

MODULE 1

MULTI-LINGUAL – MULTIGRADE TEACHING IN GOVERNMENT PRIMARY SCHOOLS IN GOA



Government of Goa

STATE COUNCIL OF EDUCATIONAL RESEARCH & TRAINING
Porvorim-Goa 403521



Email: scertgoa@gmail.com

Website: scert.goa.gov.in

Phone: 0832-241 7276



**National Institute of Educational Planning
and Administration** (Deemed to be University)
National Centre for School Leadership

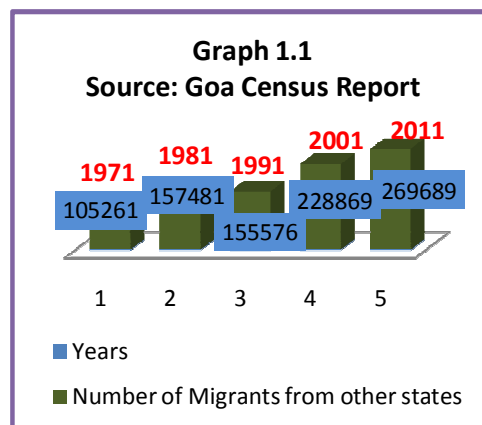
MULTI-LINGUAL – MULTIGRADE TEACHING IN GOVERNMENT PRIMARY SCHOOLS IN GOA

Prepared by: ADEI: Valsala G. Viswabaran, ADEI: Gaonkar Umesh & Dr. Mascarenhas Jacintha

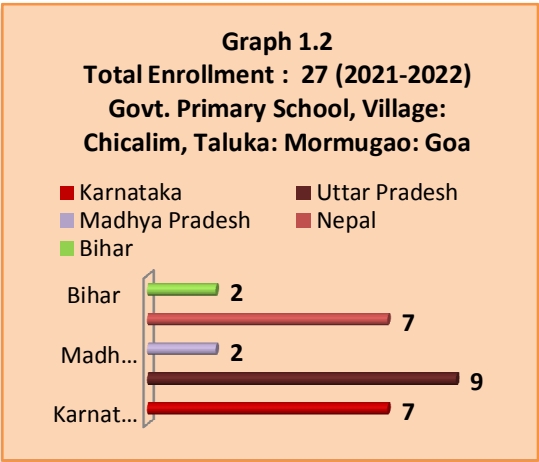
INTRODUCTION: In this module the school leaders will be able to comprehend the manner in which multilingual teaching is being administered to the students who belong to the migrant population in primary schools in Goa. Multigrade classes exist in many countries. Most of these education systems do not publish statistics on prevalence of multigrade teaching. The following statistics are cited by ‘Little’ in the book ‘Education for All and Multigrade Teaching: Challenges and Opportunities (2006: 5-6). In England in 2000, 25.4% of all classes in primary education were multi-grade. In France in 2000, 34% and out of these 4.5% were single-teacher schools. In Ireland in 2001, 42% of primary school classes were single teacher schools. In Norway in 2000, 34% of all primary schools were the same. In Nepal in 1998, almost all primary classes were multi-grade. In Peru in 1988, 21,100 primary schools and 41,000 multigrade teachers prevailed. In India in 1986, 84% of primary schools had three teachers or less.

SITUATION IN GOA:

Goa is the smallest state in India which stretches along the Arabian Sea from North to South, with a geographical area of 3708 sq.kms. Scenically located between the Sahyadri Hills to the east and the Arabian Sea to the west, it is known for its diverse ecosystems and natural beauty. According to the 2011 Census of India, the population of Goa was 1.4 million residents which included children, who formed approximately a fourth of its population. Goa’s original population of 1.5 million has gone up to nearly 2.5 million due to massive migration. According to the sources, the migrants from Karnataka constitute over 15% of Goa’s population. There are people from other states like Maharashtra, UP, AP and North East from where people migrate to Goa in search of employment or business. The graph 1.1 shows the trend of migrants in Goa since 1971.



