Language Mapping of Schools in Jharkhand

Phase - I
SURVEY REPORT

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Preface

Jharkhand Education Project Council, along with the support of Jharkhand Council of Educational Research and Training has carried out a comprehensive language mapping survey in alignment with the guidelines of the National Education Policy 2020 and the Nipun Bharat Mission. The first phase of this survey covered 8,244 schools across 7 districts of the state. The primary objective of this survey is to examine the disparity between the languages spoken at home and the language of instruction in schools, particularly focusing on Grade 1 and Grade 2 students in government schools. The aim is to evaluate the proficiency levels of both students and teachers in both home and school languages.

The National Education Policy 2020 underscores the importance of early childhood education, emphasising the crucial role of the first five years of schooling, including three years of preschool education. It strongly advocates for mother-tongue-based education in the early grades as a means to enhance foundational learning skills. The language mapping survey in Jharkhand is geared towards understanding the prevailing multilingualism in the state in line with these recommendations. This understanding will facilitate the integration of children's home languages into the teaching-learning process, thereby aiding in the development of effective strategies for multilingual education. By incorporating such strategies, the state aims not only to achieve the goals of Foundational Literacy and Numeracy (FLN) but also to uphold the principles enshrined in Article 350-A of the Indian Constitution, which emphasises providing education conducive to the holistic development of all children, regardless of linguistic backgrounds, thus enabling them to exercise their linguistic rights.

It is anticipated that the insights gleaned from the findings of this survey will inform the formulation of educational programs in Jharkhand for the coming years. Gratitude is extended to the Jharkhand Council of Educational Research and Training and other collaborating organisations for their valuable cooperation and technical support in the successful execution and finalisation of this report.

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Acknowledgements

Glossary of Terms

1. **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 the first language of the child. Examples of children's L1s include local/regional languages like Marwari, Khadi Boli, Brajbhasha or a state official language used as a medium of instruction (MoI), e.g., Hindi.

2. **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.

3. **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.

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Executive Summary

Jharkhand, marked by its linguistic diversity, features over dozens of languages or varieties spoken across the state. Despite this diversity, Hindi serves as the primary medium of instruction in its schools. A comprehensive language mapping exercise was conducted in 7 districts across Jharkhand, covering 8,244 schools and representing 1,06,930 students. The survey focused on grade 1 classrooms, making it the largest such exercise in India's education history. The objective was to understand the sociolinguistic dynamics within schools and assess potential learning barriers due to language disparities between home and school environments.

7
Districts covered across the state

72
Blocks covered across the state

8,244
Schools participating in the survey

1,06,930
Students represented through the survey
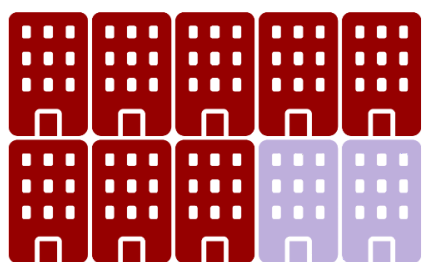
80% OF THE SCHOOLS
pose moderate to severe learning disadvantages.

The survey revealed that Grade 1 students speak a total of 19 different languages. The most spoken language is Naagpuri, accounting for 19.05% of the students. Other prominent languages include Ho (17.03%), Santali (13.07%), Khortha (10.62%), Bengali (9.02%), Mundari (7.32%), Angika (4.25%), Kurukh (2.86) and Odiya (2.48%). This linguistic diversity presents both challenges and opportunities for creating an inclusive educational environment that respects and nurtures students' home languages.

Despite the linguistic diversity, 98% of the schools have Hindi as the medium of instruction (MoI). However, students' proficiency in Hindi varies significantly. The survey found that 36.1% of students have minimal proficiency, 41.2% have functional proficiency, and only 22.7% have good proficiency in Hindi. This variation in Hindi proficiency levels necessitates tailored educational approaches to ensure all students can effectively learn and thrive in a predominantly Hindi-medium educational system.

Teachers' proficiency in students' home languages also varies across districts. Approximately 42% report minimal proficiency in Ho, while languages like Naagpuri and Santali have higher teacher proficiency. To support effective multilingual education, there is a clear need for targeted language training programs to enhance teachers' proficiency in the students' home languages.

Approximately 80% of schools in the surveyed districts of Jharkhand, falling under Type II, III, and IV categories, pose moderate to severe learning disadvantages for students due to differences between their home languages and Hindi, the medium of instruction. Of particular significance are 2,343 categorised as Type III, where over 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 student's language.

The report concludes by proposing various MLE strategies tailored to surveyed districts of Jharkhand's diverse sociolinguistic landscape, aiming to alleviate language disadvantages and promote equitable educational outcomes across the state's varied linguistic contexts.

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 society grows in a 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[2]

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[3]

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

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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] *Constitutional provision | Government of India, Ministry of Education.* https://www.education.gov.in/article-350a

[3] Ministry of Human Resource Development, Government of India. *National Education Policy 2020.* https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

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 get 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.

Thus, the language-in-education policies must carefully consider the use of children's home languages in the formal fold of education in the early years of learning, followed by the 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 policymakers to have practical knowledge through studying the sociolinguistic situation of the state, in order to be able to develop effective policies around multilingual education.

1.1 Language Mapping

'Language Mapping' of schools is a type of survey conducted at the school level to systematically document sociolinguistic information 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 policymakers 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.

The typology of various socio-linguistic situations that may be present in multilingual classrooms is as follows:

Type I

- Most students speak a language that has similarities with the school language.
- The 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.
- The teacher understands/speaks the 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.
- Teachers do not understand/speak students' home language.

Type IV(A)

- 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 IV(B)

- 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.

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.
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> **– NIPUN Bharat Guidelines[4]**

When a state decides to carry out the language mapping survey, it is the beginning of envisioning a new classroom based on the 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 a cogent interpretative analysis of the collected data, and offers policy-level recommendations for multilingual education programmes across the state.

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[4] *National Initiative for Proficiency in Reading with Understanding and Numeracy*.
https://www.education.gov.in/sites/upload_files/mhrd/files/nipun_bharat_eng1.pdf

2. Jharkhand: What is the linguistic diversity in the state?

Jharkhand, is encircled by the Indian states of West Bengal (east), Uttar Pradesh (west), Chhattisgarh (west), Bihar (north) and Odisha (south). The state is spread out across 30,778 sq metres. Ranchi is the state's prime capital, whereas the largest city for industrial purposes is Jamshedpur. The sub-capital of the state is Dumka. As per the 2011 census, the state's literacy rate is 67.60 per cent. Moreover, nine districts of the state have the above-average literacy rate. The state has both privately run as well as state-run schools.[5] In Jharkhand, the majority of the population, over 96%, converses in tribal and regional dialects within their households. Tribal languages like Santhali, Ho, Mundari, Kurukh, and Kharia are prevalent among approximately two-thirds (65.7%) of the populace, while regional languages such as Nagpuri, Khortha, Panchparganiya, Bangla, Odiya, and Urdu are spoken by around 30.6% of residents. Merely 3.7% of individuals use Hindi as their native tongue.[6]

Image 1: District Map of Jharkhand

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[5] Maps of India. Jharkhand Map: State, Districts Information and Facts. India Map.
https://www.mapsofindia.com/jharkhand/
[6] Sathisha, Mukta & Arunakumari, Ms & Vinay, Mr & Professors, Assistant. (2020). JOURNAL OF CRITICAL REVIEWS A Study of the Special Features of Nagpuri Language of Jharkhand.

Demographics of Jharkhand

- Population of the State: 32,966,238
- Number of Districts: 24
- State official Language: Hindi
- Medium of Instruction in Government Schools: Hindi, Santali

Jharkhand boasts a diverse linguistic landscape, with languages such as Oriya, Urdu, Nagpuri, Bengali, Bhojpuri, Khortha, Sadri, and Angika prevailing in the region. Angika, classified as a Bihari language,[7] bears a resemblance to the Cham dialect spoken in Southeast Asia. The Indo-Aryan languages in Jharkhand, including Bengali, Sadri, Oriya, and Hindi, share close links.

Among the Munda languages, spoken by a considerable population in Jharkhand, Mundari stands out. It belongs to the Austro-Asiatic family and is characterised by grammatical features like three grammatical numbers and two animate and inanimate genders. Other Munda languages include Ho and Santali. Dravidian languages like Oraon, Paharia, and Korwa are also spoken in Jharkhand.

