Language Mapping of Schools
in Chhattisgarh

Foreword

I am happy that Samagra Shiksha, Chhatisgarh and SCERT, in partnership with the Language and Learning Foundation, New Delhi and UNICEF Chhattisgarh, have completed the Language Mapping in 29,755 primary schools in the state to measure the gap between home language and school languages of the schools. This report covered 4,12,973 children of class 1, in 29,755 schools, under 2451 clusters, and 146 Blocks in 28 districts of the state. The survey mapped out the teacher's proficiency in children's home and school languages and classified types of schools.
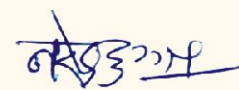
The objective of this survey was to prepare the state for multilingual education to ensure linguistic child rights to all children for meaningful and comprehensive learning with foundational literacy. Article 350 A of the Constitution of India suggests that all children, irrespective of Ethno- linguistic diversities, must be provided suitable education through which the state can achieve its human development goal.

There are more than 93 different languages (or varieties) in Chhattisgarh, and Hindi is the medium of instruction in the state. The state has 32 percent of scheduled tribes with their ethnic languages in the north and South of Chhattisgarh. As per the NEP 2020, all children should benefit from equal access to their home languages in their socio-cultural context for cognitive development. The Language Survey has unlocked a new area of learning opportunities for the most disadvantaged children. With this report, the state can formulate a holistic academic plan where all children can learn in their home language and master their national language, Hindi and international language, English.

The survey demonstrates that in about 75% of the schools, students are likely to face moderate to severe learning disadvantages due to the difference between their home and school language. The survey findings will help the educational planners make context-specific language planning, develop a curriculum in the home language and train the teachers on language pedagogy abiding by the standards of pedagogy as defined in the NIPUN Bharat. The state has decided to adopt a Multilingual education programme in 19 languages and seeks for more languages to be included in the school curriculum.

I sincerely acknowledge the teachers, ACs, BRCs, BEOs, APCs, DMCs, DEOs, Principals and staff of DIETs, and the DRG and SRG of MLE and Language for their active participation in bringing out the final report of the survey. This report will help in planning and implementing a solid multilingual education programme to serve the most disadvantaged students who have been deprived of learning due to want of a home language in the classroom.

Finally, I thank the Director, SCERT, Chhatisgarh and his staff, the Executive Director, LLF, New Delhi and their staff, and the Samagra Shiksha staff for their untiring efforts in bringing the final report.

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Acknowledgements

Glossary of Terms

First language/home language/mother tongue/L1: This is the language that the child knows well, i.e., understands, and speaks when she first joins ECE or primary school. This is often the mother tongue, or the language learnt first at home. We will use the terms first language/strong language/home language interchangeably. We will also use the abbreviated form L1 to denote this first language of the child. Examples of children's L1s include local/regional languages like Sambalpuri, Wagdi or Tulu or a state official language used as medium of instruction (MoI), e.g., Tamil, Gujarati, or Odia.

Medium of Instruction (MoI): MoI is the language that is officially used in textbooks and other teaching- learning materials and assessments. Some states and metros that are linguistically diverse provide several languages as MoIs. In a large number of schools, teachers actually use a different local/regional language which children can understand to explain textbook content and for interaction with students. For example, a teacher using Surjapuri language in Purnia district of Bihar while the MoI is standard Hindi.

Multilingual Education (MLE): Multilingual Education is a mode of school education where two or more languages are used as media of instruction in subjects other than the languages themselves.

List of Tables and Figures

Executive Summary

Chhattisgarh is a plurilingual state where more than 93 different languages (or varieties) are spoken by its people. However, Hindi is the primary medium of instruction in its schools. Research has shown that when the school language is different from the languages spoken by children at home, they can face a range of language related learning disadvantages, especially in the early years of their schooling.

In order to design appropriate MLE approaches, one must have a state-wide analysis of the different language situations that are present in each school. This report documents in detail the results of the 'language mapping exercise' conducted in the 29,755 schools of Chhattisgarh. The exercise was conducted in grade 1 classrooms of these schools. This is the biggest school's education language mapping exercise conducted in India. The class teacher filled out an online survey format to document various sociolinguistic details of their classroom including aspects such as the different home languages spoken in their classroom the number of students speak each of these languages, students' proficiency in the Medium of Instruction (mostly Hindi), the teacher's own proficiency in the language of their students etc. The data gathered through this exercise was analyzed to get insights about the patterns of multilingualism found at the school level. Using parameters such as the composition of the various language speakers in the class, relationship between various home languages and with the school language, and teacher's proficiency in children's home languages, these schools were categorized into four broad sociolinguistic types.

The survey shows that in about 75% of the schools (classified into the Type II, III, and IV of the typology), students are likely to face moderate to severe learning disadvantage due to the difference between their home language and the school language used as MoI. It also shows that about 95% of students at the time of entry to the primary schools speak a home language that is different from Hindi. The maximum proportion of these schools in the state fall into the Type II of the typology, wherein more than 90% of the grade 1 students speak the same home language which is different from Hindi and where the students have minimal to functional proficiency in Hindi upon entry into the school.

The closing sections of the report lay down a few different MLE approaches that can be considered for implementation in these different types of schools, in order to alleviate the language disadvantage faced by students.

To ensure that students do not face a burden of incomprehension in the early years (foundational and preparatory stages, as defined by the NEP-2020), it is crucial that their familiar or first language are used in the teaching learning process. This helps in children's holistic development. This approach of using children's home languages while also developing competencies in the regional language and English is called Multilingual Education (MLE).

1. Language Mapping
What is it, and why do we need to do it?

**Language is not everything in education, but without language,
everything is nothing in education[1].**

Language used in a child's education plays a pivotal role in not just how they learn in school but also how they view their own identities. Language is a social act for social reproduction since the society grows in natural multilingual environment. Language serves the purpose of communication and also to make sense of the world through the processes of thinking, inferring, and reasoning. Language, therefore, is not merely a 'tool'; it is an integral and inalienable goal of the process of learning and understanding. Strong early language and literacy skills are the basis of all learning in a formal school setting. There is wide consensus on the value of teaching students, especially those in primary grades, using children's mother tongue as the medium of instruction. Various legal as well as policy instruments in India emphasise the importance of mother tongue-based education.

It shall be the endeavour of every State and of every local authority within the State to provide adequate facilities for instruction in the mother-tongue at the primary stage of education to children belonging to linguistic minority groups; and the President may issue such directions to any State as he considers necessary or proper for securing the provision of such facilities.

– Article 350 A of the Indian Constitution

Wherever possible, the medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond, will be the home language/mother tongue/local language/regional language.

– National Education Policy, 2020[2]

When children are forced to learn through a language that they do not understand very well, i.e., when the medium of instruction (MoI) in the school is different from the language that children speak at home, they face a serious learning disadvantage that can compromise academic achievement as well as negatively impact their self-esteem. As children progress through different grades in primary school, their 'load of incomprehension' keeps accumulating, as the curricular content and language gets increasingly complex. It is estimated that 25% of primary school children in India face a moderate to severe learning disadvantage owing to the difference between the home and the official language or medium of instruction used at school[3].

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[1] Wolff, E., 'Background and history language politics and planning in Africa', in Optimising Learning, Education and Publishing in Africa: The Language Factor, edited by A. Ouane and C. Glanz

[2] https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

[3] Jhingran, D. (2005). Language disadvantage: The learning challenge in primary education. Delhi. APH Publishing.

Thus, the language-in-education policies must carefully consider the use of children's home languages into the formal fold of education in early years of learning, followed by pedagogically sound introduction of second and additional languages into the curricular fold. The best approach is to use children's first (home) language as the medium of instruction for several years, while gradually introducing additional languages such as the official state language (if that is not the children's first language) and also, English.

Including children's language in the teaching learning process is, however, not a straightforward task in most Indian classrooms. A typical Indian classroom may have students coming from various different linguistic backgrounds. Additionally, the nature of home languages and the language of instruction present in one school may vary significantly from another. For example, in one school, most children may speak in a language that is considered to be a "dialect" of the language used formally as the medium of instruction. In another school, children in one classroom may represent two or three different home languages. In another classroom, children may speak in an Adivasi language that belongs to a completely different language family when compared to the language of instruction. Therefore, it is important for educational policy makers to have a practical knowledge through studying the sociolinguistic situation of the state, in order to be able to develop effective policies around multilingual education.

'Language Mapping' of schools is a type of survey conducted at the school-level to systematically document information on a sociolinguistic factor such as languages children know when they enter classrooms, medium of instruction, languages used for teaching learning, languages known by the teachers, composition of the classroom, relationship between school children's home languages and the school language, and attitudes and perceptions related to home and school language etc.

When the language mapping exercise is done at the level of an entire state, with the view of guiding educational policy making, school-level survey data is often further classified into a few broad 'sociolinguistic typologies'; these typologies or categories can guide policy makers to come up with practical and effective language-in-education policies suited to the needs of students in schools belonging to each of these different categories.

Typology of various socio-linguistic situations that may be present in multilingual classrooms is given in Figure 1.

Types	Specifications
Type I	• Most students speak a language that has similarity with the school language. • Teacher understands the language.
Type II	• Most students have limited or no understanding of MoI at entry in class 1. • Almost all students (more than 90%) have the same home language. • Teacher understands/speaks students' home language.
Type - III	• Most students have limited or no understanding of MoI at entry in class 1. • Almost all students (more than 90%) have the same home language. • Teacher do not understands/speaks students' home language.
Type IVa	• Most students have limited or no understanding of MoI at entry in class 1. • Students belong to two or more language groups. • A link language exists, (one of the students' languages) and most students (more than 90%) understand/speak the link language.

Types	Specifications
Type IVb	• Most students have limited or no understanding of MoI at entry in class 1. • Students belong to two or more language groups. • No link language exists, or students (more than 90%) do not understand/speak the link language.

Figure 1[4]: Typology of Language Situations Present in Multilingual Classrooms

Language mapping survey contributes to policy makers' understanding of the various types of language situations present in the schools, and to plan for appropriate multilingual education approaches in each of these different types of situations. The NIPUN (National Initiative for Proficiency in Reading with Understanding and Numeracy) Bharat programme launched by the Department of Education that aims at ensuring foundational literacy and numeracy skills in all students by the end of grade 3, also recommends the states to carry out language mapping exercises for planning of multilingual education programmes.

At State level, emphasis must be given on multilingual education which will be critical for the success of the FLN Mission. States and UTs need to focus on Linguistic mapping to identify language situations for designing appropriate education interventions, continuous capacity building of the education system on language of instruction issues, developing simple guidelines and strategies for using children's home language or multilingual approach, research, and advocacy, and so on.

– NIPUN Bharat Guidelines[5]

When a state decides to carry out the language mapping survey, it is the beginning of envisioning a new classroom based on principles of multilingual education. After the National Education Policy of 2020, Chhattisgarh has been the first state to have adopted the Language Survey of all the government schools in the state. This report documents in detail the findings of the linguistic mapping exercise of Chhattisgarh, presents cogent interpretative analysis of the collected data, and offers policy-level recommendations for multilingual education programmes across the state.

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[4] *Jhingran et al, Early Literacy and Multilingual Education in South Asia, UNICEF, 2019.*

[5] *https://www.education.gov.in/sites/upload_files/mhrd/files/nipun_bharat_eng1.pdf*

2. Chhattisgarh
What is the nature of linguistic diversity in the state?
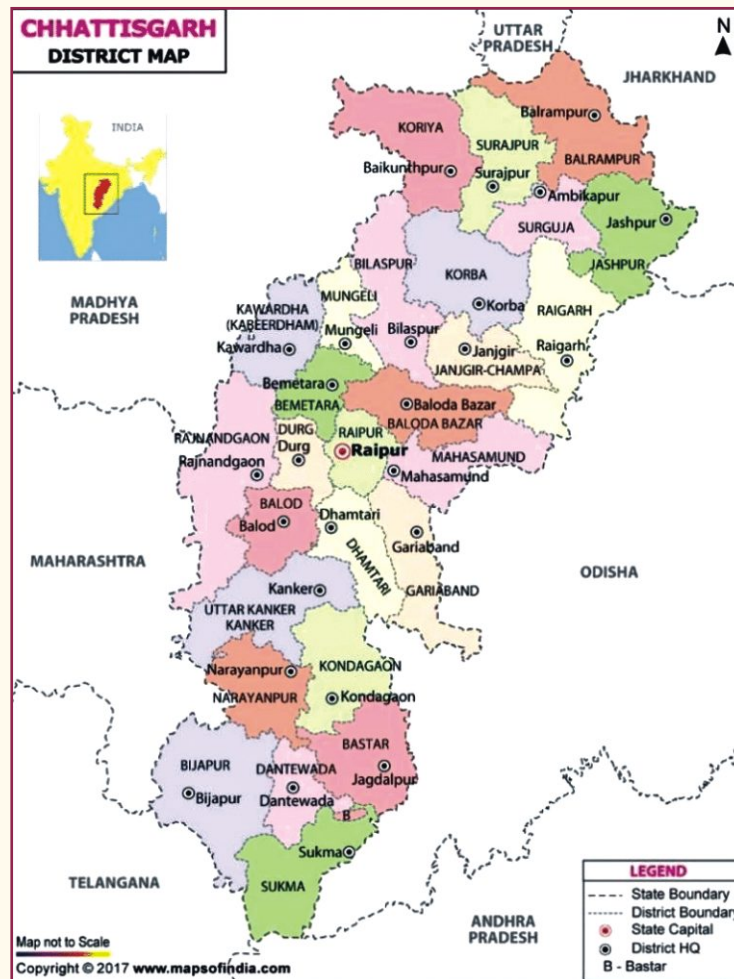
Figure 2: District Map of Chhattisgarh

Chhattisgarh (Census of Indian 2011)

Population of the state: 2,55,45,198

Number of districts: 28

ST population: 78,22,902

State official language: Chhattisgarhi

Medium of Instruction in government schools: Hindi, English, Sanskrit

Chhattisgarh[6] is one of the youngest members of the Indian Union, born on 1st November 2000. Chhattisgarh is located in the heart of India and shares its borders with seven States of the country; Uttar Pradesh to the north, Jharkhand to the north-east, Orissa to the east, Madhya Pradesh to the west and north-west, Maharashtra and Telangana to the south-west and Andhra Pradesh to the south-east. The total population of the state as per 2011 census was 2.56 crores.

The languages of Chhattisgarh are unique and distinct. In the urban areas of the State, Hindi is spoken to a great extent, but the singular linguistic aspect of Chhattisgarh is the Chhattisgarhi language. The language is closely related to Bagheli and Awadhi.

