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Regional Language Instruction in Jharkhand, India

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ABSTRACT This study investigates the effect of regional language *Nagpuri* instruction levels on academic achievement in 412 participants from primary grades of 10 government schools in the state of Jharkhand, India. Using quantitative methods, the research analyses academic achievement scores across three instructional levels (low, medium, high) and correlates them with language proficiency and socioeconomic status. Results from t-tests and ANOVA reveal significant differences in mean scores between instructional levels, with higher proficiency associated with higher academic achievement. A strong positive correlation ($r = 0.62$, $p < 0.001$) between academic achievement and language proficiency underscores the importance of language skills in educational outcomes. Regression analysis confirms language proficiency as a significant predictor ($\hat{\alpha} = 0.81$, $p < 0.001$), even when controlling for socioeconomic factors ($\hat{\alpha} = 0.26$, $p = 0.001$). Findings suggest that incorporating regional language instruction could potentially narrow achievement gaps and improve educational equity.