Resources for Multilingual Education in India

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Preface

In India MLE Programme is being run in two states- Andhra Pradesh and Orissa. Besides these two states, Chhattisgarh has also started MLE programme in 2010 in seven languages. The policy document for MLE has also been drafted and finalised. While MLE is not implemented as a state programme in Jharkhand, several attempts have been made to prepare materials which would serve as bridge material for the tribal children coming to classrooms equipped with a linguistic different from the one required in school. Similar attempts have also been made in other states to bridge the gap between a child's home and school language. These attempts have been made possible by the efforts of several individuals, groups and institutes and have led to production of a rich resource pool. It is important that the materials developed and the resources which have made this development possible be documented to ensure their optimal use. A major objective of National Multilingual Resource Consortium (NMRC) is 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 programmes. In light of this objective, NMRC has attempted to develop this document that provides a list of MLE Resource Material, MLE Resource Persons and MLE Resource Institutions from Andhra Pradesh, Orissa, Jharkhand and Chhattisgarh.

We would like to acknowledge the support offered by Rajiv Vidya Mission, Andhra Pradesh, OPEPA and SCERT Orissa, SSA and SCERT, Chhattisgarh and in particular Prof. D. P. Pattanayak, Mr. Keertiwas Kumar, Mr. G.V.S.R. Prasad and Mr. Venugopal Reddy for compilation of the resources and the brief commentaries that accompany the resource material lists. During a workshop held in Bhubaneswar in October 2010, teams from Andhra Pradesh, Jharkhand and Orissa reviewed the list of materials prepared by their respective states and provided a commentary on the same.

It may be added that none of these lists are exhaustive. The commentaries that accompany the lists, while aimed at helping the readers to make the best use of the information, are by no means the final commentaries on the MLE resources and thereby readers' discretion is suggested. The document will be updated at regular intervals and therefore we request the readers to provide us their feedback to make this document more user-friendly and also suggest useful additions in the existing lists.

1: MLE Resource Material

This section includes the list of MLE materials prepared in the Andhra Pradesh, Orissa, Jharkhand and Chhattisgarh. The list of the materials is accompanied by a brief note on the preparation, use, strength and limitations of the materials.

1.1. ANDHRA PRADESH

The MLE materials in Andhra Pradesh have been developed in eight tribal languages- Adivasi Oriya, Banjara, Gondi, Kolami, Konda, Koya, Kuvi and Savara. The materials prepared are:

- **Textbooks in tribal languages for grades I, II & III :** The textbooks have been prepared in eight tribal languages for the following subjects:

  i. Tribal language textbook (Grade I to V): The language textbooks have been prepared with the main objective of developing listening, speaking, reading and writing skills among children and to overcome language barriers posed by the dominant language. There is tremendous emphasis on local culture and context in the text and on inclusion of activities. Local stories and songs also feature in these textbooks.
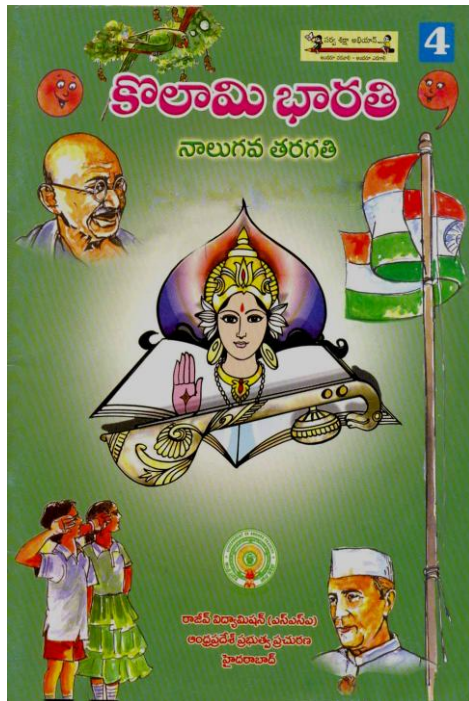

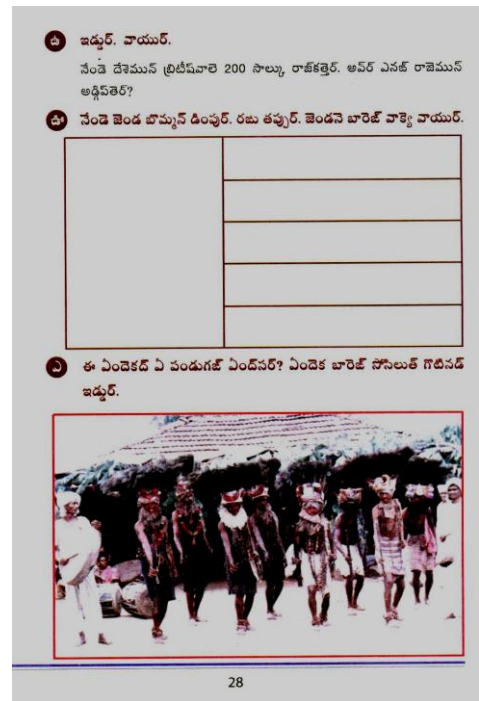Fig I: Kolami Bharthi IV – Tribal language textbook in Kolami for grade IV

Fig II: A page from Kolami Bharthi IV with a picture of the tribal setting

The textbook development has been guided by the 'constructivist approach of NCF 2005'[1]. However, it can be seen that while there is some emphasis on the local tribal culture in the text, the cover page appears to lean towards a more 'nationalising' aim.

ii. <u>Maths textbooks (Grade I to V):</u> The maths textbooks have been prepared with an aim to develop mathematical concepts while overcoming the language barrier that tribal children face in the early years of schooling. The books are based on the guidelines of NCF 2005 have several activities and exercises following each chapter. The textbooks for grades I and II are written completely in tribal language and are colourful and full of illustrations depicting local tribal context. The textbooks from grades III onwards are black white with comparatively lesser illustrations. While the illustrations and examples in grade I and II textbook vary with tribal language used, the illustrations and examples in grade III, IV and V textbooks are constant across the different tribal language textbooks. From grade IV onwards, the textbooks are also bilingual (some chapters in tribal language, some in Telugu and a few in both) following the transitional model of MLE bring followed in the state.
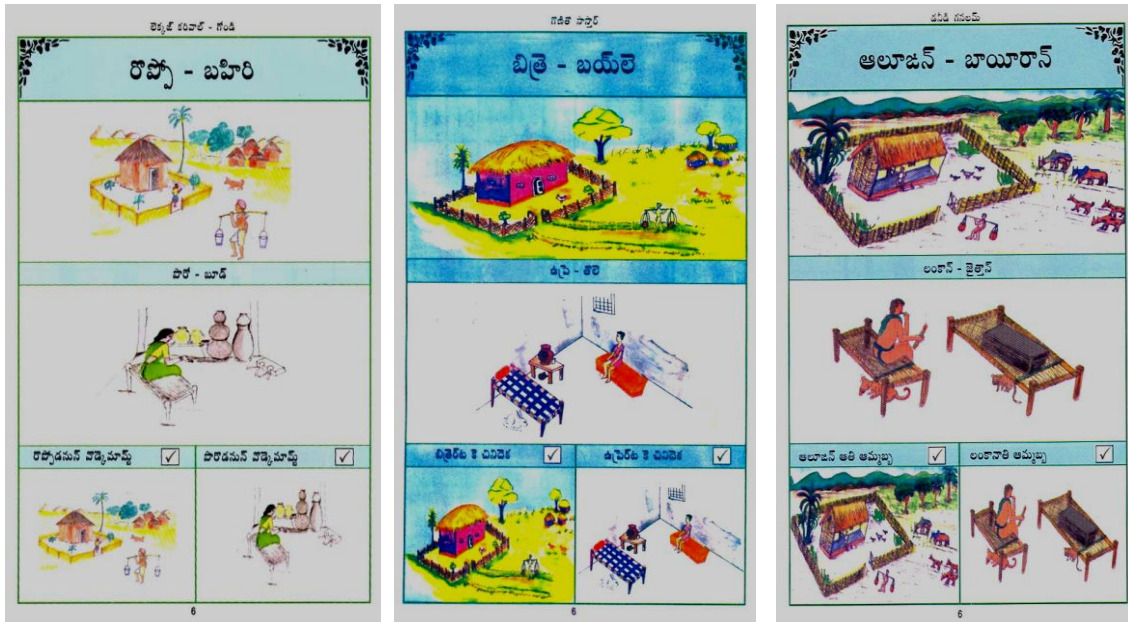
Pic II: (From left to right) Page no. 6 from Grade I Maths textbooks in Gondi, Koya and Savara languages. The illustrations vary in the depiction of kind of houses and clothes worn by the people.