The three language families, Indo-Aryan language family, Dravidian language family and the Munda language family influence the languages of Chhattisgarh to a great extent. Korku, Kharia and Korba are the important Munda dialects used in Chhattisgarh. Several dialects of the Dravidian language family are widely spoken in southern Chhattisgarh, especially in the areas of Bastar and around. The Indo-Aryan dialects are also predominant in the languages of Chhattisgarh. Of the 93 languages/dialects spoken in Chhattisgarh, 70 belong to the Indo-Aryan language family. Sadri and Halbi are two important Indo-Aryan language dialect, used by several tribal groups.

The tribal population in Chhattisgarh is about 32% of the state population. 42 Scheduled Tribes reside in the state. They have their own unique customs , culture, and languages. The distribution of tribes based on language family is as under:

1.   Indo-Aryan Language Family: This group consists of those tribes who speak the local language with dialect. Kanvar, Binjhwar, Bhujia, Dhanwar, Bhaina, Baiga, Halba tribes are in this group who speak Chhattisgarhi.

2.   Austric Language Family: This group consists of those tribes who speak Kolarian and Mundari groups of languages-Munda, Korba, Manjhi, Kharia, Gadva, Birhor and Savra.

3.   Dravidian Language Family: This group consists of those tribes who speak Dravidian language family's dialect such as Gond, Oraon, Khondh, Dorla, Parja, Madia Gond, Muria Gond, and Dhurva etc.

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[6] This section of the report is taken from the excerpts of the 'Report on Language Development in Chhattisgarh' authored by Dr. Mahendra Kumar Mishra, and submitted to the Central Institute of Indian Languages, Mysore.

3. Language Survey in Chhattisgarh
Methodology

Coverage of the Language Survey in Chhattisgarh

Number of districts covered: 28

Number of blocks covered: 146

Number of clusters covered: 2451

Number of participating schools: 29755

Number of students represented: 412973

3.1. Objectives of the Language Mapping Survey

This particular language survey in Chhattisgarh is aimed to capture the multilingual realities of primary schools in the state. The survey was conducted with the understanding that children whose home languages are different from the language of the school, often bear the burden of incomprehension, especially in early years of schooling and face multiple language-related disadvantages. Thus, approaches of multilingual education (MLE) have often proved to be beneficial in certain situations, where both the home language and the school language are carefully included in teaching learning processes. The language survey aims to capture the nuances of the number and diversity of children's home languages present in the early grade classrooms of Chhattisgarh, with the intention of designing appropriate multilingual education models for the schools. Data in the survey is captured in all the schools across the state, as well as at the level of blocks and districts.

Some key objectives of the survey were:

- To study the nature of multilingualism found at the ground level- in the context of early grades in schools.

- To capture the number and diversity of home languages spoken by students in early grade classrooms.

- To gather an estimate of children's proficiency in the school language Hindi.

- To understand how proficient teachers consider themselves to be in the home languages of their students.

- To classify multilingual situations in schools into specific typologies, based on certain sociolinguistic factors.

- To develop recommended approaches of multilingual education suitable for the different typologies.

Language and Learning Foundation provided the necessary technical support in designing the survey tool. Samagra Shiksha Abhiyan and SCERT, Chhattisgarh were instrumental in reviewing the tools and provided valuable feedback at every stage.

In order to facilitate the process of conducting the survey, a tool kit for the linguistic mapping survey was prepared and it contained:

- Language mapping survey webform[7]

- Guidelines for filling the survey tool

- An orientation video as a step-by-step guide for filling the survey form

Figure 3: Snippet of the Web-form of the Language Mapping Survey

Capacity building of all the teachers was carried out in multiple stages- at first, a state-level language and MLE resource groups were oriented on the concept of the linguistic mapping exercise through face-to-face as well as online sessions. Session plans and presentations were developed for use by the state resource group, who conducted further training programs with teachers as well as cluster-level academic coordinators.

Finally, all the data for this report was collected by teachers across all the districts of Chhattisgarh at the level of their schools between February and April 2022.

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[7] T http://llfsurvey.languageandlearningfoundation.org/llfsurvey-chhattisgarh-hindi/

In July 2022 a workshop was organised to share the results of the linguistic mapping exercise with the functionaries of the Department of Education, with the intention of developing a state-wide plan for multilingual education[8].

3.3. Limitations of the Study

The language mapping survey had the following limitations that need to be noted, at the outset:

- The survey data has been filled by the teacher of the class, and thus, its accuracy hinges on the responses given by the teacher.

- Similarly, the proficiencies of students in the school language and teacher's proficiency in students' home languages are based on the teacher's perception alone, and not on any language proficiency tests.

- There were some limitations in the availability of options in the form. For example, language proficiency could only be recorded as either 'minimal', 'functional' or 'good'. These options are likely to have been insufficient. The form asked the teacher to mark the Hindi proficiency of the entire class on average and that may have given us incorrect estimates of the individual students.

- At some places, the survey format was not accurately able to capture the nuances across various languages, linguistic varieties or "dialects". It was seen, for example, that 'Sambalpuri' language was erroneously marked as "Odia"- even though these two are distinct languages. In some cases, some languages were not marked by the teacher at all. For example, "Bagheli" although commonly spoken by students in the Koriya district of Chhattisgarh, was not marked as a home language in most of the survey formats.

- Some background information about the teachers, such as their home language and home district were not recorded. This information is important for designing policy solutions, including redeployment of teachers. Comparative competency levels of the home languages best known to the teacher were also not recorded.

- The language survey was limited to information collected from the school teacher, and thus, missed out on other socio-linguistic insights from the community members at large.

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[8] *Details on the proceedings of the workshop can be found in the Appendices.*

4. Language Survey in Chhattisgarh
Key Findings

4.1. Languages Spoken by Grade 1 Students

Total number of languages spoken by students in grade 1- 23

This school-level language mapping survey revealed that there are over 23 home languages present in classrooms across the state.

No.	Language	% of speakers amongst grade 1 students
1	Chhattisgarhi	65.83
2	Surgujia	9.38
3	Hindi	5.65
4	Halbi	4.19
5	Sadri	3.97
6	Gondi (Dantewada)	2.33
7	Odia	1.74
8	Gondi (Bastar)	1.73
9	Bhatri	1.04
10	Kurukh	0.7

Table 1: Top 10 Languages with the Most Number of Speakers
Amongst Grade 1 Students in Chhattisgarh

An overwhelming majority of students in the state, over 65%, have Chhattisgarhi as their mother tongue. The language of Chhattisgarhi has been classified as a 'mother tongue grouped under Hindi' in the Census of India, 2001. Some linguists, however, regard Chhattisgarhi to be a language that is fairly distinct from Hindi. According to the data captured in the school-level language survey, Chhattisgarhi is the majority language spoken in many districts of the state, including Balod, Balodbazar, Bemetara, Bilaspur, Dhamtari, Durg, Gariaband, Gourela Pendra Marvahi, Janjgir Champa, Kanker, Kawardha, Korba, Mahasamund, Mungeli, Raigarh, Raipur, and Rajsamand.

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[8] *Languages with less than 10 speakers across the entire state have either been removed or assimilated into other languages.*

[10]*https://web.archive.org/web/20080201193939/http://www.censusindia.gov.in/Census_Data_2001/Census_Data_Online/Language/Statement1.htm*

Surgujia is spoken by around 9% of the grade 1 students. Surgujia- like Chhattisgarhi- is an Indo-Aryan language that belongs to the eastern Hindi subgroup. Surgujia is often erroneously conflated with Chhattisgarhi, although in reality they are two distinct languages. Sadri is another Indo-Aryan language spoken by about 4% of the grade 1 students. Both Surgujia and Sadri are spoken in the eastern and north-eastern parts of the state, in the districts of Surguja, Sarjapur, Jashpur, Koriya and Balarampur.

Only about 5% of the total number of students in the state have Hindi as their home language. Thus, even though the majority of schools in Chhattisgarh have Hindi as their medium of instruction, close to 95% of students have home languages that are different from Hindi.

The next group of languages with the highest number of speakers in grade 1, are the tribal languages spoken in the state. Halbi, Gondi (with its dialects in Dantewada and Bastar), Bhatri, and Kurukh are spoken by a total of about 10% of students in grade 1.

Odia, the state language of the neighbouring state Odisha, also has a significant number of speakers amongst grade 1 speakers (1.74%) in Chhattisgarh, particularly in the border districts of Mahasamund and Gariaband.

The list of all 23 languages spoken in the state and data on top 3 languages spoken in each of the districts of Chhattisgarh, refer to Appendix A and Appendix B.

4.2. Proficiency of Grade 1 Students in Hindi
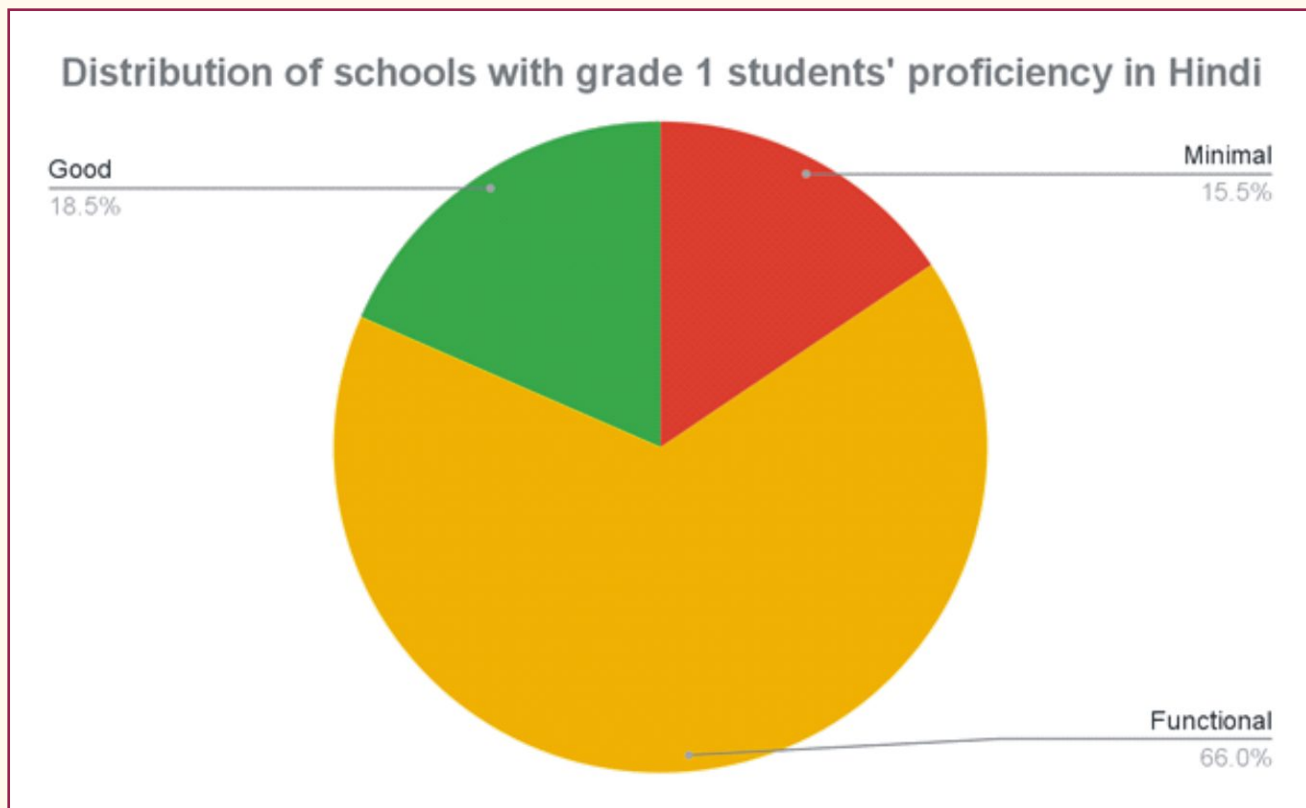
Figure 4: Percentages of schools with grade 1 students' proficiency in Hindi as minimal, functional, and good

In 66% of the schools, children are likely to face a moderate level of learning disadvantage since they only have a functional level of competence in the medium of instruction- Hindi.

In 15.5% of the schools, children are likely to face a severe level of learning disadvantage since they have minimal level of competence in the medium of instruction- Hindi.

Thus, in total, in around **81.5% of schools, children face moderate to severe learning disadvantage** due to their lack of understanding of Hindi used as the medium of instruction; these are close to **24,250 schools** in the state of Chhattisgarh.

When children have only a minimal competence in the language of instruction when they enter school, they face a lot of challenges in comprehending the pedagogic instruction as well as the curricular content. Even when children are considered to have a functional competence in the language of instruction, that knowledge is not sufficient in order to grasp academic concepts, to perform higher order thinking skills such as analysing or comparing, or to fully express oneself in the classroom.
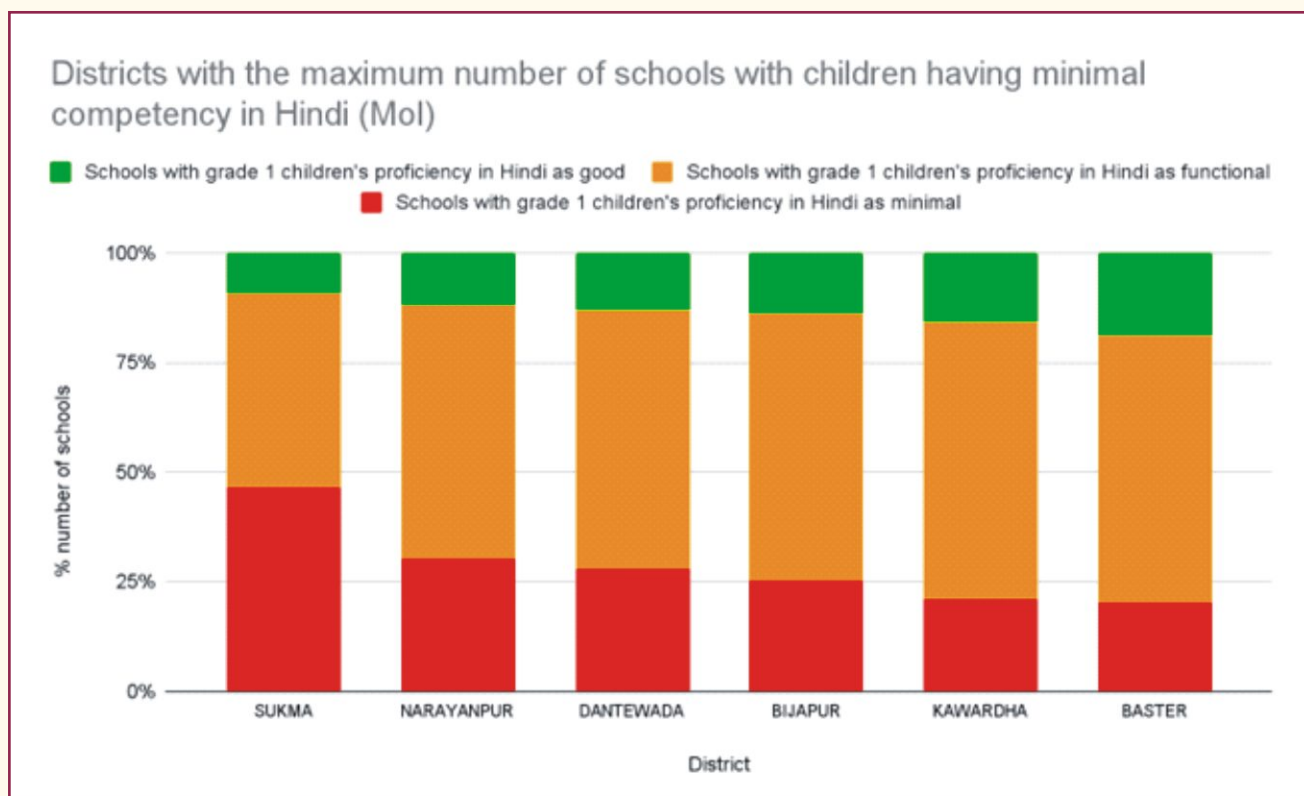
Figure 5: Distribution of Children's Proficiency in Hindi in Districts with the Highest Number of Schools with Children with Minimal Proficiency in Hindi

Figure 5 shows that students in the districts of Sukma, Narayanpur, Dantewada, Bijapur, Kawardha, and Bastar have the lowest level of proficiency in Hindi when they enter schools. This data has a remarkable degree of overlap with the following data that shows districts with the lowest level of literacy in Chhattisgarh.