Santali, another prominent language, is spoken by Austro-Asiatic communities across Jharkhand and neighbouring states. Additionally, tribal languages like Khariya remain resilient, maintaining their authenticity despite external influences.[8] Overall, Jharkhand showcases a rich tapestry of linguistic heritage, reflecting the region's cultural diversity and historical influences. (.ibid)

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[7] *Angika language.* (n.d.). https://www.omniglot.com/writing/angika.htm
[8] Maps of India. (2013, July 1). *Language of Jharkhand*. India Map. https://www.mapsofindia.com/jharkhand/language.html

3. Language Survey in Jharkhand: Methodology

Total Coverage of the Language Survey in Jharkhand

- Number of districts covered: 7
- Number of blocks covered: 72
- Number of participating schools: 8,244
- Number of students represented: 1, 06, 930

3.1 Objectives of Language Mapping Survey

This particular language survey in the seven districts of Jharkhand is aimed at capturing the multilingual realities of primary schools. The survey was conducted with the understanding that children whose home languages are different from the school language, often bear the burden of incomprehension, especially in the early years of schooling and face multiple language-related disadvantages. Thus, multilingual education (MLE) approaches have often proved beneficial in certain situations, where both the home and the school language are carefully included in the 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 survey districts in Jharkhand, to design appropriate multilingual education models for the schools. Some key objectives of the survey were:

Investigate Multilingualism at the Ground Level: Examine the nature of multilingualism prevalent in early-grade classrooms to understand its dynamics and implications.

Assess Diversity of Home Languages: Capture the variety and number of home languages spoken by students in early-grade classrooms to appreciate the linguistic richness of the learning environment.

Estimate Proficiency in Hindi: Gather data on the proficiency levels of students in the school language, Hindi, to gauge the extent of language development and its impact on education.

Evaluate Teachers' Proficiency in Home Languages: Understand teachers' self-perceived proficiency in the home languages of their students to assess their capacity to support multilingual learners effectively.

Classify Multilingual Situations: Categorise multilingual situations in schools into specific typologies based on sociolinguistic factors such as language composition, medium of instruction, and teacher attitudes towards home languages.

Develop Recommended Approaches to Multilingual Education: Based on the identified typologies, devise tailored approaches to multilingual education that accommodate the diverse linguistic needs of students and optimise learning outcomes.

3.2 Designing and Implementing the Survey

Language and Learning Foundation provided the necessary technical support in designing the survey tool. Samagra Shiksha Abhiyan and the Jharkhand State Council of Educational Research and Training were instrumental in reviewing the tools and provided valuable feedback at every stage.

3.3 Process of conducting Language Mapping in 7 districts of Jharkhand

The Government of Jharkhand (GoJ) has taken some important initiatives to introduce multilingual education in 259 primary schools in 6 districts to bridge the gap between children's home languages and the medium of instruction (MoI), viz. Hindi. The government is keen to extend the scope of this initiative and add other dimensions of multilingual education in the coming years. There is political commitment and administrative will to pursue multilingual education in a comprehensive manner as evidenced in our meetings with the senior education leadership in the state in the past few weeks. LLF teams have participated in several workshops relating to FLN and MLE in Jharkhand over the past two years. GoJ has formally invited LLF to partner with them to design and implement a comprehensive MLE programme in the state.

To start this partnership, LLF proposed the Language Mapping Exercise for selecting the 1000 schools where Multilingual Education can be implemented. In collaboration with the Jharkhand Education Project Council (LEPC) and Jharkhand Council for Educational Research and Training (JCERT) 7 districts were selected for this exercise in the first phase. Some meetings followed by a workshop were conducted to develop the tool for language mapping. During these meetings and workshops,

Language and Learning Foundation (LLF) provided technical assistance in formulating the concept, tools, and other aspects of the language mapping plan in 7 districts. We collaboratively decided the languages of children which needed to be mapped, framed the questions, and revised the guidelines as per the learning of other language mapping exercises conducted in different states.

To advance the survey process, a language survey toolkit was developed, which included the following resources:

1. A survey webform.
2. Guidelines for filling out the survey tool.
3. An orientation video for step-by-step directions to fill out the survey form.
4. A session plan for orientation of state-level resource groups, a PowerPoint presentation, and a guide for conducting session plans for resource persons.

This toolkit was reviewed by the JEPC and then incorporating suggestions, the toolkit was finalised.

In addition, Language and Learning Foundation (LLF) conducted a two-day orientation workshop on the language mapping tool, guidelines, etc. with around 150 participants. These participants were the representatives of each block of the 7 districts. LLF also supported the online training of teachers in different phases where all participants were instructed on how to use the linguistic survey tool and administer it. The data was collected on the portal in January and February 2024.

3.4 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.
- 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.

Image 2: Children in various schools in the surveyed districts in Jharkhand

4. Language Survey in Jharkhand: Key Findings

4.1 Languages Spoken by Grade 1 Students

Total number of languages spoken by students in grade 1

This school-level language mapping survey revealed that there are over 19 home languages present in classrooms across the surveyed districts of the state.

Sr. No	Language	Percentage of Speakers among Grade 1 Students
1.	Naagpuri	19.05%
2.	Ho	17.03%
3.	Santali	13.07%
4.	Khortha	10.62%
5.	Bengali	9.02%
6.	Mundari	7.32%
7.	Angika	4.25%
8.	Others	3.16%
9.	Kurukh	2.86%
10.	Odiya	2.48%

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

Among Grade 1 students, Naagpuri stands out as the most widely spoken language, with a significant percentage of 19.05%. This indicates a substantial presence and influence of Naagpuri-speaking communities within the seven surveyed districts of Jharkhand. Given its prevalence, Naagpuri likely plays a vital role in shaping the linguistic and cultural experiences of these students.

Odiya emerges as the least spoken language among Grade 1 students, with only 2.48% of students using it. Despite its lower percentage, the presence of Odiya speakers reinforces the diversity of linguistic backgrounds within the educational setting. However, the relatively small percentage suggests that Odiya-speaking communities may be fewer in number or more geographically dispersed compared to communities speaking other languages listed in the table.

The substantial percentage of Naagpuri speakers highlights its prevalence among Grade 1 students, while the lower percentage of Odiya speakers reflects the diversity and perhaps the minority status of the Odiya language within the educational landscape.

4.2 Proficiency of Grade 1 Students in Hindi

In the surveyed districts, Hindi serves as the Medium of Instruction (MoI) in approximately 98% of schools. However, intriguingly, Hindi does not rank among the top 10 home languages of grade 1 students in the surveyed districts. This highlights the disparity between the language used for instruction and the languages spoken by students at home - making it crucial to assess the understanding and proficiency of students in Hindi for their learning experience.

The distribution of schools based on the proficiency level of grade 1 students in Hindi presents a nuanced picture of language development across different institutions. The largest segment of the pie chart corresponds to students with minimal proficiency, accounting for around 51.2% of students, indicating that a sizeable portion of the student population possesses a very less or no understanding of Hindi.

Ability to understand the Medium of Instruction (MoI)

Good
22.7%

Minimal
51.2%
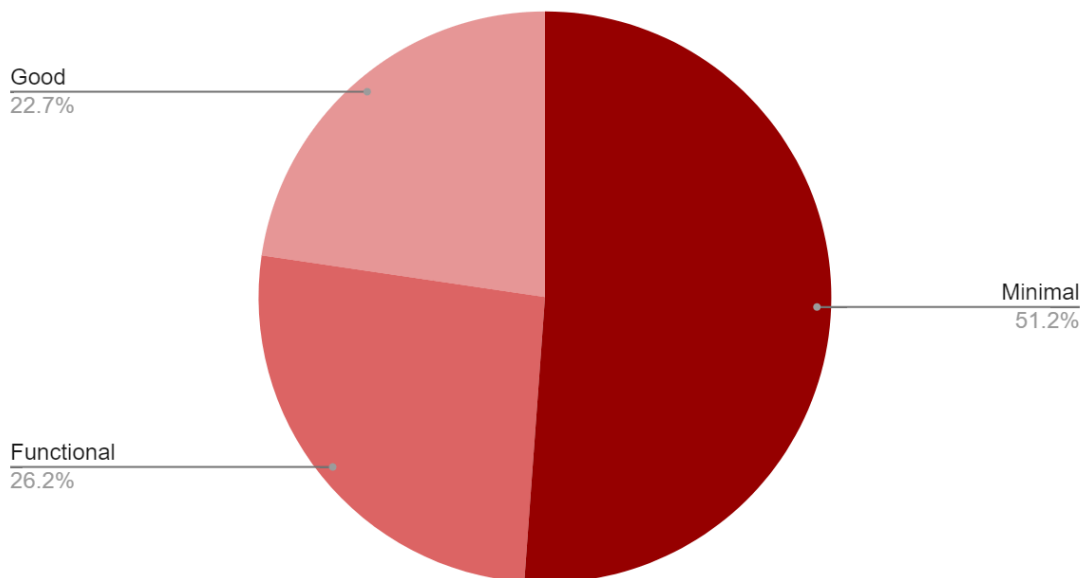
Functional
26.2%

Image 3: Percentage of students' proficiency in Hindi

Nearly 26.2% of the students have functional proficiency of hindi, the medium of instruction. This proportion indicates these students can use the language effectively for everyday communication and tasks. It focuses on practical application rather than mastery of complex grammar or nuances.

