Language Mapping of Schools in Rajasthan

Phase - II

SURVEY REPORT

Language and Learning foundation

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Preface

Rajasthan State Council of Educational Research and Training, Udaipur, with support from Rajasthan School Education Council, Samagra Shiksha Abhiyan, Jaipur, has conducted a language mapping survey as per the guidelines of the National Education Policy 2020 (NEP 2020) and Nipun Bharat Mission. Phase-II of the survey was conducted at 41,686 schools across the State's 24 districts. This survey will help understand the differences between the home and school language (medium of instruction) of students of grade-1 enrolled in these districts' government schools. It attempts to assess student's proficiency in their home language and school language and teacher's proficiency in student's home language.

Two significant recommendations were put forward in the National Education Policy 2020 to improve children's learning in the early years. These suggestions emphasise more on learning during the first five years of schooling, which includes three years of preschool education. Mother-tongue-based education in early grades is critical for strengthening such fundamental skills for learning. The objective of the language mapping survey was to understand the current situation of multilingualism in Rajasthan following the National Education Policy 2020 recommendations. This understanding would pave the way to include children's home language in the teaching-learning process as much as possible and help develop appropriate strategies for multilingual education. Formulating such strategies will not only help achieve the Foundational Literacy and Numeracy (FLN) goals but also those of Article 350-A of the Indian Constitution, which states that "all children, irrespective of the linguistic communities, should receive such education as is conducive to the state's goal of human development," and enables children to exercise their linguistic rights. Children from diverse language communities face moderate to severe learning disadvantages due to use of unfamiliar language in schools.

The insights gained from the survey findings will help formulate the State's education programs in the following years. I want to thank the Rajasthan School Education Council, Jaipur, for cooperating with the team RSCERT and the Language and Learning Foundation, UNICEF-Rajasthan, and all the colleagues from other partner organisations for the technical support, including the hard work put in finalising 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 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.

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 many schools, teachers 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.

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.

4. **Link Language:** The link language is the language spoken outside the home and hence it is not the home language. It is widely spoken in the region. This will be the language that two or more groups of people use to communicate with each other. For example, in Pratapgarh district of Rajasthan, Malvi or Wagdi may be the link language. Please note that the medium of instruction or the language of the school will not be the link language.

List of Tables and Figures

Executive Summary

Rajasthan, marked by its linguistic diversity, features over 37 different 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 24 districts across Rajasthan, focusing 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.

Findings from the survey indicate that approximately 60% of schools in Rajasthan, 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 6,996 schools (16.7%) categorised as Type II, where over 90% of students share a common home language distinct from Hindi and possess limited functional proficiency in Hindi upon enrollment. This underscores the critical need for tailored Multilingual Education (MLE) approaches to mitigate language-related barriers and foster inclusive learning environments conducive to students' overall development.

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

24
Districts covered across the state

250
Blocks covered across the state

41,686
Schools participating in the surcey

3,66,782
Students represented through the survey

60% OF THE SCHOOLS
pose moderate to severe learning disadvantages.

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]

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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

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 school3.

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.

1.1 Language Mapping

'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.

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 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.
>
> **– 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, Rajasthan 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 Rajasthan, 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. Rajasthan: What is the linguistic diversity in the state?

Rajasthan, the largest state in India in terms of area, is situated in the northwestern region of the country. It shares borders with Pakistan to the west, Gujarat to the southwest, Madhya Pradesh to the southeast, and Uttar Pradesh and Haryana to the northeast, with Punjab to the north. Covering an area of 342,239 square kilometres (132,139 sq mi), Rajasthan constitutes about 11 percent of India's total landmass and exhibits a diverse geographical landscape, ranging from the arid plains of the Thar Desert in the west to the Aravalli Hills traversing the central region.[5] Known for its rich ethnic and cultural diversity, the state is home to a mix of religious communities, with Hindus forming the majority, alongside significant populations of Muslims, Sikhs, Jains, and Christians.[6]

Image 1: District Map of Rajasthan

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[5] Rajasthan Foundation. (n.d.). Geography. https://foundation.rajasthan.gov.in/
[6]Office of the Registrar General & Census Commissioner, India. (2011). National Data and Archival Repository (NADAR). https://www.censusindia.gov.in/

Rajasthani, classified as a western Indo-Aryan language, encompasses a diverse range of dialects (Marwari, Mewari, Dhundhari, Shekhawati, Mewati, Wagdi, Bagri, Harauti, Godwari, Merwari) predominantly spoken in the region of Rajasthan. These dialects reflect the rich cultural heritage and traditions ingrained in the local populace, shaped by the state's extensive history. Over time, Rajasthan witnessed the amalgamation of numerous princely states, leading to the emergence of distinct linguistic variations among its people. The term 'Rajasthani' was coined by scholar George Abraham Grierson in 1908 to encompass these linguistic nuances, which were previously represented by various dialects. Written in the Devanagari script, Rajasthani comprises 10 vowels and 31 consonants, serving as a vital aspect of the region's linguistic and cultural identity.

The tribal population in Rajasthan is about 13.48% of the state population. 12 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 comprises tribes who speak the local language with dialects. Tribes such as Garasia, Meena, Bhil, and Dhanka are part of this group, speaking languages including Rajasthani and its various dialects.