Districts in Chhattisgarh with the lowest literacy rates[11]

No.	District	Literacy Rate
1	Sukma	29%
2	Bijapur	41.5%
3	Dantewada	42.7%
4	Narayanpur	49.5%
5	Bastar	54.9%

Table 2: Literacy Rates for Districts with Lowest Literacy Rates in Chhattisgarh

The remarkable overlap between the districts with the lowest literacy rates in the state and the districts where children in grade 1 have the least proficiency in Hindi suggests that one of the key reasons behind the lack of language and literacy learning in these districts is due to the severe disadvantage faced by these students while they are forced to learn through a language that they do not comprehend.
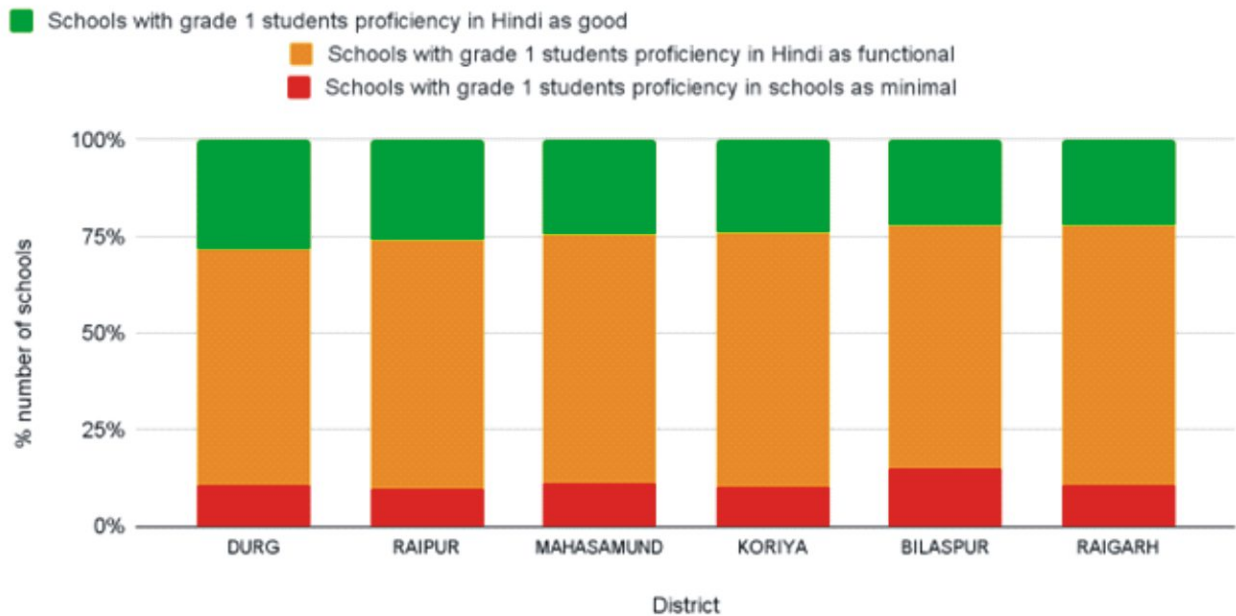
Figure 6: Distribution of Children's Proficiency in Hindi in Districts with the Highest Number of Schools with Children with Functional and Good Proficiency in Hindi

Figure 6 shows districts where the highest number of children in grade 1 are said to have functional or good proficiency in Hindi when they enter school. It is, however, easy to note that even in these districts, it is only a minority of children- around 25% mark- who have a good proficiency in Hindi. An overwhelming majority of children have only functional proficiency, and a few have minimal proficiency. Thus, even in these districts with relatively higher proportion of students who have some knowledge of Hindi in grade 1, that number is not nearly as high to justify Hindi as being the sole medium of instruction.

4.2.1. Children with Minimal and Functional Proficiency in Hindi- Aggregating the Numbers

Data from the school-level linguistic mapping shows that about 15.5% of grade 1 students in Chhattisgarh have minimal proficiency in Hindi and around 66% of the students have functional proficiency in Hindi.

There are reasons to believe that the number of grade 1 students with minimal proficiency in Hindi are much higher and that they may have been over-estimated to have functional proficiency in the school-level survey. With 95% of the grade 1 students in the survey sample who do not have Hindi as their mother tongue, it seems unlikely that close to 66% of these students in grade 1 have functional proficiency in the language. This possible over-estimation may also have been influenced by the design of the survey questionnaire, which asked the teacher to give a singular average rating for Hindi proficiency of her entire class.

In all the calculations that follow in the rest of the report, for estimating the number of children who face moderate to severe learning disadvantages in early grades, we have aggregated the numbers of children who have been rated to have minimal as well as functional proficiency in Hindi.

4.3. Language Groups of Children Who Face Moderate to Severe Learning Disadvantage

Group 1: Children belonging to Scheduled Tribes (ST) who speak their indigenous language at home, especially those living in remote, tribal-dominated areas

Group 2: Children residing in inter-state border areas who do not have adequate schools with their home language as MoI OR Children who have migrated (either permanently or seasonally) from a state that has a different official language

Group 3: Children who speak a regional language that is considered as a 'mother tongue grouped under Hindi' (in the Census data) and have low comprehension of the standard Hindi when they join school.

''मेरे शैक्षणिक अनुभव के दौरान मैंने पाया कि कक्षा 1 के छात्र अपनी घर की भाषा और स्कूल की भाषा के बीच अंतर के कारण अकादमिक रूप से संघर्ष करते हैं क्योंकि मेरी शाला के अधिकांश बच्चे धुरवी भाषी है, जिससे घर की भाषा और स्कूल की भाषा के बीच अंतर के कारण छात्रों को किताब की भाषा समझने में काफी कठिनाइयों का सामना करना पड़ता है। कक्षा 1 में जब छात्र प्रवेश लेकर आते हैं, तब वे अपनी घर की भाषा से जुड़े हुए होते हैं, उन्हें स्कूल की भाषा समझ में नहीं आती है। कक्षा में बच्चे चुप रहते हैं। यदि कक्षा में मैं हिन्दी में बात करता हूँ तो बच्चे मौन रहते हैं।''

"In my experience in schools, I have seen that child in grade 1 struggle academically due to the difference between their home language and the school language. The majority of children in my school are Dhurvi speaking; because of the difference between home language and school language- they face a lot of difficulties in understanding the language of the textbook. When children enter grade 1, they are intimately connected with their home language, but they do not understand the language of the school. They stay silent; when I speak in Hindi, they keep mum."

– Mr. Govind Ram Nag,
Teacher in the Primary School of Jangadpal Block, Chhindgarh, Sukma

Experiences of teachers as well as students provide clear evidence for the learning disadvantage that children face, especially in early grades, when their home languages are distinct from the school language. Most of these children have a limited proficiency in the school language when they enter school- and struggle to make sense of the textbook and what the teacher is saying.

In Chhattisgarh, there are three different categories of children, grouped according to their home languages, who potentially face moderate to severe learning disadvantages.

Group 1: Children belonging to Scheduled Tribes (ST) who speak their indigenous language at home, especially those living in remote, tribal-dominated areas				
Home Language	**Number of Schools**			
	Less than 50% of the students (in Grade 1)	**50-69% of the enrolled students (in Grade 1)**	**70-89% of the enrolled students (in Grade 1)**	**More than 90% of the enrolled students (in Grade 1)**
Halbi	270	89	83	1450
Gondi (Dantewada)	107	64	48	912
Gondi (Bastar	142	55	44	685
Bhatri	32	16	18	323
Gondi (Kanker)	41	18	9	290
Kurukh	277	98	69	165
Dorli	26	21	9	117

Home Language	Number of Schools			
	Less than 50% of the students (in Grade 1)	50-69% of the enrolled students (in Grade 1)	70-89% of the enrolled students (in Grade 1)	More than 90% of the enrolled students (in Grade 1)
Madiya	21	3	5	93
Baigani	18	11	15	92
Dhurvi	30	16	7	77
Kamari	11	7	0	44

Table 3: Number of Schools with Presence of Children Speaking a Tribal Language

The language mapping survey shows that there is a sizable number of students in grade 1 (49,060 in number and 11.86% of the grade 1 student population) who speak tribal languages such as Halbi, Gondi (Dantewada/Kanker/Bastar), Bhatri, Kurukh, Dorli, Madiya, Baigani, Dhurvi, and Kamari. These languages belong to very different language families when compared with Hindi and students tend to have minimal ability to understand Hindi when they enter school. Thus, these students face a severe learning disadvantage due to the difference between home language and school language.

In Chhattisgarh, close to 49,000 of students in grade 1 (~11%) speak tribal languages such as Gondi, Halbi, Bhatri, Kurukh, Dorli, Madiya, Dhurvi, Baigani and Kamari. They face a severe learning disadvantage due to incomprehension of the medium of instruction used in schools-Hindi.

Group 2: Children residing in inter-state border areas who do not have adequate schools with their home language as MoI OR

Children who have migrated (either permanently or seasonally) from a state that has a different official language

Home Language	Number of Schools			
	Less than 50% of the students (in Grade 1)	50-69% of the enrolled students (in Grade 1)	70-89% of the enrolled students (in Grade 1)	More than 90% of the enrolled students (in Grade 1)
Odia	247	84	71	482
Bengali	34	12	13	144
Telugu	32	8	4	106
Marathi	33	2	1	4

Table 4: Number of Schools with Presence of Migrant Children or Those Who Reside in Inter-State Border Areas, and who Speak a Different Regional Language

Chhattisgarh borders several other Indian states such as Madhya Pradesh and Maharashtra to its west, Uttar Pradesh in the north, Andhra Pradesh, and Telangana in the south and Odisha and Jharkhand in the east. The modern Indian languages spoken in these neighbouring states such as Odia, Marathi, and Telugu get represented in grade 1 classrooms as home languages of children who live in the inter-state border areas or those who have migrated to the state. The Bengali speaking population in the tribal areas of Chhattisgarh are mostly refugees from Bangladesh or erstwhile East Pakistan.

In Chhattisgarh, close to 10,000 students in grade 1 (~2%) speak languages that are recognized as modern Indian languages- Odia, Bengali, Telugu, and Marathi. These children do not have access to schools that provide instruction in these languages.

All these languages are modern Indian languages that have been included in the 8th schedule of the Indian Constitution, and thus, it is the imperative of the state to ensure that students who wish to learn through these languages are provided with all the necessary resources including teachers and textbooks.

Group 3: Children who speak a regional language that is considered as a 'mother tongue grouped under Hindi' (in the Census data)[12] and have low comprehension of the standard Hindi when they join school				
Home Language	**Number of Schools**			
	Less than 50% of the students (in Grade 1)	**50-69% of the enrolled students (in Grade 1)**	**70-89% of the enrolled students (in Grade 1)**	**More than 90% of the enrolled students (in Grade 1)**
Chhattisgarhi	713	418	400	16382
Surgujia	218	153	136	2967
Sadri	180	138	120	1550
Bagheli	24	4	4	98
Bhojpuri	10	1	1	14
Singraulia	2	2	4	12

Table 5: Number of Schools with the Presence of Children Speaking a Language Grouped as A Mother Tongue Under Hindi

All of these languages, including Chhattisgarhi, Surgujia, Sadri, Bhojpuri, Bagheli, and Singraulia belong to the same Indo-Aryan language family as Hindi, and thus, share a fair degree of similarity with Hindi. Even as these languages are sometimes considered as dialects of Hindi, they are separate languages in their own right. Thus, even as a student in grade 1 comes with any of these languages as their mother tongue, their grasp over Hindi is most likely to be functional at the most. These children may still struggle to grasp the academic register of Hindi used in schools and textbooks. There may also be children with these languages as their mother tongues, who have a minimal grasp of Hindi when they enter schools.

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[12]   https://web.archive.org/web/20080201193939/http://www.censusindia.gov.in/Census_Data_2001/Census_Data_Online /Language/Statement1.htm

In Chhattisgarh, close to 80% of the students (3,29,000 in number) speak languages that are considered to be "mother tongues grouped under" Hindi (some are grouped under Hindi as mother tongues in the linguistic census of 2001)- such as Chhattisgarhi, Surgujia, and Sadri.