While not fluent, they can navigate common interactions and convey essential information. The smallest segment of the pie chart represents students with good proficiency, comprising approximately 22.7% of the student population. While smaller in proportion compared to the other two segments, this group signifies a significant number of students who exhibit a high level of comprehension and fluency in Hindi. These students are likely to excel in engaging with and mastering Hindi-based educational materials, potentially contributing positively to their academic performance.

4.2.1 Competency Levels of Students

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 functional competence in the language of instruction, that knowledge is not sufficient in order to grasp academic concepts, perform higher-order thinking skills such as analysing or comparing, or fully express themselves in the classroom. The specific proficiency levels can be defined as the following:

- Minimal Proficiency: Students with minimal proficiency in a language (in this scenario: Hindi) have a basic understanding and limited ability to communicate. They may struggle with comprehension and expression, especially in complex or unfamiliar situations.
- Functional Proficiency: Students with functional proficiency can effectively communicate and understand language in everyday situations and routine tasks. While not fluent, they can navigate common interactions and convey essential information.
- Good Proficiency: Students with good proficiency demonstrate a high level of competence in the language, with fluency and accuracy in comprehension and expression. They can communicate complex ideas, engage in nuanced discussions, and adapt their language usage to different contexts and audiences.

District with distribution of students according to proficiency in Hindi

Good | **Functional** | **Minimal**

District	Good	Functional	Minimal
Dumka	21.07	23.6	55.33
Gumla	22.46	33.79	43.75
Khunti	20.52	25.98	53.5
Lohardaga	32.5	26.1	41.4
Pashchimi Singhbum	16.21	19.28	64.51
Sahibganj	19.47	22.6	57.92
Simdega	26.43	31.92	41.64
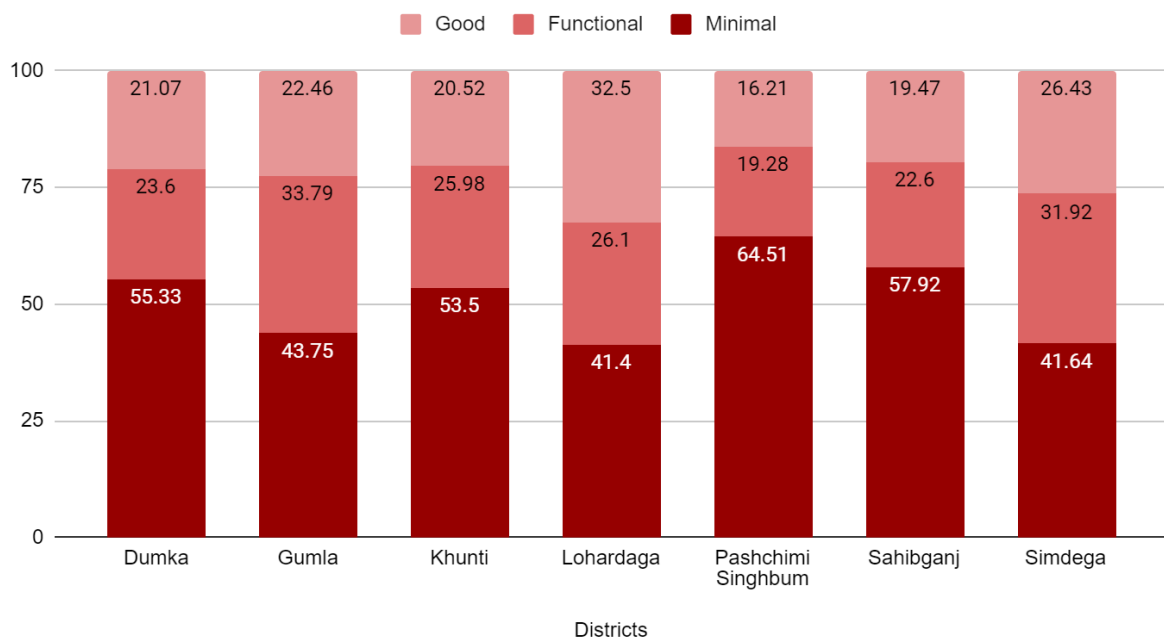
Districts

Image 4: Distribution of Children's Proficiency in Hindi in Districts with the Highest Number of Schools with Children with Minimal Proficiency in Hindi

The data on Hindi proficiency across various districts shows significant variations in the levels of language skills. Gumla stands out with the highest functional proficiency at 33.79%, indicating that significant population can use Hindi functionally. In contrast, Pachcnhimi Singhbum has the lowest functional proficiency at 19.28%.

For minimal proficiency, Pashchimi Singhbum has the highest percentage at 64.51%, suggesting that nearly half of its population has only basic Hindi skills. Conversely, Lohardaga has the lowest minimal proficiency at 41.41%, Simdega falling very close at 41.64%, indicating a relatively better overall command of Hindi among its residents.

In terms of good proficiency, Lohardaga leads with 32.5%, showing a substantial portion of its population with a strong grasp of Hindi. Pashchimi Singhbum again has the lowest percentage in this category at 16.21%, reflecting a need for improvement in higher-level Hindi proficiency.

Overall, this data indicates that while some districts like Simdega and Lohardaga have relatively high functional and good proficiency levels, others like Pashchimi Singhbum and Sahibganj have a larger population with only minimal proficiency.

4.3 Teachers Language Proficiency

4.3.1 Teachers Language Proficiency in Children's Home Languages

Table 3 offers a comprehensive view of the language proficiency of teachers in children's home languages across several districts. Each district is associated with a predominant home language (HL1), ranging from Santali and Naagpuri to Mundari, Bengali and Ho, reflecting the linguistic diversity within the region. Additionally, the table provides the number of schools where the most common home language is spoken, highlighting the prevalence of specific languages in educational settings.

Teacher proficiency is categorised into two main levels: minimal proficiency (low & very low) and functional proficiency (average & good). This categorisation allows for a clear understanding of teachers' capabilities in speaking the students' home languages. By examining the number of teachers falling into each proficiency category, insights into the linguistic capabilities of educators are gained, particularly in relation to the predominant home languages of their students.

The survey findings indicate a strong commitment among teachers to improve their proficiency in children's languages, with close to 96.7% expressing willingness to learn when minimal proficiency is lacking. Additionally, nearly 93.3% of teachers proficient in certain children's languages show readiness to teach peers, suggesting the potential for peer teaching approaches to be further explored.

Examining the district-level data from the language mapping survey, disparities in teacher proficiency are observed across different home languages. Ho, emerges as a language where a higher percentage (42.3%) of teachers report minimal proficiency. Conversely, languages such as Nagpuri, Mundari, and Santali exhibit higher proficiency levels among teachers, with most rating themselves at functional or good proficiency. These findings accentuate the importance of targeted support and collaborative learning strategies to enhance language education initiatives within schools and ensure equitable learning opportunities for all students.

Teachers with functional proficiency in students' home languages are better equipped to understand and address the linguistic needs of their students. This understanding fosters improved communication, instruction, and ultimately, better learning outcomes. It also emphasises the importance of promoting inclusive education and supporting diverse linguistic communities within the educational system.

In the school-level language mapping survey, teachers were asked to rate themselves on their proficiency levels in children's languages. Highest number of teachers have reported to have minimal proficiency in Ho. Teachers' proficiency in languages such as Nagpuri, Mundari and Santali seems to be a lot higher, with most teachers rating themselves at functional or good proficiency.

District Name	Name of the most common home language - student (HL) in the district (HL1)	Number of schools where the most common HL is HL1	Number of teachers who reported minimal proficiency in speaking HL1 (low & very low)	Number of teachers who reported functional proficiency in speaking HL1 (average & good)
Dumka	Santali	798	380	998
Ghumla	Naagpuri	800	51	954
Khunti	Mundari	393	145	366
Lohardaga	Naagpuri	258	17	374
Paschimi Singhbhum	Ho	1063	443	1047
Sahibganj	Bengali	187	44	234
Simdega	Naagpuri	361	34	497

Table 2: District-wise Teachers' Proficiency in Students' Home 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 96.7% of the teachers said that they were willing to learn.

