claim 46 percent (Ahmad, 2013). The Eighth Schedule of the Constitution consists of the following 22 languages:- (1) Assamese, (2) Bengali, (3) Gujarati, (4) Hindi, (5) Kannada, (6) Kashmiri, (7) Konkani, (8) Malayalam, (9) Manipuri, (10) Marathi, (11) Nepali, (12) Oriya, (13) Punjabi, (14) Sanskrit, (15) Sindhi, (16) Tamil, (17) Telugu, (18) Urdu (19) Bodo, (20) Santhali, (21) Maithili and (22) Dogri. Seventeenth part of the constitution contains article 343 to 351. (Kashyap, 2001)

### **Issue of National Language**

National language is a language which can be used as lingua franca all over the country, and which can be accepted as the language of the states. Although in the Indian constitution, Hindi is accepted as co-official language, but English still holds the status of official language. It is a controversial issue as to which language should be given the status of national language. Due to restructuring of Indian states on the basis of language, different states are having different languages, therefore one single language cannot be made administrative language of all states. For equal opportunities, all languages should be given equal status. For progress, prosperity and development of a nation, a national language is essential. It is necessary to show national unity and for the establishment of easy communication. Once Mahatma Gandhi said that the status of the national language should be given to a language which is spoken by the majority and which can be learnt easily. On this standard only Hindi qualifies. The contribution of Hindi in the freedom movement is undeniable. In spite of this many people having selfish intentions, oppose making of Hindi the national language. Opposition of Hindi is on baseless assumptions. More than 70 percent of Indian citizens speak

Hindi. After Chinese, Hindi is on second place as a mother tongue in the world. In fact Hindi is the only language in the world which can be learnt only through interaction without proper education. In six states Hindi is the official language and all the administrative works are done in Hindi easily. Thus, to bring an end to the language controversy forever, Hindi should be accepted as the national language, so that Hindi can be developed and the nation can move on the path of development, prosperity and progress.

### **Mother Tongue, Regional Languages and Classical Languages**

Language problem emerged in India with Lord Macaulay's Minute of 1835. **That is why Macaulay can be called the father of the language problems in India.** After the acceptance of the provisions of Macaulay's minute, the British government promoted English language and demoted rest of the Indian languages. As a result, the condition of Indian languages deteriorated, both in administrative and educational fields. During the freedom struggle, importance of Indian languages was realised by our freedom fighters and they promoted Indian languages. After independence, recognizing the importance of Indian languages, different provisions were made to give them important position. University Education Commission (1948-49) stated that at the higher secondary level and at the university level, apart from English, foreign and national languages should be taught. Secondary Education Commission (1952-53) suggested that up to secondary level, medium of instruction should be mother tongue or regional language and apart from foreign languages, Indian languages should also be taught. In 1966 Education Commission (1964-66) gave the three-language-formula for the solution of the language problem. According to this formula, it is necessary to teach three languages at the secondary level. They should be taught in the following manner.

Mother tongue or regional language.

English or any other modern foreign language.

In non-Hindi states Hindi and in Hindi states any other regional or modern Indian language.

In national education policy 1968, the states were instructed to implement the three-language-formula. According to this formula, in Hindi speaking regions Hindi, English and a modern Indian language (especially South Indian languages) and in non-Hindi speaking regions Hindi, regional language and English language should be taught. In National Education Policy 1979 and National Education Policy 1986, the three-language-formula was reincorporated. In these education policies, suggestions were given to use regional languages as medium of instruction at university level and to develop Sanskrit and other ancient languages, which was supported by all. Ancient languages such as Sanskrit, Pali, Prakrit, Arabic, and Persian can be offered as optional subjects in schools and colleges. Thus we can say that the mother tongue and regional languages should be made the medium of instruction and special emphasis should be given to the development of ancient languages.

### **The Medium of Instruction**

In ancient India, Sanskrit and Pali were used as media of instruction. During the Muslim rule, Maktabas and Madarsas used Arabic and Persian as media of instruction and later they started using Urdu too. At that time there were no controversies for medium of instruction. It cropped up when directors of the East India Company (in charter 1813) tried to propagate education. The question was, what should be the medium of instruction? Indian languages or English? Due to the influence of Lord Macaulay, English was accepted as the medium of instruction, especially at the secondary and higher level. Although during the freedom struggle and after it, discussions were held to use mother tongue or, regional

languages or Hindi as medium of instruction but till date the problem is unresolved. English is the medium of instruction in many states at the secondary level, and in other states at the higher level. There is no doubt that for effective teaching learning process, mother tongue is necessary. Students can understand the concepts and essence thoroughly, and can express their ideas easily through their mother tongue. For the development of a child's complete personality, the role of his mother tongue is very important. That is why all commissions and committees advocated making the mother tongue the medium of instruction. In National Education Policy 1968, directions were given to use mother tongue as medium of instruction at the primary and secondary level. This was repeated in National Education Policy 1979. In the National Curriculum, Elementary and Secondary Education: A Framework prepared by NCERT in 1985, mother tongue was considered as the most important aspect for a child's personality development and thus it advocated to use mother tongue as the medium of instruction. At the elementary level, regional language and at the higher level, national language can be accepted as the medium of instruction. National Education Policy 1986 advocated making mother tongue the medium of instruction.

