



Use of English as Medium of Instruction at the Middle School Level in Mara Autonomous District Council, Mizoram

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Abstract

The medium of instruction is very important for understanding the lessons and academic success of students. In a multilingual country like India, medium of instruction has become a crucial issue particularly at the Primary School stage. In the last two and a half decades, there has been mushroom growth of private English medium schools in Mizoram including Siaha district. As a result, many parents started sending their children to such schools. However, many poor parents in Siaha district could not send their children to English medium schools as high fees are charged. The Mara Autonomous District Council (MADC) which takes care of Education up to the Middle school stage in its area under special provision of the Sixth Schedule to the Constitution of India decided to introduce English as medium of instruction in schools under its administrative control and management in 1999. The decision aimed to give equal opportunity to poor children living even in remote villages of the district to study in English so that they may be able to be on par with their counterparts studying elsewhere in the district. The purpose of this descriptive study was to examine whether English as a medium of instruction is properly practiced in schools functioning under district Council. The study also sought to find out the problems of teachers and students in teaching and learning the subjects in English. Further, the study attempted to examine the opinion of the teachers and students whether English as a medium of instruction should be continued or not.

Keywords: *English, Medium of Instruction, Middle School, Mara Autonomous District Council, Siaha District*

Introduction

India is a multilingual nation. More than 19,500 languages or dialects are spoken in India as mother tongues, according to the latest analysis of a census released (The Indian Express, July 1, 2018). Every class, group or people of a region have a particular affinity with their language and therefore, the medium of instruction has become an important issue. On the other hand, the country has the second highest English-speaking population in the world, next to the USA. English is also the second largest spoken language in the country, only after Hindi.

English is the most widely used language in the world. The significant aspect of English is its unprecedented distribution. By rapid development of science and technology, international and ease of travel and all the factors which have broken down frontiers and forced nations into closer interdependence, English has become the Lingua Franca of the world.

Dutta and Bala (2012) opine that the 'growth of the middle class, rapid urbanization, changing employment trends, outsourcing of jobs to India in the IT sector, privatization of higher education institutions, widespread use of internet in daily life, popularity of India as a tourism destination, growth of hospitality sector, popularity of English TV channels and films, is resulting in increased pressure of admission of young children in English medium schools'.

As per the 2019-20 Unified District Information System of Education (UDISE) survey report published in The Federal, English is the most preferred medium of instruction in several states, especially in southern India.

According to the survey, Jammu and Kashmir (J&K) has close to a hundred per cent enrolment in English medium schools. Telangana follows J&K with 73.8 per cent of children enrolled in schools instructed in English (Sadhu, 2021). The Uttar Pradesh government has converted 15,000 primary and upper primary schools into English medium, with a view to modernize the education system. The move is aimed at honing English speaking skills of children studying in the government schools, right from the beginning so that they can compete with missionary and convent school students (Business Standard, 2021, April 13).

Now in India, more than a quarter of all children study in English medium schools though Hindi remains by far the biggest medium of instruction, accounting for over 42% of total enrolment. Among the states that have more kids in English medium than in vernacular are Punjab, Haryana and Delhi, besides most of the southern states and several smaller states and Union territories. Anecdotal evidence, however, suggests that in many so-called English medium schools, instruction is often imparted in the local language, but the rise in enrolment in such schools nevertheless indicates an aspirational urge (Nagarajan, 2021).

English language, as a subject of study at the primary level has been accepted across the states in India with varied languages of instruction. In all the states and union territories of India, English is taught as second/third language at different stages of schooling. However, introduction of English as Medium of Instruction (EMI) i.e., teaching all subjects in English from the early stages of schooling has generated a great concern to all stakeholders.

English is useful for higher studies but one cannot deny the use of mother tongue as medium of instruction at primary level. Highlighting the importance of the medium of instruction in the educative process, the Education Commission (1964-1966) states, "At the lower primary stage, the child will learn only in mother tongue ... about the study of English, the Commission observes that ordinarily its study should not start before class V as it is educationally unsound. The medium should enable students to acquire knowledge with the facility to express with clarity and to think with precision and vigour". Mother tongue is psychologically significant to students, especially children. It helps develop perspective as language and thoughts are connected and it is impossible to think without knowing language. When lessons are taught in mother tongue, the students understand them easily and learn faster. The use of mother tongue enables the young learners to immediately construct ideas and explain without fear of making mistakes. Research conducted in various parts indicated that changing the learning medium from mother tongue to a different language makes students insecure and leads to low self-esteem. Sometimes, students stop coming to school because they do not like it any more. The alternations in teaching medium reduce the quality of learning and affects students in a negative way both in terms of academics and social aspects (Coleman, 1982).