2. *Munda Language Family:* This group consists of tribes speaking languages belonging to the Munda language family, such as Bhumij, Santali, and Mundari. However, in Rajasthan, the representation of Munda-speaking tribes is relatively minimal.

3. *Dravidian Language Family:* This group includes tribes speaking dialects of the Dravidian language family. Tribes like Bhilala, Damor, and Naikda are part of this category, speaking languages like Bhili and its variants.[8]

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[7] Rajasthan Foundation. (n.d.). Demographics & Statistics.
https://foundation.rajasthan.gov.in/DemographicsStatistics.aspx
[8] Rajasthan Studio. (2020, October 22). Dialects Of Rajasthan And Its Cultural Significance. Rajasthan Studio.
https://rajasthanstudio.com/dialects-of-rajasthan-and-its-cultural-significance/

3. Language Survey in Rajasthan: Methodology

Total Coverage of the Language Survey in Rajasthan

Number of districts covered: 24

Number of blocks covered: 250

Number of participating schools: 41686

Number of students represented: 366782

3.1 Objectives of Language Mapping Survey

This particular language survey in Rajasthan is aimed at capturing 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 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 Rajasthan, to design appropriate multilingual education models for the schools. Data in the survey is captured in all the schools across the state and at the level of blocks and districts. 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 Rajasthan State Council of Educational Research and Training were instrumental in reviewing the tools and provided valuable feedback at every stage. *(Refer to Annexure I for the Tool)*

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
- Guidelines for filling out the survey tool
- An orientation video as a step-by-step guide for filling out the survey form[9]

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.

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[9] The link to the orientation video.

3.3 Process of Conducting the Language Mapping Survey

The language mapping initiative in Rajasthan commenced with a two-day state-level workshop on 'Multilingual Education' held on 24th and 25th August 2022. This workshop, organised under the NIPUN Bharat Mission in collaboration with the Rajasthan School Education Council, Samagra Shiksha, and UNICEF, aimed to enhance participants' understanding of multilingual education and its methodologies. Officers from various departments and districts attended, setting the stage for the subsequent language mapping exercise.

Image 2: Workshop conducted in Jaipur on 24th and 25th August 2022.

Following the initial workshop, a phased approach was adopted for program implementation, beginning with nine districts. Two workshops were conducted to develop tools for linguistic mapping in November and December 2022, with technical assistance provided by the Language and Learning Foundation (LLF). A linguistic survey toolkit was developed, which included a webform, guidelines, orientation video, and training materials.

The state-level resource group received online training on utilising the survey tool, who subsequently trained Panchayat Elementary Education Officers (PEEOs) and teachers in their respective districts. Data collection for the first phase occurred, and the results were disseminated, leading to the decision to extend the exercise to the remaining 24 districts. Two workshops followed this to develop tools for linguistic mapping, held in two rounds on 21-23 November and 5-6 December 2022.

In September 2023, a three-day workshop convened representatives from the 24 districts to refine the language mapping approach based on lessons learned. Questions were framed, guidelines revised, and preparations made for the upcoming phases.

Subsequently, a workshop series was conducted to orient district resource persons on the language mapping tool's usage, ensuring comprehensive understanding and implementation. These resource persons then trained teachers in their respective districts, facilitating widespread participation in data collection.

Finally, data collection took place on the Government's Portal - Shala Darpan in January and February 2024, marking the culmination of the language mapping exercise. This comprehensive approach, involving workshops, tool development, training sessions, and online data collection, facilitated a systematic and inclusive assessment of language diversity in Rajasthan's educational landscape.

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.

4. Language Survey in 24 districts of Rajasthan: 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 37 home languages present in classrooms across 24 districts of Rajasthan.

Sr. No	Language	Percentage of Speakers among Grade 1 Students
1.	Marwari	23.4%
2.	Hindi	15.7%
3.	Hadoti	13.20%
4.	Dhundhadi	9.02%
5.	Shekhawati	6.70%
6.	Bagdi (Rajasthani)	5.48%
7.	Mewati	3.81%
8.	Brajbhasha	3.10%
9.	Mewadi	2.57%
10.	Khadiboli	1.81%

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

The linguistic composition of grade 1 students in 24 districts of Rajasthan reveals a fascinating mosaic of languages, each bearing its own cultural significance and influence. According to the data captured in the school-level language survey, Marwari is the majority language spoken in many of the surveyed districts of the state, followed by Hindi, Hadoti, Dhundhadi, Shekhawati, Bagdi (Rajasthani), Mewati, Brajbhasha, Mewadi and Khadiboli. Marwari, emerging as the most prevalent language, is spoken by a significant 23.4% of students, reflecting its deep roots and widespread usage across the state. Following closely behind is Hindi, the state language, with 15.7% of students identifying it as their mother tongue, showcasing its ubiquitous presence in everyday communication and education.

Hadoti claims the third position, representing 13.20% of students, underscoring its regional importance and vitality within Rajasthan's linguistic landscape.