### **1.8.1 Number of Languages at Different Stages**

A very important question of our education system is that which languages and how many languages should be taught in our schools? In this context, suggestions of the Education Commission (1964-66) are very important. At the lower primary level, mother tongue and regional language; at upper primary level, mother tongue, regional language and national language or co-official language of the union; at the lower secondary level according to the three-language-formula, and at the senior secondary level two languages out of modern Indian languages, foreign languages and ancient languages. It has also given

suggestion to make languages optional at higher level. In the national curriculum prepared by NCERT, at primary and upper primary level, one language, either the mother tongue or the regional language should be taught. In 1986 new National Education Policy provisions related to language were repeated as they were in the National Education Policy 1968. Detailed discussions about the three-language-formula are given below.

### **1.8.2 The Three-Language-Formula**

Which and how many languages should be taught at different levels of education was a difficult question. After independence, giving Hindi the status of official language and keeping English as co-official language for 15 years, made the situation very complex. Keeping in mind the national necessities and the spirit of our constitution, Central Advisory Board of Education (CABE) suggested the three-language-formula for different levels of education after due discussion. In 1961 chief ministers of different states discussed the suggestions of CABE and accepted it. But the reason of acceptance was not educational but political. In fact this formula creates balance between Hindi and non-Hindi speaking states. According to this proposal, Hindi was to be taught in non-Hindi speaking states, and in Hindi speaking states other Indian languages were to be taught. But because of practical problems, implementation of the three-language-formula was not possible. In Hindi speaking states, lack of interest in other languages, in non-Hindi speaking states protest against Hindi, and great budget and labour on implementation caused the failure of the scheme. That is why Kothari Commission suggested Workable Three Language Formula. The Commission suggested that:

Hindi is the official language of the union, after some time it may become national language. So after mother tongue, Hindi should be taught.

Until English is Medium of instruction at university level and language of administration of central and many state governments, the importance of English will not fade.

The ability to acquire language does not depend only on years but also depends on ability of the students, education level, teachers and the methods of teaching.

The most important period for three compulsory languages is class 8<sup>th</sup> to 10<sup>th</sup>.

To make Hindi or English the compulsory second language depends on necessity, so it should be left to states to decide.

Four languages should not be made compulsory at any level. It can be provided on the basis of students' choice.

Keeping these points in view, the Kothari Commission gave the following suggestions.

Mother tongue or regional language.

Official language or co-official language of the union.

Apart from one or two above mentioned languages and apart from medium of instruction, any modern Indian or foreign language.

We cannot deny the importance, relevance and usage of three language formula given by Kothari Commission. The main points of the amended three language formula can be summarized as:

At the lower primary level, only one language, either mother tongue or regional language should be compulsory. For most students regional language and mother tongue should be one. At this level, the commission was not in favor of teaching English as the second language

At the upper primary level, mother tongue or regional language or official language of the central government should be compulsory. In Hindi speaking regions and in most non-Hindi speaking regions, English should be second language and in non-Hindi regions Hindi can be taught as the second language.

At the junior secondary level (8<sup>th</sup>-10<sup>th</sup>), according to three language formula three languages should be taught.

At the senior secondary level, only two languages should be compulsory. Students should have freedom to choose any two languages out of three groups of the three-language-formula.

At the university level, language study should not be made compulsory.

In the National Education Policy 1968, states were told to implement the three-language-formula. In Hindi speaking states, apart from Hindi and English, a modern Indian language should be taught, and emphasis should be given on South Indian languages. The Janta Party government also emphasized the three-language-formula at the secondary level in National Education Policy 1979. In the National Education Policy 1986 suggestions of National Education Policy 1968 were repeated. No doubt, the three-language-formula at different levels presents practical solutions of the problems of languages. But there are some defects which are as follows:

There will be burden on the students because students will have to study three languages apart from other subjects.

It will be difficult for institutions to arrange teaching of many regional languages.

For the teaching of regional languages there, a large number of trained teachers will be required.

There will be the need of a grand budget for carrying out the three-language-formula.

The three-language-formula is not carried out by many states properly. In Hindi speaking states nothing has been done for South Indian languages. In many states, in place of modern Indian languages, ancient languages are taught. The period for the three-language-formula is also different in different states. There are also differences in students' linguistic abilities. Keeping in mind the unity and integrity of India, implementation of the three-language-formula is necessary. In order to implement it in all states, sincere steps should be



taken. For that, appointment of Hindi teachers in non-Hindi regions and teachers of South Indian languages in Hindi regions is essential. Likewise, proper training for teachers, new ways of teaching and use of new technology are possible solutions of problems.