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[1] As reported by the State Resource Group (SRG) members who were involved in the textbook development.

Pic III: (From left to right) Page no. 17 featuring Chapter 5 in the Grade III Maths textbooks in Kolami and Gondi languages: Black & white illustrations with no difference in illustrations across languages.

iii. <u>EVS textbooks (Grade III to V)</u>: The textbooks have been prepared to create an awareness and understanding among children of the world around them and its functioning. The EVS book for grade III consists of two parts- I and II because of the enormity of the content. The books contain several activities sections in the middle and the end of several chapters. The content of the chapters include both locally embedded everyday concepts (different kinds of homes, plants, tools of use, festivals, etc.,) as well as the more generalised abstract concepts (wind, human physiology, etc.,). There are also chapters on everyday utility concepts such as good health habits etc. However the local context is assumed to be similar across the tribal groups as can be seen in the use of examples and illustrations which are same across the different tribal languages. Also, though the books include references to local activities and lifestyles, there is no visible integration of these into formation of higher abstract concepts.

- **<u>Children literature in 8 tribal languages:</u>** The children literature has been prepared in the form of story books, thematic story posters and big books and small books. The purpose of the books is to develop children's interest in reading and in making them independent readers. The target groups of these books are students of grades III, IV and V. The preparation of these books involved active participation of the community elders, artists and even children. The illustrations in these books have been prepared by local artists and even children. A reading period is fixed in the afternoon where the children are encouraged to read these materials. The thematic story posters are to be displayed on the classroom

walls. Big and small books have been developed based on certain themes taken from the local and everyday context of the child. However, these books while creating an interest in reading among students do not have space for activities that would initiate debates and dialogues among students.
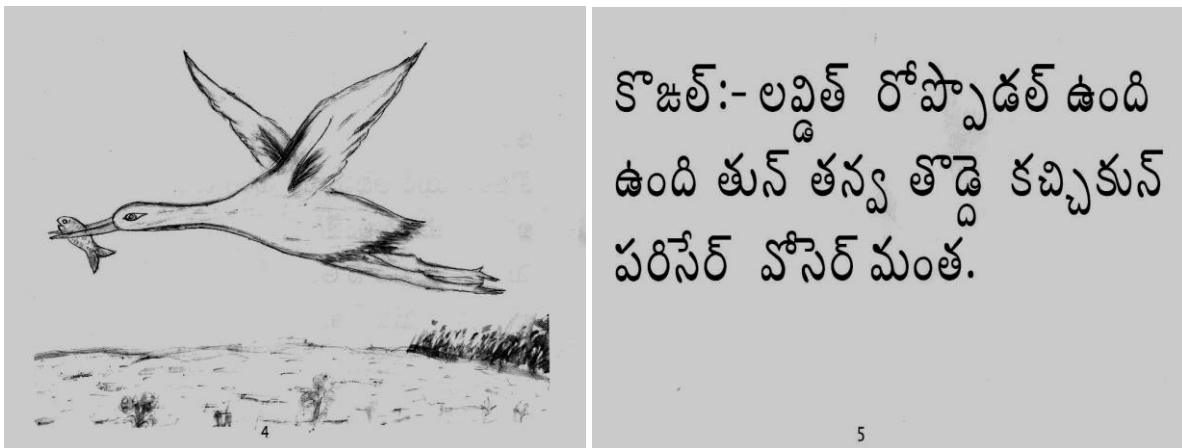
Pic IV: Pages from a Big Book that has a story on a crane. While the page on the right carries a picture, the page on the left carries the corresponding text. These books are used by teachers to be read aloud in class followed by recitation and feedback from the students.

- **Glossaries & Dictionaries:** Glossaries have been developed with a purpose of developing the tribal language vocabulary of children (grades III, IV & V) and teachers. The glossaries consists of list of words (need based[2]) arranged alphabetically. They were prepared in consultation with community elders, teachers, linguists, Tribal Welfare department persons, language coordinators and some University Professors. Dictionaries have also been prepared in eight tribal languages in order to assist the MLE teachers in classrooms.

- **Phrase Books**: The phrase books have been developed and published by the Integrated Tribal Development Agency (ITDA) with an aim of preserving tribal culture and language.

   The different sections included in the books are:
   - Pronunciations
   - Initiating conversations with people
   - Conversations with doctors, shopkeepers, police, etc.
   - Grammar drills
   - Wordlists-tenses, verbs

Each tribal language word/phrase mentioned in the book is written in Telugu, Roman and Devnagri scripts and translated into Telugu, English, Hindi and one other tribal language.

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[2] According to a member of the SRG, the words which are required in everyday transactions or building academic understandings are given priority.

Each phrase book begins with a brief introduction of the respective tribal language and the community.

Pic V: Cover page of the Gondi Phrase Book (left); Section on 'beginning to speak' in Kolami Phrase Book (Right)

- **Teacher Handbooks:**
  Teacher handbooks have been prepared in Telugu to help teachers use MLE materials and teach as per the NCF 2005 guidelines. Emphasis on use of activities has been extensively emphasised in the handbooks.

1.2. ORISSA

The MLE material in Orissa is prepared in ten tribal languages i.e. Adivasi Oriya, Banjara, Rajkoya (Gondi), Kolavar (Kolami), Konda, Koya, Kuvi , Sora, Santhali and Munda. Books in Santhali have been written in Santhali (Ol Chiki) script, and for other tribal languages Oriya script is used. The details of the MLE materials are discussed below:

- **MLE textbooks:** Mathematics books have been developed and printed for grades I and II by the resource persons in the state and district in the tribal languages. These books were prepared following the NCF 2005 guidelines. These books are developed in the mother tongue of the children and enriched with local illustrations. The Maths Book for grade I comprises of colourful illustrations of various mathematical concepts like counting, addition and subtraction with the pictures from local context forming the basis for teachers to utilize them to bridge the gap between abstract mathematical concepts and everyday knowledge of the child.
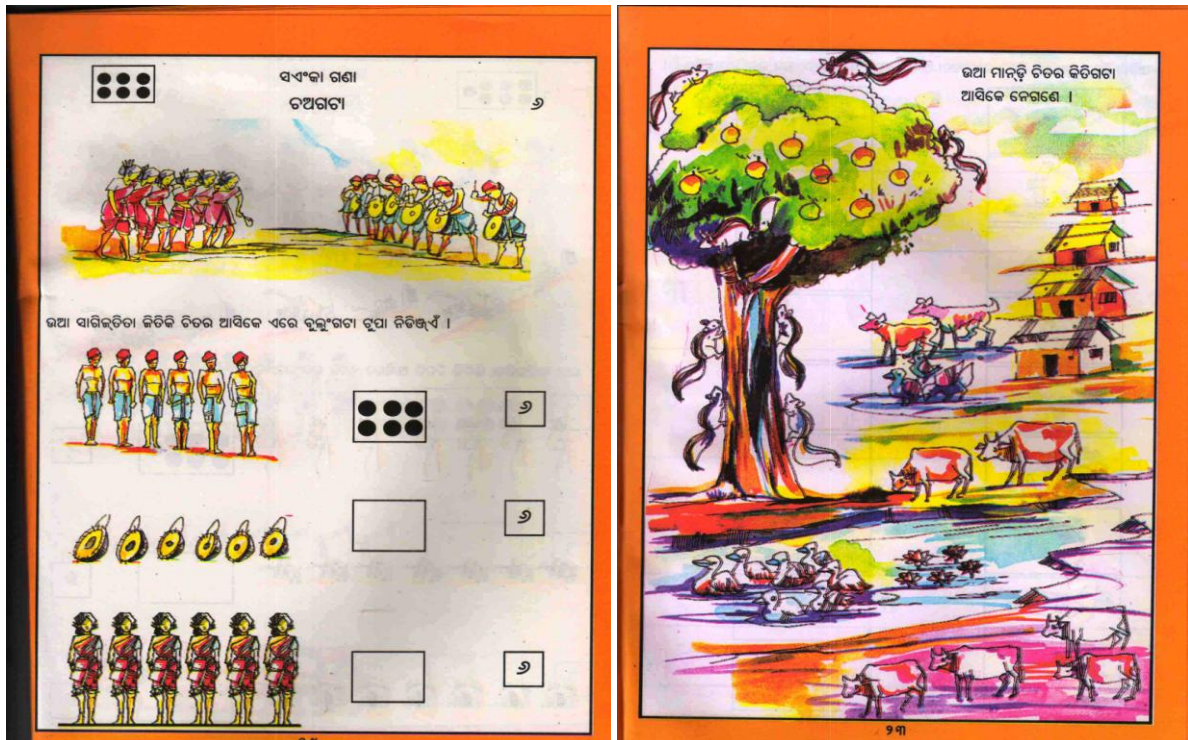
Pic VI: Colourful illustrations in Maths textbook for grade I (Juan language)

For grade III and IV Language, EVS and Mathematics books have been developed by the resource persons in the state and districts. These books were prepared keeping in mind NCF 2005 guidelines and have incorporated the local context of the child. These textbooks are prepared in the Mother tongue of the child and include contributions in form of arts and stories from the community. Language, EVS and mathematics books are not yet printed and teachers have few photocopied material. Thus, it will be difficult to provide a commentary on these books.

- **Alphabet Charts and Number charts**: Multicolored and laminated alphabets charts and number charts have been developed by District Resource Groups and community members in tribal languages and supplied to grade I. The purpose of these charts is to facilitate recognition of Alphabets and numbers by the children.

- **Big Books and Small books**: The Big books and Small books have been developed for Grade I and II by the DRG and Resource person from the community. An important feature of these books is that they are theme based. The themes of the books are taken from the community and child's culture. These books are black and white and comprises of fifty percent of the drawings and fifty percent of the text. Such a nature of the book enables children to visualize, think and reflect on the themes incorporated in the books. Big books and small books are used

by the teachers to help children improving their fluency in reading, comprehensive listening, and to enable spontaneous learning of language, EVS and mathematical concepts.
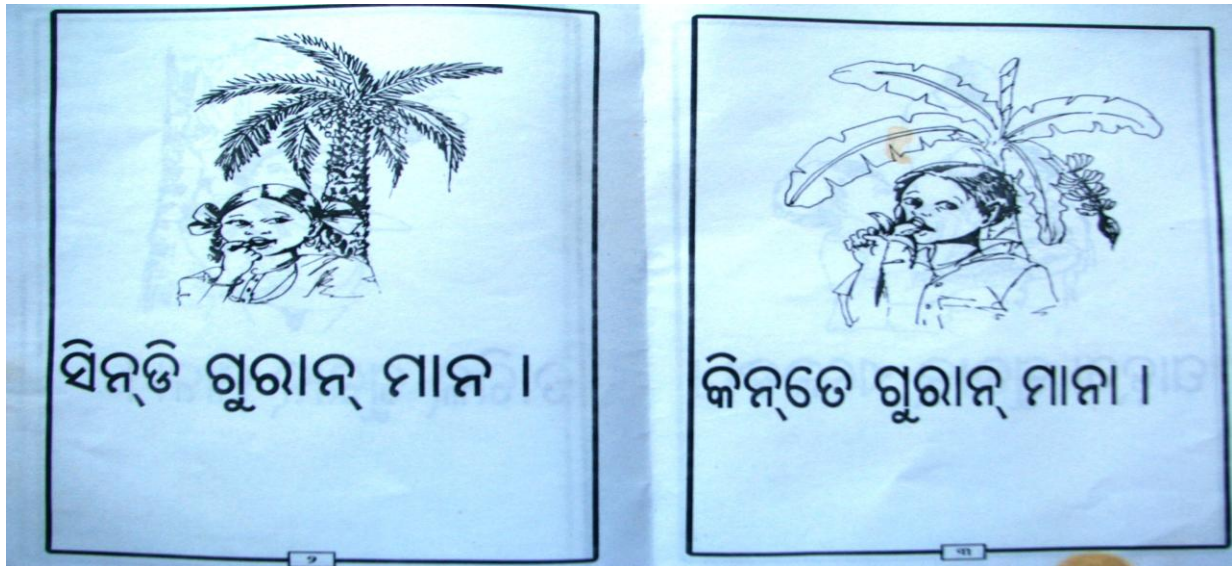
Pic VII: A picture from the Big Book (Saora language) used in MLE schools in Gajapati district.

- **Teachers training Manual**:
  The teacher training manual for grade I-IV has been developed by the SRG. The teacher training manual begins with the syllabus for the grades followed by an sections devoted to teaching of different subjects. The manual elaborates on the division of academic year into terms and how these terms are to be divided according to the theme web approach.
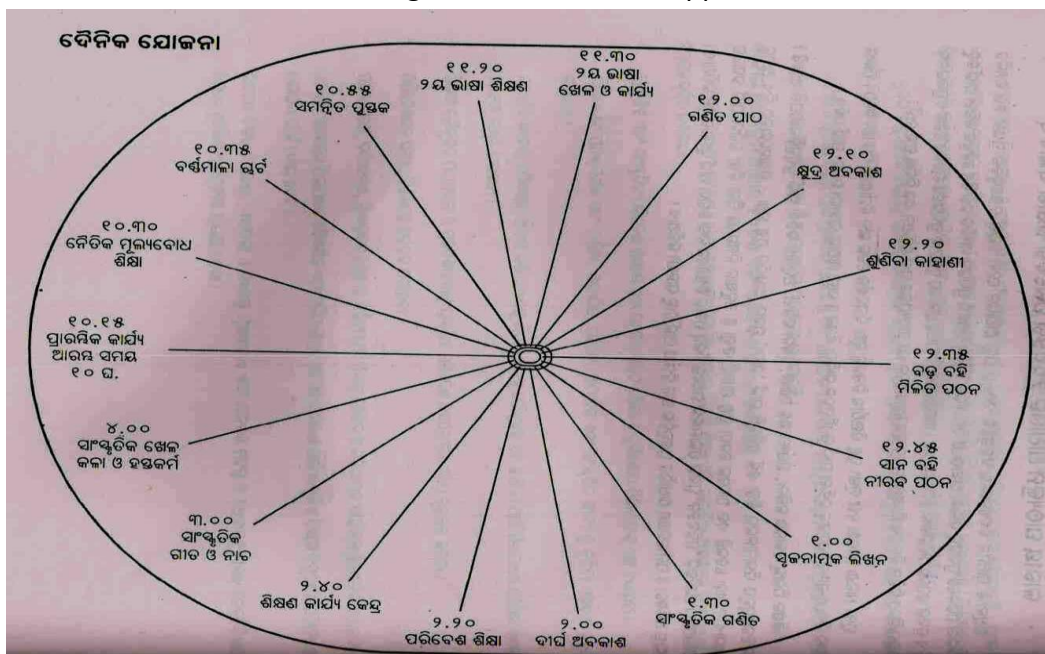
Pic VIII: A page from the teacher handbook illustrating a particular theme web.