In summary, number of children in each group facing moderate to severe language disadvantage are as follows:

Group	Description	Number of children in this group
Group 1	Children belonging to Scheduled Tribes (ST) who speak their indigenous language at home, especially those living in remote, tribal-dominated areas	5,928
Group 2	Children residing in inter-state border areas who do not have adequate schools with their home language as MoI OR Children who have migrated (either permanently or seasonally) from a state that has a different official language	1,277
Group 3	Children who speak a regional language that is considered as a 'mother tongue grouped under Hindi' (in the Census data) and have low comprehension of the standard Hindi when they join school	23,551
	Net Total	**30,756**

Table 6: Distribution of Children Facing Moderate to Severe Language Disadvantage into Group 1, Group 2, and Group 3

4.4. Teachers' Language Proficiency

4.4.1 Teachers' Proficiency in Children's Home Languages

4.4.2 Teachers' Proficiency in Hindi

''मुझे गोंडी भाषा नहीं आती है, जिसके कारण कक्षा-शिक्षण में परेशानी होती है। बच्चे हिन्दी नहीं समझते हैं, शिक्षण हेतु बड़ी कक्षाओं के बच्चों की मदद लेनी पड़ती है। शाला में एक ही शिक्षक होने के कारण शिक्षण कार्य प्रभावित होता है। घर की भाषा की कमी को दूर करने के लिए बच्चों की भाषा में पाठ्यसामग्री का निर्माण किया जाए तथा शिक्षकों को प्रशिक्षित किया जाए।''

"I cannot speak the Gondi language, and thus, children do not understand, and I face difficulties in the classroom. I need to take help from older children in the school. Since I am the only teacher in the school, this impacts the quality of work. To bridge this gap between home [and school language], curricular material should be made in children's languages and teachers should be trained [to speak in children's languages]."

– Mr. Govardhan Sahoo, Assistant Teacher, Primary School Ganjenar, Chhindgarh, Sukma

4.4.1. Teachers' Proficiency in Children's Home Languages

Teachers' proficiency in the home languages of students in their classroom is an important factor in ensuring meaningful and effective classroom instruction in multilingual contexts. The language mapping survey has shown that over 95% of the students have mother tongues that are different from Hindi, making it essential for the teachers to speak at least one of the children's languages in addition to Hindi.

District Name	Name of the most common home language (HL) in the district (HL1)	Number of schools where the HL is HL1	Number of teachers who reported minimal proficiency in speaking HL1	Number of teachers who reported functional proficiency in speaking HL1
Balod	Chhattisgarhi	802	14	286
Balodbazar	Chhattisgarhi	1146	8	279
Balarampur	Saadri	540	28	223
Baster	Halbi	724	52	275
Bemetara	Chhattisgarhi	718	10	256
Bijapur	Gondi (Dantewada)	221	54	107
Bilaspur	Chhattisgarhi	980	28	211
Dantewada	Gondi (Dantewada)	458	158	227
Dhamtari	Chhattisgarhi	843	17	271
Durg	Chhattisgarhi	542	11	125
Gariaband	Chhattisgarhi	657	7	226
Gourela Pendra Marvahi	Chhattisgarhi	316	18	163
Janjgir - Champa	Chhattisgarhi	1412	33	400
Jashpur	Saadri	1211	60	468
Kanker	Chhattisgarhi	1084	37	399
Kawardha	Chhattisgarhi	847	21	327
Kondagaon	Halbi	592	59	285
Korba	Chhattisgarhi	1413	35	406
Koriya	Surgujia	562	36	266
Mahasamund	Chhattisgarhi	1027	27	288
Mungeli	Chhattisgarhi	606	13	204
Narayanpur	Gondi (Bastar)	154	49	67
Raigarh	Chhattisgarhi	1695	34	550
Raipur	Chhattisgarhi	672	8	150
Rajnandgaon	Chhattisgarhi	1737	33	623

District Name	Name of the most common home language (HL) in the district (HL1)	Number of schools where the HL is HL1	Number of teachers who reported minimal proficiency in speaking HL1	Number of teachers who reported functional proficiency in speaking HL1
Sukma	Gondi (Dantewada)	334	135	108
Surajpur	Surgujia	1130	55	396
Surguja	Surgujia	1083	50	412

Table 7: District-wise Teachers' Proficiency in Students' Home Languages

In the school-level language mapping survey, teachers were asked to rate themselves on their proficiency levels in children's languages. Types of children's languages where the highest percentage of teachers reported to have minimal proficiency have been tribal languages and modern Indian languages spoken in inter-state border areas or by children of migrant population. Teachers' proficiency in languages such as Chhattisgarhi, Surgujia, and Sadri seems to be a lot higher, with most teachers rating themselves at functional or good proficiency.

Data from the language mapping survey shows that around 2700 teachers (~9%) have minimal proficiency in one or more of the languages spoken by children in their classroom. This percentage is three times higher for teachers' ability to speak or understand languages spoken by children from various tribal communities- with ~27% of teachers with minimal proficiency in tribal languages.

It is important to ensure that the teacher has at least functional, and preferably good proficiency in children's languages, for foundational language and literacy learning in a state like Chhattisgarh, where 95% of the children have mother tongues different from Hindi. Some of the steps to be taken to mitigate this can be:

● Redeployment of teachers to ensure better match between children's languages and teachers' language proficiency.

● Training of teachers in children's languages

When all the teachers who have minimal proficiency in children's languages were asked in the survey whether they were willing to learn these languages, close to 88% of the teachers said that they were willing to learn.

When teachers who have functional or good proficiency in some of children's languages were asked whether they would be willing to share their knowledge with other teachers who do not have proficiency in these languages, 89% of the teachers showed willingness to teach their peers. This indicates that approaches of peer teaching amongst teachers can be explored further.

4.4.2. Teachers' Proficiency in Hindi

This data needs to be investigated further to understand why around 47% of the teachers feel that they do not have good proficiency in Hindi- the medium of instruction in which they are expected to teach in class. Rigorous teacher training exercises must be undertaken to support these teachers with improving their proficiency in Hindi.

% of teachers with minimal proficiency in Hindi	% of teachers with functional proficiency in Hindi	% of teachers with good proficiency in Hindi
5.8	41.3	52.2

Table 8: Teachers' Proficiency in Hindi

4.5. Sociolinguistic Typology of Schools

4.5.1 Type I Schools : Students do not face learning disadvantage

4.5.2 Type II Schools

4.5.3 Type III Schools : Students face a moderate to severe learning disadvantage

4.5.5 Type IV Schools

To devise appropriate strategies for different language situations it is important to analyse the situation in each school. Such an analysis is instrumental in being able to design policies that are appropriate for children's socio-emotional, linguistic, and cognitive development in specific contexts in different types of school situations.

Sociolinguistic Typology is an approach of categorization of schools that has been conceptualised by Dr. Dhir Jhingran. Some variables that are used to determine a particular school's place in the sociolinguistic typology are:

- **Languages children know when they join grade 1:** includes home languages/first languages (L1s) of children as well their exposure to L2 and other languages outside of school

- **Composition of the classroom:** whether all or most children seem the same language, and if there are different languages spoken by children- whether there is a link language (lingua franca) that is understood by most children

- **Relationship between L1 and L2:** whether the two languages belong to the same language family, whether they are fairly similar or different from one another, is there a hierarchical relationship between the languages based on cultural or socio-political factors

- **Medium of instruction:** the standard language used in textbooks and the larger curriculum.

- **Languages actually used for instruction:** in some classrooms L2 use could be very strict, in some other classrooms L1 and L2 both are used flexibly, or it may be the case that some classrooms use L1 extensively, including translating most of the content in L2 into L1

- **Teacher's proficiency in children's L1 and their attitude towards L1s that are minority/non-dominant languages:** this includes how well the teacher speaks or understands L1s and how open they are to including children's L1 in classroom instruction

Using these factors, a typology of different language situations has been constructed.

Types	Specifications
Type I	● Most students speak a language that has similarity with the school language. ● Teacher understands the language.
Type II	● Most students have limited or no understanding of MoI at entry in class 1. ● Almost all students (more than 90%) have the same home language. ● Teacher understands/speaks students' home language.
Type - III	● Most students have limited or no understanding of MoI at entry in class 1. ● Almost all students (more than 90%) have the same home language. ● Teacher do not understands/speaks students' home language.
Type IVa	● Most students have limited or no understanding of MoI at entry in class 1. ● Students belong to two or more language groups. ● A link language exists, (one of the students' languages) and most students (more than 90%) understand/speak the link language.
Type IVb	● Most students have limited or no understanding of MoI at entry in class 1. ● Students belong to two or more language groups. ● No link language exists, or students (more than 90%) do not understand/speak the link language.

The results of the linguistic survey of all the schools in Chhattisgarh result in the following proportion of schools that fit into different types of the aforementioned sociolinguistic typology

Language Situation Type	Number of Schools	
Type I	5976 (20%)	
Type II	19768 (66.4%)	
Type III	1299 (4.3%)	
Type IVa	1363 (4.5%)	1311 (4.4%) (teachers have functional/good proficiency in the link language)
		52 (0.1%) (teachers have minimal proficiency in the link language)
Type IVb	135 (0.4%) (children have minimal proficiency in the link language)	

Table 9: Number (and percentage) of Schools Belonging to Various Different Types of the Sociolinguistic Typology

Type I schools **where students speak a home language that is fairly similar to the medium of instruction and consequently have good proficiency in it.** These are the types of schools where language disadvantage is the least as compared to other typologies. The largest number of schools in Chhattisgarh is 'Type II'- **where more than 90% of students speak the same home language, where students have minimal (or functional) proficiency in Hindi and where the teacher speaks the majority home language in the class.**

Type III schools **where more than 90% of the children speak one home language, where students have minimal (or functional) proficiency in Hindi but where the teacher is unable to speak children's home language.** These children are the most disadvantaged since communication between early grade students and the teacher is severely compromised due to the teacher-student language gap, in addition to the disadvantage faced by students due to an unfamiliar medium of instruction. 'Type IV' schools, **where there are more than two distinct home languages present in the classroom, and where students have minimal (or functional) proficiency in Hindi.** These classrooms are relatively more challenging to manage, since the teacher has to navigate through multiple home languages and there may or may not be a common language of communication among all children.

The following sections elaborates on the information gathered through the linguistic survey on each of these different types in the typology.

4.5.1. Type I Schools
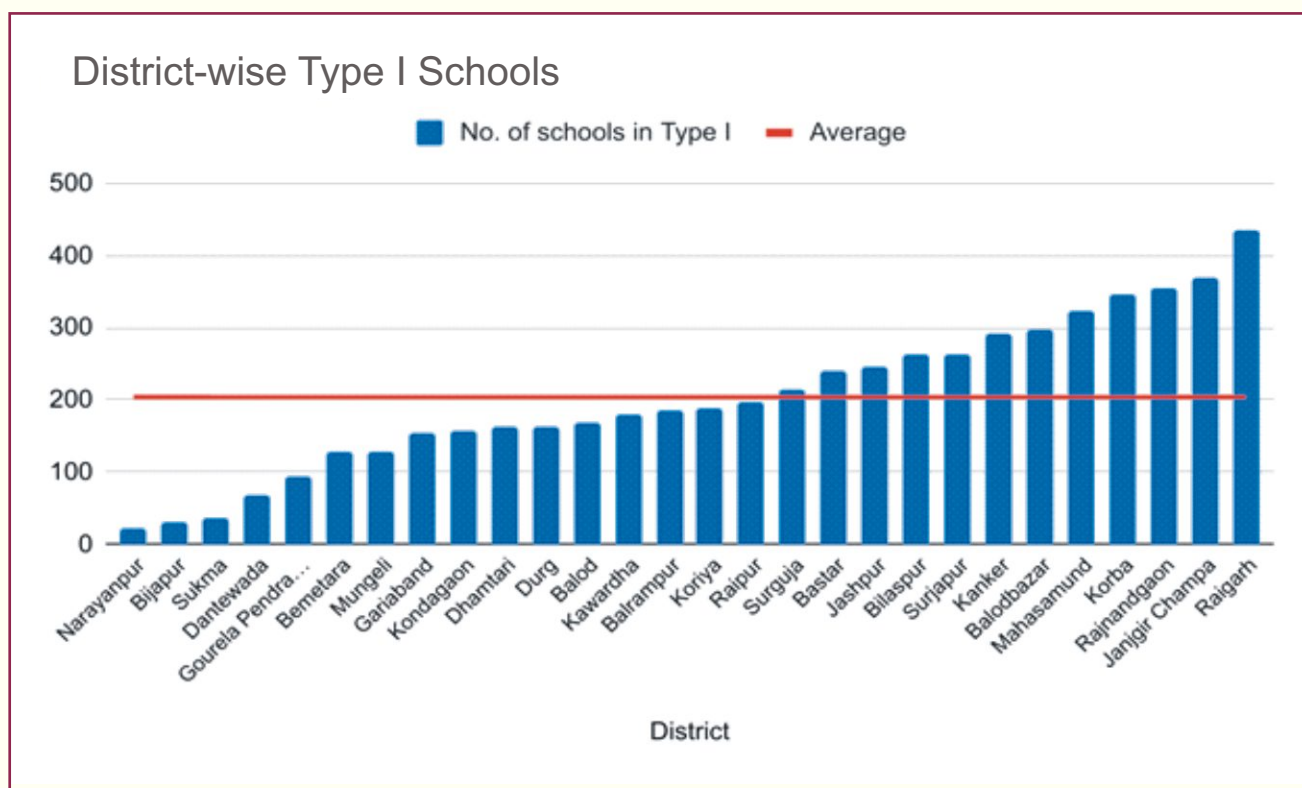
Figure 7: District-wise Distribution of Type I Schools[13]

Type I schools are the ones where students speak a regional language that has some similarity with the school language, and consequently they have a good grasp over the school language. These are the schools where children are not likely to have a home language-related learning disadvantage.

Results of the language mapping survey show that in around 20% of schools in Chhattisgarh, children have a low likelihood of facing home language-related learning disadvantage- these schools belong to Type I in the sociolinguistic typology.

Districts with above average number of Type I schools are: Raigarh, Janjgir Champa, Rajnandgaon, Korba, Mahasamund, Balodbazar, Kanker, Surajpur, Bilaspur, Jashpur, and Surguja. Districts with lower-than-average number of Type I schools are: Narayanpur, Bijapur, Sukma, Dantewada, Gourela Pendra Marvahi, Bemetara, Mungeli, Gariaband, Kondagaon, Dhamtari, Durg, Balod, Kawardha, Balarampur, Koriya, and Raipur. Lower number of Type I schools implies that there are fewer schools in these districts where relatively low or no language disadvantage exists for students.

4.5.2. Type II schools

Figure 8: District-wise Distribution of Type II Schools

Type II schools are the ones where more than 90% of students have the same home language, where most of the students have minimal (or functional) proficiency in Hindi and where the teacher speaks students' language.

In Chhattisgarh, there are about 19,768 schools (~66%) of the Type II kind. When these schools are further subdivided based on the type of language majority of students (>90%) speak, 15732 students speak languages that are grouped as mother tongues under Hindi (for example Chhattisgarhi or Surgujia), 2888 students speak one of the tribal languages (for example, Kurukh or Gondi), and 504 students speak a modern Indian language that is a regional language of a border state (for example, Odia or Bengali).