In India, English was introduced by the British with the introduction of the East India Company in 1600. The Christian Missionaries further popularized the use of English in India including Mizoram. In the last two and a half decades, Mizoram has witnessed a mushroom growth of private English medium schools including Siaha district. As a result of which well off parents started sending their children to such schools. But the majority of poor parents could not send their children to these schools as high fees are charged. The MADC with an aim to give equal opportunity to poor children living even in remote villages of the district to study in English medium so that they may be able to be on par with their counterparts studying elsewhere switched over the medium of instruction from vernacular to English in schools under its management in 1999. However, it is observed that even after two decades, it has not been implemented effectively. A number of factors may be responsible for this situation. It is therefore crucial to examine how in practice teachers are implementing the language policy of education in the Middle schools under MADC and suggest some measures to improve the use of English as medium of instruction.

People of Siaha District

The Maras constitute a distinct tribal group of southern Mizoram bordering Myanmar. They call themselves '**Maras**'. The word 'Mara' is now used as a generic term for the whole Mara people and as such the different territorial tribal groups or clans of the Maras who inhabit the entire area of the present Siaha District of Mizoram is called Mara. The whole region inhabited by the Maras is commonly called 'Mararah' in the local language, meaning 'Maraland'. The language they speak is known as 'Mara reih' i.e. 'Mara language'.

Mara Autonomous District Council

Mara Autonomous District Council (MADC) is one of the three Autonomous District Councils within Mizoram state of India meant for ethnic minority tribes called 'Mara'. It is presently under the jurisdiction of Siaha District, one of the eleven districts of the state. It was carved out of the erstwhile Pawi-Lakher Regional Council as Lakher Regional Council on May 29, 1971. It was elevated to the status of Autonomous District Council with effect from April 29, 1972. Thus, the Lakher Autonomous District Council came into existence under the Sixth Schedule to the Constitution of India and was renamed as the **Mara Autonomous District Council** in 1989. Situated in the southern most part of Mizoram and having an international boundary with Myanmar in the east and south, MADC spreads over the entire Siaha District with an area of approximately 1445 sq. kms with a total population of about 61,967 (MADC Census, 2019). As stated by the Executive Officer of the Council, at present, there are 28 different departments under MADC including **education**.

Introduction of Education in Siaha District

There was no formal education in Siaha District before the advent of Christian Missionaries. It is the Christian missionaries who introduced formal education in this hilly region. Apart from religion, education is one of the most important contributions of the missionaries. The first school in Siaha district was established at Saikao village by R.A. Lorrain, a Christian missionary, on August 24, 1908 (Lorrain, 1988). At present, the district has 133 Primary and 90 Middle/Upper Primary schools under different managements. Before 1994, only the Lower Primary was under the administration of MADC. But from April 1, 1994, following the enhancement of powers of District Councils under the Sixth Schedule to the Constitution of India, the administration of Upper primary which is popularly known as Middle schools in Mizoram was transferred to MADC by the State government. However, in pursuance of a judgement passed by the Gauhati High Court, Aizawl Bench on 10th August, 2007, the transfer of 26 schools to council was restored on 1st April, 2008. Thus, out of a total of 90 Middle schools in Siaha District, 26 are government (State), 25 (MADC), 25 Samagra Shiksha and the rest 15 are Private.

Significance of the Study

Till the end of the academic session of 1998, there were three types of schools at the Middle school level. They were: (i) Mizo Medium schools, (ii) Mara Medium schools and (iii) English Medium schools. In Mizo Medium schools, all subjects, except English, were taught in Mizo language, the official language of the state, whereas in Mara Medium schools, except English, all other subjects were taught in Mara language which majority of the people of that district speak. Contrary to the above, in English Medium schools, all subjects, except Mizo and Mara were taught in English. Mara subject for 100 marks was made compulsory for all students up to class VIII.