The manual also lays down philosophical underpinnings behind MLE and explain in detail the language transition plan. The manual lays down the two track mega strategies which helps teachers to develop cognitive academic language proficiency skills in children and enhances their basic interpersonal communication skills.

ଭାଷା ଶିକ୍ଷାରେ ରାସ୍ତା ୧		
(ପର୍ଯ୍ୟାୟ ଅନୁସାରେ ଶିକ୍ଷଣ ଦକ୍ଷତା)		
Grade -2 Language	**Road -1**	
Term-1	Term -2	Term-3
୧. ବର୍ଷ, ବନାନ ଏବଂ ଶବ୍ଦାବଳୀ	୧. ବର୍ଷ, ବନାନ ଏବଂ ଶବ୍ଦାବଳୀ	୧. ବର୍ଷ, ବନାନ ଏବଂ ଶବ୍ଦାବଳୀ
(କ) ବିଭିନ୍ନ ଧ୍ୱନି ସୟଯୋଗରେ ସଚେତନତା, ଶବ୍ଦର ବର୍ଷ ବିଷୟରେ ଜାଣିବା ଓ ବନାନ୍ ଜାଣିବା ।	(କ) ବିଭିନ୍ନ ଶବ୍ଦର ଧ୍ୱନି ଓ ବନାନ ଜାଣିବା ।	(କ) ବିଭିନ୍ନ ଶବ୍ଦର ଧ୍ୱନି ଓ ବନାନ୍ ଶିଖିବା ।
• ପ୍ରଥମ ବର୍ଷର ସରଳ ଶବ୍ଦ ଗୁଡ଼ିକୁ ଚିହ୍ନିବା, ବନାନ୍ ଜାଣିବା ଓ ପଢ଼ି ଜାଣିବା । (ମାତୃ ଭାଷାରେ କେଉଁ ବନାନ୍ ର ନମୁନା ଶିଖିବାର ଦରକାର ତାହା ସ୍ଥିର କରିବାକୁ ପଡ଼ିବ) ।	• ପ୍ରଥମ ବର୍ଷ ପଢ଼ି ଶିଖିବା ଏବଂ ଭିନ୍ ଭିନ୍ନ ବନାନ୍ ଥିବା ଶବ୍ଦ ଗୁଡ଼ିକର ର ବନାନ୍ ଶିଖିବା	• ପ୍ରଥମ ବର୍ଷରୁ ସରଳ ଶବ୍ଦ ଗୁଡ଼ିକର ଦୀର୍ଘ ସ୍ୱର ଧ୍ୱନି ଉଚ୍ଚାରିତ ହେଉଥିବା ଅକ୍ଷର ଗୁଡ଼ିକୁ ଚିହ୍ନିବା, ବନାନ୍ କରିବା ଓ ପଢ଼ିବା ।
• ପ୍ରଥମ ବର୍ଷରୁ ବାରୟାର ପଢ଼ିବା ଏବଂ ବିଭିନ୍ ଶବ୍ଦ ରୁ ଭିନ୍ ଭିନ୍ନ ବନାନ ଶିଖିବା	• ସ୍ୱର ବର୍ଷ ଗୁଡ଼ିକର ବନାନ୍ ଶିଖିବା ।	• ପ୍ରଥମ ବର୍ଷର ଦୀର୍ଘସ୍ୱର ଧ୍ୱନି ଉଚ୍ଚାରିତ ହେଉଥିବା ଭିନ୍ ଭିନ୍ନ ଶବ୍ଦ ଗୁଡ଼ିକୁ ବାରୟାର ପଢ଼ିବା ଏବଂ ବନାନ୍ ଶିଖିବା ।
• ସ୍ୱର ଧ୍ୱନି ଗୁଡ଼ିକର ସାଧାରଣ ବନାନ୍ ପ୍ରକ୍ରିୟା ଜାଣିବା ।	• କହିବା ବେଳେ ଓ ଲେଖିବା ବେଳେ ସ୍ୱର ଚିହ୍ନିବା ।	
• ଉଚ୍ଚାରଣ କରିବା ବେଳେ ଓ ଲେଖିବା ବେଳେ ବର୍ଷର ଧ୍ୱନି ଚିହ୍ନିବା ।	• ପଢ଼ିବା ବେଳେ ଧ୍ୱନି ମିଶାଇ ପଢ଼ିବା ।	• ସ୍ୱର ଧ୍ୱନି ଥିବା ଅକ୍ଷର ଗୁଡ଼ିକର ସାଧାରଣ ବନାନ୍ ପ୍ରକ୍ରିୟା ଜାଣିବା ।
• ପଢ଼ିବାବେଳେ ବିଭିନ୍ନ ବର୍ଷର ଧ୍ୱନି ମିଶାଇ ପଢ଼ିବା ।	• ବନାନ୍ ଶିଖିବା ପାଇଁ ଶବ୍ଦ ଗୁଡ଼ିକୁ ଧ୍ୱନି ଅନୁସାରେ ଭାଗ ଭାଗ କରିବା ।	• କହିବା ଏବଂ ଲେଖିବା ବେଳେ ସ୍ୱର / ଧ୍ୱନି ଗୁଡ଼ିକ ଚିହ୍ନିବା ।
• ବନାନ୍ ଜାଣିବା ପାଇଁ ଶବ୍ଦ ଗୁଡ଼ିକୁ ଧ୍ୱନି ଅନୁସାରେ ଭାଗ ଭାଗ କରିବା ।	• ବିଭିନ୍ ଅକ୍ଷରରେ ଗଢ଼ା ଶବ୍ଦ ଗୁଡ଼ିକୁ ପଢ଼ିବା ଏବଂ ବନାନ୍ ଶିଖିବା ।	• ପଢ଼ିବା ବେଳେ ଧ୍ୱନି ମିଶାଇ ପଢ଼ିବା ।
• ସମାନ ଧ୍ୱନି ଉଚ୍ଚାରଣ ହେଉଥିବ କିନ୍ତୁ ବନାନ୍ ଭିନ୍ ଭିନ୍ ଥିବା ଶବ୍ଦ ଗୁଡ଼ିକୁ ଖୋଜିବା ଏବଂ ବର୍ଗୀକରଣ କରିବା । (ସର - ଶର)	• ପିଲା ଜାଣିଥିବା କଥିତ ଏବଂ ଲିଖିତ ଯୁଗ୍ମ ଶବ୍ଦ/ଯୌଗିକ ଶବ୍ଦ ଗୁଡ଼ିକୁ ଭାଗ ଭାଗ କରିବା ।	• ବନାନ୍ ଜାଣିବା ପାଇଁ ଶବ୍ଦ ଗୁଡ଼ିକୁ ଧ୍ୱନି ଅନୁସାରେ ଭାଗ ଭାଗ କରିବା ।
	• ପିଲାଙ୍କ ନାମ ଏବଂ ସେମାନେ ପଢ଼ିଥିବା ଶବ୍ଦ ମାନଙ୍କର ଅକ୍ଷର ଗୁଡ଼ିକୁ ଅଲଗା କରି କହିପାରିବେ । ପରେ ଶବ୍ଦରୁ ଅକ୍ଷର ଗୁଡ଼ିକୁ ଅଲଗା ଅଲଗା ଲେଖି ପାରିବେ ।	• ସମାନ ଧ୍ୱନି ଏବଂ ବନାନ୍ ଭିନ୍ ଭିନ୍ ଥିବା ଶବ୍ଦ ଗୁଡ଼ିକୁ ଖୋଜିବା ଏବଂ ବର୍ଗୀ କରଣ କରି ତାଲିକା କରିବା ।