Sl No.	Home Language	Number of Schools
1.	Chhattisgarhi	12211
2.	Surgujia	2247
3.	Sadri	1202
4.	Halbi	1075
5.	Gondi (Dantewada)	590
6.	Gondi (Bastar)	218
7.	Odia	47
8.	Bhatri	13
9.	Gondi (Kanker)	78
10.	Bengali	12

Table 10: Languages Spoken by in Type II Schools, where more than 90% of students speak the same home language and the teacher speaks the students' language

Sl No.	District	Number of Schools
1.	Rajnandgaon	1353
2.	Raigarh	1225
3.	Korba	1014
4.	Kanker	1013
5.	Janjgir Champa	1005
6.	Surguja	921
7.	Jashpur	866
8.	Bastar	861
9.	Balodbazar	825
10.	Balarampur	811

Table 11: Districts with the Highest Number of Type II Schools

Table 10 shows top 10 most commonly spoken languages in Type II schools of Chhattisgarh. Data reveals that in over 87% of the schools (total of 17,325) over 90% of students in grade 1 speak either Chhattisgarhi, Surgujia, Sadri, Halbi or Gondi. In these schools, it is important to allow children to use these languages in the classroom, in addition to the gradually increasing introduction to Hindi in the primary grades. Detailed recommendations for MLE approaches that can be used in these schools can be found in the section 5 of this report.

Table 11 shows that the districts where the highest number of Type II schools exist are in the central region of Chhattisgarh- in Rajnandgaon, Raigarh, Korba, Kanker and Janjgir Champa. When one looks at districts with highest percentage of Type II schools, they are Bemetara, Dhamtari, Balod, Surajpur, and Rajnandgaon, in decreasing order- each district containing between 70 and 80% of schools where more than 90% of students in the classroom speak the same home language. However, in almost all the districts the most prevalent type of school that exists is the Type II.

Since in these classrooms, children do not have good proficiency in Hindi, at least when they enter school, it is imperative that children's home language is used systematically and formally in the school. In Type II schools, since the teacher is proficient in children's home language, they can make use of children's language in the teaching-learning process. However, a systematic process of policy design is needed in order to determine the nature of the bilingual education program, including determining the medium of instruction, language of the curricular materials, for how many years would the instruction continue in L1 and L2, and what would be the pedagogy used to teach L1 and L2 etc. A detailed discussion on the approaches that can be used in Type II schools can be found in section 5 of the report.
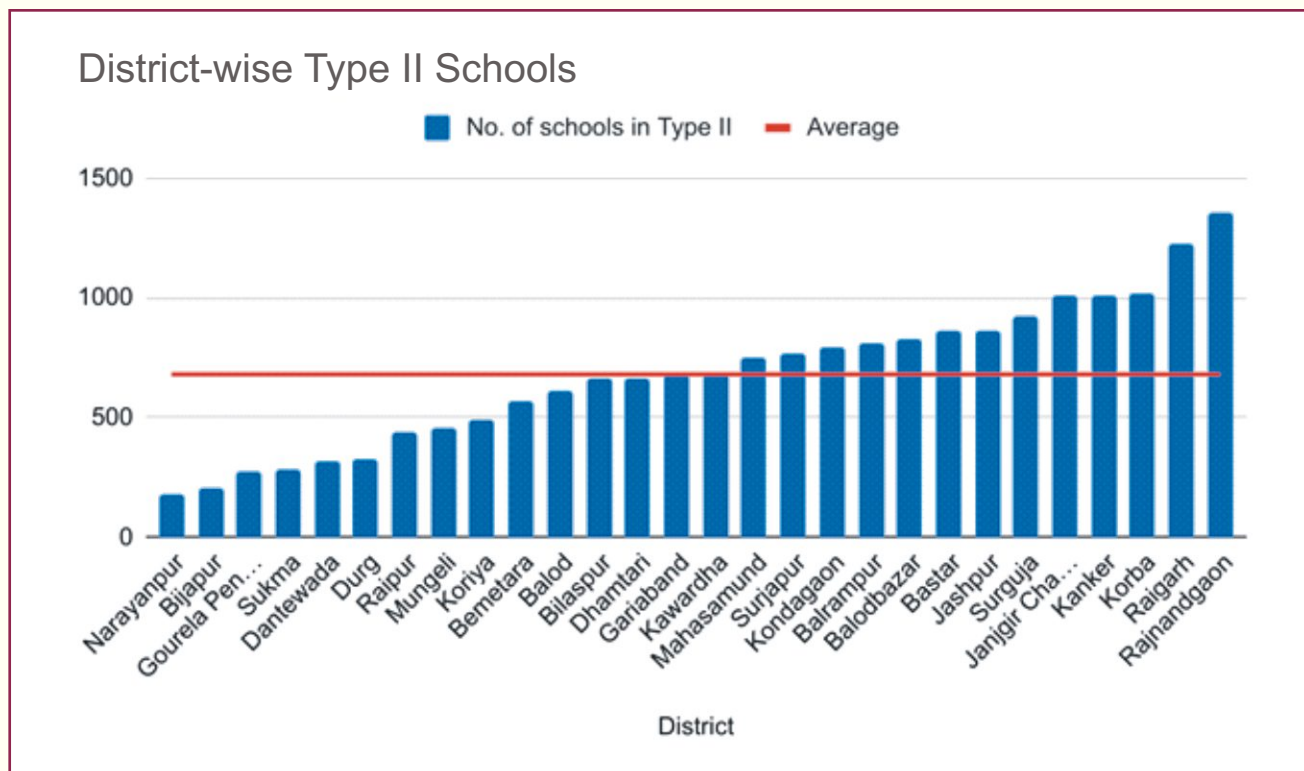
4.5.3. Type III schools
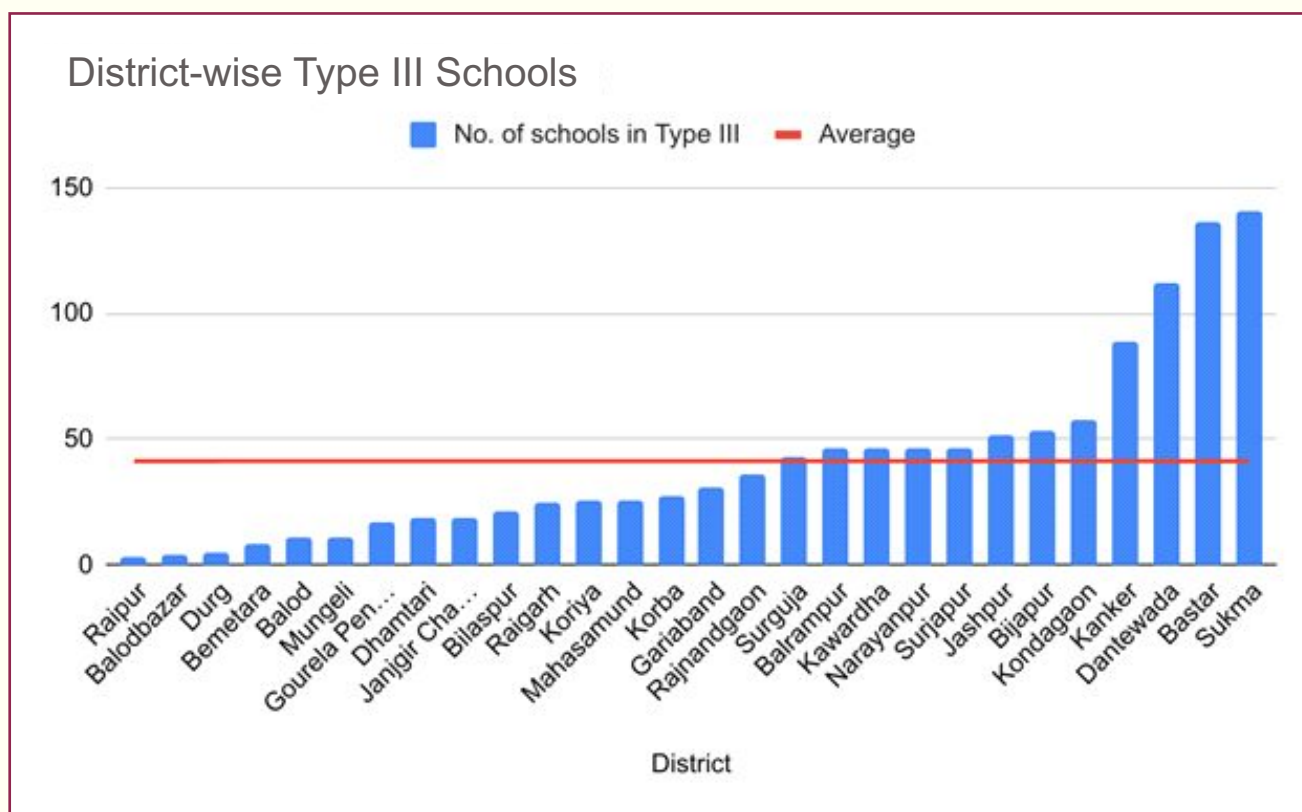
Figure 9: District-wise Distribution of Type III Schools

Type III schools are the ones where more than 90% of students have the same home language, where most of the students have minimal (or functional) proficiency in Hindi and where the teacher does not speak the students' language.

In Chhattisgarh, there are about 1299 sc7hools (~4%) of the Type III kind. When these schools are further subdivided based on the type of language majority of students (>90%) speak, in 748 schools students speak one of the tribal languages (for example, Kurukh or Gondi), in 412 schools students speak languages that are grouped as mother tongues under Hindi (for example Chhattisgarhi or Surgujia), and in 76 schools students speak a modern Indian language that is a regional language of a border state (for example, Odia or Bengali).

Sl No.	Home Language	Number of Schools
1.	Gondi (Dantewada)	251
2.	Chhattisgarhi	245
3.	Gondi (Bastar)	218
4.	Surgujia	107
5.	Gondi (Kanker)	78
6.	Halbi	60
7.	Sadri	56
8.	Odia	47
9.	Kurukh	31
10.	Baigani	30

Table 12: Languages in Type III Schools- where the teacher does not understand students' home language and where over 90% of students speak the same home language

Sl No.	District	Number of Schools
1.	Sukma	141
2.	Bastar	136
3.	Dantewada	112
4.	Kanker	89
5.	Kondagaon	58
6.	Bijapur	53
7.	Jashpur	52
8.	Surjapur	46
9.	Narayanpur	46
10.	Kawardha	46

Table 13: Districts with Highest Number of Type III Schools

Table 12 shows the top 10 most commonly spoken languages in Type III schools of Chhattisgarh. Data shows that the languages in which teachers are the least proficient in Type III schools are the tribal languages spoken in the state, such as Gondi. Since Type III schools are ones where more than 90% of the children speak the same home language and where the teacher is not able to speak their home language, a majority of students are at a great learning disadvantage. For these students the medium of instruction, curricular language, as well as the language used for classroom communication is an unfamiliar one-compounding their learning difficulties. Thus, it is imperative that suitable policy decisions are made to alleviate this learning difficulty for students studying in Type III schools.

Highest percentage of Type III schools can be found in Sukma (20.52%), Dantewada (18.21%), Narayanpur (12.11%). Bastar (9.44%) and Bijapur (9.35%).

The districts where there are the highest number (and percentage) of Type III schools are the ones that were in the erstwhile Bastar region in the southern region of the state, namely Sukma, Dantewada, Narayanpur, Bastar, Bijapur, Kondagaon, and Kanker. Immediate policy attention needs to be paid to ensure that close attention is paid to ensuring that teachers deployed in these schools are able to speak the home languages of the students.

4.5.4. Type IV Schools

Type IV schools have more than two significant language speaking groups of students, and students' proficiency with the medium of instruction in these schools is minimal (or functional).

Type IV schools are further subdivided on the basis of the presence or absence of a link language. Link language (also known as lingua franca) is a common language of communication adopted by speakers of

different home languages to interact with one another. **Type IVa schools are where a link language exists, and students understand the link language. In these situations, the link language can be effectively deployed to facilitate communication in the classroom-** if the teacher has proficiency in the link language. For example, in a classroom where there are ten Gondi speakers and ten Dhurvi speakers, Halbi might be used as a link language. **In Type IVb schools, however, either a link language does not exist or students' proficiency in link language is low.** In these situations, communication across students of various different language groups is more challenging.

In Chhattisgarh, there are 1498 (~5%) schools of the Type IV kind. Link language exists in all the 100% of the Type IV schools; in 1363 of those schools' students have good/functional proficiency with the link language and in the remaining 135 schools, students have minimal proficiency in the link language. Most commonly used link languages are- Chhattisgarhi, Hindi, Halbi, Sadri, and Surgujia.

Sl No.	Link Language	Number of Schools
1.	Chhattisgarhi	382
2.	Hindi	313
3.	Halbi	136
4.	Sadri	126
5.	Surgujia	113
6.	Bhartri	65
7.	Odia	55
8.	Gondi (Bastar)	54
9.	Other	49
10.	Gondi (Kanker)	42

Sl No.	District	Number of Schools
1.	Jashpur	194
2.	Balarampur	120
3.	Raigarh	93
4.	Bijapur	90
5.	Bastar	79
6.	Sukma	79
7.	Kondagaon	77
8.	Mahasamund	73
9.	Dantewada	62
10.	Surjapur	61

Table 14: Most Prevalent Link Languages in Type IV Schools

Table 15: Districts with Highest Number of Type IV Schools

Table 15 shows the districts with the highest number of Type IV schools. One can note that all these districts are located in regions that share a geographical border with another state, and thus, another language speaking community. For example, in Raigarh, the top 3 languages that are spoken are Chhattisgarhi, Hindi, and Odia: (actually a variant of Odiya called Sambalpuri is spoken in the area and not standard Odiya). Odia being the state language of the bordering Odisha. Similarly, in Jashpur and Balarampur, Sadri is a prevalent language due to the influence of the neighbouring state of Jharkhand. In the districts of Bijapur and Bastar, where significant tribal populations exist, students in a classroom may speak more than 2 different varieties of Gondi in addition to other languages such as Halbi, Dorli or Bhatri. In all of these schools, teachers have identified the presence of a link language that these different language communities may use to interact with one another. Even though students may have a fledgling ability in the link language, the use of the link language as the language of communication may still be far more effective as compared to using Hindi.

5. Recommendations

In a state like Chhattisgarh, where close to 95% children speak a home language that is different from the medium of instruction Hindi, it is imperative that multilingual education is important in most of the schools, where children's languages are given their due place within their classrooms.

State understand the situation and thus try to introduce children's first langauges in the classrooms.