Goa has the highest proportion of migrants from other states to total population among all Indian states. As cited by scholars, Goa is among the top five states that has a high proportion of migrants from other states to total migrants in the country. 23.6% of all migrants in Goa comprise of people from other states who reside here for a variety of reasons. 18.5% of the state’s population comprises of people from other states. Goa being a tourist location and also that labour jobs are easier to find, most urban areas in Goa inhabit migrant population. Comparatively to other states wages are higher than most other states in India which is appealing to people for work. The educational status of children from these migrant populations is highly impacted. Students from these populations mainly go to Government primary schools which are easily accessible to them. The challenge faced in most Govt. Primary Schools in some of Goa is that, of the inflow of migrants to a great extent from different states that speak different languages. Children from these populations speak the language that is spoken at home. They do not understand any other language. To address this challenge, teachers now need to be equipped with knowledge of at least one additional common language other than the local language. This is being done successfully by teachers in many primary schools across the state. To depict the above, two talukas, namely Bardez and Mormugao were selected as they are having urban expansion with the scope of employment. These areas inhabit a robust population of migrants. In the Govt. primary school Baina No 6, Mormugao taluka, from grades 1-4 there are no students from the Goan local community all students belong to the migrant population speaking different languages.



Similar is the case of Govt. Primary School, Chicalim as depicted in the graph 1.2

In the Table 1.1 below, details of Schools in two Talukas of two districts of Goa, Bardez and Mormugao having students from migrant Population from the states of Karnataka, Maharashtra Uttar Pradesh, Madhya Pradesh, Nepal and Bihar.

Table 1.1

Taluka Name	Number of Govt. Primary Schools	Number of Students	% of Students from Migrant Population
Bardez	59	1640	85%
Mormugao	20	889	90%

Referring to the **NEP (2020)**, which mentions that young children learn and grasp non trivial concepts more quickly in their home language/mother tongue, so **multilingual medium of instruction is emphasized** in these primary schools in Goa. Home language is usually the same language as the mother tongue or that which is spoken by local communities. However, at times in multi-lingual families, there can be a home language spoken by other family members who may sometimes be different from mother tongue or local language. In this regard, NEP 2020 further states that 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.

KEY WORDS:

Migrant: A migrant is a person who has moved from his/her home town and resides in Goa especially in order to find work or better living conditions.

Migration can be described as the movement of people from one place to another for the purpose of taking up permanent or temporary residence, usually across a political boundary. People either choose to move voluntarily or because of circumstances be forced to move involuntarily.

Government School: The term “government school” refers to government-funded schools that are run by the government but does not include the government-aided schools that are privately managed.

Primary School: Primary School means, primary education in India offered by both private and government schools which usually consist of students aged **between 5 to 12 years**.

Multilingual medium of instruction: Means that teaching is conducted in two or more languages. The medium of instruction is in Hindi, Marathi, Konkani, Kannada and English.

Multilingual Classroom: Multilingual classroom means a mix of students from different cultures and speaking different languages.

Multi-grade: A multi-grade classroom refers to a class that has two or more grade level of children in one classroom.

UNIT 1:

Title: DEFINING MULTILINGUAL TEACHING

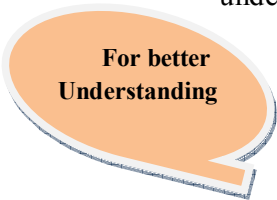


LEARNING OBJECTIVE

To understand the concept and need for multilingual teaching being adopted in government primary schools in Goa

What is Multilingual Teaching?

Multilingual classroom means a mix of students from different cultures and speaking different languages. In these classrooms, teaching is done in different languages to encourage learning and understanding.



For better Understanding

You can log on to the link below for better understanding of the concept of Multilingual Teaching methods

<https://youtu.be/J16Ruh0OgGA?t=9>

Why is Multilingual teaching prevalent in Goa?

In 1950, through its Constitution, India made a commitment towards ensuring the Right to Education. However, it was nearly sixty years later in 2002 that it became a Fundamental Right under the Constitutional Amendment of Article 21-A. As per NCERT data 1992, India had over 3,00,000 one or two teacher schools, representing more than 60% of all schools. Since then also in Goa, due to the belief that 'No child can be denied their right to education, every child who desires to learn is admitted in these schools. Reflecting upon research studies on the educational status of students from migrant population, between the ages of 6-14 years, it was inferred that some students had never attended school before; some had entered the primary schools in their home towns but dropped out as they had to migrate with their parents before completing the academic year cycle. In some cases due to low achievement scores they had dropped out but still pursuing the desire to go to school. While some belonged to various cultures and spoke different languages.

