

ANDHRA PRADESH- MLE STATUS REPORT

The objective of National Multilingual Resource Centre (NMRC) is to function as a national resource centre for dissemination and sharing of value added information on MLE and providing consultative help and guidance for planning, implementation and trouble shooting of MLE programs in different states in India in coordination with MHRD Resource team. As a resource centre, one of the key functions of NMRC is also to facilitate coordination between different MLE activities in the states and at the national level providing documentation and information resources, networking of various MLE interest groups, institutions and individuals, and establishing linkages to optimize effective utilization of expertise and materials for MLE programs.

In light of this objective, an NMRC team made a two day visit to Hyderabad from 4 June 2009, to 5 June, 2009 in order to prepare a background report of MLE activity in Andhra Pradesh.

During the visit, the team met the following functionaries:

Mohd. Ali Rafath I.A.S, the State Project Director

Dr. Upendra Reddy, the State Pedagogy Coordinator

Mr. Venugopal Reddy, Academic Monitoring Officer, Tribal Education, Andhra Pradesh (AP)

Ms. Aarti Sajhee, UNICEF State Education Officer, Andhra Pradesh.

The team also met some teachers from the tribal regions who had come to the state SSA office for development of class V MLE textbooks.

The report is based on the following documents and sources:

1. A report on a study on 'The comfortability and impact of class ii tribal primers and classes I & II Mathematics Textbooks' Sarva Shiksha Abhiyan (SSA), AP
2. A paper on 'Mother Tongue based Multilingual Education in Adivasi oriya, Banjara, Rajkoya (Gondi), Kolavar (Kolami), Konda, Koya, Kuvi and Sora (Savara)' by SSA (Andhra Pradesh)
3. A paper on Multilingual Education- Tribal languages as Media of Instruction, by SSA (Andhra Pradesh)
4. Basic Statistics on Scheduled Tribes of Andhra Pradesh (Jan 2009) – by Tribal Cultural Research & Training Institute, Tribal Welfare Department, AP.
5. The Sarva Shiksha Abhiyaan, Andhra Pradesh website - <http://ssa.ap.nic.in/>

6. Power point presentation by Mr. Venugopal Reddy on MLE in Andhra Pradesh in the joint meeting of the steering and advisory committees of NMRC.
7. Class wise Strength Particulars for the year 2009-10 (List provided by SSA, AP)
8. Discussions with the above mentioned functionaries.

Policies and Objectives: According to the information on SSA website, education for SC/ST students is a special focus area in the *Sarva Shiksha Abhiyaan* (AP). Mother tongue based education has also been included as a one of the ways of intervention for addressing the problems faced by children in the tribal areas. In the section on the Special focus groups¹, the textbooks in mother tongue for children at the beginning of Primary education where they do not understand regional language, and use of Bridge Language Inventory by teachers are suggested as interventions.

The state SSA website also mentions Multilingual Education as a part of the ‘Quality Initiatives’ taken by SSA, AP and the CLIP (Children’s language improvement programme). According to initiative, the stated objectives of MLE are²:

- i. To develop appropriate cognitive and reasoning skills
- ii. To enable for smooth transition from Mother Tongue (MT) to L2 (State) L3 (National) languages.
- iii. To enable them to know more about their culture and community.
- iv. For a number of reasons on education, which utilizes local languages and cultures, is beneficial both to individual and to communities”

The expected benefits from MLE as stated in Document A³ are:

- i. Creates interest towards education and thereby reduces the dropout rate of tribal children.
- ii. Reduces the stagnation of the tribal children in the same class for two or three years.
- iii. Though not directly it may indirectly help the illiterate tribal adults of make themselves literate.