Pic IX: A page from the teacher manual explaining the term wise division of topics that

This training manual is aimed at capacity building of researchers on MLE classroom transaction. The training manual for Grade I and II are printed but for Grade III & IV only the photocopied material is distributed.

1.3. JHARKHAND

The MLE material in Jharkhand is prepared in five tribal languages i.e. Mundari, Ho, Kudukh, Kharia and Santhali.

- **MLE Bridge material for classes' I-V**: The Tribal Welfare and Research Institute, Ranchi in collaboration with Santhali Language Academy & Ho Maha Sabha developed MLE bridge material for children studying in grades I-V. The following books have been prepared in five tribal languages.

Name of book	Class	Language
Olchiki	I to V	Santhali
Mundari puthi	I to V	Mundari
Puna Binko	I to V	Kurux
Sishu Haln	I to V	Ho
Khariya puthi	I to V	Khariya

These books have been developed according to phonic and bilingual approach which targets at bridging the mother tongue with state language (*hindi*) through transcription and phonics. For example, content words and major verbs have been used from the mother tongue and have been written in *devnagiri* script (where the tribal/regional language doesn't have any script) or in *devnagiri* as well as in the scripts of the related regional/target language. Contexts, vocabulary and illustrations have been used in these books according to local references and language. This enables children to connect to classroom processes as these material bridges their everyday knowledge with academic knowledge. Thus, in a way these books are not only useful for the target teachers and students but also for those teachers who are not from the same linguistic background.

A major impediment in use of these materials is that teachers are not trained to use it and thus they seldom use it for teaching-learning process.

- **Buniyaad- word cards in tribal languages:** Bilingual cards in tribal (*santhali, mundari, kurux, ho, kharia*) as well as regional (*oriya, bangla, urdu*) languages (picture-word) have been developed by Jharkhand Education Project Council under SSA Jharkhand's Learning Enhancement Programme - '*BUNIYAD*' Phase I. These cards were developed by the teachers themselves after being trained and they use these cards in teaching-learning process. They have been instructed to make such cards as per need rather than to get it acquired by JEPC which provides them an opportunity to customise, design and own their material. These cards are not just used by the teachers who know the tribal or regional language but by all such teachers who teach language in Lower Primary Sections.

- **Bilingual cards, story books**: Initiatives have been taken to develop teaching learning material (bilingual/multilingual story cards, picture cards, word cards and conversation cards based on local contexts, words, folk tales, folk songs etc on the themes of school, friendship, house, village, pets, village market, agriculture, moral values etc.). Much work has been done (draft

stage) on it and with a little effort (academic as well as administrative) these materials may also be published for use. Development of bilingual/multilingual dictionaries has also been initiated by the state.

- **Conversation materials:**Materials facilitating conversation in tribal languages such as dictionaries were prepared in 2003-2004 for non tribal teachers working in tribal areas.

1.4.   CHHATTISGARH

The MLE materials in Chhattisgarh have been prepared in 7 languages: Gondi (Kanke), Gondi (Dantewada), Halbi, Sargujiya, Kudukh, Chhattisgarhi and Sadri. The materials prepared include:

- **MLE language textbooks:** Language textbooks have been prepared for grades III, IV and V. These textbooks have been written in the Devnagri script and include references to local tribal context by way of local stories, narratives and examples. The texts in the different books are not literal translations.
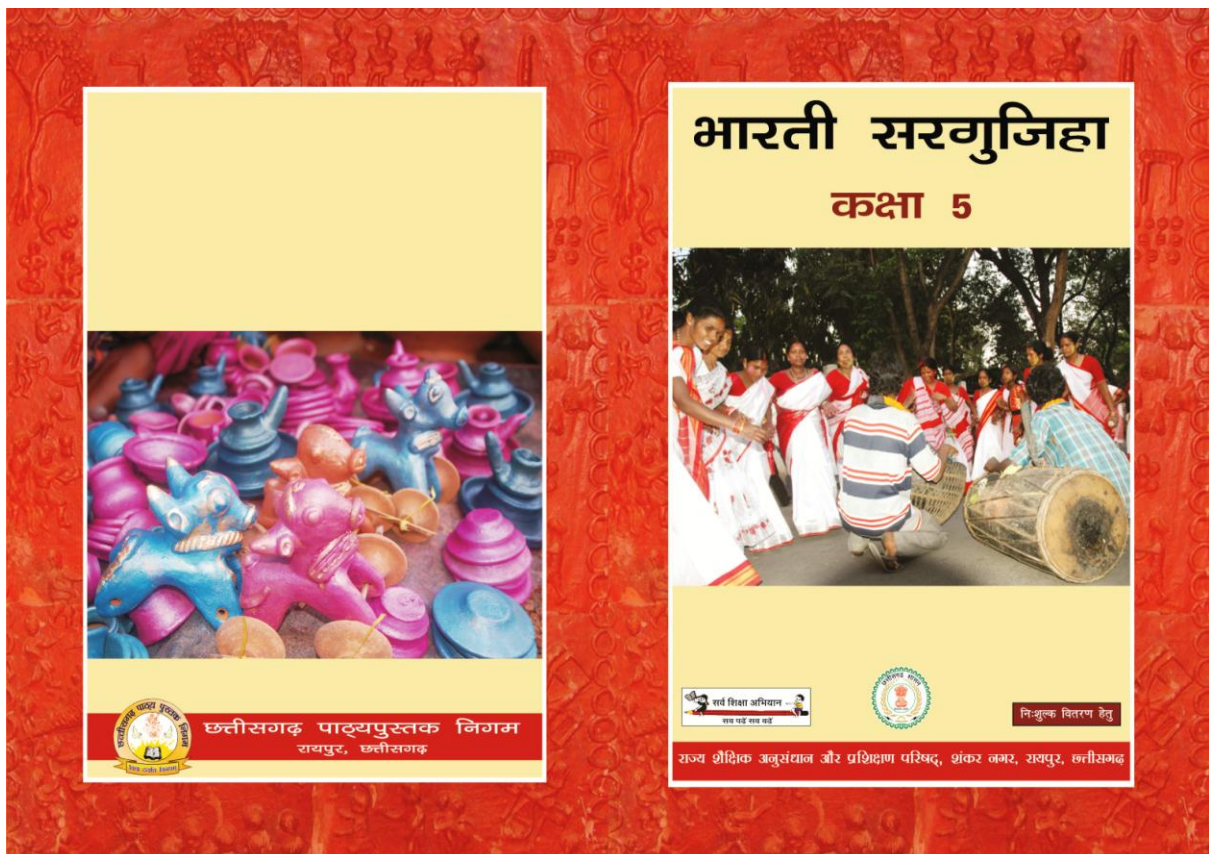
Pic X: Cover page of the MLE textbook for grade V in Sargujiya

Pic XI: Depiction of local culture in illustrations and pictures in the MLE textbooks- (left) a page from grade V textbook of Gondi- Dantewada; (right) a page from grade IV textbook- Gondi-Dantewada

- **Teachers Rapidex:**

  Books aimed at helping children communicate with tribal children in their mother tongue have been prepared in 15 languages. The books have been modelled after the 'rapidex[3]' series to enable teachers converse with students in the class.