Beyond these major languages, a diverse array of dialects and linguistic variants enriches the linguistic tapestry of the state. Dhundhadi, Shekhawati, and Bagdi (Rajasthani) each contribute to this diversity, reflecting the unique cultural heritage and local identities embedded within Rajasthan's communities. Additionally, tribal languages like Mewati and Brajbhasha, alongside Khadiboli, further enhance the linguistic richness of the region, providing a window into the cultural traditions and historical legacies of Rajasthan's indigenous populations.

4.2 Proficiency of Grade 1 Students in Hindi

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. In 38.4% 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 20.4% 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 58.8% of schools, children face moderate to severe learning disadvantages due to their lack of understanding of Hindi used as the medium of instruction.
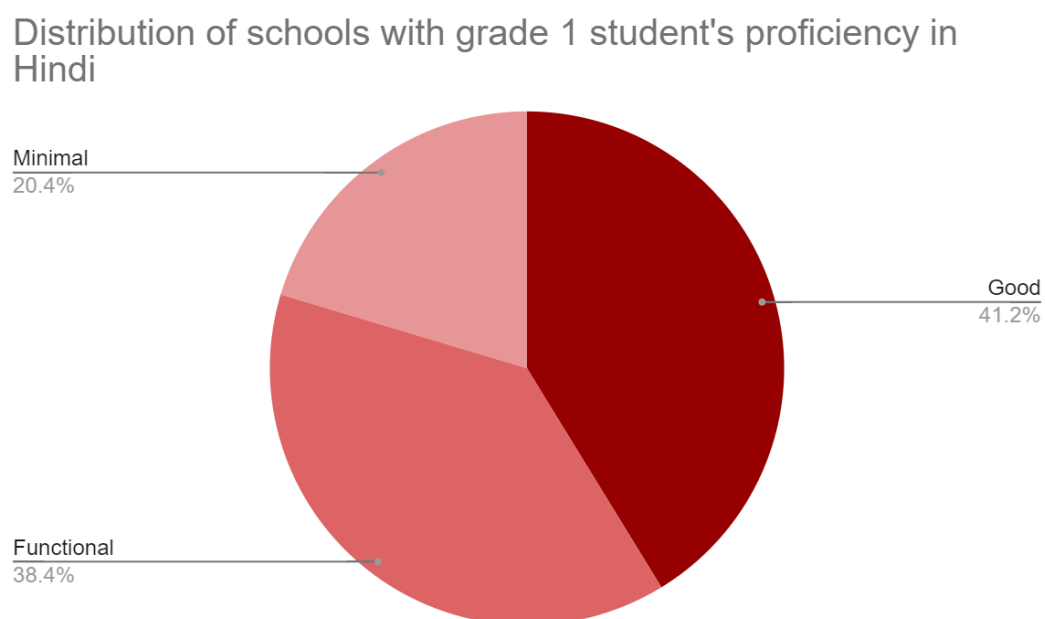

Distribution of schools with grade 1 student's proficiency in Hindi

Minimal
20.4%

Good
41.2%

Functional
38.4%

Image 3: Percentage of schools with students proficiency in Hindi

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 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.

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 image above shows that students in the districts of Jalor, Barmer, Jodhpur, Bikaner, Jaisalmer and Nagaur 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 Rajasthan.

Sr. No	District	Literacy Rate
1.	Jalore	54.86%
2.	Barmer	56.53%
3.	Jaisalmer	57.22%
4.	Nagaur	62.80%
5.	Bikaner	65.13%
6.	Jodhpur	65.94%

Table 2: Literacy Rates of Districts in Rajasthan

The remarkable overlap between the districts with the lowest literacy rates in the state and the districts where children 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.

- **Good Competency in Hindi**

The image below 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.

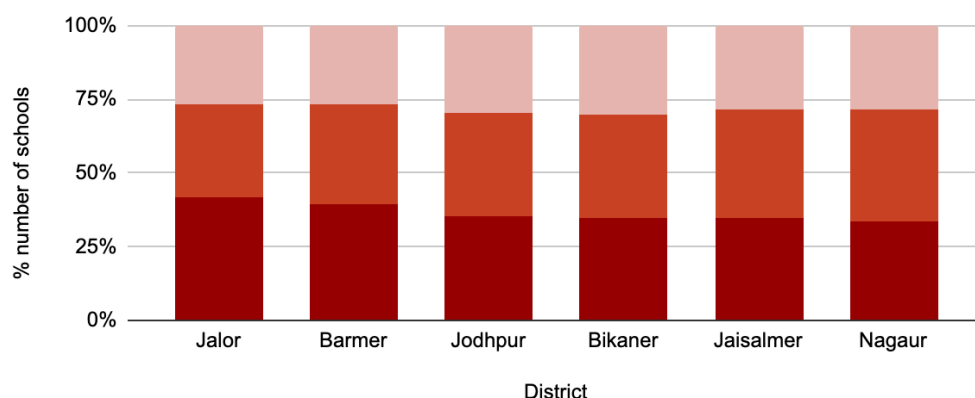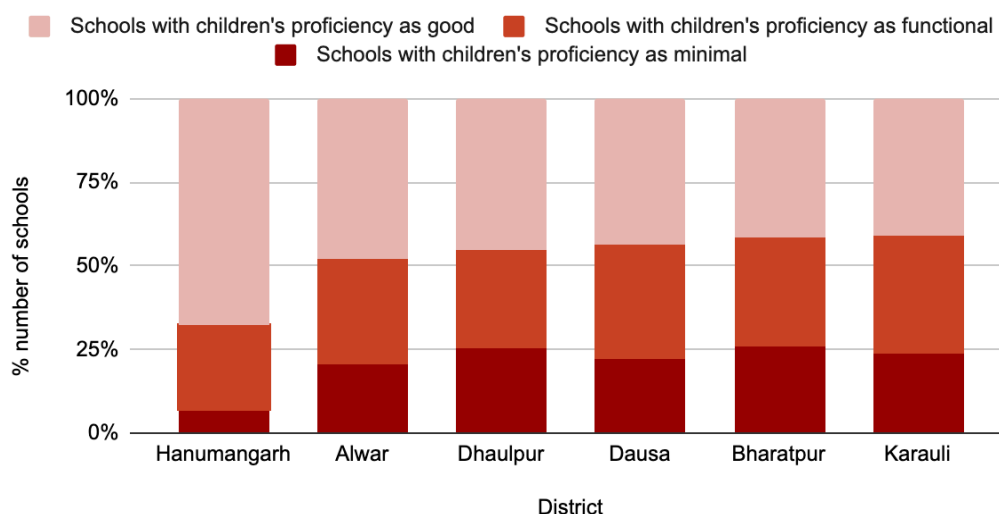*Image 5: Distribution of Children's Proficiency in Hindi in Districts with the Highest Number of Schools with Children with Functional and Good Proficiency in Hindi*