English is highly esteemed in Mizoram and in Siaha too. In the last two and a half decades, there has been mushroom growth of private English medium schools in every district of Mizoram including Siaha. However, many poor parents in Siaha district could not send their children to private schools as a high fee was charged. So, the local council named MADC decided to introduce English as a medium of instruction with an aim to give equal opportunity to poor children living even in remote villages of the district to study in English so that

they may be able to be on par with their counterparts studying elsewhere in the district. The genuine expectation is that the children would pick up proficiency in English language slowly in the long run even if it does not happen overnight. This is based on the belief that English being an important part of most competitive examinations would give children an advantage in later life. So instead of opening new schools, the Council converted all vernacular medium schools under its control into English medium schools in 1999. All the schools, irrespective of the place of location, and standard of teachers have to teach in English except Mizo and Mara. In spite of the fact that the decision was not welcomed by the majority of the teachers, lower primary teachers in particular, eventually, English was introduced as a medium of instruction in schools under MADC.

The switching over of the medium of instruction from vernacular into English is a good and positive step to promote education, but the crucial point is that the teachers are not changed. Those teachers, who were appointed when the medium of instruction was in mother tongue, were retained to teach even when the medium of instruction was switched over to English. Many of the teachers were below Class XII and some below B.A. Many teachers had been conferred with B.A. degree plus B.A. scale of pay (Eliyas, 2016). It is quite natural that every new system or policy introduced would have some challenges at the initial stage and this would have been true in the case of schools under MADC too. It has now been more than two decades since the introduction of English as medium of instruction in schools and expected that the concerned authority of the department of School Education, MADC has taken some appropriate steps to improve the school education. This paper attempts to explore the language and methods of teaching used by teachers, whether teachers and students are comfortable in teaching and learning in English. The study also seeks to examine the factors that have militated against the use of English as medium of instruction in middle schools under Council.

Teaching of subjects in English to the learners in schools under MADC needs to be studied specifically because it is located in a remote corner of the state of Mizoram. The socio-linguistic background of the learners is remarkably different from those in the neighbouring areas. The compulsory study of every subject in English may make learning largely rote memory, and thus may also affect free development and expression of students. Various commissions namely Secondary Education Commission (1952-53) and Education Commission (1964-66) recommended that mother tongue should be the medium of instruction at the initial stage. Learning through a foreign medium compels the students to concentrate on cramming instead of mastering the subject matter. In the case of students of Siaha District, their exposure to English is very poor. The condition is even worse in the village schools. The investigator has been teaching for more than two decades in the college of the district and found the majority of the students weak in English. Majority of them are not able to communicate in English with their teachers. Various factors may be responsible for this poor situation. Therefore, the medium of instruction at the school level and the methods of teaching adopted will have to be chosen carefully to cater to the specific needs of the learners. This will only be possible when we have an understanding of the specific areas of difficulty that the learners are facing and the facilities available for the students to develop and improve their proficiency in English to understand the content of the subject. Proper examination and analysis of the problems of teachers can also make an immense contribution to the improvement of education in schools in the district. Therefore, this study may go deep and in detail and help in finding the problems that the teachers as

well as the students face while teaching and learning in English to think whether English as a medium of instruction should be continued or not.

Objectives of the Study

The objectives of the study were

1. To prepare a profile of teachers of Middle schools under MADC.
2. To find out the languages used by the teachers for instruction in the classrooms.
3. To study whether the teachers are comfortable in teaching the subjects in English.
4. To study whether the students are able to understand when taught in English.
5. To find out the problems of the students while learning the subjects in English.
6. To examine the views of the teachers on the viability and feasibility of English as medium of instruction at Middle schools under MADC.

Methodology

The descriptive survey design was employed for the present study. There are 25 middle schools under the management of the district council (MADC, 2021). All the 25 schools, the teachers and students of these schools formed the population of the study. The study was conducted in 10 schools which were purposely selected from the 25 schools. A total of 40 students, 4 students from each school studying in class VIII at the time of collection of data (January and February, 2021) were randomly selected. Apart from this, 30 teachers, 3 each from the 10 schools were also selected to know their opinion on the medium of instruction and problems in teaching the subjects in English. The teachers used in the study were those who were appointed after the introduction of English as medium of instruction in schools under MADC in 1999. The data were collected by using questionnaires constructed by the researcher for the teachers and students and also by observation of real situations to know the language and methods used for instruction, and problems of teachers and students in the teaching-learning process.

The data were analyzed by using descriptive statistics such as frequencies and percentages.