- **Big book and Small book**

  In keeping with the theme-web format being followed in MLE programmes of Andhra Pradesh and Orissa, Big and Small books have been developed for grades I and II to encourage students develop good reading skills.

- **Varnamalas:**

  Varnamalas (alphabet charts) have been prepared for grade I in different languages in the Devnagri script. The charts are colourful and full of illustrations.

  Besides these materials, there have also been attempts to translate the MGML[4] material into two languages- Halbi and Bhatri to be used as teaching learning material in the classrooms.

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[3] Rapidex English Speaking Course includes a series of self –help books to enable people converse in English. These books are bi-lingual and available in more than 12 Indian languages.

[4] MGML refers to the Multi-grade Multi-level teaching methodology which has been introduced at primary levels in states like Karnataka, Jharkhand and recently Chhattisgarh.

2: MLE RESOURCE PERSONS & INSTITUTIONS

2.1 ANDHRA PRADESH

MLE RESOURCE PERSONS

S. No.	Name	Language/ Nature of contribution/expertise	Address	Phone No.
1	S.Bala Raju, AO	Konda, Kuvi, Adivasi Oriya	AO, NATURE, Padmapuram, Arakuvally, Vishakapatnam Dist- 531149	08936208281 9441825181
2	P.Raghunath, AO	Adivasi Oriya	AASSAV, Arakuvally	
3	Shashibhushan Rao	Savara	CHAITANYA, Palakollu Mandal, Srikakulam District	08941220436 09440080608
4	L. Devendr	Banjara	Warangal District	9347834553
5	Devendar	Banjara	Warangal District	9490112582
6	B. Ramesh,		Potti Sriramulu Telugu University, Nampally, Hyderabad	9440356336
7	Thomasaiah	Kolami	Potti Sriramulu Telugu University, Nampally, Hyderabad	9347515399
8	Dr. Prasanna Sree	Tribal languages in Paderu area	Andhra University, Vishakapatnam	9246628841
9	Prof. Subba Rao	Tribal languages in Paderu area	Department of Telugu, Andhra University, Vishakapatnam	08912567269
10	Prof. Umamaheswar Rao		CALTS, University of Hyderabad, Gachibouli, Hyderabad	9866128846
11	Mark Penny,	Gondi	SIL, Main Road, Manchiryal, Adilabad	

14	K. Peeraji Rao	Gondi; Knowledge of literature such as stories and songs	Mahagao Village, Narnoor, Adilabad	
15	K. Parvath Rao , K. Ramji and K. Madhava Rao	Gondi; Preservation of History and historical evidence of Gondi language	Gunjala Village, Narnoor Mdl, Adilabad	
16	Janna Mark Penny,	Gondi; Linguist	Manchiryal Post & Mandal, Adilabad	
17	Kotnak Jangu & K Vittal Rao	Gondi; Knowledge of Gondi script	Gunjala Village, Narnoor Mdl, Adilabad	917738345
18	Chidam Arju , K Peeraji Rao	Gondi; Preservers of oral epics and great plays in Gondi, e.g., Mahabharta and Harishchandra in Gondi	Rajiv Nagar, Asifnagar, Adilabad,	9440673700
21	K Dharma Rao	Gondi	Hatti Village, Kerimeri Mandal, Adilabad	
22	Purtica Nago Rao,	Gondi	Burnur Village, Sirpur (U)	
23	Kusuram Hanmanth Rao Ganga Ram	Gondi	Mangol Heera, Gevthi Mandal, Chandrapur Maharastra	
24	Motivaran Kangali	Gondi; Knowledge of Gondi history	Manewada Road, Nagpoor, Maharastra	
25	Anand Madovi	Gondi; Knowledge of history of Gondi language	Kesha Village, Salekasha Tq,Gondia District, Maharastra	9767600306
26	A Bate Rao	Kolami	Lakkaram, Utnoor Mandal, adilabad	
27	Tekam Mokasi	Kolami	Saleguda Village, Utnoor Mandal, Adilabad.	8897679362
28	Atram Bheem Rao		Marka Guda Village, Adilabad District	

MLE RESOURCE INSTITUTIONS

S.No	Name o f the Institution/Organisation	Address	Phone No.	Language/s
1	Rajiv Vidya Mission (SSA)	SCERT Complex, Fathemaidan Road, Basheerbagh, Hydrabad	04023243525	all
2	Tribal Cultural Research &Training Institute	2nd Floor, DSS Bhavan, Masabtank, Hyderabad	04023391270, 04023391486	all

2.2 ORISSA

MLE RESOURCE PERSONS

S. No.	Name	Language/ Nature of contribution/expertise	Address	Phone No.
1	Deepak Kumar Dandapat	Santali	Balidiha U.G. Sevashram	N.A.
2	Karan Hemram	Santali	Ghantisila Pry. School	N.A.
3	Durga Charan Majhi	Santali	Ambajoda Pry. School	N.A.
4	Sunaram Majhi	Santali	Gayalmara Abasika Pry. School	N.A.
5	Dr. Adikandha Mahant	Santali	Jhinkiria UGME School	N.A.
6	Dilip Mohanta	Santali	Chetana Abasika Sevashram	N.A.
7	Baneswar Majhi	Santali	Nichuapada Sevashram	N.A.
8	Sarat Chandra Bhuian	Santali	Arati Vidyaandir, Baripada	N.A.
9	Trilochana Mohanti	Santali	Gadiapal Pry. School	N.A.
10	Niranjan Behera	Santali	Balisapata, Nachipuria	N.A.
11	Bhajanananda Murmu	Santali	Purunapani Abasik Pry. School	N.A.
12	Lad Saren	Santali	Chakidi Sevashram	N.A.
13	Salkhan Tudu	Santali	Kuabuda UGME	N.A.
14	Sunaram Hansda	Santali	Atanati Pry. School	N.A.