When teachers who have functional or good proficiency in some 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, nearly 93.3% of the teachers showed willingness to teach their peers. This indicates that approaches of peer learning amongst teachers can be explored further.

4.4 Sociolinguistic Typology of 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.

Image 5: Students gathered together in Survey Districts, Jharkhand

Sociolinguistic Typology is an approach of the categorisation 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 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.

Type I

- Most students speak a language that has similarities with the school language.
- The 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.
- The teacher understands/speaks the 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.
- Teachers do not understand/speak students' home language.

Type IV(A)

- 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 IV(B)

- 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 surveyed schools in Jharkhand 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	1614 (19.76%)
Type II	1,981 (24.25%)
Type III	2,343 (28.68%)
Type IV(A)	581 (7.11%)
Type IV(B)	1648 (20.17%)

Table 3: Number (and %) of schools belonging to various different types of the sociolinguistics typology

In the surveyed districts of Jharkhand, the majority of schools fall into Type III categories, reflecting the differences that arise in the home language of students and the medium of instruction in the schools.. Type I Schools, comprising 1614 schools (19.76%), are characterised by students who speak a home language closely resembling the medium of instruction, typically Hindi. This alignment creates a linguistic advantage, allowing students to grasp concepts and communicate effectively with teachers, cultivating a positive learning environment.

Type II Schools, numbering 1,981 (24.25%), feature a student population where more than 90% share the same home language, but possess minimal or functional proficiency in Hindi, the designated medium of instruction. While teachers in these schools often speak the majority home language spoken by 90% of the students, a gap exists between spoken languages and the medium of instruction. This can create challenges for students who may struggle to understand academic concepts presented in Hindi.

In contrast, Type III Schools, accounting for 2,343 schools (28.68%), present a scenario where the majority of students speak a single home language but have limited proficiency in Hindi. Teachers in these schools lack proficiency in students' home language, intensifying communication barriers. Consequently, students in Type III Schools face significant disadvantages as they struggle to grasp the medium of instruction without adequate support from teachers.

Type IV(A) Schools, with 581 establishments (7.11%), host a diverse student population with multiple language backgrounds. However, a prevalent link language exists, understood by most students.

While teachers may utilise this link language for instruction, managing a multilingual classroom presents challenges in catering to the diverse linguistic needs of students effectively.

Lastly, Type IV(B) Schools, totalling 1,648 (20.17%), also accommodate a multilingual student body but lack a predominant link language. This creates a significant hurdle for both students and teachers. Students may struggle to comprehend explanations as there's no common language for instruction, while teachers face the challenge of managing diverse linguistic needs and ensuring effective communication within the classroom.

In the surveyed districts of Jharkhand, schools face varying language challenges. Hindi proficiency is crucial as it's the medium of instruction. Type I schools with home languages similar to Hindi offer the most advantage. Conversely, Type IV(B) schools present the biggest challenge due to their multilingual student body lacking a common link language.

4.4.1. Type I Schools

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 of the school language. These are the schools where children are not likely to have a home language-related learning disadvantage.

District wise Type I School
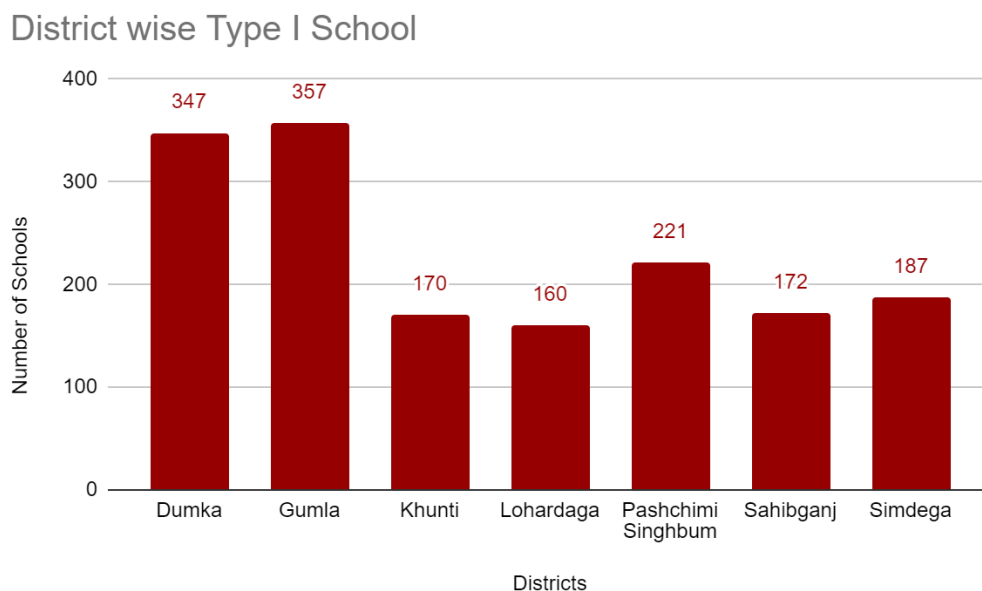
Image 6: District-wise distribution of Type I Schools

In the surveyed districts of Jharkhand, the distribution of schools across the Type I category, based on the language mapping survey, reveals significant variations among districts.

Districts with the highest number of schools falling into the Type I category include Dumka, Paschimi Singhbhum and Gumla. Gumla tops the list with a substantial count of 357 schools, followed closely by Dumka by 347.

On the contrary, certain districts exhibit a]lower presence of schools classified under the category. Lohardaga emerges as the district with the fewest schools in this category, totalling 160. Following Khunti, Simdega and Sahibganj are among the districts with the least representation, with 170, 187 and 172 schools, respectively. The lower number of Type I schools implies that there are fewer schools in these districts where relatively low or no language disadvantage exists for schools.

4.4.2 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 the students' home language.

Image 7: District-wise distribution of Type II schools

The distribution of Type II category schools (24.25%) across the surveyed districts in Jharkhand illustrates varying levels of representation among different regions.

Districts with a higher concentration of Type II category schools include Dumka, Paschimi Singhbhum, Gumla and Sahibganj. Dumka stands out with the highest count of Type II schools at 541, indicating a significant presence of such schools in the district. Paschimi Singhbhum follows closely with 472 schools falling into this category, while Gumla and Sahibganj demonstrate substantial representation with 277 and 235 schools, respectively.

On the other hand, certain districts exhibit a lower prevalence of Type II category schools. Among these are Lohardaga, Khunti, and Simdega, each with fewer than 200 schools classified under this category. Lohardaga, in particular, has the lowest representation, with only 97 schools falling into the Type II category. Khunti and Simdega follow with 193 and 166 schools, respectively.

Since in these classrooms, children do not have good proficiency in Hindi, at least when they enter school, children's home language must be used systematically and formally in the school. In Type II schools, since the teacher is proficient in the 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 to determine the nature of the bilingual education program, including determining the medium of instruction, the 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.