''राष्ट्रीय शिक्षा नीति 2020 बहुभाषा शिक्षण की अनुशंसा करता है। जिला सुकमा में भी भाषायी विविधता देखने को मिलती है। एक ही कक्षा में दो, तीन भाषाओं के बच्चे अध्ययन करते हैं। इस हेतु बहुभाषा शिक्षण की प्रक्रिया अपनाकर स्थानीय भाषाओं में सामग्री का निर्माण एवं उपयोग किया जाए, शिक्षकों का प्रशिक्षण किया जाए। स्थानीय शिक्षकों की नियुक्ति की जाए। स्थानीय बोली भाषा की सामाग्रियों का निर्माण किया जाए। बच्चों की भाषा नहीं जानने वाले शिक्षकों को भाषायी प्रशिक्षण देने के लिए टीचर गाइड का निर्माण किया जाए।''

"National Education Policy 2020 recommends multilingual education. Even in the district of Sukma you can find a diversity of languages where there are children from two or three different language backgrounds studying in one class. Thus, multilingual education processes need to be followed in the state, and teachers need to be trained. Local teachers must be appointed. Material needs to be developed in children's local language. Teachers who do not speak children's languages must be trained and resource material must be made to guide these teachers."

– **Mr. Rajnish Sinh,** Assistant Program Coordinator, Sukma

Considering the diverse types of linguistic situations present in the schools of Chhattisgarh, a single approach for multilingual education will never suffice. A careful mapping of the school's type and approaches that can fit that socio-linguistic scenario must be carried out, in order to aid appropriate policy making for multilingual education[14].

5.1. Suggested MLE Approaches

5.1.1 Approach 1: Mother tongue-based multilingual education (MTB-MLE)

5.1.2 Approach 2: Extensive and strategic use of L1 in the oral domain, with L2 used as the MoI

5.1.3 Approach 3: When a teacher does not know the language of the children

5.1.4 Approach 4: Working with multiple home languages by using the classroom's multilingualism as a resource

5.1.5 Strategies for inter-state border areas and migrant workers settled in a different linguistic region

In this section, we first have an overview of the different approaches of multilingual education that are relevant for the context of schools in Chhattisgarh. Details of these individual approaches can be found in the Appendices.

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[14] *This section and the corresponding details laid out in Appendices, have been taken from 'Roadmap for MLE planning and implementation- NEP 2020 and NIPUN Bharat', authored by Dhir Jhingran*

5.1.1 Approach 1: Mother tongue-based multilingual education (MTB-MLE)

Conditions in which MTB-MLE is appropriate -

- All children have the same home language
- Children's L1 is very different from the L2 (completely unrelated languages)
- Children have limited or no understanding of L2 when they join school
- Limited or no exposure to L2 outside school
- Low parental support and home literacy
- Sense of group or ethnic identity that can lead to acceptance of use of L1 in education
- L1 needs development for use in education
- Teachers have the same language background as children

Strategies

- Making children's L1 the medium of instruction for 5-8 years (taught L2 as subject, and L3 as subject from Class 3) - Late Exit Model.
- Making children's L1 the medium of instruction for 2-3 years, then L1/L2 medium of instruction and then only L2 Early Exit Model.

In the mother tongue based multilingual education approach, children's L1 is used as MOI for the first 5 to 8 years of primary education. In this approach, children learn literacy skills first in L1. Care is taken in this approach to ensure that the educational materials and curriculum is also developed in children's languages and are rooted in the cultural context of the community. The state language, which is L2 for the children, is introduced as a subject, orally first, say from Grade 2, followed by literacy in L2. A third language like English could be introduced as a subject in Grade 3, orally at first, followed by literacy in L3 in later grades. After children have developed some academic competence in L2, it could be used as MOI.

It needs to be understood that the MTB-MLE approach is an intensive approach and requires strong policy and political support, as well as community willingness for introducing their language for formal teaching and learning in schools. In order for this approach to run successfully, L1 may need to be developed further to introduce/strengthen the writing system, develop vocabulary, create curricular materials as well as supplementary literature.

5.1.2. Approach 2: Extensive and strategic use of L1 in the oral domain, with children's unfamiliar language L2 used as the MoI

Conditions necessary for this approach

- Almost all children's L1 has some similarity with L2 (they could be related languages or a variant or even a mix of L2 and local languages)
- Children have limited understanding of the standard form of L2 when they join school
- Limited exposure to L2 outside school
- Low parental support and home literacy
- L1 is not considered appropriate for formal use in education and cannot be used as MoI at once
- Teachers know children's L1

Strategies

- Teaching and learning in the beginning months of school should be conducted in children's home languages alone.

- Balanced and strategic use of Home Language and School Language, as per children's level.
  - Home language - New or difficult concepts, higher order thinking and expression
  - School language - Simple discussions, familiar content, or concepts

- Accept and encourage mixed use of home language and school language for greater understanding and learning.
  - Children speak in HL; teacher responds in SL or a mix of HL and SL
  - Teacher adjusts the mixed use of SL and HL to help children understand
  - Children use a mix of languages for better expression and communication

- Take help of children's home languages in teaching how to read and write.
  - Teaching decoding using familiar words from HL
  - Accepting mixed language expression in writing

- Include children's cultural and contextual knowledge in teaching-learning processes.
  - Discussions on local festivals, crops, birds, animals, food items, work that people do
  - Authentic reflections in the teaching-learning material (TLMs)
  - Connecting with the curriculum and concepts.

In this approach, children's L1 is used in the oral domain systematically and extensively during the primary school years. The unfamiliar language of the school, L2, is maintained as the medium of instruction. L1 is used for understanding new concepts, all higher-order thinking and reasoning tasks and for oral expression in the initial grades. Effective strategies for teaching and learning a second language are used in the initial grades including explicit teaching of L2 vocabulary and using L1 for scaffolding learning of L2. There is appropriate and balanced use of L1 and L2 in the classroom. Mixing languages for fluent expression is considered a part of the learning process.

This approach can be considered as a pragmatic compromise where the MTB-MLE approach is not practicable. In situations, where the policymakers or the community members are not open for full-fledged inclusion of L1 into the formal schooling system, L1 can be used at least in the oral domain to bridge the language disadvantage.

5.1.3. Approach 3: When a teacher does not know the language of the children

Conditions necessary for this approach
- Medium of instruction is different from the students' L1
- Teacher does not know the students' L1
- Re-deployment of L1-speaking teacher is not possible, at least for the time being
- OR when the classroom has multiple L1s, and the teacher does not know one/few or all of those L1s

Strategies: This is not an MLE approach per se, but a set of strategies that the teacher can use to 'manage' a classroom if they do not know one or more of their students' mother tongues. Both approach 1 and approach 2 require the teacher to be proficient in the students' mother tongue. However, in certain situations (for example in type III or type IV schools of the sociolinguistic typology as explained in section 4.5.3 and 4.5.4 of this report) it is likely that the teacher does not know the language of the students. In such a situation, the teacher can nevertheless follow certain strategies to invite students' oral expression and for scaffolding student learning.

- Listen closely to students
- Pick up common words and phrases in students' home language/s
- Use a mix of L1 and L2 during classroom instruction
- Take help of older children and staff
- Make dictionaries to learn students' language
- Interact with the community

This approach is not ideal, for it is very important to ensure that the teacher is able to speak, or at the very least, able to understand their students' languages in the classroom. The focus of policy efforts should be to hire, train, or redeploy teachers such that they can speak the students' languages. So the strategies laid out in this approach can be considered as a 'stop gap' arrangement.

5.1.4. Approach 4: Working with multiple home languages by using the classroom's multilingualism as a resource

Conditions necessary for this approach

- Children of different home language backgrounds (L1s) in the same class
- There is a 'lingua franca' or contact language which children understand to some extent at entry to Grade 1 OR there is no contact language or young children do not understand/speak it in Grade 1
- Teachers know one or two L1s and/or a lingua franca used in the area

Strategies: In some classrooms, there can be two or more different home languages spoken by children. These schools fall under the Type IV of the sociolinguistic typology explained in this report earlier. These situations may be a little tricky to handle, but with enough patience and positive attitude towards multilingualism, the teacher can support an organic process in the classroom where more than one home language is included in the classroom communication, along with L2.

Certain strategies that can be used in such classrooms include:

- Translation from one language to another
- Comparing and contrasting languages by the teacher
- Using teaching assistants from children's L1 backgrounds to support the teacher for Grade 1
- Translanguaging in the classroom: This practice involves fluid and mixed use of languages, where

one shifts from one language to another within a sentence, replaces a word or a phrase using another language or changes languages after a sentence. The idea is to not treat different languages as those locked into water-tight compartments but use them organically to facilitate communication and comprehension by making use of one's multilingual repertoire freely.

- When there is a lingua franca or common language in the area for inter-group communication, and children have some understanding of it when they join school, it can be used as the MOI (if there is community support for its use) or used as a link language to help children understand each other and support learning of L2.

5.1.5. Strategies for inter-state border areas and migrant workers settled in a different linguistic region

Conditions necessary for this approach

- Children's language is recognized language used as MoI in other parts of the state or country but not in schools in this area
- Almost all children have the same L1
- There is exposure to L2 outside school
- Teachers with children's L1 background may not be available

Children's L1 could be used as MoI for the entire primary stage. If the community has a strong sense of identity and values their language and culture, they could demand L1 medium schools at upper primary and secondary level too. However, in most cases, the demand would be for children to transition to the state official language by the end of primary school. If L1 is introduced only at primary level, a late-exit transition to L2 can be planned. Children should learn enough L2 by that time so that it could be used as MoI from the upper primary level. For grades 4-5, both L1 and L2 can be used as MoI for different subjects. English can be taught as a subject beginning Grade 3. However, this approach is not required if the migrant community has adopted the regional language and children understand the language when they join school.

5.2. MLE Approaches Suitable for Different Categories of Schools as per the Sociolinguistic Typology

This section of the report outlines some of the key approaches that can be implemented in the state to address the specific concerns associated with the different categories in sociolinguistic typology. Each kind of school presents some unique opportunities as well as challenges that can be suitably incorporated in order to formulate strategies that are effective as well as practicable.

Socio-linguistic Typology	Recommended Approaches	Description
Type II[15]	Approach 1/ Approach 2	In a school where all the students speak a tribal language such as Gondi (in Dantewada) and the teacher also comes from the same linguistic background, and where the local community shows acceptance for using Gondi as the MoI in schools; efforts can be made to gradually develop teacher capacity and curriculum to run an MTB-MLE program (Approach 1).
		In schools where most students speak Chhattisgarhi- where the language shares a fair degree of similarity to Hindi, children's language can be included systematically in the oral domain (Approach 2). Approach 2 can also be implemented in schools where a tribal language is spoken, but where necessary conditions for an MTB-MLE approach are not yet practicable.
		In the inter-state border regions or places with a significant migrant population, the community can push for ensuring that their children can attend schools where their language is the MoI; oftentimes this would include gradual introduction of the regional language- first as a subject and then eventually as an MoI.
Type III	Approach 2/ Approach 3	This typology is very similar to Type II but with the difference that the teacher is not proficient in the children's language. Priority must be given to the strategy of redeployment of teachers to ensure that teachers speak the language of the students in class. Survey data shows that there are 437 schools (1.47%) of this type.
		In situations where redeployment is not possible, the teacher can use principles of Approach 3 to 'manage' communication in such a classroom. Taking cues from Approach 2, children can also be encouraged to use their mother tongues in the oral domain of the classroom interaction.
Type IV	Approach 2 Approach 4	This is the situation where children in a classroom come from more than two linguistic backgrounds, for example, Sadri, Kurukh, and Chhattisgarhi. In such situations, a link language can be used to mediate communications- this is the language that is used for communication between different language communities. Data shows that a link language is present in 100% of Type IV situations in the state. Approach 4 also lays out some key principles of how to use multiple languages present in the classroom as learning resources through use of strategies such as translating, translanguaging, comparing and contrasting different languages, utilising older children and community members as resources etc.

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[15] This table does not mention Type I schools, as the language disadvantage in these schools is likely to be very little.

		In situations where the teacher or the student does not know the link language, as in the case of type IVb schools, no solutions have yet been formalised and need further investigation

Table 16: MLE Approaches Recommended for Various Types of Schools in the Sociolinguistic Typology

For Type II schools, where more than 90% of the students speak a common home language and where the teacher is able to speak that language, a number of different approaches can be recommended. Approach 1 (described in section 5.1.1) is where children's mother tongue is formally introduced as the medium of instruction (MTB MLE Approach) for a number of years in primary grades. Hindi is gradually introduced, first as a subject and later as a medium of instruction (either in addition to the mother tongue or replaces the mother tongue). MTB-MLE approach, even as it is ideal according to the recommendations from linguists and researchers, is demanding in terms of the conditions required for this approach to be accepted and effective. The local community must be accepting and encouraging of their language to be the medium of instruction in school, at least during the primary years.

This may not always be the case, since languages like Hindi and English have an aspirational value for parents and other community members, due to their promise of making available access to economic as well as social opportunities. A parent of one of the children in Sukma district expresses this sentiment as he says:

''शिक्षण का माध्यम मातृभाषा होने पर बच्चों के लिए सुविधा होगी लेकिन हम यह भी चाहते हैं कि हमारे बच्चे हिन्दी भी जल्दी सीखें। अपनी भाषा के साथ–साथ बच्चे स्कूल में बोली जाने वाली भाषा भी जल्द सीखें क्योंकि आगे चलकर बच्चों को यही भाषा काम आएगी।''

"It would be easier for children if the medium of instruction is their mother tongue. But we also want our children to learn Hindi soon. In addition to their own language, children should learn Hindi as well because in their lives it is this language [Hindi] that is going to be of help to them."

– **Mr. Anturam Kashyap,** Parent, Sukma District

MTB-MLE also demands a focused effort on curricular development, development of literature, as well as teacher capacity building in the children's mother tongue. In situations where MTB-MLE is not an acceptable solution, some headway can be made towards multilingual education by introducing children's home language formally in the oral domain of classroom interactions, while retaining Hindi as the medium of instruction. This approach (Approach 2 as described in section 5.1.2) is best implemented when supplementary curricular and pedagogic material is developed in children's home languages and when teachers are trained on methods of systematically integrating children's language and Hindi.

In Type II schools, where the majority language spoken by children is a regional language of a neighbouring state, for example, Telugu or Odia, efforts must be made to make available schools, teachers and/or curricular materials available in these languages. Since these languages are used as a medium of instruction in other parts of the country, instruction in these languages can be made available if the parents of children demand it, at least in primary grades. In Type II schools, teachers who have either functional or good proficiency in these languages are already available. Hindi can be introduced in these schools, first as a subject and later as the medium of instruction.