4.3 Teachers Language Proficiency

4.3.1 Teachers Language Proficiency in Children's Home Languages

The data on teachers' language proficiency in children's home languages across various districts provides valuable insights into the linguistic landscape of educational institutions in Rajasthan. The number of schools where the most common home language is spoken highlights the prevalence of specific languages within certain districts. For instance, Marwadi appears to be widely spoken in districts like Barmer, Bikaner, and Jodhpur, while Mewati is prominent in Alwar and Merwadi in Bhilwara. Hindi is the most common language only in three districts out of all. Understanding the distribution of home languages can inform targeted language support programs and resource allocation strategies to address the unique linguistic needs of students in each district.

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 Dhundhadi, Bagdi (Rajasthani), Jalori Marwadi, and Merwadi spoken in inter-state border areas or by children of migrant populations. Teachers' proficiency in languages such as Marwadi, Mewati, and Hadoti seems to be a lot higher, with most teachers rating themselves at functional or good proficiency.

The data on teachers' language proficiency levels in speaking the most common home languages reveal both areas of strength and areas for improvement. While a considerable number of teachers demonstrate functional proficiency in communicating with students in their home languages, there are also instances where teachers report minimal proficiency levels. This discrepancy underscores the importance of investing in teacher training programs focused on language development and cultural competency to enhance educators' ability to effectively engage with diverse student populations.

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 Rajasthan, where most of the children have mother tongues different from Marwadi. 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

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)
Ajmer	Marwadi	691	155	1305
Alwar	Mewati	788	340	1412
Baran	Hadoti	794	137	913
Barmer	Marwadi	2660	708	3375
Bharatpur	Brajbhasha	339	96	1117
Bhilwara	Merwadi	983	22	120
Bikaner	Marwadi	1070	254	1632
Bundi	Hadoti	1090	174	1010
Churu	Marwadi	216	67	744
Dausa	Dhundhadi	1152	16	1172
Dhaulpur	Hindi	367	78	717
Ganganagar	Bagdi (Rajasthani)	462	157	1422
Hanumangarh	Bagdi (Rajasthani)	437	57	927
Jaisalmer	Marwadi	547	188	864
Jalor	Jalori Marwadi	616	249	1188
Jhalawar	Malwi	642	142	1050
Jhunjhunun	Shekhawati	711	80	1112
Jodhpur	Marwadi	1766	438	2421
Karauli	Hindi	372	93	962
Kota	Hadoti	787	149	778
Nagaur	Marwadi	1607	323	2441
S. Madhopur	Hindi	351	105	765
Sikar	Shekhawati	575	130	1377
Tonk	Dhundhadi	617	174	1084

Table 3: 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 95.22% 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, 97.41% of the teachers showed willingness to teach their peers. This indicates that approaches of peer teaching 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.

Sociolinguistic Typology is an approach of 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 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.

	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.
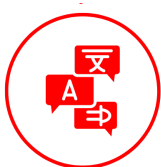- The teacher understands/speaks the students' home language.

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 schools in Rajasthan 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	15,719 (37.7%)
Type II	6,996 (16.7%)
Type III	5,792 (13.8%)
Type IV(A)	4,704 (11.2%)
Type IV(B)	7,826 (18.7%)

Table 4: Number (and %) of schools belonging to various different types of the sociolinguistics typology

In 24 districts of Rajasthan, the majority of schools fall into Type I and Type II categories, reflecting varying degrees of linguistic advantage and disadvantage amongst students. Type I Schools, comprising 15,719 schools (37.7%), 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, fostering a positive learning environment.

Type II Schools, numbering 6,996 (16.7%), 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, 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 5,792 schools (13.8%), present a scenario where the majority of students speak a single home language but have limited proficiency in Hindi. Moreover, 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 4,704 establishments (11.2%), 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 7,826 (18.7%), 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.