According to the Right of Children to Free & Compulsory Education Act, 2009 all children belonging to the age group of 6 to 14 years must be compulsorily enrolled in schools. This rule was implemented in Goa under the Goa Right of Children to Free and Compulsory Education Rules, 2012. Research clearly shows that children pick up languages extremely quickly between the ages of 2 and 8 and that multilingualism has great cognitive benefits to young students. It is

therefore necessary for children to be exposed to different languages early starting from the Foundational Stage onwards (*Angela.L, 1995*).

With regard to the above occurrences, these primary schools teachers have been making efforts to ensure that the gaps that exist between the language spoken by the child and the medium of teaching are bridged. In Goa the issue of migration and the need for multilingual teaching existed since almost a decade now. Teachers have been adopting various pedagogies to improve learning outcomes in multilingual classrooms and they have been successful in achieving their goals. The teacher's role is to facilitate and teach through different approaches and languages and encourage students to actively participate in the class.

ROLE OF A TEACHER IN A MULTI-GRADE CLASSROOM:

In a multigrade classroom, the roles of a multi-grade teacher are many as depicted in the picture. She/he has to manage and administer different roles according to the demand of the situation.



COMPLETE THE BLANK STATEMENTS: Rate yourself with the number of stars for all the rights answers.

- 1) A migrant is a person who has moved from his/her home town and resides in Goa especially to _____.

- 2) NEP 2020 further states that wherever possible, the medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond, will be _____.

- 3) According to the Right of Children to Free & Compulsory Education Act, 2009 all children belonging to the age group of 6 to 14 years must _____.

- 4) In 1950, through its Constitution, India made a commitment towards ensuring the Right to Education _____.

- 5) Home language is usually the same language as the mother tongue or that _____.

UNIT 2:

Title: DIFFERENT APPROACHES ADOPTED FOR MULTILINGUAL TEACHING IN GOVERNMENT PRIMARY SCHOOLS IN GOA



LEARNING OBJECTIVE

To gain knowledge of different approaches that improved learning outcomes in multilingual classrooms.

In this section Heads of Schools will be able to understand the different approaches that teachers are administering in their classrooms to improve learning outcomes. Basically there are two approaches that are being effectuated in the government primary schools in Goa.

1. MULTIGRADE TEACHING APPROACH:

Multigrade Teaching is a term used to describe the teaching in primary education of children from a number of grades usually in one class. This is the type of approach mainly used in these schools in Goa. The term 'multigrade teaching' generally refers to a teaching situation where a single teacher has to take responsibility for teaching pupils across more than one curriculum grade within a timetabled period. Schools with multigrade classes are referred to as multigrade schools. In most of the world's education systems, formal education is expected to be imparted in a monograde teaching environment, where one teacher is responsible for a single curriculum grade within a timetabled period.

Situation in the Schools: Most of the schools in the talukas of Bardez and Mormugao have a single teacher to teach from Grade 1 to Grade IV. In 2015 an English Teacher was appointed for all schools.

Subjects Taught by a Single Teacher: *Scholastic:* English, Konkani, Maths & EVS; *Non Scholastic:* Art/Craft, Singing, Moral Education and Physical Education.

Methodology Used for Teaching by a Single Teacher: Except for teaching the English subject, the teacher combines two grades i.e. Grade 1 and 2 as one group and Grade 3 & Grade 4 as another group. Simultaneously both the groups are managed. Since the teacher is aware that she has to teach in this manner, she comes prepared with different activities. So the teacher either uses activity based teaching, or art based teaching depending on the topic of subjects like mathematics and environmental studies.

In case of teaching languages such as Marathi or Konkani, the teacher occasionally seeks help of parents who are willing to volunteer to teach in their mother tongues explaining the language subjects to the students. This is specially done for students speaking Kannada.

2. PEER GROUP TEACHING APPROACH:

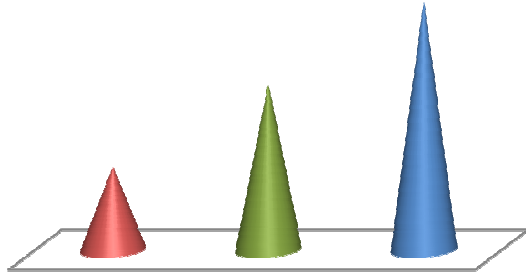
Peer group teaching method is used in these primary multigrade classrooms. The main reason is that students who are able to learn quickly also are able to speak the language of their peers. The word "peer" means an equal, someone of the same condition as oneself. Peer education program involves people being tutored or taught by others from backgrounds similar to their own. That might mean kids educating kids, people educating members of their particular community, people with particular experiences educating others with those experiences, etc. A peer education relationship is one of equals, not one where the teacher has all the knowledge or authority and the learner has none.