Type III schools are very similar to Type II schools in terms of the majority of children in class speaking a common mother tongue, but with the difference that the teacher is not proficient in the children's languages unlike in the case of Type II schools. Chhattisgarh has around 1299 such Type III schools (~4%). The first priority in these schools should be to ensure that teachers are able to communicate with children, at least in primary grades, in their mother tongue. This can be ensured by suitable redeployment of teachers to meet this condition, or by training the existing teachers in children's languages. In situations where it is not possible to ensure that the teacher is able to speak students' language, various strategies laid out in Approach 3 can be utilised by the teacher to manage classroom communication. Children can also be encouraged to use L1 extensively in the oral domain of the classroom, and some key elements of Approach 2 can also be implemented.

In Type IV schools, there are children from more than one language speaking community. Chhattisgarh has around 1498 (~5%) Type IV schools; in all these schools a link language (lingua franca) is present. In these schools, Approach 4 (described in section 5.1.3) may be the most practicable, where the teacher uses a variety of strategies such as translation, translanguaging or by seeking support from other language speakers in the school or community to aid communication in the classroom. Children's and teacher's knowledge of the link language can also greatly facilitate communication in the classroom; link language can be formally introduced in the classroom's oral domain (similar to approach 2 as described in section 5.1.2).

6. Conclusion

Chhattisgarh has shown the way to the entire country by conducting the first state-wide language mapping exercise. The language mapping survey conducted by the Government of Chhattisgarh with the support of Language and Learning Foundation and UNICEF, is an important first step in the direction of designing and implementing an effective multilingual education (MLE) program across the state. In order to meet the vision of the National Education Policy 2020 and the Foundational Literacy and Numeracy Mission, MLE approaches will need to be incorporated into the state language-in-education policies. MLE approaches will contribute to inclusion of students from diverse social, linguistic and cultural backgrounds and for improving their learning outcomes. The detailed data collected in the survey will make an important contribution in developing context specific MLE policies in the state, and the languages spoken by students will earn their rightful place as valuable resources for teaching and learning!

7. Proceedings and Key Insights from the state MLE Workshop in Chhattisgarh

To share the key results of Language Mapping (LM) and develop a state-wide plan for implementation of Multilingual Education, a two-day workshop was organised on 7th and 8th July 2022 in Raipur. Chhattisgarh is the first state that has completed the state-wide Language Mapping exercise and is looking forward to developing plans for the inclusion of children's home languages in formal teaching-learning processes.

Education Minister, Education Secretary, Mission Director, Additional Director - Samagra Shiksha, and representatives from SCERT addressed the workshop and stressed on the policy documents which emphasised on the use of children's home languages in teaching-learning processes. State representatives presented the initiatives taken by the State in Multilingual Education and shared that

- State has developed bilingual textbooks (language) of Grade 1 and 2 in 20 different languages.
- 36 SRGs are selected and capacitated through online courses, in-person workshops etc.
- State has developed Language Mapping Tool with the help of LLF and conducted the survey in the State.
- State has identified the MLE in-charge in every DIET and BEd colleges and many workshops on Children's Literature were organised where DIET, SRG members and MLE in-charge had participated.
- Many teaching videos were developed during the pandemic which were used by teachers to teach children in such a difficult time.

Key Highlights and Insights of the workshop:

- During the discussion on children's proficiency on MoI and teachers' proficiency on children's home languages, it was said by the participants that categories should be Very Limited, Somewhat Limited, Satisfactory, and Good.
- Participants also shared that there are some differences in field realities and data received from Language Mapping. For example   In Korea district Bagheli Language is missing while Bagheli is spoken by many people in the district. Similarly, Surgujia and Chhattisgarhi are also spoken by many people which is missing from the data of LM.
- In Sukma, Gondi has a touch of Telugu called Madiya Gondi which is totally different from any other Gondi. In Gariaband district, which touches the Odisha border, children are familiar with Sambalpuri language and use it in their daily life. Here, the Government has provided bilingual textbooks in Hindi and Odia language (with Odia script), these are not useful for teachers and children.
- Telugu is spoken by the community and children in Konta block of Sukma which is again a challenge for teachers.
- It was discussed that Nomenclature of Languages is quite difficult and thus many languages are not coming as such in the LM data.
- In the border blocks of Mahasamund district, children use Chhattisgarhi and Sambalpuri languages, while the textbooks are available in Hindi and Odia. Odia language is neither understood by the

children nor by the teachers.

- Participants shared that in Sarguja, Tibetan and Bengali people can speak Hindi and not Surgujia. Similarly, in Kanker there are Bengalis who have adopted Chhattisgarhi and thus Gondi Kanker is less spoken by the people.

- Some of the participants also shared that in the Bastar region where children who understand Halbi they also understand Bhatri. They suggested that Halbi and Bhatri can be added in teaching-learning processes.

- It was a suggestion from the participants that the teacher's home district and her home language should be added in the survey form.

- On teaching English, it was agreed by the participants that to learn English it is not necessary to use English as the medium of instruction. However, classroom practices should be changed, and English should be taught taking the help of children's home languages.

If we want to start systematic work on the MLE at state level, then -

- Baalwadi should not be left

- District wise meetings should be organised where strategies should be discussed and adopted based on LM results

- Teachers' Capacity Building is required from awareness to conceptual understanding

- Community involvement is required to adopt MLE strategies

- Reflection on existing materials and development of local materials will be required

- Case studies, experiences of teachers and practitioners need to be shared on larger education platform

- Some policy level decision is also required which enforce inclusion of children's home language in formal teaching-learning processes and teacher deployment based on language quota.

Dr. Dhir Jhingran, Executive Director-Language and Learning Foundation addressing the Workshop. Mr. Terry Durnnian, Chief Education at UNICEF, Dr, Premsai Singh Tekam, Hon'ble Minister, School Education, Govt. of Chhattisgarh, Dr. S Bharthidasan, Secretary, School Education, Govt. of Chhattisgarh, Mr. Narendra Dugga, MD, Samagra Shiksha, Chhattisgarh, and Mr. Job Zachariah, Chief, UNICEF Chhattisgarh (from left to right).

Recommendation in the workshop –

1. About 75% children do not understand and speak Hindi which in Medium of Instruction (MoI) of the State. It is highly recommended to include children's home language in formal teaching learning processes to achieve the goal of foundational literacy and numeracy.

2. There are about 5000 schools in the State (Districts- Sukma, Narayanpur, Dantewada, Bijapur, Kabirdham, and Baster) where 90% children of Grade-1 understand and speak a tribal language. It is highly recommended to adopt **Mother Tongue Based Multilingual Education** in the schools of these districts.

3. In about 22,500 schools, children of Grade-1 speak a language (Chhattisgarhi, Surgujia, Sadri, Bagheli, Bhojpuri, Bundelkhandi etc.) which is considered under Hindi as 'mother tongue group' by Census but is completely different from Hindi. It is recommended that in these schools State should adopt the second approach of multilingual education – **Use of children's home languages in oral domain** where school language will be the formal medium of instruction and children's home language will be used extensively and strategically in the oral domain.

4. It is recommended to organize district wise meetings to aware and sensitize the district-block-cluster level officials, teachers, and community on the use of children's home languages in formal teaching-learning processes it.

5. In the concept of Multilingual Education (MLE) teaching of English is implicit and thus it is necessary to define the processes of English teaching without making English as a medium of instructions. Children's L1 should be used in teaching English. English should be taught from Grade-1 by meaningful words/sentences/conversation in oral domain and formal teaching should be started from Grade-3.

6. There are many districts and schools where teachers do not understand the language of the children and they do not have any communication with the children. In such a situation, it is necessary that attention should be paid to the process of appointment of teachers in the state and quotas should be imposed for the appointment of teachers according to the language. Along with this, teachers should also be redeployed according to the language of the children.

7. Chhattisgarh has become the first State to conduct a state-wide language mapping, in the same way, if a state-wide policy of multilingual education can be made by adopting various approaches of MLE, then Chhattisgarh will also become the first state to do so.

From the Speakers :

1. Keeping the situation of each district according to Language Mapping, a common orientation will be organised for the teachers and education officials. To enhance the quality education a concrete plan will be developed, and training will be given on demand from the teachers.

   – Dr. Premsai Singh Tekam, Hon'ble Minister, School Education, Govt. of Chhattisgarh

2. We should always teach children in their home languages as that language is near to their heart so that they can learn better. Language Mapping Exercises give us an opportunity to see the children from a different lens. Teachers should learn children's language and understand the concept of Multilingual Education.

   – Dr. S Bharthidasan, Secretary, School Education, Govt. of Chhattisgarh

3. There are 93 languages/dialects in Chhattisgarh and results of this Language Mapping will help us in developing a curriculum which will be a combination of local languages with Hindi and English.

   – Mr. Narendra Dugga, MD, Samagra Shiksha, Chhattisgarh

4. In Korea district Bagheli Language is missing while Bagheli is spoken by many people in the district. Similarly, Surgujia and Chhattisgarhi are also spoken by many people which is missing from the data of LM.

   – Mr. Shailendra Gupta, MLE Nodal Person, DIET-Korea

5. There are Chhattisgarhi and Sambalpuri languages spoken by children in Gariaband (district bordering with Odisha), but textbooks are in Odia and teachers neither understand children's language nor textbook language, Odia.

   – Ms. Pushpa Shukla, Teacher, Gariaband

6. There are many variants of Chhattisgarhi itself, somewhere it is mixed with Telugu, somewhere it is mixed with Bangla, Odia, and on the border of Madhya Pradesh Chhattisgarhi became very different. So, combining all the variants of Chhattisgarhi also does not serve the purpose of getting information on the difficulties faced by the children in classrooms.

   – Mr. Kartikeya Sharma, DIET, Korea

Appendices

Appendix A

No.	Language	No. of Speakers	% no. of Speakers	No.	Language	No. of Speakers	% no. of Speakers
1.	Chhattisgarhi	272367	65.83	13.	Dorli	1682	0.41
2.	Sargujiya	38815	9.38	14.	Madiya	1207	0.29
3.	Hindi	23464	5.65	15.	Baigani	1159	0.28
4.	Halbi	17352	4.19	16.	Bagheli	1137	0.27
5.	Saadri	16428	3.97	17.	Dhurvi	1017	0.25
6.	Gondi (Dantewada)	9640	2.33	18.	Others	977	0.24
7.	Odia	7218	1.74	19.	Telugu	952	0.23
8.	Gondi (Bastar)	7181	1.73	20.	Bhojpuri	296	0.07
9.	Bhatri	4286	1.04	21.	Kamari	236	0.06
10.	Kurukh	2895	0.7	22.	Singraulia	186	0.04
11.	Gondi (Kanker)	2405	0.58	23.	Marathi	151	0.04
12.	Bengali	1864	0.45				

Districts	Top 3 languages spoken by grade 1 students
Balod, Balodbazar, Bemetara, Bilaspur, Dhamtari, Durg, Janjgir Champa, Korba, Mungeli, Rajnandgaon	Chhattisgarhi, Hindi
Gourela Pendra Marvahi	Chhattisgarhi, Hindi, Bagheli
Kawardha	Chhattisgarhi, Baigani, Hindi
Gariaband, Mahasamund, Raigarh, Raipur	Chhattisgarhi, Odia, Hindi
Kanker	Chhattisgarhi, Gondi (Kanker), Bengali
Balarampur	Surgujia, Sadri, Hindi
Koriya, Surjapur	Surgujia, Hindi, Chhattisgarhi
Surguja	Surgujia, Kurukh, Hindi
Bastar	Halbi, Bhatri, Gondi (Bastar)
Kondagaon	Halbi, Chhattisgarhi, Gondi (Bastar)
Bijapur	Gondi (Dantewada), Dorli, Gondi (Bastar)
Sukma	Gondi (Dantewada), Gondi (Bastar), Halbi
Dantewada	Gondi (Dantewada), Halbi, Hindi
Narayanpur	Gondi (Bastar), Madiya, Halbi
Jashpur	Sadri, Kurukh, Chhattisgarhi

Appendix C

Teacher Proficiency in Students' Home Languages

% no. of teachers with the given level of language proficiency			
	Level of proficiency		
Language	**Minimal**	**Functional**	**Good**
Chhattisgarhi	2.165	31.1	66.74
Sadri	4.96	38.945	56.09
Surgujia	4.875	39.25	55.88
Hindi	5.885	41.34	52.22
Bagheli	5.77	43.845	50.385
Bhatri	8.095	42.675	49.23
Halbi	9.285	44.33	46.435
Odia	19.66	38.52	41.46
Singraulia	0	60	40
Dorli	19.255	41.665	39.08
Kurukh	27.495	35.765	36.085
Madiya	19.515	46.34	34.145
Bengali	21.325	47.795	30.88
Bhojpuri	24.285	42.305	30.77
Telugu	21	54.335	24.665
Gondi (Dantewada)	32.01	44.845	23.06
Marathi	52.5	25	20
Gondi (Bastar)	35.43	45.27	19.195
Baigani	30.145	52.575	17.28
Dhurvi	43.89	39.695	16.415
Gondi (Kanker)	29.72	54.03	15.97
Kamari	50	38.28	10.94
Others	8.57	38.64	37.5

Appendix D

Teachers Willing to Learn or Teach Children's Home Languages

Language	% Teachers with minimal competency in the language AND are willing to learn the language	% Teachers with functional/good competency in the language AND are willing to support other teachers to learn the language
Chhattisgarhi	95.53	95.60
Sadri	96.33	95.46
Surgujia	93.26	95.12
Hindi	98.10	95.07
Bagheli	66.66	89.90
Bhatri	90.69	91.47
Halbi	94.28	92.67
Odia	77.20	90.60
Dorli	97.22	91.81
Kurukh	77.01	90.66
Madiya	96	94.95
Bengali	90	90.34
Bhojpuri	91	72.34
Telugu	75.75	87.76
Gondi (Dantewada)	94.89	90.26
Marathi	59	72.22
Gondi (Bastar)	93.82	89.07
Baigani	76	90.53
Dhurvi	91.80	87.07
Gondi (Kanker)	93	90.08
Kamari	86.5	76.19
Others	100	85.25