¹ <http://ssa.ap.nic.in/specialfocus.html>

² http://ssa.ap.nic.in/F_Multi_Lingual_Edn.pdf

³ Refer appendix

- iv. It helps in the construction of tribal culture. 3 documents

OVERVIEW OF MLE PROGRAMME IN ANDHRA PRADESH

History of MLE in Andhra Pradesh: There are 35 tribal groups in Andhra Pradesh. Before MLE was implemented in the state, same textbooks, written in Telugu script were used across districts. In 2003, a pilot project was started in 8 tribal languages by the Tribal Welfare Department. 20-30 schools for each language in 7 districts were identified by ITDA for the purpose. Education and Tribal Welfare departments worked out plans with Linguists and Educationists for primary schooling in Tribal languages and in 2004, the MLE programme was finally started. The first batch of Grade I students joined in 2004 (Document A, p.5).

Current Status: Currently MLE is being implemented in the state in 7 districts and from grade I to grade V⁴. Till 2008, the programme was being implemented only in 220 schools, however the number of schools are reported to have been up scaled to 2500 from this academic year⁵. The first grade V batch joined in 2009.

- **Languages:** 8 tribal languages in which MLE is being implemented are: *Adivasi Oriya, Banjara, Rajkoya (Gondi), Kolavar (Kolami), Konda, Koya, Kuvi and Sora (Savara)*.
- **Districts:** Srikakulam, Vizianagaram, Vishakhapatnam, Khammam, Warangal, Adilabad, Kurnool and Nellore.
- **Number of schools:** (220 – pilot schools; 2500 – current number of MLE schools). (list to be attached shortly)

Curriculum Development- The curriculum is based on local culture, using local knowledge, custom and resources through which child can develop common concepts in all areas of learning. For the initial stage of curriculum development, studies were conducted on culture, habits, dialect and values of Tribal people concerned after extensive field visits by experts; ⁶. Core teams along with local tribal teachers worked together with community elders and knowledge

⁴ The list of schools for the year 2009-2010 has been given in Document E.

⁵ "Basing on the impact studies MT based MLE programme is now implemented in 2500 schools in AP" (Doc. F, p.20)

⁶ Presentation prepared by Mr. Venugopal Reddy, Academic Monitoring Officer, Tribal Education during the joint meeting of steering and advisory of NMRC.

keepers (singers, dancers, crafts people, story tellers, local artists) eliciting data which was used in the development of curriculum.

Subsequent curriculum content have been developed by a team consisting of Anthropologists, Educationists, Linguists, Department of Education, Department of Tribal Welfare, teachers working in tribal areas, NGO representatives working in tribal regions such as ASSAV, Samata and Nandi Foundations.

Curriculum Plan- The curriculum plan as stated in Document A:

- Class I- child learns in his/her Mother Tongue – curriculum subjects are Tribal Language & Mathematics
- Class II- Child learns in his/her Mother Tongue- curriculum subjects are Tribal language & Mathematics – learns Second Language (L2- Telugu) orally
- Class III- Language, Mathematics, Environmental Studies through Mother Tongue and L2 introduced as Second Language
- Class IV – Mother Tongue and Second Language (L2) as medium of instruction (Bilingual textbooks) introducing oral Third Language (L3- English)
- Class V- Mother Tongue & Second Language (L2) as medium of instruction, Reading, Writing of Third Language (L3- English)
- Class VI – Transition to Second Language (L2) as medium of instruction in all curricular subjects.

The progress plan⁷ as per the document says that till class III, L1 alone is used as the medium of percentage. In class IV, 50% L1 and 50% L2 are used as medium of Instruction. In class V the percentage is 25% L1 and 75% L2. In class VI, there is 100% shift to L2 as medium of instruction (Document A, p 8). The division of lessons between L1 and L2 is guided by the relevance of the lesson in the everyday context of the child. Lessons which are contextually more relevant are written and taught in L1 and the more abstract and general topics in L2.

There is a difference in when and how L2 and L3 is introduced in both Orissa and Andhra Pradesh's existing MLE models

Content of the textbooks:

⁷ For the complete table, refer page 8, Document A.

- In Math textbooks an attempt has been made to draw pictures and examples from the everyday context of the child.
- In EVS, local themes comprising of Stories, folk-Songs, rhymes, riddles and idioms of tribal areas, tribal picture stories, narratives about local freedom fighters and heroes, festivals, tribal picture stories customs, local rivers and deities, weekly market areas in tribal regions, traditions, journey in tribal areas etc. are selected for preparing lessons for EVS textbooks (see Document B, Doc. F.)