Benefits of using Peer Group Teaching Approach:

- Students receive more time for individualized learning.
- Direct interaction between students promotes active learning.
- Students feel more comfortable and open when interacting with a peer.
- Peers and students share a similar discourse, allowing for greater understanding.
- Teachers receive more time to focus on the next lesson.
- Research also indicates that peer learning activities typically yield the following results for both tutor and tutee: team-building spirit and more supportive relationships; greater psychological well-being, social competence, communication skills and self-esteem; and higher achievement and greater productivity in terms of enhanced learning outcomes.

As a result of this pedagogy, following are the outcomes evident in these government primary schools in two talukas in Goa as shown in graph 1.3 below.

**GRAPH 1.3
OUTCOMES OF THE APPROACH OF
MULTI-LINGUAL TEACHING**



- Teachers opined that with multi-lingual & multi-grade teaching, students were better prepared for self-learning
- Teachers observed that this methodology of teaching contributed greatly to the mastery and enduring impact of basic skills acquired by the students
- Academic scores of students showed progression

CASE STUDIES WITH REFLECTIVE QUESTIONS

Learning Objective:

Be able to understand the pedagogy of a multigrade classroom in a Govt. primary school in Goa.

Case Study 1: Name of the School: Govt. Primary School, Cansaulim, Taluka: Mormugao: South District, Goa.

Mrs. Severina Vaz has completed 38 years of service as a teacher in a govt. primary school. She has taught through English and Konkani mediums of instruction. The main issue that she was facing was that most of her students belonged to the migrant population and were not able to understand either English or Konkani. She thus initially was finding it very difficult to instruct in other languages such as Hindi. But gradually by upgrading her skills in Hindi she now is able to teach in Hindi. She does not know Kannada or Marathi but her students speak these languages. So her main approach of teaching has always been an activity based teaching approach. In this approach she has used Art and Activity based teaching. For example if she is teaching mathematics she uses a game to be played outdoors for example to teach missing numbers, she use to draw squares on the ground and number them. Students were then asked to miss out one square and jump on the next. In this way filling in the missing numbers were taught.

Case Study 2: Name of the School: Govt. Primary School, Savle, Taluka: Bardez: North District, Goa

Mrs. Siddhali Naik, Headmistress, of Govt. Primary School, has been teaching with the multi-grade approach for many years now. She teaches in multilingual language as well. Some of her students understand only Kannada. Apart from an activity based teaching, she also seeks the help of some parents who can read and speak Hindi and Kannada. She thus plans the lessons on these days when any parent can come and explain the required topics in Kannada.

Reflective Questions:

1. Do you think there could be other methods to teach in a multi-grade and multi-lingual classroom?
2. Can you think of ways through which the teacher can equip herself with upgraded techniques of teaching in such circumstances?
3. How can NEP 2020 be implemented in multigrade type of schools?
4. What is the need for multilingual classrooms? As a school head do you feel the need for multilingual classrooms in your school?

CONCLUSION:

Through this module the learners were able to gain knowledge about the migrant population issue in Goa and the need for multilingual teaching methodology. Also brief explanation was provided about multigrade and peer group teaching approaches that were adapted in a multilingual classroom. NEP 2020 was also mentioned as a reference and learners could refer to the draft of NEP 2020 to have more clarity about its relevance to this module. The module also provided insights about the manner in which the teachers equipped themselves with the required knowledge and skills to teach in multigrade classrooms. Knowledge check statements and reflective questions were added to provide the learner an opportunity for critical and reflective thinking.



Write your responses as Agree or Disagree

Questions	Responses
Multilingual teaching enhances learning	
Involving parents to be a part of teaching-learning process is a positive initiative	
Multigrade teaching should not be encouraged	
In Multigrade classrooms many students are neglected	
Teaching in mother-tongue is not appropriate as students will not be able to learn other languages especially English	

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Edited and formatted by

Dr. Jacintha Mascarenhas,
Junior Consultant
School Leadership Academy, SCERT, Goa