4.4.3 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 student's language.
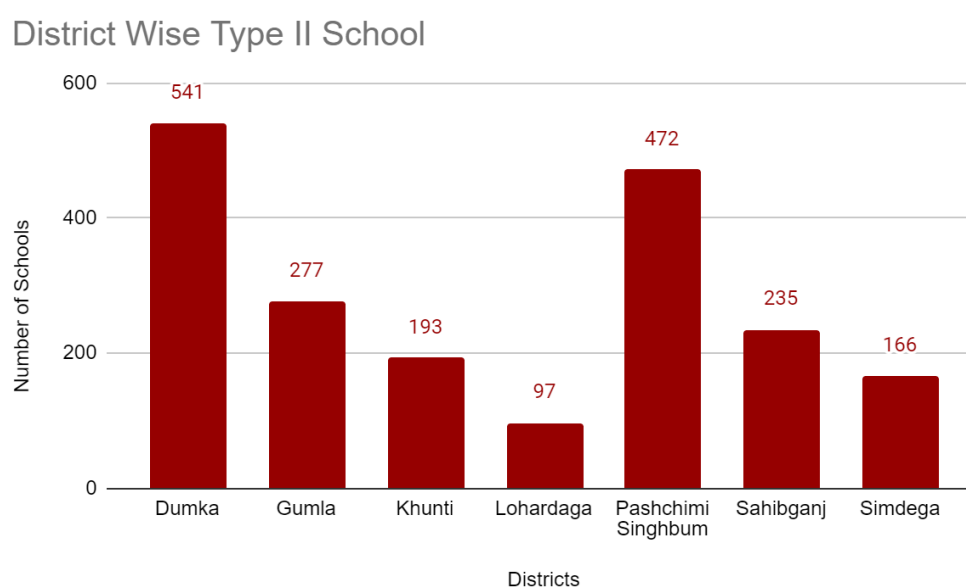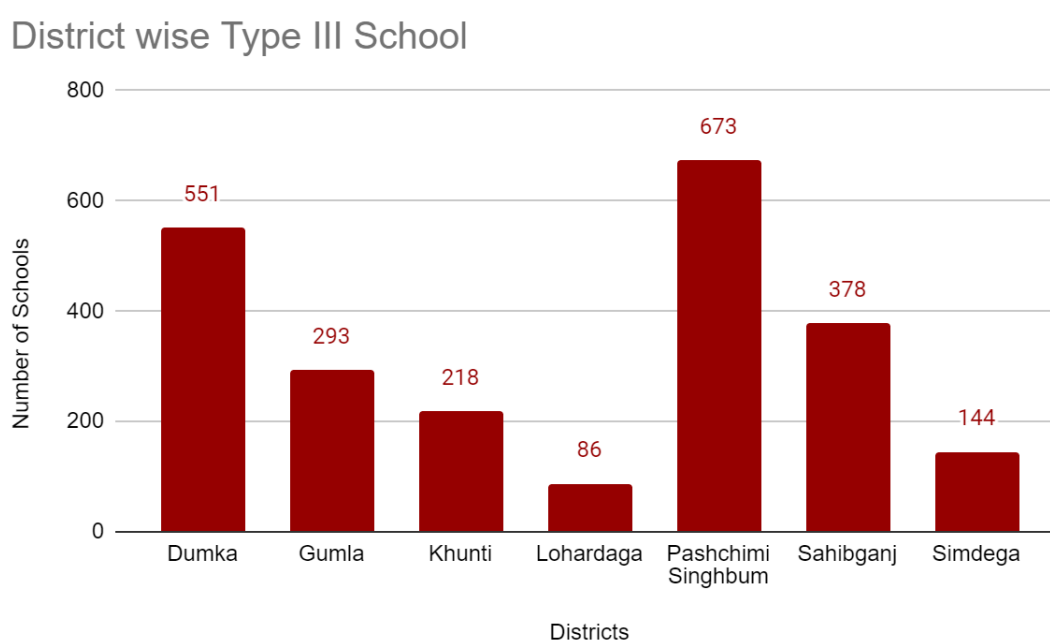

Image 8: District-wise distribution of Type III schools

There are Type III Schools, accounting for 2,343 schools (28.68%), which present a scenario where the majority of students speak a single home language but have limited proficiency in Hindi. Paschimi Singhbum leads with 673 Type III schools, followed by Dumka with 551 schools, indicating

widespread language barriers. Sahibganj and Gumla show significant counts at 378 and 293, respectively. Khunti follows with 218 schools. Simdega has around 144 schools, while Lohardaga stands out with 86. These figures highlight the urgent need for targeted interventions to overcome language-related obstacles in education across Jharkhand's surveyed districts.

4.4.4 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 based on 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 IV (A) 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.

Jharkhand hosts 33 indigenous communities with around 20 mother languages. Five main languages are Santali, Mundari, Ho, Kurukh, and Kharia, while the nine PVTGs also use languages like Malto, Sabar, and Birjia. These languages belong to the Indo-Aryan, Dravidian, and Munda group and differ drastically from Hindi. Regional languages such as Khortha, Nagpuri/Sadri, Kurmali, and others act as essential link languages, connecting the indigenous communities (26.3% of the population) with the rest of the state.[9]

The following table lists the prominent link languages found through the survey in the seven districts:

SL No.	Languages
1.	Naagpuri
2.	Hindi
3.	Khuduk
4.	Khadia
5.	Mundari

Table 4: Prominent link languages spoken in the survey districts

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[9]Pattanayak B. (2023). Towards A Mother-Language Based Multi-Lingual Education in Jharkhand. Journal of Productive Discourse (ISSN: 2990-7535). Madan Bhandari Memorial College. https://doi.org/10.5281/zenodo.7880691

District Wise Type-IV A School
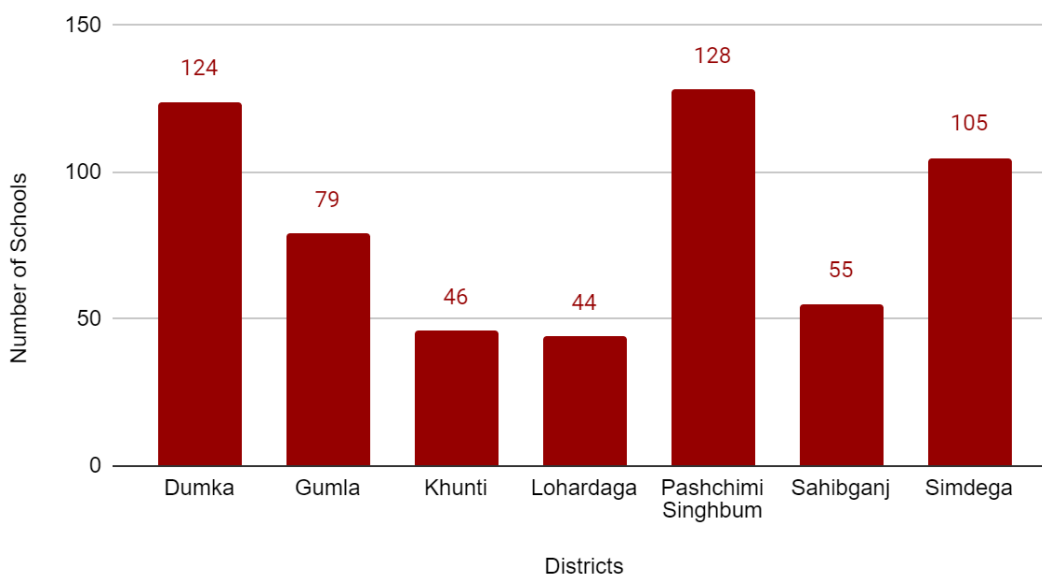
Image 9: District-wise distribution of Type IV (A) schools

The graph presents data on the number of districts and the count of students who speak more than one language. Across seven districts, a total of 42,196 students are identified as speakers of multiple languages.

Dumka stands out with the highest count of students speaking more than one language, totalling 124 students. This suggests a significant level of linguistic diversity within the district. Conversely, Lohardaga has the lowest count, indicating a comparatively lower level of multilingualism among students in that district. The varying counts across districts imply differing degrees of linguistic diversity and potentially diverse linguistic landscapes within the region.

While the data stresses on the presence of multilingual students, further details about the link language and its comprehension among students are crucial for a comprehensive analysis. Understanding the link language's prevalence and the extent to which students comprehend it is essential, especially if it serves as a medium of instruction. This information would shed light on the effectiveness of instructional methods and the challenges students may face in understanding the curriculum.

In Type IV (B) 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 language groups is more challenging.

District Wise Type-IV B School
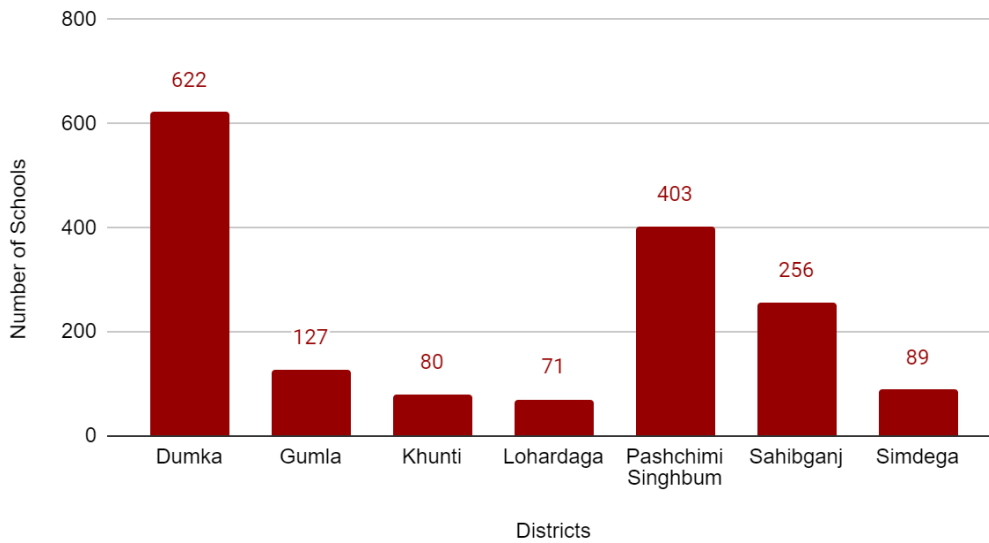
Image 10: District-wise distribution of Type IV (B) Schools

Across seven districts, a total of 1648 students fall under this classification, highlighting the significant educational challenge posed by linguistic diversity.