15	Rath Murmu	Santali	Anibuda Pry. School	N.A.
16	Budhan Murmu	Santali	Kamarjata Pry. School	N.A.
17	Lalmohan Marndi	Santali	Sarat, Mayurbhanj	N.A.
18	Bidyadhara Jena	Santali	DIET, Mayurbhanj	N.A.
19	Dr. Murmu	Santali	DIET, Mayurbhanj	N.A.
20	Sukru Kirsani	Bonda	NA	NA
21	Indrajit Kirsani	Bonda	NA	NA
22	Sanyasi Kirsani	Bonda	NA	NA
23	Mohan Mohapatra	Bonda	NA	NA
24	Laxman Mandra	Bonda	NA	NA
25	Surendra Nayak	Bonda	NA	NA
26	Buddhadev Khila	Bonda	NA	NA
27	Goura Kirsani	Bonda	NA	NA
28	Dailari Chalana	Bonda	NA	NA
29	Mangala Ralar	Bonda	NA	NA
30	Manoj Sahu	Bonda	NA	NA
31	Samadhangaja Majhi	Bonda	NA	NA
32	Buda Badri	Bonda	NA	NA
33	Daitari Hantala	Bonda	NA	NA
34	Buda Shisha	Bonda	NA	NA
35	Gangadhar Kirsani	Bonda	NA	NA
36	Ganeswar Digal	Bonda	Kainjhar Primary School Tikabali	NA
37	Bimladhar Mallik	Bonda	Tr. Sebashram Baliguda	NA
38	Dhaneswar Kanhar	Bonda	Sebashram Phiringia	NA
39	Debeswar Mallik	Bonda	HM, Phulbani	NA
40	Jakshya Chandra	Bonda	Tr. Phulbani	NA

	Kanhar			
41	Bibekananda Mallick	Bonda	Tr. Sebashram Phulbani	NA
42	Krushna Chandra Mallik	Bonda	Phulbani	NA
43	Sanatana Jani	Bonda	Tr. Khajuripada	NA
44	Thomas Pradhan	Bonda	Tr. Paburia Pry. School, Tikabali	NA
45	Benudhara Majhi	Bonda	Tr. Tumudibandha	NA
46	Duryadhana Pradhan	Bonda	HM, Baida Sebashram, Phulbani	NA
47	Bijaya Ch. Pattanaik	Bonda	SIS, Phulbani	NA
48	Om Prakash Panda	Bonda	HM, Satkum Pry. Khajuripada	NA
49	Panduru Nayak	Bonda	Tr. Hatapada, Phulbani	NA
50	Pravakara Tripathy	Bonda	Hatapada, Phulbani	NA
51	Kamraj Digal	Bonda	Tr. Phulbani	NA
52	Satyabadi Samantaray	Bonda	SIS, Khajuripada	NA
53	Parameswar Pradhan	Bonda		NA
54	Sudarsana Samantaray	Bonda		NA
55	Theogils Digal	Bonda	Tr., Kui Teacher	NA
56	Padmanava Madkami	Koya	NA	NA
57	Pradumn Madkami	Koya	NA	NA
58	Guru Duruka	Koya	NA	NA
59	Guru Padiami	Koya	NA	NA
60	Epma Madhi	Koya	NA	NA
61	Loknath Madkami	Koya	NA	NA
62	Gangasindhu Padiami	Koya	NA	NA

63	Purusottam Swain	Koya	NA	NA
64	Siba Nayak	Koya	NA	NA
65	Prahalad Ch. Mandal	Koya	NA	NA
66	Ananga Mohapatra	Koya	NA	NA
67	Rajendra Pradhan	Koya	NA	NA
68	Sahadev Sahoo	Koya	NA	NA
69	Rabindra Moharana	Koya	NA	NA
70	Balaram Nayak	Koya	NA	NA
71	Bholanath Ray	Koya	NA	NA
72	Gajendranath Swain	Koya	NA	NA
73	Prahalad Ch. Munda	Koya	NA	NA
74	Basanta Kumar Kar,	Juango	BRCC, Jhumpara	NA
75	Daktar Murmu	Juango	TE, DIET, Keonjhar	NA
76	Ugrasena Nayak	Juango		NA
77	Niladri Bihari Mishra	Juango	Joda, Keonjhar	NA
78	Mukteswar Satpathy	Juango	Sadha, Hatadihi	NA
79	Laxmikanta Mahanta	Juango	Anandapur	NA
80	Mohan Kumar Patra	Juango	Telaposi,Banspal	NA
81	Urmila Samal	Juango	Baniapat	NA
82	Sudarsana Juango	Juango	Baxibadigaon, Harichandrapur	NA
83	Kshetrabasi Juang	Juango	Harichandrapur	NA
84	Srikanta Juang	Juango	Harichandrapur	NA
85	Purnachandra Juang	Juango	Duarasuni Bansapal	NA
86	Baikuntha Adhikari	Juango	Banspal	NA
87		Juango	DIET representative	NA
88	Jati Juang	Juango	Women Volunteer	NA

89	ALEX	Juango	NGO, Keonjhar	NA
90	Budhanath Munda	Munda	NA	NA
91	Rushu Ch. Munda	Munda	NA	
92	Jagu Munda	Munda	NA	NA
93	Dasarath Singh	Munda	NA	
94	Annanda Prasad Mohapatra	Munda	NA	NA
95	Jyotish Burh	Munda	NA	
96	Gania Munda	Munda	NA	NA
97	Augustine Lugun	Munda	NA	
98	Sulardan Bara	Munda	NA	NA
99	Thomas Kungur	Munda	NA	
100	Baneswar Hansada	Munda	NA	NA
101	Heaman Toppo	Munda	NA	
102	Tarulata Das	Munda	NA	NA
103	Mamata Pradhan	Munda	NA	
104	Mrs. Paolina Dungdung	Munda	Govt. Girls High School, Tudal	NA
105	Clara Bhengra	Munda	Sarna Pry. School, Asurchapal	
106	Franscis Topo	Munda	Govt. High School, Deoharanipur	NA
107	Nandamani Toppo	Munda	Headmaster, Jhirpani U.P. School	NA
108	Paschal Keaketta	Munda	Headmaster, Govt. High School Tangarayan	NA
109	Soma Oram	Munda	Teterkela Pry. School Bisra	NA
110	Basudev Saraka	Kuvi	Tr. Pry. School, Niali, Muniguda	NA
111	Laxman Hikaka S	Kuvi	NA	NA

112	Gagarin Sabara	Kuvi	NA	NA
113	Angada Melaka	Kuvi	Tr. Phulkona PS Rgd.	NA
114	Jaganath Das, BRCC	Kuvi	Gunupur	NA
115	Gauranga Ch. Sarangi	Kuvi	Gunupur	NA
116	Raj Kishore Sahu	Kuvi	BRCC, Kolinara	NA
117	Brudaban Madika	Kuvi	Tr. Chaitikona Bisam Cuttack	NA
118	Rajaram Hikaka	Kuvi	NA	NA
119	Suratha Palaka	Kuvi	NA	NA
120	RVR Patnaik	Kuvi	BRCC, Chandrapur	NA
121	Jagannath Pattnaik	Kuvi	BRCC, Gunupur	NA
122	D. Suryo Rao	Kuvi	BRCC, Gudari	NA
123	Basudev Saraka	Kuvi	Tr. Pry. School, Niali, Muniguda	NA
124	H. Lima	Kuvi	BRCC, Kalyansinghpur	NA
125	Injuram sabar	Kuvi	CRCC, Titimani, Gunupur	NA
126	B. Iswar Rao	Kuvi	BRCC, Padampur	NA
127	Basanta Ku. Pradhan	Kuvi	BRCC, Rayagada	NA
128	Jogendra Gomango	Kuvi	Tr. Jalanidhi PS	NA
129	Dibakara Sahu	Kuvi	Tr. PS Maikapanga Padmapur	NA
130	Dauda Sabar	Saura	HM, PS- Sari Padmapur, Gumma Block	NA
131	Subalam Bhuyan	Saura	Tr. PS-Barosing gumma, Gumma Block	NA
132	Benjamin Mandal	Saura	Tr., Rayagada block	NA
133	Debaraj Nayak	Saura	CRCC, Kandasing, Rayagada block	NA
134	Enam Gamango	Saura	Hm. UPS, Luhangar, Nuagada Block	NA

135	Philip Mandal	Saura	Hm., PS-Anusahi Nuagada Block	NA
136	Bijaya Kumar Raota	Saura	CRCC, Malaspadar, Mohana Block	NA
137	Ghasi Sabar	Saura	Tr. Seriguma PS-Gunupur	NA
138	Abhimanyu Padhi	Saura	HM, Kajuripada	NA
139	Banamali Sabar	Saura	PS-K.K. Singi, R. Udayagiri, Gajapati	NA
140	Kailash Pani	Saura	HM UPS, Tabarada	NA
141	Labanya Sabar	Saura	CRCC, Jalango Rayagada Block	NA
142	Prasanna Kumar Padhi	Saura	CRCC, Parthada, Kashinagar Block	NA
143	Suryanarayan Panigrahy	Saura	CRCC, Kharada, Kasinagar Block	NA
144	M. Tajeswara Rao	Saura	CRCC, Allada, Kashinagar Block	NA
145	Banamali Sabara	Saura	HM, Pups Ramgiri, R. Udayagiri	NA
146	Simi Raika	Saura	Tr. Rumunda, R. Udayagiri Block	NA
147	Isreal Raika	Saura	CRCC, R. Udayagiri Block	NA
148	Mark Dalabehera	Saura	Tr. UPS Gobindapur, Mohana Block	NA
149	Korasang Sabar	Saura	Asst. Tr. Pups P. Anbarada Nuagada Block.	