Appendix E

District-wise Data on Students' Proficiency in Speaking and Understanding Hindi

District	Minimal proficiency in speaking Hindi	Minimal proficiency in understanding Hindi	Functional proficiency in speaking Hindi	Functional proficiency in understanding Hindi	Good proficiency in speaking Hindi	Functional proficiency in understanding Hindi
Balod	16.71	5.04	71.99	73.46	11.3	21.5
Balodbazar	19.666	6.72	68.45	66.55	11.9	26.72
Balarampur	16.75	12.21	68.35	67.91	14.89	19.88
Baster	23.15	17.06	60.7	61.75	16.15	21.19
Bemetara	19.94	5.68	72.58	75.9	7.48	18.42
Bijapur	26.52	24.01	60.22	61.65	13.08	14.34
Bilaspur	21.39	7.93	62.95	63.35	15.66	28.71
Dantewada	30	25.25	58.03	60.16	11.8	14.59
Dhamtari	27.52	8.72	63.53	71.67	8.94	19.61
Durg	16.06	4.66	62.35	60.45	21.42	34.89
Gariaband	21.38	10.12	68.7	71.8	9.92	18.08
Gourela Pendra Marvahi	15.57	9.43	68.42	66.01	15.79	24.56
Janjgir - Champa	14.58	6.49	70.69	66.71	14.72	26.8
Jashpur	17.74	12.55	66.01	66.07	16.13	21.38
Kanker	17.83	10.01	68.57	68.38	13.6	21.62
Kawardha	26.09	16.05	62.11	64.39	11.39	19.57
Kondagaon	21.49	14.12	66.98	69.41	11.44	16.46
Korba	21.11	10.69	61.11	63.75	17.78	25.56
Koriya	12.56	7.67	66.86	65.12	20.47	27.21
Mahasamund	14.92	7.1	66.56	62.17	18.52	30.73
Mungeli	20.8	9.92	68.8	68.48	10.4	21.6
Narayanpur	31.83	28.38	57.29	59.15	10.88	12.47
Raigarh	13.83	6.94	69.38	66.06	16.74	26.99
Raipur	16.48	3.24	64.37	64.08	19.15	32.68
Rajnandgaon	19.81	7.12	69.98	71.81	10.45	21.07
Sukma	48.53	44.28	43.26	45.75	8.21	9.97
Surajpur	15.74	10.24	67.85	68	16.42	21.76
Surguja	18.47	12.5	65.32	66.21	16.21	21.29

Appendix F

District-wise Distribution of Schools Belonging to Different Types of the Sociolinguistic Typology

District-wise distribution of schools belonging to different types of the sociolinguistic typology
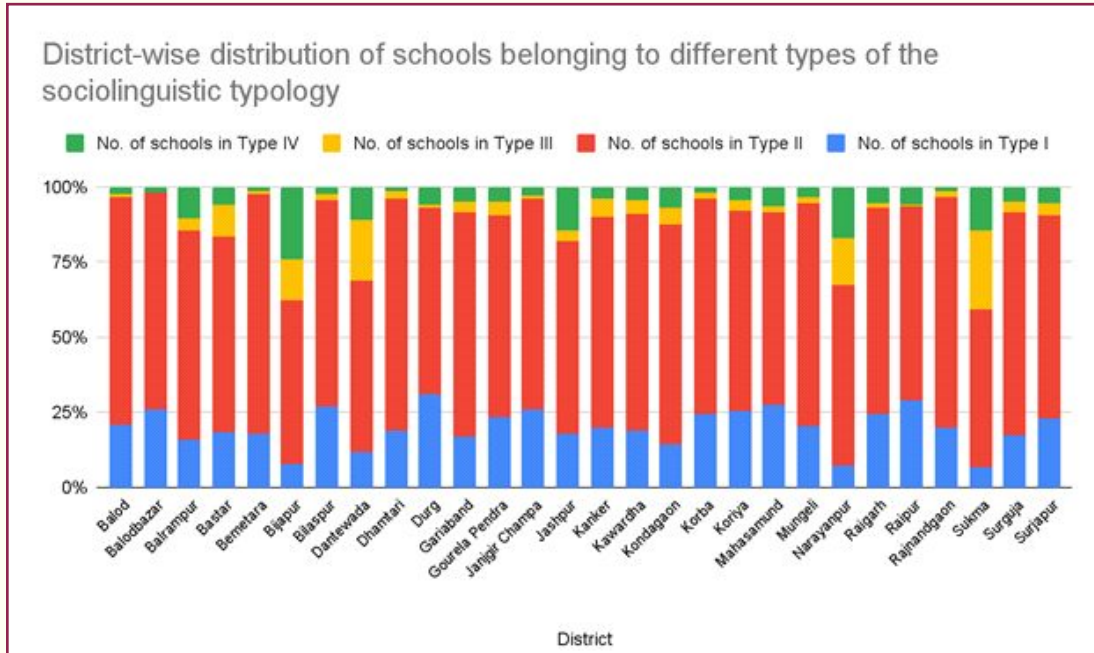
District	No. of schools in Type I	No. of schools in Type II	No. of schools in Type III	No. of schools in Type IV
Balod	168	611	11	18
Balodbazar	297	825	4	19
Balarampur	186	811	46	120
Bastar	241	861	136	79
Bemetara	128	571	8	10
Bijapur	30	205	53	90
Bilaspur	263	664	21	21
Dantewada	68	321	112	62
Dhamtari	162	667	19	13
Durg	163	328	5	32
Gariaband	153	683	31	44
Gourela Pendra Marvahi	94	273	17	20
Janjgir Champa	368	1005	19	37
Jashpur	246	866	52	194
Kanker	291	1013	89	58

District	No. of schools in Type I	No. of schools in Type II	No. of schools in Type III	No. of schools in Type IV
Kawardha	181	687	46	40
Kondagaon	156	790	58	77
Korba	346	1014	27	27
Koriya	188	489	26	33
Mahasamund	322	748	26	73
Mungeli	128	459	11	22
Narayanpur	22	175	46	49
Raigarh	436	1225	25	93
Raipur	197	435	3	41
Rajnandgaon	356	1353	36	27
Sukma	37	285	141	79
Surguja	214	921	43	58
Surajpur	263	769	46	61

Appendix G

Details of Approach 1:
Mother Tongue Based Multilingual Education (MTB-MLE)

Description: Children's L1 is used as MOI for the first 4 to 5 years of primary education. A high quality ECE programme implemented in children's mother tongue for 2 to 3 years before Grade 1, would help children acquire good oral skills in L1 and would also ensure use of children's L1 as the MoI for 6 to 7 years (2-3 years in ECE and 4-5 years in primary school).

In this approach, children learn literacy skills first in L1. The state language, which is L2 for the children, is introduced as a subject, orally first, say from Grade 2, followed by literacy in L2. A third language like English could be introduced as a subject in Grade 3, orally at first, followed by literacy in L3 in later grades. After children have developed some academic competence in L2, it could be used as MOI. A good model is to use both L1 and L2 as mediums of instruction for one or two years, e.g., L1 for EVS and L2 for Maths or vice-versa. Later, as L2 becomes the only MOI, L1 and English would continue to be taught as subjects. L1 needs to find space in the classroom even when the official MOI shifts from L1 to L2 to explain difficult concepts, check for understanding and for higher-order thinking and expression by children.

It is crucial to ensure that

(a) children achieve adequate proficiency in L2 before it is used as MOI, and

(b) concepts and skills learnt in L1 are transferred to L2 through appropriate strategies.

This model of MTB-MLE is called an additive approach where additional languages are added to the curriculum without removing L1. Here L1 is retained as a subject (say until Grade 8) even after MOI shifts to L2. A subtractive approach would mean L1 is removed from the curriculum after L2 is introduced. The most appropriate MTB-MLE approach is a late-exit model where the transition to L2 as MOI is planned after at least 5 years of primary school. By this time, children would acquire a good understanding of L2 including reading, writing and academic skills to be able to learn from the content of textbooks. An early-exit model is where the transition from L1 to L2 as MOI is planned only after 2 to 3 years of primary school. Early- exit programmes have the least benefit for children's learning because they have not learnt adequate L2 to start learning through L2 as MOI. Also, concepts and skills in L1 have not been developed and stabilised adequately to transfer them to L2. In India, MTB-MLE has been implemented in a consistent manner in only one state, viz. Odisha. The programme was initiated in 2005 and is being implemented in 1500 schools in 21 tribal and other local languages.

Requirements:

- This is an intensive approach and requires strong policy and political support as well as community ownership for introducing non-dominant languages for formal teaching.

- Community mobilisation is key to successful implementation of MTB-MLE programmes. It could lay the foundation for strong school-community linkages.

- Additional vocabulary (if needed) and a writing system using the script of the state language can be developed if the language has not been written.

- Development of textbooks and other teaching-learning materials for language and other subjects in L1 needs to be done by incorporating elements of local knowledge and culture.
- Availability of local teachers who are bilingual or trilingual (mother tongue, state language and English) is crucial for the success of this approach.
- Intensive work is needed for continuous teacher professional development including regular academic support to implement the first and second language teaching pedagogies.

Details of Approach 2: Extensive and strategic use of L1 in the oral domain, with children's unfamiliar language L2 used as the MoI

Description: An unfamiliar language is used as MOI (e.g., Hindi in an area where the home language is Bundeli) from Grade 1. Children would have had a chance to develop their home language during 2 to 3 years of ECE. There is extensive and strategic oral use of children's L1 throughout primary education. L1 is used for understanding new concepts, all higher-order thinking and reasoning tasks and for oral expression in the initial grades. Effective strategies for teaching and learning a second language are used in the initial grades including explicit teaching of L2 vocabulary and using L1 for scaffolding learning of L2. There is appropriate and balanced use of L1 and L2 in the classroom. There cannot be any formula for the extent of use of L1 and L2 at any given time; the teacher will have to be guided by the children's level of understanding and ability to speak in L2 to decide how the use of these languages can be adjusted. Mixing languages for fluent expression is considered a part of the learning process.

Key Strategies in this MLE Model

1. **Using children's home language across curriculum throughout primary education in the oral domain**

Use children's home language extensively in the initial grades (at least initial 2 grades) across subjects for explaining any difficult concept or new information, higher order thinking, reasoning, analysis, creative expression and meaning making. Even after these foundational grades, the formal and strategic use of children's home or familiar language must continue until grade 8 as a scaffold to deal with any difficult concept or higher order task.

In addition, decoding in early grades should be taught with plenty of support from the home/mother language, in terms of using lots of contextual L1 words along with level appropriate and simple L2 words. Practice of using L1 words/phrases ensures meaning-making and comprehension for children while also learning the mechanics of decoding.

Some concrete tips!

- In the initial few months when children join school, use only children's language for all kinds of informal and formal interactions to help children develop a strong emotional connection and comfort with the school.
- Also, make it a point to start children's schooling experience with plenty of local stories, poems, songs, riddles in their home language. Do not start with the textbooks at once.
- First, phonemic awareness must be developed in children's mother language well. Then simple L2 words can also be included. Once students have a fair grasp on phonemic awareness in both L1 and

L2, then only one should proceed to decoding in L2.

● Simultaneously, some interesting and fun activities can be done in the initial months with children to help them develop a word bank in school language.

2. **Balanced and mixed use of children's home language and school language**

● Encourage mixed use of children's home language and school language by both teachers and children, for optimal comprehension, meaning making, fluent expression and effective communication during all classroom transactions.

● Mixing of the languages should also be allowed/encouraged in written tasks too for optimal expression of thoughts, at least in the first two years of schooling.

● Be sure to use the mix of children's home and school languages as per children's level of language proficiency at any given time; because there cannot be any formula for the extent of use of children's home language and school language at any given time. The teacher needs to be strongly guided by the children's level of understanding and ability to speak in school language, to decide how the use of these languages can be adjusted.

Some examples of mixed language use in classrooms:

● Teacher and/or children use L2 words in L1 sentence

● Teacher and/or children use L1 words in L2 sentence

● Children speak in L1, and teacher responds in L2

● Children speak in L2, and teacher responds in L1

● Teacher speaks in L2, and children respond in L1

● Teacher speaks in L1, and children respond in L2

● Teacher and/or children say different sentences in different languages, naturally and interchangeably

● Teacher and/or children make a new word by combining two languages

3. **Provide ample support to help children acquire school language in time**

● Begin with oral development of the school language. Do not straight away jump into decoding, reading, or writing in the language. A strong oral comprehension and grasp of the language helps greatly in developing reading and writing with comprehension in that language.

● In the initial few months, focus on explicit teaching of L2 vocabulary with the help of interesting, fun and simple L2 poems, action songs, stories and TPR (total physical response) activities. It is of utmost importance that children have the basic vocabulary of a language before formal instruction begins in that language.

● Give lots of input and exposure to children for the second/school language acquisition. All the school language input needs to be pitched at children's level and must be simple, meaningful and comprehensible for them. Children need to be given purposeful, joyful and meaningful opportunities to use the school language in a fearless environment.

● Create an anxiety free and fear free environment for children to feel comfortable in using the

second/school language. Children need to be in a motivated and anxiety free space in order to acquire a language naturally. Frequent error corrections related to grammar, pronunciation etc. must be avoided. In the early stages, the focus should be on comprehension and communication rather than the form. It is okay if children respond only in their home language in the initial few months. Gradually, as per children's developing proficiency in the school language, use of mixed language can be encouraged by children.

Some Concrete Tips!

- For making L2 comprehensible for children, various techniques can be used, like using simple L2 words and sentences, using lots of pictures and real objects to explain the content, using body language and gestures to explain, speaking slowly and clearly etc. Using children's home language to support the comprehension of L2 is one of the most important strategies and must be employed by everyone.

- Simple and fun oral language activities like these can be employed for second language development: discussion on children's experiences, stories, poems, songs, riddles, role-plays, etc. Of course, taking the adequate and strategic support of children's home language as per children's level would be needed.

- In order to give rich exposure to an unfamiliar school language, textbooks cannot be enough. In the foundational years, some high-quality oral literacy TLM like big books, poem posters, simple story books etc. must be used well to help children acquire school language in an enjoyable manner.

4. **Student's culture and local contexts must be strongly included, affirmed and reflected in all pedagogic practices and curricular domains.**

Teaching learning materials, including textbooks, workbooks, story books, poem posters etc., need to be highly culturally responsive. Children's life and contexts must be adequately represented in the academic content, language use and pedagogic processes. For example, in a big book developed by Language and Learning Foundation for the Wagdi speaking children of Dungarpur, Rajasthan, local practices of sitting on the floor and eating laddoos, jalebis, and laapsi during weddings are reflected in the big book 'Geeta Jaane Gai.'

Requirements

- Quality preschool/ECE programmes should be implemented that support oral development of L1.
- Teachers should have bilingual proficiency in both L1 and L2, and also English.
- Students' L1 should be valued and encouraged by the teacher.
- Students' culture and local contexts should be affirmed and linked to the classroom work.
- Appropriate strategies for teaching L2 should be used, especially to help in meaning-making.
- Assessments of learning should take into account delayed L2 learning. This should be factored in while defining expected learning outcomes for each grade. Given the right conditions, such students should be able to achieve expected grade level L2 and English skills by the end of the primary stage.

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