IMPLEMENTATION

Materials prepared:

- Reading material prepared for students includes: Textbooks in tribal languages (Telugu script) for Math and EVS for classes I, II, III and IV, alphabet books, and story books have been prepared for the students. MLE textbooks for class I and II have been prepared by Tribal Welfare department, Andhra Pradesh and the books for classes I, II, III and IV have been prepared by SSA, AP. EVS and Math books for class V and Dictionaries are under print. Preparation of class IV and V MLE textbooks has been guided by Learning Enhancement Programme (LEP).
- As a part of ‘teacher support initiative’- Big book and small books, dictionaries in all eight tribal languages, glossaries, teacher handbooks, MLE manuals, training modules; and Teaching learning materials (TLM) like- worksheets, flash cards, educational games, word banks and extended curriculum construction through themes / theme webs have also been developed (Document B, p.5; Document F)

Teacher training: According to the SSA documents, the training programme for teachers have been organized in the following areas (Document A, p.10):

- NCF 2005 guiding principles
- Using themes and theme webs to bring the world of tribal child into the classrooms.
- Focus on the development of language skills of reading, comprehension and writing by using two specific approaches: Skill development, accuracy and correction (Road 1) and meaning and communication (Road 2).
- Math competencies, using the pedagogy from concrete to abstract.
- Constructing culturally relevant curriculum and village calendar
- Development of TLM for accuracy, meaning and communication

Community Participation: Andhra Pradesh SSA website states that the success of Sarva Shiksha Abhiyan will depend on the quality of the community based planning process. While SSA is formulated on the premise that the community can plan, it also accepts the tremendous requirement for developing capacities in communities to do so. According to the information on the website, this would involve:

- i. Creation of a core group of governmental and non-governmental persons, entrusted with the task of implementing Sarva Shiksha Abhiyan that would include faculty members of DIETs, BRCs, CRCs, NGO representatives, representatives of Teacher Unions, representatives of Women's Groups, representatives of Self Help Groups, retired and serving National and State Award winning Teachers, local literary figures, Panchayati Raj/ Autonomous Council representatives, etc
- ii. Constitution of Mahila Samoohs and Prerak Dals could also be taken up as a preliminary step towards the constitution of the VEC. These identified individuals, with large representation of women and weaker sections, should then be oriented for managing the affairs of the school. The National/ State level Mission could extend operational support in building capacities for such activities.
- iii. Orientation of community teams, the process of microplanning should be undertaken. This would involve intensive interaction with each household to ascertain the educational status and the educational need.

Other Initiatives and interventions: the other initiatives by the state for MLE implementation include (Document B, p.5)

- i. Formation and capacity building of Resource groups on MLE at State Level (SRG) and at district / ITDA level (8 ITDAs).
- ii. Formation of teacher resource groups in 8 tribal languages and their capacity building.
- iii. Strengthening of PMRCs in all ITDAs and positioning of Academic Coordinators and language Supervisors
- iv. District/state specific monitoring teams to monitor the implementation of MLE Programme.
- v. Monitoring and supervision of programme with effective teacher support (specific information not provided in the website/ documents)

EXISTING STUDIES AND EVALUATION REPORTS ON MLE

Impact studies have been conducted by Tribal Cultural Research and Training Institute (TCR & TI) and SSA during 2005 on pupil performance and perceptions of community and teachers. Another study was conducted by Department of School Education (SSA) in 2007 on the impact of Class II tribal language primers and classes I & II Mathematics textbooks (Doc. C; Research Abstract- Appendix II)⁸. Some of the major findings of these studies were (Document A, p.11-12):

- Students were participating in the teaching learning process actively
- The MT based MLE improved the basic competencies of literacy and numeracy among all children.
- There was an increase in the attendance of the students
- Regularity and punctuality had increased
- The students in all the 8 languages were reported to have secured high scores in all the competencies of literacy and numeracy in the achievement tests administered to them. (Doc. p.32- 38)
- The student-teacher was observed to have improved

Based on these findings the decision was made to upgrade and extend the programme (Document A, p 11).