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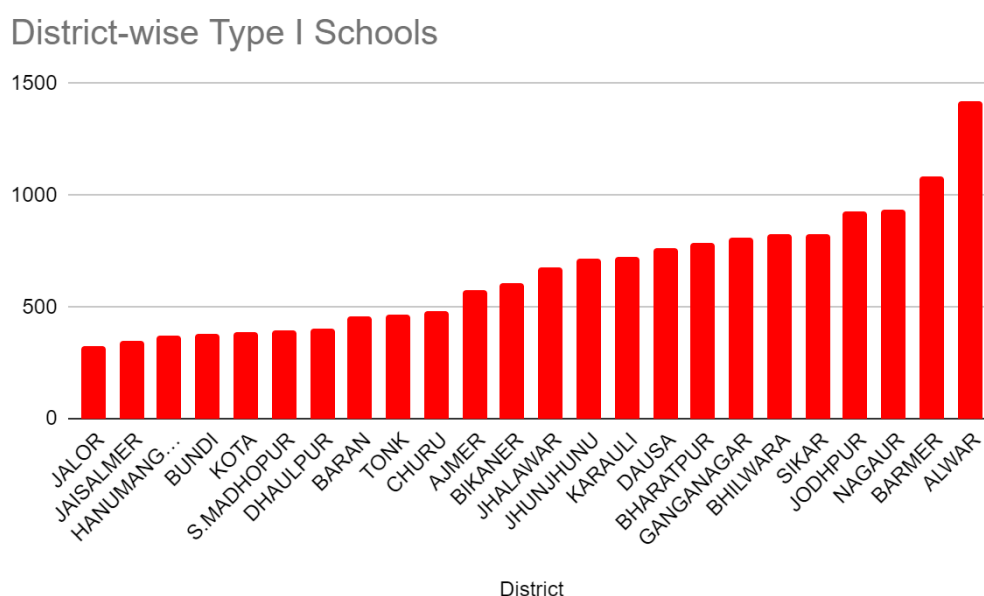

Image 6: District-wise distribution of Type I Schools

In Rajasthan, 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 Alwar, Barmer, Bhilwara, Sikar, and Bharatpur. Alwar tops the list with a substantial count of 1423 schools, followed closely by Barmer with 1084 schools. Bhilwara, Sikar, and Bharatpur also demonstrate considerable representation in this category, with 825, 830, and 791 schools, respectively.

On the contrary, certain districts exhibit a notably lower presence of schools classified under the Type I category. Jalore emerges as the district with the fewest schools in this category, totaling 326. Following Jalore, Jaisalmer, Hanumangarh, Bundi, and Kota are among the districts with the least representation, with 350, 370, 381, and 389 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' language.

Image 7: District-wise distribution of Type II schools

The distribution of Type II category schools (16.7%) across districts in Rajasthan illustrates varying levels of representation among different regions.

Districts with a higher concentration of Type II category schools include Barmer, Nagaur, Jodhpur, Bhilwara, and Bundi. Barmer stands out with the highest count of Type II schools at 1016, indicating a significant presence of such schools in the district. Nagaur follows closely with 551 schools falling into this category, while Jodhpur, Bhilwara, and Bundi demonstrate substantial representation with 608, 432, and 408 schools, respectively.

On the other hand, certain districts exhibit a lower prevalence of Type II category schools. Among these are Karauli, Ganganagar, and Sawai Madhopur, each with fewer than 200 schools classified under this category. Karauli, in particular, has the lowest representation, with only 101 schools falling into the Type II category. Ganganagar and Sawai Madhopur follow with 131 and 107 schools, respectively.

Sr. No	District	Number of Schools
1.	Barmer	1016
2.	Jodhpur	608
3.	Nagaur	551
4.	Bhilwara	432
5.	Bundi	408
6.	Bikaner	386
7.	Jalor	345
8.	Jhunjhunu	265
9.	Jhalawar	265
10.	Dausa	264

Table 5: Districts with the highest number of Type II Schools

At the forefront, Barmer emerges as the district with the highest number of Type II schools, totaling 1016. Following closely behind are Jodhpur with 608 schools and Nagaur with 551 schools, demonstrating substantial representation of Type II category schools in these regions. Additionally, Bhilwara and Bundi exhibit significant presence, each hosting 432 and 408 Type II schools, respectively.

Furthermore, districts like Bikaner, Jalor, Jhunjhunu, Jhalawar, and Dausa also feature prominently, with a notable number of Type II schools ranging from 264 to 386 across these regions.