Analysis and Interpretation of Data

Teachers' Profile cum Questionnaire

1.1. Educational Qualification of Teachers

Qualifications of teachers are very important for effective teaching-learning at every stage of education. Research shows that teacher subject-matter knowledge is greatly associated with student learning. A well-qualified teacher is, therefore, an essential part of any education system. Well qualified teachers are able to offer a variety of techniques and methods for students to learn. The qualities of a good teacher cannot be replaced by good infrastructural facilities available in a school. The report of the Education Commission (1964-66) states, "The destiny of India is now being shaped in her classroom". Lack of adequate number of qualified teachers in a school may affect not only the academic achievement but also the learning of students. An attempt has,

therefore, been made here to find out the academic qualification of teachers included in the study for observation. The data are presented in the table below.

Table1.1: Educational Qualification of Teachers

Qualification of Teachers	Graduation with Training	Post-graduation with Training
	28 (93.33%)	2 (6.67%)

The above table shows that 93.33% of the teachers serving in different schools under MADC were trained graduates and 6.67% of the teachers were trained post-graduates. This further reflects that all the teachers of the sample schools possess required educational qualification for a Middle School teacher.

1.2. Language used for instruction

As already stated, English was introduced as a medium of instruction in 1999 in schools functioning under the control and management of MADC. While having an interview with the Education Officer of MADC, it was revealed that a number of graduate teachers were recruited from the following year that is 2000 onwards and trained from time to time to realize the objectives. It has, however, been noticed from general observation that the majority of the teachers used vernacular language and English was barely used for instruction in the classroom. To ascertain this, the data related to the language used by the teachers in the classrooms were collected and analyzed in the following table.

Table 1.2: Language used for Instruction

English only	English and Vernacular	Vernacular only
-	6 (20%)	24 (80%)

The data from the observation and interview indicated that there was no single classroom in the schools included in the study which used English as the sole medium of instruction. The study found that both English and vernacular language were used as media of instruction by 20% of the teachers while vernacular language only was used by a majority of the teachers (80%). When teachers were asked why they use vernacular language in the class where English is supposed to be the medium of instruction they indicated that the proficiency of the students in English is very low and find it difficult to comprehend lessons taught in English only. Most students cannot speak and understand simple English. The teachers in the present study submitted that they use the vernacular medium so that students can understand the lessons well. This shows that there is less opportunity for students to develop their proficiency in English as lessons were delivered mostly in vernacular language. People cannot possibly learn a language without one form of exposure or another to the language in use. Every language activity is a form of language use and a lot of language learning can take place through language use.

In this regard, (Houston, 1971) states, ‘development of language depends on exposure to some specific linguistic experience’. Unfortunately, that environment was missing in all the schools under investigation.

1.3. Methods of Teaching used

The primary purpose of teaching at any level of education is to bring a fundamental change in the learner. To facilitate the process of transmission of knowledge, teachers should apply appropriate teaching methods that best suit specific objectives and level. In the past, many educational practitioners widely applied teacher-centred methods to impart knowledge to learners comparative to student-centred methods. Until today, questions about the effectiveness of teaching methods have consistently raised considerable interest in the thematic field of educational research. Moreover, research on teaching and learning constantly endeavours to examine the extent to which different teaching methods enhance growth in student learning. Quite remarkably, regular poor academic performance by the majority of students is fundamentally linked to application of ineffective teaching methods by teachers. Substantial research on the effectiveness of teaching methods indicates that the quality of teaching is often reflected by the achievement of learners. Analysis of data regarding methods of teaching employed by teachers is shown in the table below.

Table 1.3: Methods of Teaching used

Translation Method	Explanation & Note dictation method
8 (26.67%)	22 (73.33%)

From the above table it can be seen that 26.67% of the teachers expressed that they used a translation method that is reading the text in English and translating in local language, while 73.33% of the teachers responded that they dictated notes after explaining in vernacular language. It was observed that lessons were delivered as if vernacular language was the prescribed medium of instruction. This clearly indicates that there is little scope for the students to improve English as the explanation and note dictation are the dominant methods employed by teachers of all the schools.

1.4. Whether Comfortable in Teaching in English

Although, the data in table 1 above shows that all the teachers used in the study have the requisite academic qualifications, in reality it is not so. The Education Officer of MADC said that many undergraduate teachers who were appointed before the introduction of English as medium of instruction were conferred with Bachelor Degrees. Further, it would not be out of place to mention that the majority of the graduate teachers who were recruited from the year 2000 onwards also did not get their education from English medium schools. To be a teacher in Middle school under Council did not require evidence of English proficiency, the only criterion was whether one was able to use English. Interview or screening by oral testing for the post of teachers in middle school was a compulsory process but mostly it was governed by political affiliation (Eliyas, 2016). In such a situation, what would be the difficulties if teachers are to teach in English? So the collected data were analyzed in the following table.