Dumka emerges as the district with the highest count of students lacking link languages, totalling 622 students. This suggests a substantial portion of Dumka's student population may struggle with comprehending the mode of instruction due to linguistic barriers. Similarly, Gumla, Khunti, Lohardaga, and other districts also exhibit considerable numbers of students without link languages, indicating widespread linguistic diversity and potential barriers to educational access.

These differences in numbers between districts highlight regional differences in educational challenges and language backgrounds. Certain districts encounter a greater degree of linguistic variety, which leads to challenges in effectively instructing pupils with varied language origins. To support students who are encountering linguistic hurdles, instructional techniques and focused interventions must consider these issues. Implementing multilingual instructional resources, offering language support services, and advocating for inclusive teaching methods that take into account students' varied linguistic backgrounds are a few ways to approach these difficulties.

The data highlights the prevalence of Type IV-B conditions in several districts, where students confront significant linguistic diversity and lack a common link language for instructional purposes. Addressing these challenges is crucial for ensuring equitable access to quality education and fostering inclusive learning environments for all students, regardless of their linguistic backgrounds.

5. Recommendations

Approach	Sociolinguistic Typology of Schools	Description
Approach 1: Mother tongue-based multilingual education (MTB-MLE)	Type I Schools	- Since students already have a good grasp of the school language (Hindi), MTB-MLE can be implemented to preserve and develop their proficiency in their regional language while gradually introducing Hindi as a second language. - Utilise resources and materials in both the regional language and Hindi to ensure balanced bilingualism. - Provide training and support for teachers to effectively implement MTB-MLE approaches in the classroom.
	Type II Schools	- Implement MTB-MLE to strengthen students' proficiency in their home language while gradually transitioning to Hindi as the medium of instruction. - Encourage teachers to use students' home language extensively in classroom instruction, gradually integrating Hindi where necessary. - Develop culturally relevant teaching materials in both the home language and Hindi to support MTB-MLE implementation.
	Type III Schools	Prioritise MTB-MLE to bridge the gap between students' home language proficiency and Hindi.

		• Provide intensive language support programs for both students and teachers to enhance proficiency in both languages. • Collaborate with local communities to develop culturally sensitive and linguistically appropriate learning materials.
	Type IV (A) Schools	• Implement MTB-MLE to cater to the linguistic diversity within the classroom while utilising the link language as a bridge for communication. • Offer professional development opportunities for teachers to effectively manage multilingual classrooms and implement MTB-MLE approaches. • Foster a supportive environment that values and celebrates linguistic diversity within the school community.
	Type IV (B) Schools	• Despite the absence of a predominant link language, MTB-MLE is implemented to address the linguistic needs of students from diverse language backgrounds. • Encourage collaborative learning strategies that leverage students' multilingualism as a resource for language development. • Provide ongoing support and training for teachers to navigate the challenges of teaching in a multilingual environment.
Approach 2: Extensive and strategic use of L1	Type I Schools	• While students already have proficiency in Hindi, ensure that their regional language is valued and utilised in oral communication activities to maintain language vitality.

in the oral domain, with L2 used as the MoI		• Integrate opportunities for students to use their regional language in various classroom interactions, such as group discussions and storytelling.
	Type II Schools	• Encourage teachers to leverage students' home language extensively in oral communication activities, fostering a supportive environment where students feel comfortable expressing themselves. • Introduce Hindi as the medium of instruction while continuing to provide opportunities for students to use their home language in classroom interactions.
	Type III Schools	• Despite limited proficiency in Hindi, promote the strategic use of students' home language in oral communication activities to scaffold their language development. • Provide additional support for students to develop oral proficiency in Hindi through interactive language learning activities and peer collaboration.
	Type IV(A) Schools	• Utilise the link language as a medium for oral communication in the classroom, facilitating interaction among students from different language backgrounds. • Encourage teachers to strategically integrate Hindi into classroom discussions and activities while respecting and valuing students' home languages.
	Type IV (B) Schools	• Despite the absence of a predominant link language, foster opportunities for students to engage in oral communication activities using their respective home languages.

		● Implement strategies for promoting language awareness and appreciation among students, recognising the linguistic diversity within the classroom.
Approach 3: Working with multiple home languages by using the classroom's multilingualism as a resource	Type I Schools	● Capitalise on students' proficiency in their regional language and Hindi to create a dynamic multilingual learning environment. ● Encourage peer collaboration and cooperative learning activities that leverage students' linguistic diversity as a valuable resource.
	Type II Schools	● Emphasise the importance of embracing linguistic diversity within the classroom and promote a culture of respect and appreciation for students' home languages. ● Implement collaborative learning strategies that allow students to share their linguistic knowledge and skills with their peers.
	Type III Schools	● Recognise and value the linguistic diversity within the classroom, incorporating students' home languages into instructional activities and classroom interactions. ● Foster a supportive learning environment where students feel empowered to use their home languages as a means of communication and expression.
	Type IV (A) Schools	● Leverage the presence of a link language to facilitate communication and collaboration among students from different language backgrounds. ● Encourage teachers to incorporate students' home languages into instructional activities and create opportunities for cross-linguistic interaction.

	Type IV (B) Schools	• Despite the absence of a predominant link language, it promotes the use of students' home languages as a valuable resource for communication and learning. • Implement cooperative learning strategies that encourage peer support and collaboration across language groups, fostering a sense of belonging and inclusion within the classroom.
Approach 4: When a teacher does not know the language of the children	Type I Schools	• Create opportunities for students to use and develop their language skills by integrating activities like storytelling, group discussions and language games into daily classroom routines.
	Type II Schools	• Support a gradual transition from the home language to the school language by providing language support programs, such as language immersion sessions, language clinics, and peer tutoring. • Offer training and resources to enhance teachers' proficiency in both the school language and students' home language, enabling them to effectively facilitate communication and instruction in multilingual classrooms. • Develop and distribute bilingual teaching materials and resources that align with the curriculum and cater to students' language needs, ensuring equitable access to educational content for all learners.

	Type III Schools	● Encourage meaningful collaboration between teachers and parents to support students' language learning at home and in school, providing resources, guidance, and strategies for promoting language development in both environments. ● Design and implement language assessment tools and measures to accurately assess students' language proficiency levels, identify areas of strength and improvement, and inform targeted language support interventions and instructional strategies.
	Type IV (A)	● Utilise the link language as a medium of communication and instruction to bridge communication gaps and facilitate interaction among students from different language backgrounds. ● Offer professional development opportunities and training programs for teachers to enhance their proficiency in the link language, equip them with effective instructional strategies for multilingual classrooms, and foster their cultural competence and awareness.
	Type IV (B)	● Collaborate with community organisations, cultural institutions, and local stakeholders to support students' language learning and cultural enrichment, leveraging community resources, expertise, and support to enhance language education programs and initiatives.

6. Annexure

भाषायी सर्वेक्षण प्रपत्र – झारखण्ड

भाषायी सर्वेक्षण प्रपत्र (कक्षा-1)

i. मैंने यह प्रपत्र भरने से पहले संबंधित दिशा-निर्देश पढ़ लिए हैं और संबंधित वीडियो भी देख लिया है। ☐

ii. मैंने अपनी कक्षा-1 के सभी बच्चों के 'घर की भाषा(ओं)' की तालिका बना ली है। ☐

यह प्रपत्र राज्य के राजकीय विद्यालयों की कक्षा-1 के लिए बनाया गया है।

A. **विद्यालय के बारे में**

1. राज्य का नाम -

2. ज़िले का नाम – (ड्रॉप डाउन)

3. ब्लॉक का नाम - (ड्रॉप डाउन)

4. संकुल का नाम - (लिखिए)

5. विद्यालय का नाम - (ड्रॉप डाउन)

6. विद्यालय का UDISE कोड - (ड्रॉप डाउन) (निर्देश: यदि स्क्रीन पर दिख रहा UDISE कोड आपके विद्यालय के UDISE कोड से अलग है तो कृपया अपने CRP से संपर्क करें)

7. कक्षा-1 में कुल नामंकित बच्चों/छात्रों की संख्या –

B. **शिक्षक के बारे में**

8. आपका नाम (हिन्दी भाषा शिक्षक जो प्रपत्र भर रहे हैं)