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.
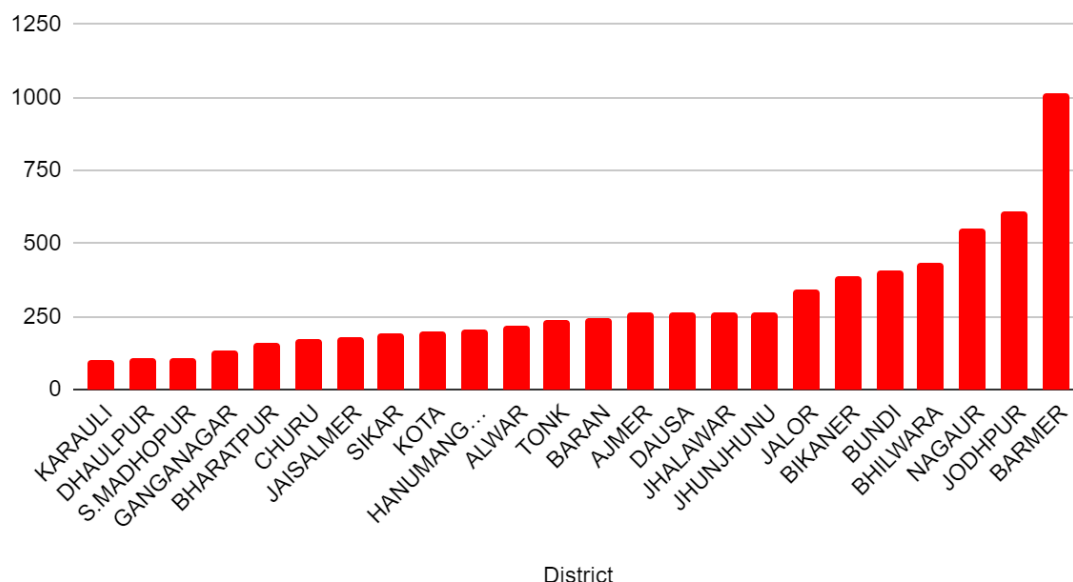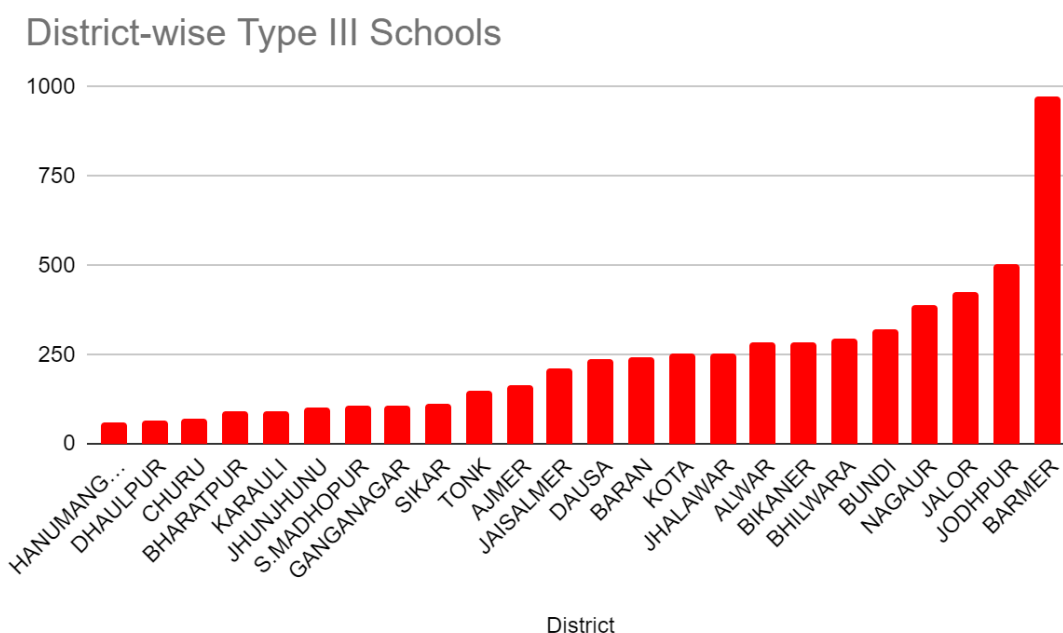

Image 8: District-wise distribution of Type III schools

There are Type III Schools, accounting for 5,792 schools (13.8%), which present a scenario where the majority of students speak a single home language but have limited proficiency in Hindi. Barmer leads with 973 Type III schools, followed by Jodhpur with 503, indicating widespread language barriers. Bhilwara and Bundi show significant counts at 293 and 322, respectively. Nagaur follows with 390 schools. Alwar and Bikaner each have around 280 schools, while Jalor stands out with 423. Jhalawar hosts 253 schools, and Dausa has 237. These figures highlight the urgent need for targeted interventions to overcome language-related obstacles in education across Rajasthan's 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 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.
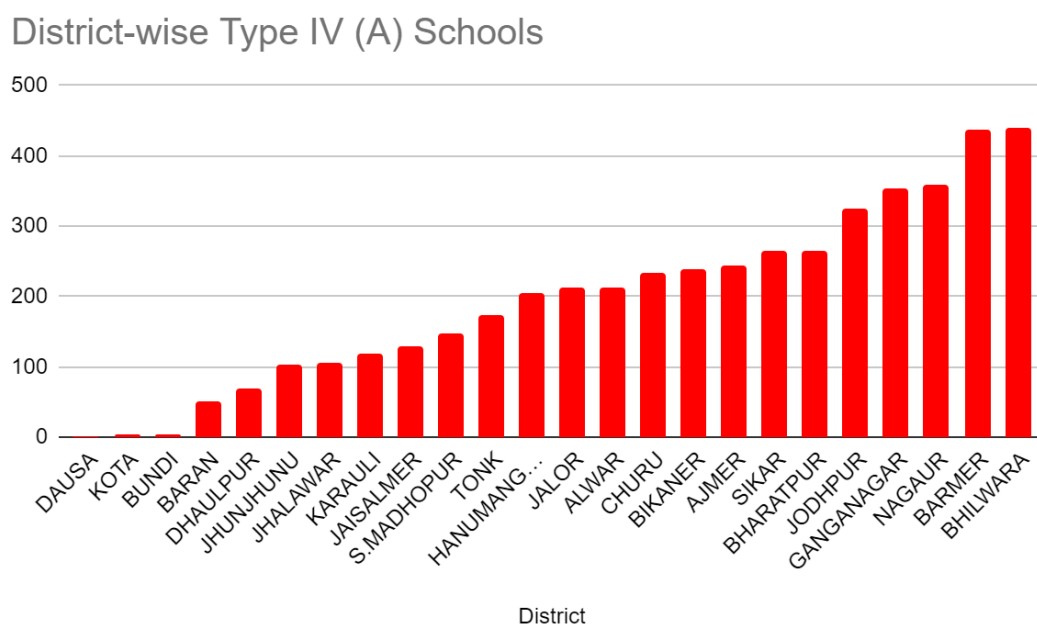