Table1.4: Whether Comfortable in Teaching in English

Yes	No
4 (13.33%)	26 (86.67%)

The data analysis showed that only 13.33% of the teachers were comfortable that is they were able to explain in English and 86.67% were not comfortable to use English as medium of instruction. This revelation corroborates with earlier findings by Eliyas (2016) that most Middle school teachers in Siaha district are not comfortable and confident in teaching in English. It was also realized during the data collection period that most teachers included in the study were not proficient and could not communicate in English properly. Many teachers reported that they lacked formal training in English and had few opportunities to use English in and outside the class.

1.5. Whether Students understand when taught in English

As stated earlier, students of Siaha district are very poor in English. Although English was introduced about 20 years back, students of all the schools were found to use only the local language in conversation in the school premises. This means that there is a lack of enforcement of the language policy introduced by the Council. It was observed that the students were neither encouraged by the headmasters nor by the teachers to use English. This also indicates that there is no opportunity for students to use and improve their proficiency in English. It would therefore, be of interest to examine whether students are able to understand when they are taught in English and the detailed analysis of which are presented below.

Table 1.5: Whether students understand when taught in English

Understand	Do not understand
2 (6.67%)	28 (93.33%)

The data reflects that 6.67% of the teachers expressed that their students could understand when explanation was given in English while 93.33% of them indicated that the students could not understand. It was observed that most of the students seem to be inattentive when the explanation is transmitted in English and do not enjoy the class and try to disturb the other students but show positive response when they are taught in vernacular language. Here, it may be mentioned that vernacular language may be used to make them understand the lessons but to be able to answer in English, development of proficiency in English is important and therefore students may be exposed to target language.

1.6. Whether English medium is to be continued in schools

As revealed in table 1.4 and table 1.5, a majority of the teachers were not comfortable in teaching in English and a large percentage of students could not understand when they were taught in English medium. It was observed that even 20 years after the introduction of English medium and appointment of graduate teachers from time to time there has been negligible improvement as it is evident from the fact that there is no English atmosphere either in the school campus or classrooms. Considering the present situation, the question now is whether the English medium is to be continued or not. Teachers' opinion in this regard was sought and analyzed in the table below.

Table 1.6: Whether English medium be continued in schools

Yes	No
9 (30%)	21 (70%)

Table 1.6 indicates that the opinion of the teachers with regard to the medium of instruction is divided as 30% of teachers opined that although both teachers and students faced problems in teaching and learning in English yet, it should be continued, while contrary to this 70% of teachers expressed that instruction in English medium should be discontinued as it was not suitable for students especially in village schools. Teachers who were not in favour of continuation of English as a medium of instruction expressed that most of the time learners wanted their teachers to explain the lessons in vernacular language as it is easy to understand. Further, they were of the opinion that the compulsory English paper/subject should be taught properly by well qualified teachers from class I onwards with more grammar so as to enable the students to understand how sentences are patterned and how they are used for effective communication. On the other hand, those teachers who proposed for English medium mentioned that it should be practiced right from class I onwards with strict discipline then only it will be effective and both teachers and students would be able to improve gradually their ability to use English in speaking and writing.

Students' Questionnaire

2.1. Language used for communication with friends

Languages are learnt from communication. To acquire fluency in a language, a child has to be exposed to people who speak that language (Verma, 1993). The learner should be able to use the language that he has learnt in the classroom. The school environment should be conducive for him/her to use it. The following is the analysis of responses of the students regarding the language used in schools with friends for communication.

Table 2.1: Language used for communication with friends

Mizo	Mara	English
21 (70%)	9 (30%)	-

From the data, it was found that none of the students of the sample schools used English for communication with friends. It was realized during the data collection period that communicating in English was a problem to almost all students used in the study. The data further revealed that 70% of the students used Mizo language which is not only the state language but also the lingua franca of Mizoram, while 30% used Mara language, mother tongue of Maras, the people of Siaha district for communication with friends.

2.3. Language used for communication with teachers

Skill in a language can be developed only by using it with others. The previous table, however, shows that none of the students used English to communicate with their friends. Some students might criticize when someone tries to talk in English. However, there might be some students who are interested in communicating in English with their teachers and to improve themselves. An attempt has, therefore, been made and the detailed analysis of which are shown in the following table.