9. आपका मोबाइल नंबर (शिक्षक जो प्रपत्र भर रहे हैं)

10. आपका गृह ज़िला (शिक्षक जो प्रपत्र भर रहे हैं)

11. आपकी घर की भाषा (शिक्षक जो प्रपत्र भर रहे हैं)

12. उन तीन भाषाओं की सूची बनाएँ जिन्हें आप समझने और बोलने की दक्षता के घटते क्रम में जानते हैं। (भाषा-1 वह भाषा होगी जिसे आप समझने और बोलने में सबसे अधिक कुशल हैं और भाषा-3 वह भाषा होगी जिसे आप समझने और बोलने में सबसे कम कुशल हैं)

भाषा 1 ड्राप डाउन   भाषा 2 ड्राप डाउन   भाषा 3 ड्राप डाउन

C. 'शिक्षण का माध्यम' की भाषा को समझने और बोलने की क्षमता

विद्यालय में भाषा विषयों को छोड़कर अन्य विषयों के शिक्षण के लिए प्रयोग की जाने वाली भाषा, जो राज्य द्वारा निर्धारित पाठ्यपुस्तकों और परीक्षा की भाषा होती है उस भाषा को "शिक्षण का माध्यम" कहते हैं।

13. नीचे दी गई सूची में से आपके विद्यालय की कक्षा – 1 में **'शिक्षण का माध्यम'** के रूप में प्रयोग की जाने वाली भाषा का चयन करें -

हिन्दी   अंग्रेज़ी

14. 'शिक्षण का माध्यम' के रूप में चुनी गई **भाषा को समझने की क्षमता** (निर्देश : i) **स्तर - 1 'बहुत कम'** : यानी बच्चे 'शिक्षण का माध्यम भाषा' को बिलकुल भी नहीं समझते हैं। ii) **स्तर - 2 'कम'** : यानी बच्चे 'शिक्षण का माध्यम भाषा' के मात्र कुछ शब्दों को ही समझ पाते हैं। iii) **स्तर - 3 'संतोषजनक'** : यानी बच्चे 'शिक्षण का माध्यम भाषा' के कुछ वाक्यांश और वाक्य को समझते हैं। iv) **स्तर - 4 'अच्छा'** : यानी बच्चे 'शिक्षण का माध्यम भाषा' को पूरी तरह से समझने में सक्षम हैं।) के लिए बच्चों को 1 – 4 तक के स्तर पर चिह्नांकित करें। स्तर प्राप्त करने वाले बच्चों की संख्या भी साथ में दर्ज करें।

स्तर-1 (बहुत कम)	स्तर-2 (कम)	स्तर-3 (संतोषजनक)	स्तर-4 (अच्छा)

15. 'शिक्षण का माध्यम' के रूप में चुनी गई **भाषा को बोलने की क्षमता** (निर्देश: i) **स्तर - 1 'बहुत कम'** : यानी बच्चे 'शिक्षण का माध्यम भाषा' को बिलकुल भी नहीं बोल सकते। ii) **स्तर - 2 'कम'** : यानी बच्चे 'शिक्षण का माध्यम

भाषा' के मात्र कुछ शब्दों को ही बोल पाते हैं। iii) **स्तर - 3 'संतोषजनक' :** यानी बच्चे 'शिक्षण का माध्यम भाषा' के कुछ वाक्यांश और वाक्य को बोल पाते हैं। iv) **स्तर - 4 'अच्छा' :** यानी बच्चे 'शिक्षण का माध्यम भाषा' को धाराप्रवाह बोलने में सक्षम हैं।) के लिए बच्चों को 1 – 4 तक के स्तर पर चिह्नांकित करें। स्तर प्राप्त करने वाले बच्चों की संख्या भी साथ में दर्ज करें।

स्तर-1 (बहुत कम)	स्तर-2 (कम)	स्तर-3 (संतोषजनक)	स्तर-4 (अच्छा)

D. बच्चों के घर की भाषा एवं बच्चों के घर की भाषा-1 में शिक्षक की दक्षता

घर की भाषा : यानी वह भाषा/बोली जिसे बच्चे बहुत ही अच्छी तरह से जानते हैं। पहली बार विद्यालय (बालवाटिका या कक्षा-1) आने तक जिस भाषा/बोली को बच्चे अच्छी तरह समझते हैं और बोलते हैं।

घर की भाषा-1 : जिसे कक्षा -1 में सबसे ज़्यादा बच्चे जानते हैं।

16. किसी एक भाषा/बोली का चयन कीजिए जो आपकी कक्षा के अधिकतम बच्चों के घर की भाषा है -

(ड्रॉप डाउन सूची)

17. घर की भाषा -1 जानने वाले बच्चों की कुल संख्या ?

(प्रतिक्रिया बॉक्स)

18. प्रश्न 17 में चुनी गई घर की भाषा-1 को **समझने की क्षमता** (निर्देशः i) **स्तर - 1 'बहुत कम' :** यानी शिक्षक 'बच्चों की घर की भाषा' को बिलकुल भी नहीं समझते हैं। ii) **स्तर - 2 'कम' :** यानी शिक्षक 'बच्चों की घर की भाषा' के मात्र कुछ शब्दों को ही समझ पाते हैं। iii) **स्तर - 3 'संतोषजनक' :** यानी शिक्षक 'बच्चों की घर की भाषा' के कुछ वाक्यांश और वाक्य को समझते हैं। iv) **स्तर - 4 'अच्छा' :** यानी शिक्षक 'बच्चों की घर की भाषा' को पूरी तरह से समझने में सक्षम हैं।) के लिए स्वयं (शिक्षक) को 1 से 4 तक के स्तर पर चिह्नांकित करें।

स्तर- 1 (बहुत कम)   स्तर-2 (कम)   स्तर-3 (संतोषजनक)   स्तर-4

(अच्छा)

19. प्रश्न 17 में चुनी गई घर की भाषा -1 को **बोलने की क्षमता** (निर्देश: i) **स्तर - 1 'बहुत कम'** : यानी शिक्षक 'बच्चों की घर की भाषा' को बोलना बिलकुल भी नहीं जानते हैं। ii) **स्तर - 2 'कम'** : यानी शिक्षक 'बच्चों की घर की भाषा' के मात्र कुछ शब्दों को ही बोल पाते हैं। iii) **स्तर - 3 'संतोषजनक'** : यानी शिक्षक 'बच्चों की घर की भाषा' के कुछ वाक्यांश और वाक्य को बोल पाते हैं। iv) **स्तर - 4 'अच्छा'** : यानी शिक्षक 'बच्चों की घर की भाषा' को धाराप्रवाह बोलने में पूर्ण सक्षम हैं।) के लिए स्वयं (शिक्षक) को 1 से 4 तक के स्तर पर चिह्नांकित करें।

स्तर- 1 (बहुत कम)   स्तर-2 (कम)   स्तर-3 (संतोषजनक)   स्तर-4 (अच्छा)

20. क्या आप घर की भाषा-1 को सीखने में रुचि रखते हैं?

हाँ   नहीं

21. क्या आप अपने सहभागी शिक्षकों को घर की भाषा -1 को सिखाने में रुचि रखते हैं?

हाँ   नहीं

E. **बच्चों के घर की भाषा -2 और उसमें शिक्षक की क्षमता**

घर की भाषा -2 : वह भाषा है जो घर की भाषा-1 को जानने वाले बच्चों के अतिरिक्त अधिकांश बच्चों के घर की भाषा है।

22. कक्षा में अगले अधिकांश बच्चों द्वारा बोली जाने वाली घर की भाषा-2 का चयन करें।

(ड्रॉप - डाउन सूची)

23. आपकी कक्षा में घर की भाषा-2 को जानने वाले कुल कितने बच्चे हैं?