Image 9: District-wise distribution of Type IV (A) schools

Type IV(A) Schools, with 4,704 establishments (11.2%), host a diverse student population with multiple language backgrounds. The analysis of Type IV(A) category schools in Rajasthan reveals important insights into the linguistic diversity and challenges faced by students. Among the districts, Barmer stands out with 438 schools falling into this category, indicating a significant presence of multilingual classrooms where students belong to two or more language groups, yet have a link language for communication. Ganganagar follows closely behind with 353 Type IV(A) schools, emphasising the prevalence of diverse language backgrounds among students.

Bhilwara and Jalor also show notable counts at 439 and 212 schools, respectively, indicating the widespread nature of multilingualism and the need for effective language instruction strategies. Additionally, Bharatpur with 266 schools, Jodhpur with 325, and Sikar with 265 demonstrate the diversity of language situations across various districts.

It is noteworthy that some districts have lower representation in this category, such as Bundi and Dausa with only 5 and 2 schools, respectively. This suggests a lesser prevalence of multilingual classrooms with a link language in these areas.

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 language groups is more challenging.
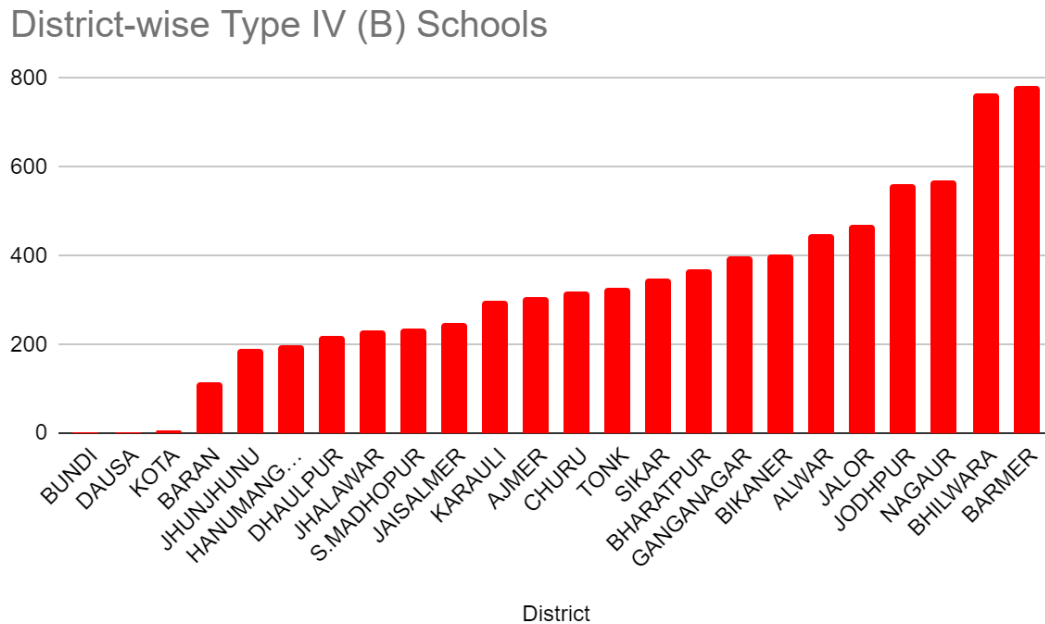

District-wise Type IV (B) Schools

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

With a total of 7,826 schools falling into this category, comprising 18.7% of the total, it is evident that a significant portion of schools grapple with diverse language backgrounds among students without a predominant link language for communication.

Barmer emerges as a district with a substantial presence of Type IV(B) schools, with 783 such institutions indicating the prevalence of multilingualism without a dominant link language. Similarly, Bhilwara and Nagaur exhibit significant counts at 767 and 570 schools, respectively, underscoring the widespread nature of linguistic diversity without a primary communication medium.

Additionally, Alwar and Jodhpur feature prominently with 448 and 560 Type IV(B) schools, respectively, highlighting the complex linguistic landscapes in these districts. Churu and Sikar also show notable counts at 318 and 348 schools, respectively, emphasising the diverse language situations prevalent in these areas.