Table 2.3: Language used for communication with teachers

English	Vernacular Language
4 (10%)	36 (90%)

Data presented above reflects that out of 40, only 4 (10%) of students responded that they used English to communicate with their teachers inside and outside the classroom, while a large number (90%) of students revealed that they used vernacular language only. When asked the reasons for not using English, they responded that they feel shy as they are weak in English and there is fear of committing mistakes. This indicates that no strict discipline has been imposed on students to use English in the school premises neither by the School Education Department of MADC nor by the concerned school headmaster as well as teachers.

2.4. Language used for Teaching

It was seen from table 1.2 that 80% of the teachers used vernacular language only while 20% of them used both English and vernacular for explanation in the classrooms. Now, it would be interesting to know from the students themselves what languages are used by their teachers to teach them. Data in this regard were collected and analyzed in the table below.

Table 2.4: Language used for Teaching

English only	Vernacular only	Both
-	30 (75%)	10 (25%)

As shown, 75% of the students expressed that their teachers used vernacular language only while 25% of them expressed that both English and vernacular were used for teaching. It is quite interesting to note that the data presented by the students are in close conformity with that of the data revealed by the teachers reflected in table 1.2 above. The data further revealed that no teacher used only English to teach them. This shows clearly that in none of the sample schools, use of English was taken seriously.

2.5. Whether understand when taught in English

As shown in table (1.5), 6.67% of the teachers expressed that their students could understand when taught in English while a large number (93.33%) of them revealed that their students could not understand. The investigator, therefore, felt that it would be equally important to know the reaction from students as well. The analysis of data collected from the students is presented below.

Table 2.5: Whether understand when taught in English

Yes	No
3 (7.5%)	(92.5%)

The data presented in the above table reveals that a small number (7.5%) of students only expressed that they could understand when they were taught in English, while a large number (92.5%) of learners expressed that they could not understand. It was also realized from the interview and the observation that almost all the students did not fully understand lessons conducted in English medium unless explanations were done in vernacular language. It is to be noted that the revelation of students goes in close conformity with that of the revelation of teachers shown in table (1.5).

2.6. Whether instruction in English medium be continued

As reflected in table 1.6 above, while seeking the opinion from teachers whether English should be continued as medium of instruction, 70% of them opined that it should be discontinued as it was not suitable for students especially in village schools, while the rest expressed that it should be continued. Therefore, an attempt has

been made to see whether the opinion of the students in this regard is in agreement or disagreement with that of the opinions of teachers. The following is the analysis of the data collected to examine the opinion of students.

Table 2.6: Whether instruction in English medium be continued

Yes	No
8 (20%)	32 (80%)

The table above reveals that 20% of the students expressed that instruction in the English medium should be continued while 80% of them opined that it should be discontinued. Students who wanted the discontinuation of English as a medium of instruction confirmed that when their teachers explain in English they do not understand the lesson. Most of the pupils included in the study could not express themselves appropriately in English.

Conclusion

The primary purpose of the present study was to find out whether the use of English as medium of instruction at the Middle School level under MADC is practically followed. The MADC has a language policy that uses English as medium of instruction from Primary to Middle school (class I to VIII), but in practice this language policy of education is not adhered to. The data revealed that all the teachers included in the study were graduates and post graduates with training. But many were found weak in communication in English. Majority of the teachers are found using the vernacular language as most of the teachers and students were not comfortable in teaching and learning the subjects in English. From the data, it was found that most of the teachers were dictating notes after explaining the lessons in the local language. It was mainly because both students and teachers are equally weak in language ability. A study conducted by Charles and Emma (2015) revealed that the major factors that militate against the use of English as medium of instruction are students' and teachers' lack of proficiency in English and lack of enforcement of the language policy of the Government. While, the majority of the teachers and students included in the study were of the opinion that instruction in English medium be discontinued, 20% of students and 30% of teachers expressed that it should be continued. They added that it should be meaningfully implemented from class I onwards. This reflects lack of enforcement of the language policy of the Council. Therefore, it needs to be enforced properly. Every possible effort has to be made by teachers to speak only in English as far as possible and create an environment conducive to use English in and outside the classrooms to improve the proficiency of students in English.

The present study was confined to a small population. A similar study can be conducted with a larger population to ascertain the real situation of other schools of the district. Further, the study was conducted only at the Middle school level and the use of English as medium of instruction at this stage was found very discouraging. The

situation at the Lower primary level could be even worse than this stage. It is, therefore, essential to conduct a similar study to examine how the medium of instruction is implemented at this level of education.

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