(प्रतिक्रिया बॉक्स)

24. प्रश्न 23 में चुनी गई घर की भाषा -2 को **समझने की क्षमता** (निर्देश: i) **स्तर - 1 'बहुत कम'** : यानी शिक्षक 'बच्चों की घर की भाषा' को बिलकुल भी नहीं समझते हैं। ii) **स्तर - 2 'कम'** : यानी शिक्षक 'बच्चों की घर की भाषा' के मात्र कुछ शब्दों को ही समझ पाते हैं। iii) **स्तर - 3 'संतोषजनक'** : यानी शिक्षक 'बच्चों की घर की भाषा' के कुछ वाक्यांश और वाक्य को समझते हैं। iv) **स्तर - 4 'अच्छा'** : यानी शिक्षक 'बच्चों की घर की भाषा' को पूरी तरह से समझने में सक्षम हैं।) के लिए स्वयं (शिक्षक) को 1 से 4 तक के स्तर पर चिह्नांकित करें ।

स्तर- 1 (बहुत कम)   स्तर-2 (कम)   स्तर-3 (संतोषजनक)   स्तर-4 (अच्छा)

25. प्रश्न 23 में चुनी गई घर की भाषा-2 को **बोलने की क्षमता** (निर्देश: i) **स्तर - 1 'बहुत कम'** : यानी शिक्षक 'बच्चों की घर की भाषा' को बोलना बिलकुल भी नहीं जानते हैं। ii) **स्तर - 2 'कम'** : यानी शिक्षक 'बच्चों की घर की भाषा' के मात्र कुछ शब्दों को ही बोल पाते हैं। iii) **स्तर - 3 'संतोषजनक'** : यानी शिक्षक 'बच्चों की घर की भाषा' के कुछ वाक्यांश और वाक्य को बोल पाते हैं। iv) **स्तर - 4 'अच्छा'** : यानी शिक्षक 'बच्चों की घर की भाषा' को धाराप्रवाह बोलने में पूर्ण सक्षम हैं।) के लिए स्वयं (शिक्षक) को 1 से 4 तक के स्तर पर चिह्नांकित करें ।

स्तर- 1 (बहुत कम)   स्तर-2 (कम)   स्तर-3 (संतोषजनक)   स्तर-4 (अच्छा)

26. क्या आप घर की भाषा-2 को सीखने में रुचि रखते हैं?

हाँ   नहीं

27. क्या आप अपने सहभागी शिक्षकों को घर की भाषा-2 को सिखाने में रुचि रखते हैं?

हाँ   नहीं

F. **बच्चों के घर की भाषा-3 और उसमें शिक्षक की क्षमता**

घर की भाषा-3 : वह भाषा है जो घर की भाषा-1 और घर की भाषा-2 जानने वाले बच्चों के अतिरिक्त अधिकांश बच्चों के घर की भाषा है।

28. घर की भाषा-3 हेतु कोई एक भाषा का चयन कीजिए जो आपकी कक्षा में घर की भाषा-1 और घर की भाषा-2 से जुड़े बच्चों के अतिरिक्त अधिकांश बच्चों के घर की भाषा है-

(ड्रॉप - डाउन सूची)

29. आपकी कक्षा में घर की भाषा-3 को जानने वाले कुल कितने बच्चे हैं?

(प्रतिक्रिया बॉक्स)

30. प्रश्न 29 में चुनी गई घर की भाषा-3 को **समझने की क्षमता के लिए** (निर्देश: i) **स्तर - 1 'बहुत कम'** : यानी शिक्षक 'बच्चों की घर की भाषा' को बिलकुल भी नहीं समझते हैं। ii) **स्तर - 2 'कम'** : यानी शिक्षक 'बच्चों की घर की भाषा' के मात्र कुछ शब्दों को ही समझ पाते हैं। iii) **स्तर - 3 'संतोषजनक'** : यानी शिक्षक 'बच्चों की घर की भाषा' के कुछ वाक्यांश और वाक्य को समझते हैं। iv) **स्तर - 4 'अच्छा'** : यानी शिक्षक 'बच्चों की घर की भाषा' को पूरी तरह से समझने में सक्षम हैं।) स्वयं (शिक्षक) को 1 से 4 तक के स्तर पर चिह्नांकित करें ।

स्तर- 1 (बहुत कम)   स्तर-2 (कम)   स्तर-3 (संतोषजनक)   स्तर-4

(अच्छा)

31. प्रश्न 29 में चुनी गई घर की भाषा-3 **को बोलने की क्षमता** (निर्देश: i) **स्तर - 1 'बहुत कम' :** यानी शिक्षक 'बच्चों की घर की भाषा' को बोलना बिलकुल भी नहीं जानते हैं। ii) **स्तर - 2 'कम'** : यानी शिक्षक 'बच्चों की घर की भाषा' के मात्र कुछ शब्दों को ही बोल पाते हैं। iii) **स्तर - 3 'संतोषजनक'** : यानी शिक्षक 'बच्चों की घर की भाषा' के कुछ वाक्यांश और वाक्य को बोल पाते हैं। iv) **स्तर - 4 'अच्छा'** : यानी शिक्षक 'बच्चों की घर की भाषा' को धाराप्रवाह बोलने में पूर्ण सक्षम हैं।) के लिए स्वयं (शिक्षक) को 1 से 4 तक के स्तर पर चिह्नांकित करें ।

स्तर- 1 (बहुत कम)   स्तर-2 (कम)   स्तर-3 (संतोषजनक)   स्तर-4

(अच्छा)

32. क्या आप घर की भाषा-3 को सीखने में रुचि रखते हैं?

हाँ   नहीं

33. क्या आप अपने सहभागी शिक्षकों को घर की भाषा-3 को सिखाने में रुचि रखते हैं?

हाँ   नहीं

G. **घर की अन्य भाषाएँ**

घर की अन्य भाषाएँ: *यह बच्चों के घर की अन्य कोई भाषा है जो घर की भाषा-1, घर की भाषा-2 और घर की भाषा-3 को जानने वाले बच्चों के अतिरिक्त अधिकांश बच्चों के घर की भाषा है।*

34. किसी एक भाषा को **'घर की अन्य भाषा** के रूप में लिखें । (*घर की भाषा-1, 2 और 3 के अतिरिक्त*)

35. प्रश्न 35 में लिखी गई भाषा आपकी कक्षा में कुल कितने बच्चों के घर की भाषा है? (प्रतिक्रिया बॉक्स)

H. **बहुभाषी बच्चे**

36. आपकी कक्षा के कितने बच्चे दो या दो से ज़्यादा भाषाएँ समझते और बोलते हैं? बच्चों की संख्या लिखें और भाषाओं को चुनें-

(प्रतिक्रिया बॉक्स - संख्या)   (ड्रॉपडाउन– भाषा)

I. **बच्चों की भाषा जानने वाले शिक्षक**

37. क्या आपके विद्यालय में आपके अतिरिक्त बच्चों की भाषा जानने वाले शिक्षक हैं? कृपया विवरण दीजिए –

(प्रतिक्रिया बॉक्स – शिक्षक का नाम -1, शिक्षक का नाम -2, शिक्षक का नाम -3)

(ड्रॉपडाउन – भाषाएँ)

J. **लिंक/संपर्क भाषा**

लिंक/संपर्क भाषा : *लिंक/संपर्क की भाषा एक ऐसी भाषा होती है जो घर के बाहर बोली जाती है । यह समुदाय में व्यापक रुप से आपसी बोलचाल के लिए इस्तेमाल की जाती है। यह भाषा 'शिक्षण का माध्यम' की भाषा नहीं है ।*

38. क्या समुदाय में बोलचाल के लिए कोई 'लिंक/संपर्क' भाषा है ?

    हाँ   नहीं

39. यदि हाँ, तो समुदाय में उपयोग की जाने वाली 'लिंक/संपर्क' भाषा का चयन करें।

    (ड्रॉप – डाउन सूची)

40. लिंक/संपर्क की **भाषा को समझने की क्षमता** के लिए बच्चों को 1 – 4 तक के स्तर पर चयनित करें ।

स्तर-1 (बहुत कम)	स्तर-2 (कम)	स्तर-3 (संतोषजनक)	स्तर-4 (अच्छा)

41. लिंक/संपर्क की **भाषा को बोलने की क्षमता** के लिए बच्चों को 1 – 4 तक के स्तर पर चयनित करें।

स्तर-1 (बहुत कम)	स्तर-2 (कम)	स्तर-3 (संतोषजनक)	स्तर-4 (अच्छा)

42. लिंक/संपर्क भाषा को समझने की क्षमता के लिए स्वयं (शिक्षक) को 1 से 4 तक के स्तर पर चिह्नांकित करें ।

स्तर- 1 (बहुत कम)   स्तर-2 (कम)   स्तर-3 (संतोषजनक)   स्तर-4 (अच्छा)

43. लिंक/संपर्क भाषा को बोलने की क्षमता के लिए स्वयं (शिक्षक) को 1 से 4 तक के स्तर पर चिह्नांकित करें|

स्तर- 1 (बहुत कम)   स्तर-2 (कम)   स्तर-3 (संतोषजनक)   स्तर-4 (अच्छा)

मैं यह प्रमाणित करती/करता हूँ कि इस प्रपत्र में दी गई सभी सूचनाएँ सही हैं।   ☐

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