It is clear from the language problem that it is due to lack of political will. Arguments against provisions of language problems are mostly political. Different political parties and politicians, because of their selfish interests do not want to solve it. Apart from this, there is lack of coordination in different institutions: central and state governments' educational boards and universities. There is no proper monitoring of language problem. For that a lot has to be done. Language problem is a problem of national importance. Its constitutional solution should be found as early as possible. National Education Policy 1986, in its execution program advocated the use of three language formula and to make Hindi lingua franca. For that, several suggestions were made. CABE should appoint committees for the development and co-ordination of languages.

### **Complexities of Official Languages and Medium of Instruction at different levels of schooling among Indian states and Union territories**

Sr. No.	State/UTs	Official Language	Medium		
			Primary	Upper Primary	Secondary
1.	Andhra Pradesh	Telugu	Telugu, Urdu, Oriya, English, Hindi, Marathi, Kannada, Tamil	Telugu, Urdu, Oriya, English, Hindi, Marathi, Kannada, Tamil	Telugu, Urdu, Oriya, English, Hindi, Marathi, Kannada, Tamil
2.	Arunachal Pradesh	<b>English</b>	English, Hindi	English	English
3.	Assam	Assamese	Assamese, Bengali, Bodo, English	Assamese, Bengali, Bodo, English, Hindi, Others	Assamese, Bengali, Bodo, English, Hindi, Others
4.	Bihar	Hindi	Hindi, Urdu, Sanskrit,	English, Hindi, Urdu, Sanskrit,	English, Hindi, Urdu, Sanskrit,

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			Englis		and others
5.	Chhattisgarh	Hindi	Hindi, Others	Hindi, Others	English, Hindi, Others
6.	Goa	Konkani	English, Konkani, Marathi, Urdu, Kannada (dual Medium)	English, Marathi	English, Marathi
7.	Gujarat	Gujarati	Gujarati, Others	English, Gujarati, Hindi, Others	English, Gujarati, Hindi, Others
8.	Haryana	<b>Hindi</b>	English, Hindi, Others	English, Hindi, Sanskrit, Others	English, Hindi, Sanskrit, Others
9.	Himachal Pradesh	<b>Hindi</b>	English, Hindi, Others	English, Hindi, Others	English, Hindi, Others
10.	Jammu & Kashmir	<b>Urdu</b>	Dogri, English, Hindi, Kashmiri, Urdu, Others	Dogri, English, Hindi, Kashmiri, Urdu, Others	Dogri, English, Hindi, Kashmiri, Urdu, Others
11.	Jharkhand	<b>Hindi</b>	English, Hindi, Sanskrit, Others	Bengali, English, Hindi, Sanskrit, Others	Bengali, English, Hindi, Sanskrit, Others
12.	Karnataka	<b>Kannada</b>	Kannada, English, Hindi, Marathi, Tamil, Telugu, Urdu, Malayalam, Sanskrit, Arabic	Kannada, English, Hindi, Marathi, Tamil, Telugu, Urdu, Malayalam, Sanskrit, Arabic	Kannada, English, Hindi, Marathi, Tamil, Telugu, Urdu, Malayalam, Sanskrit, Arabic
13.	Kerala	Malayalam	Malayalam, English, Tamil, Kannada (Dual Medium)	Malayalam, English, Tamil, Kannada (Dual Medium)	Malayalam, English, Tamil, Kannada (Dual Medium)
14.	Madhya Pradesh	Hindi	Hindi, English, Urdu, Marathi	Hindi, English, Urdu, Marathi, Others	Hindi, English, Urdu
15.	Maharashtra	Marathi	Marathi, Hindi	English, Marathi, Hindi, Others	English, Marathi, Hindi, Others
16.	Manipur		English, Hindi, Manipuri, Others	English, Hindi, Manipuri, Others	English, Hindi, Manipuri, Others
17.	Meghalaya	<b>English</b>	English, Garo, Khasi, Others	English	English
18.	Mizoram	English, Hindi, Mizo	English, Mizo	English, Mizo, Others	English, Mizo, Others
19.	Nagaland	<b>English</b>	Angami, AO, English, Hindi, Lotha, Konyak, sema, Others	Angami, AO, English, Hindi, Konyak, sema, Others	Angami, English, Hindi, Others