It is worth noting that some districts have lower representation in this category, such as Bundi and Dausa, with only 4 schools each, suggesting a lesser prevalence of multilingual classrooms without a predominant link language in these regions.

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 in the oral domain,	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.

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.

Annexure I: Tool Used

<div align="center">भाषायी सर्वेक्षण प्रपत्र – राजस्थान</div>

लोगो: LLF, Samagra Shiksha, RSCERT, UNICEF

<div align="center">राजस्थान के लिए भाषायी सर्वेक्षण प्रपत्र</div>

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 शासकीय 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. PEEO/ UCEEO क्षेत्र - (ड्रॉप डाउन)

5. विद्यालय का नाम - (ड्रॉप डाउन)

6. विद्यालय का UDISE कोड - (ड्रॉप डाउन)

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 ड्रॉप डाउन   भाषा 2 ड्रॉप डाउन   भाषा 3 ड्रॉप 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 -

संस्कृत   हिन्दी   अंग्रेज़ी   उर्दू

14. 'शिक्षण का माध्यम' के रूप में चुनी गई भाषा को समझने की क्षमता 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 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 ? (जवाब अंको में लिखे)
(प्रतिक्रिया बॉक्स)

18. प्रश्न 16 में चुनी गई घर की भाषा-1 को समझने की क्षमता के लिए स्वयं (शिक्षक) को 1 से 4 तक के स्तर पर चिह्नांकित करें। "भाषा को समझने के लिए शिक्षक की योग्यता" के मानदंड दिशा-निर्देश में देखें -
स्तर- 1 (बहुत कम)   स्तर-2 (कम)   स्तर-3 (संतोषजनक)   स्तर-4 (अच्छा)

19. प्रश्न 16 में चुनी गई घर की भाषा -1 को बोलने की क्षमता के लिए स्वयं (शिक्षक) को 1 से 4 तक के स्तर पर चिह्नांकित करें। "भाषा को बोलने के लिए शिक्षक की योग्यता" के मानदंड दिशा-निर्देश में देखें -
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. घर की भाषा -2 में 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 22 में चुनी गई घर की भाषा -2 को समझने की क्षमता के लिए स्वयं (शिक्षक) को 1 से 4 तक के स्तर पर चिह्नांकित करें । "भाषा को समझने के लिए शिक्षक की योग्यता" के मानदंड दिशा-निर्देश में देखें -

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

25. प्रश्न 22 में चुनी गई घर की भाषा-2 को बोलने की क्षमता के लिए स्वयं (शिक्षक) को 1 से 4 तक के स्तर पर चिह्नांकित करें । "भाषा को बोलने के लिए शिक्षक की योग्यता" के मानदंड दिशा-निर्देश में देखें -

    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. घर की भाषा-3 में 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 28 में चुनी गई घर की भाषा-3 को समझने की क्षमता के लिए स्वयं (शिक्षक) को 1 से 4 तक के स्तर पर चिह्नांकित करें । "भाषा को समझने के लिए शिक्षक की योग्यता" के मानदंड दिशा-निर्देश में देखें -

    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 के लिए स्वयं (शिक्षक) को 1 से 4 तक के स्तर पर चिह्नांकित करें । "भाषा को बोलने के लिए शिक्षक की योग्यता" के मानदंड दिशा-निर्देश में देखें -

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 34 में लिखी गई भाषा आपकी कक्षा में कुल कितने बच्चों के घर की भाषा है?

(प्रतिक्रिया बॉक्स)

H.   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 रूप से आपसी बोलचाल के लिए इस्तेमाल की जाती है। यह भाषा 'शिक्षण का माध्यम' की भाषा नहीं है ।

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

(हाँ – नहीं)

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

(ड्रॉप – डाउन सूची)

38. लिंक/संपर्क की भाषा को समझने की क्षमता के लिए बच्चों को 1 – 4 तक के स्तर पर चयनित करें । 1, 2, 3 और 4 के स्तर पर क्रमश: बच्चों की संख्या का भी कृपया उल्लेख करें (अंग्रेजी अंको में) "बच्चों की भाषा समझने की योग्यता" के मानदंड दिशा निर्देश में देखें -

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

39. लिंक/संपर्क की भाषा को बोलने की क्षमता के लिए बच्चों को 1 – 4 तक के स्तर पर चयनित करें। 1, 2, 3 और 4 के स्तर पर क्रमश: बच्चों की संख्या का भी कृपया उल्लेख करें (अंग्रेजी अंको में) "बच्चों की भाषा बोलने की योग्यता" के मानदंड दिशा निर्देश में देखें -

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

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

"भाषा को समझने के लिए शिक्षक की योग्यता" के मानदंड दिशा-निर्देश में देखें -

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

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

"भाषा को बोलने के लिए शिक्षक की योग्यता" के मानदंड दिशा-निर्देश में देखें -

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

42. आप (शिक्षक) अभिभावकों से किस भाषा में बातचीत करते हैं ?

- हिन्दी में
- अंग्रेजी में
- स्थानीय भाषा में

43. बच्चे खेलते समय किस भाषा में आपस में बात करते हैं ?

- हिन्दी में
- अपने घर की भाषा में

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

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