MLE RESOURCE INSTITUTIONS

S.No	Name o f the Institution/Organisation	Address	Language/s	Phone No.
1	Orissa Primary Education Programme Authority (OPEPA)	(OPEPA), Shiksha Soudha, Unit V Bhubaneswar – 751 001 ORISSA	all	
2.	Scheduled Castes & Scheduled Tribes Research & Training Institute	S C S T R T I, Unit - VIII, CRPF Square, Nayapalli, Bhubaneswar - 751003,	all	2563649 & 2561635
3.	Academy of Tribal Language and Culture (ATLC)	Academy of Tribal Language and Culture (ATLC), Adibasi Exhbition Ground, Unit –I, Bhubaneswar		

2.3 JHARKHAND

MLE RESOURCE PERSONS

S. No.	Name	Language/ Nature of contribution/expertise	Address	Phone no.
1	Dr. K. C. Tudu	Santhali	Dept. Of tribal languages, ranchi university, ranchi	98355-32066
2	Prof. Karu manjhi	Santhali	-do-	Not available
3	Prof. Digember Hansda	Santhali	-do-	Not available
4	Prof. Ganesh murmu	Santhali	-do-	Not available
5	Dr. Dukhiya murmu	Santhali	-do-	Not available
6	Dr. Sri lakhai baskey	Santhali	-do-	Not available
7	Sri dalpati murmu	Santhali	-do-	Not available
8	Dr. Ram dayal munda	Mundari	Ranchi college campus, ranchi	
9	Smt. Amita munda	Mundari	Ranchi college campus, ranchi	

10	Dr. Mansid barayudh	Mundari	Ranchi university, dept. Of tribal languages, ranchi	Not available
11	Dr. Sirka das tirkey	Mundari	-do-	Not available
14	Sri lalit nag	Mundari		Not available
15	Sri krishna hembrom	Mundari		Not available
16	Sri bisheshwar munda	Mundari		Not available
	Dr. Birendra kr. Soy Research scholar	Mundari	Tra, ranchi university Ranchi (jharkhand)	94301-44189
17	Prof. Marry s soren	Khariya	Not available	Not available
18	Dr. Sushil kerketta	Khariya	Not available	Not available
19	Dr. Anil birender kullu	Khariya	Not available	Not available
20	Prof. Jueal soren	Khariya	Not available	Not available
21	Sri basil kiro	Khariya	Not available	Not available
22	Sri anurag kullu	Khariya	Not available	Not available
23	Dr. Rose kerketta	Khariya	Not available	Not available
24	Dr. Saraswati gagrai	Ho	P.g dept. Of tribal language Ranchi university ranchi (jharkhand)	98353 –30550
25	Prof. Damyanti sinku	Ho	Not available	Na
26	Prof. Arjun birwa	Ho	Not available	Not available
27	Sri sudhir singh liyangi	Ho	Not available	Not available
28	Sri birsa hansda	Ho	Not available	Not available
29	Sri kamal lochan kora	Ho	Not available	Not available
30	Sri devendra nath champia (x vice president, bihar,bidhan seva	Ho	Ho hume padir jumplay harigutu madkamhatu, chaibasa	Not available

31	Sri sagu samdh (retired principal)	Ho	Ho hume padir jumplay harigutu madkamhatu, chaibasa	Not available
32	Sri manna pinguwa (retired principal)	Ho	Ho hume padir jumplay harigutu madkamhatu, chaibasa	Not available
33	Prof. B.m. Bhagat, Reader in kurukh	Kurukh	Ranchi college, ranchi	94319-04141
34	Prof. Ram das oraon, lecturer	Kurukh	Ranchi college, ranchi	94311-78290
35	Dr. Hari oraon	Kurukh	P.g dept. Of tribal language Ranchi university ranchi (jharkhand)	93349-07447
36	Dr. Binod kumar, Lecturer	Khortha	Ranchi college, ranchi	98353-24346
37	Prof. Raja ram mahto, librarian cum lecturer	Khortha	P.g dept. Of tribal language Ranchi university ranchi (jharkhand)	98359-43279
38	Prof. Parmanand mahto, lecturer	Panchpargania	P.g dept. Of tribal language Ranchi university ranchi (jharkhand)	99311-52565
39	Dr. T.n. Sahu, lecturer	Nagpuri	P.g dept. Of tribal language Ranchi university ranchi (jharkhand	94313-26894
40	Dr. Basanti kumari, prof. And ex. Hod	Nagpuri	P.g dept. Of tribal language Ranchi university ranchi (jharkhand)	94313-71212
41	Dr. G.r. Gaunjha, hod, tribal languages	Nagpuri	P.g dept. Of tribal language Ranchi university ranchi (jharkhand)	93344-65020

MLE RESOURCE INSTUTIONS

S.No	Name o f the Institution/Organisation	Address	Language/s	Phone No.
1	Jharkhand Tribal Welfare Research Institute	Jharjhand Tribal Welfare Research Institute, Moradabadi, Ranchi-834008	all	Dir- 94311-06442 Asst. Dir- 9835308725 Research Off- 9308552272
2.	Jharkhand Education Project Council	Jharkhand Education Project Council New Co-operative Building Shyamli Colony Doranda, Ranchi – 834002	all	NA

2.4 CHHATTISGARH

MLE RESOURCE PERSONS

S. No.	Name	Language/ nature of contribution/expertise	Address	Phone No.
1.	M. Sudhish	-	SCERT, Shankar Nagar, Raipur Chhattisgarh	9425507257/ 9893222686
2.	Vidya Dange	Involved in development of MLE material in Chhattisgarh	SCERT, Shankar Nagar Raipur	9753557310
3.	Dr. Stanley John	-	DIET, Bastar	9893817007
4.	Ramendranath Mishra			9827179479
5.	Babu Thomas		Bastar	9301218910
6.	Dada Joka	Knowledge of local culture, folk tales, songs (Dantewada); worked in Dantewada for 25 years	Dantewada	09425597598
7.	Balaram Sinha	-	DIET/Kanker	-

MLE RESOURCE INSTITUTIONS

S.No	Name o f the Institution/Organisation	Address	Language/s	Phone No.
1	SCERT	SCERT, BTI CAMPUS, SHANKAR NAGAR Raipur, Chhattisgarh 492007	all	09827881023
2.	Rajiv Gandhi Shiksha Mission	Rajiv Gandhi Shiksha Mission Education Department, Mantralaya Room No. 254 DKS Bhawan, Raipur – 492001	all	