PROBLEMS

- i. The findings of a study on ‘comfortability and impact of class ii tribal language primers and classes I & II Mathematics Textbooks’ undertaken by SSA in 2007 revealed following problems:
 - Many schools did not have TLM, the Big and small books and the alphabet charts.
 - There was lack of supervision in many MLE schools
 - In some of the languages such as ‘*Adivasi Oriya*’, adequate number of workbooks were not available.
 - It is not always possible to get teachers for every tribal language and the Vidya Volunteers have to be brought in to substitute for the trained teachers. A need was expressed for a more intensive teacher training programme for the volunteers to.

⁸ For the detailed results on document analysis, favourability among parents, classroom transactions, opinion of classroom practioners and achievement levels of students, see Doc C: A report on a study on ‘The comfortability and impact of class ii tribal primers and classes I & II Mathematics Textbooks. Also see Appendix for the summary in the Research abstract provided.

- Problems were expressed regarding the content, use of pictures, standard and difficulty levels of some books
 - A need was expressed to provide school and teacher grants to the school and thereby use the grants for the purpose they were meant for.
- ii. Inadequate number of mother tongue teachers in some languages
 - iii. Lack of sufficient children literature in their mother tongue
 - iv. Time requirement and other difficulties in developing appropriate textbooks, TLM, addressing teacher training, capacity building of monitoring staff etc.
 - v. It was felt by the pedagogic co-coordinators that there is a need for better coordination between the SSA and the tribal welfare department in Andhra Pradesh
 - vi. While it was felt that most tribal regions were monolingual and therefore the Bilingual transfer model was adequate, an appropriate model was not available for the districts where the tribal population might be multilingual.

RECOMMENDATIONS/SUGGESTIONS:

- With the number of schools will increasing as per the up scaling plan, more MLE teachers will be required. Considering that lack of MLE teachers in some languages is already being experienced, it may be recommended that more resource people be identified and trained by experts and who can thereafter visit the blocks and villages and train more teachers.
- With up scaling, the demand for more MLE material is also likely to increase. It may thus be recommended that the grants provided for MLE schools be more judiciously used. A similar suggestion has also been made in an evaluation study on ‘the comfortability and impact of class ii tribal primers and classes I & II Mathematics Textbooks (Document C).
- On the basis of discussion with the SSA functionaries and some studies (Document C), it was found that there was shortage of MLE material in some schools and some were yet to receive the material. While a more efficient distributive mechanism is required, there is a need for more extensive teacher training and capacity building programmes that would focus on both conceptual understanding of MLE and also the strategies to be used in

MLE classrooms. Such programmes will help in increasing a teacher's competency to use more innovative strategies in absence of adequate TLM and other resource material.

- Andhra Pradesh being the first state in India to have started the MLE programme can help other states like Chhattisgarh and Jharkhand by sharing the MLE material developed by them for the tribal groups which are common to these states.
- More evaluation studies may also be recommended as they would help in identifying any gaps that may exist in the current implementation.
- The MLE programme in the state may also be interpreted as early exit programme whereas the international research is quite clear in suggestion that late exit programmes are more beneficial.

Appendix I

- Document A- 'Mother Tongue based Multilingual Education in Adivasi oriya, Banjara, Rajkoya (Gondi), Kolavar (Kolami), Konda, Koya, Kuvi and Sora (Savara)' by SSA (Andhra Pradesh)
- Document B- 'Multilingual Education- Tribal languages as Media of Instruction', by SSA (Andhra Pradesh)
- Document C- A report on a study on 'The comfortability and impact of class ii tribal primers and classes I & II Mathematics Textbooks
- Document D- Basic Statistics on Scheduled Tribes of Andhra Pradesh (Jan 2009) – by Tribal Cultural Research & Training Institute, TWD, AP.
- Document E- Class wise Strength Particulars for the year 2009-10
- Document F- Power point presentation by Mr. Venugopal Reddy on MLE in Andhra Pradesh in the joint meeting of the steering and advisory committees of NMRC