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20.	Orissa	<b>Uriya</b>	English, Oriya	English, Hindi, Oriya, Others	English, Hindi, Oriya, Sanskrit, Others
21.	Punjab	<b>Punjabi</b>	English, Hindi, Punjabi	English, Hindi, Punjabi, Others	English, Hindi, Punjabi, Others
22.	Rajasthan	Hindi	Hindi, Others	Hindi, Others	Hindi, Others
23.	Sikkim	<b>English</b>	English, Others	English, Others	English, Others
24.	Tamil Nadu	<b>Tamil</b>	English, Tamil (Dual Medium)	Tamil, Telugu, Malayalam, Urdu, Kannada	Tamil, Telugu, Malayalam, Urdu, Kannada
25.	Tripura	Bengali, kokborok, English	Bengali, kokborok, English, Others	Bengali, English, Others	Bengali, English, Others
26.	Uttar Pradesh	<b>Hindi</b>	Hindi, Others	English, Hindi, Urdu, Others	English, Hindi, Urdu, Others
27.	West Bengal	Bengali, Nepali	Bengali, Others	Bengali, Hindi, English, Urdu, Oriya, Tamil, Telugu, Gujarathi, Tibetan, Nepali	Bengali, Hindi, English, Urdu, Oriya, Tamil, Telugu, Gujarathi, Tibetan, Nepali
28.	Uttaranchal	<b>Hindi</b>	Hindi, Others	English, Hindi, Urdu, Others	English, Hindi, Urdu, Others
29.	Andaman & Nicobar Islands	<b>Hindi, English</b>	Bengali, English, Tamil, Hindi, Telugu	Bengali, English, Tamil, Hindi, Telugu	Bengali, English, Tamil, Hindi, Telugu
30.	Chandigarh	<b>English</b>	English, Hindi, Punjabi, Others	English, Hindi, Punjabi, Others	English, Hindi, Punjabi, Others
31.	Dadar, Nagar, Haveli	<b>Hindi Gujarati</b>	English, Gujarati, Hindi, Marathi	English, Gujarati, Hindi, Marathi, Sanskrit	English, Gujarati, Hindi, Marathi, Sanskrit
32.	Daman & Diu	<b>Konkani, Gujarati</b>	English, Gujarati	English, Gujarati	English, Gujarati
33.	Delhi	<b>Hindi</b>	English, Hindi, Urdu, Others	English, Hindi, Urdu, Others	English, Hindi, Urdu, Others
34.	Lakshadweep	<b>English</b>	Malayalam, Others	English, Malayalam, Others	English, Malayalam
35.	Puducherry	<b>Tamil, English, Malayalam, Telugu</b>	English, Tamil, Others	English, Tamil, Others	English, Tamil, Others

**Source:** NCERT- 2007 cited in Hywel Coleman (2011), Pp. 76-77

From the table cited above, it is much evident that the medium of instruction is not a simple phenomenon in India. It is observed that at least two languages are being offered as the

medium of instruction in each state/UT. Two states, viz. Karnataka and West Bengal offer as many as ten languages. The state with the largest number of the medium of instruction at the primary level is Nagaland, with at least seven languages on offer. Lack of National Language and clear cut medium of instruction bring a lot of harm to the education system of India.

## **CONCLUSION**

All developed nations of the world have their own specific national language. And it was the dominance of their languages that the United Nations had adopted their National Languages as an official and working language. The current official and working languages of the United Nations are Arabic, Chinese, English, French, Russian and Spanish. When it comes to developed nations and their languages, then Arabic is an exception but it dominates, may be because of a large number of people speaking it. At present, 442 million people around the world speak Arabic. It is the official language of 26 countries and language of Islam throughout the world. Official and national languages have a direct bearing on the medium of instruction. In most of the countries, national language and medium of instruction both are same. The medium of instruction plays a crucial role in the development and progress of a nation and it is quite evident from the education systems of the developed nations. All top universities and educational institutions are from these nations. In case of India, the story is entirely different. First of all, we as a nation have failed to evolve a consensus for national language or an official language that may be applicable to all states without any fail. Very few states have the same official language as the centre. No doubt the diversity of languages in India enriches its culture and civilization, but at the same time, it creates a great problem for the entire educational system of India. In the absence of a National Language and uniformity of medium of instruction,

Indian education system suffers a lot. Hindi speaking students can't imagine studying in the south Indian states. Likewise, a Tamil or Malayalam speaking student cannot imagine studying in north India. It hampers the movement of upper primary, secondary and senior students from one state to the other. Even higher education is not unaffected by it. In rural India, higher education is being imparted in regional languages. It ultimately minimizes the chance to study in a very diversified education system. With no language barrier, students would have more chance to get a varied experience of schooling and at the same time, parents would have more chances to work in a different geographical environment and take up any challenging task without any fear of educational loss of their wards. Frequent change of language at a different stage of learning creates confusion in a student's mind. Such students at times fail to speak any language properly, and thus face a lot of problems.

It is natural for a vast country like India to be multilingual but at the same time, the country must also have a crystal clear medium of instruction for a successful national system of education.

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