KISS
KALINGA INSTITUTE OF SOCIAL SCIENCES

Organisation in Special Consultative Status with
the United Nations Economic & Social Council (UN-ECOSOC)
Associated with the United Nations Department of Public Information (UNDPI)

A BRIEF NOTE ON

RESOURCE MATERIALS



DEVELOPED BY:

Mother Tongue Based Multilingual Education (MTB-MLE)

Kalinga Institute of Social Sciences (KISS)



Dr. Achyuta Samanta
Founder, KIIT & KISS

Young tribal learners entering formal schooling for the first time, can be easily overwhelmed by the new atmosphere in classrooms, surrounded by unfamiliar faces and the added pressure of learning from unfamiliar textbooks. Additionally, since children come from various language backgrounds, it is observed that they find it difficult to shift from their mother tongues to Odia (regional) language, creating confusion when teachers instruct them in any language other than their mother-tongue.

While addressing linguistic issues among the 62 tribes of Odisha in the early education sector, KISS was concerned about establishing language foundations among early learners. In order to address this issue, KISS has implemented **Mother Tongue Based Multilingual Education (MTB-MLE)** since 2013. The MTB-MLE project addresses this learning challenge by helping young students transition from informal learning backgrounds to formal education, while easing the transition process in classroom transactions by using their mother-tongues. It focuses on teacher's capacity building in relation to early childhood education through multilingual instructional materials developed under the project.

OUR INNOVATIVE MATERIAL:

- 35-Days Transition Curriculum (*Pathya Khasada*)
- Multilingual (8 tribal languages) Wordbooks for Classes I to III
- Animated Films on 7 Tribal Languages to Teach Odia Alphabet
- Pictorial Alphabet Learning Book (*Barnabodha*) in 7 Tribal Languages
- Multilingual Tribal Vocabulary Book (Environment Specific) (*Ama Paribesha*)
- Multilingual Early Education Monitoring & Assessment Tool for Classes I to III (*Pragati Pharda*)
- Course Curriculum based Session Plan for Classes I to III
- A Book on Livelihood & Occupation (*Pesa*)
- Collection and compilation of tribal context specific riddles, rhymes, poems and stories (*Kahani Pedi, Kahila Delhi, Ama Katha Ama Geeta*)
- A teacher's handbook (*Sikhyaka Sathi*)



The materials are developed through concerted efforts, rounds of corrections and revisions by language teachers, peer educators, State level Government resource persons, tribal language experts and consultants, parents and communities.

These TLMs have become instrumental to engage both students and teachers during classroom teaching-learning transactions, and are very helpful and effective in language transition through various pedagogical techniques. The teachers of KISS find these materials both child friendly and user friendly.

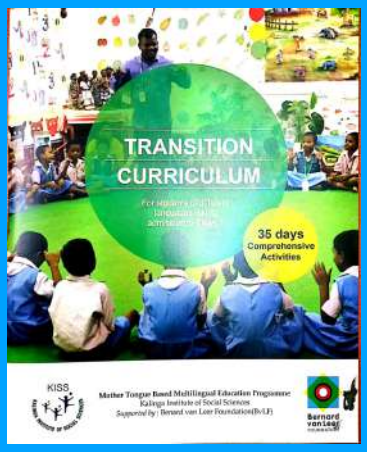


Teaching Learning Materials (TLMs) developed under this project consist of contents, words, language and text, visuals/pictures, formats, contextual titles, paper quality, colours, illustration & pedagogy and appeared as "MTB-MLE Learning Packages". Application of context specific pictures, diagram and illustration in various books in general and in the pictorial alphabet learning books and also in multilingual tribal vocabulary books have produced a powerful sense of realization that a picture book could be the first piece of literature a child encounters, and therefore is the start of their literacy test. Overall, in the development of supporting materials, language aspects were considered such as (1) Narrative and Imaginative (2) Conceptual (3) Phonological (4) Social and/or Communicative.

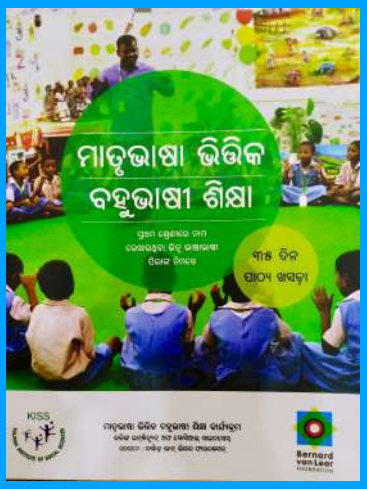


35-Days Transition Curriculum

PATHYA KHASADA



Above:
35-Days Transition Curriculum book in English language



Above:
35-Days Transition Curriculum book in Odia language

The **35 Days Transition Curriculum** is a module developed for newly joined Class-I students. It is a well designed module to transact multilingual classes initially for 35 days. Children who lag behind due to language gap are focused on with this module to bridge the gaps between Language-I and Language-II.

This provides an opportunity for learning activities that reflect tribal cultural values. They offer an MT based multilingual environment to make the process easier and simpler.

Instructional goals and learner objectives are clearly stated for listening, speaking, reading and writing skill development. This module encourages teacher intervention, student contribution, cooperative learning, discovery learning and collaborative teaching. It also promotes students' communication skills, group interaction and creativity, while encouraging them to work independently.

In this manner, the 35 days transition curriculum is exclusively followed to successfully transit children from informal to formal education by gradually introducing them to the State language.

Multilingual Wordbooks for Classes I & II

8 TRIBAL LANGUAGES





'*Chabila Sabdha Kosha*' - Class 1

These **pictorial multilingual wordbooks** contain translations of collected keywords from State Government provided textbooks (School &Mass Education, Govt. of Odisha) for Classes I and II in 8 different tribal languages, enabling any teacher (tribal or non-tribal, regardless of language) to address these 8 languages in classroom transactions with multilingual students. These are helpful both for the teachers and students, and the visuals used in the pictures depict real life situations.

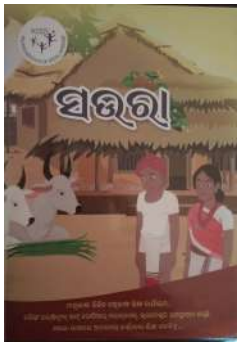




'*Chabila Sabdha Kosha*' - Class 2

Animated Films on Tribal Languages to Teach Odia Alphabet

7 TRIBAL LANGUAGES











In a unique attempt to help indigenous early learners bridge their cultural knowledge and references with urban context, Kalinga Institute of Social Sciences (KISS) has developed an innovative animated film which will help young children to learn Odia alphabets through joyful songs in their mother tongue. This film encourages learner to develop listening skills through their mother tongue. These pronunciations are paired with animated pictorial depictions of their real world which encourages bilateral cognitive learning.



Pictorial Alphabet Learning Book in 7 Tribal Languages

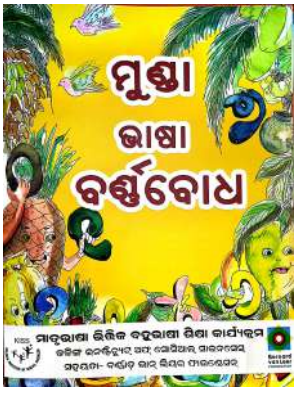
BARNABODHA



Contents set in these **pictorial alphabet learning books** are relevant to MTB-MLE learners' contexts and needs. They allow learners to easily understand language and texts in the material, in terms of length and vocabulary. Moreover, they provide pictorial depictions of words within a tribal context. These provide scope for improving correct pronunciation of words, through contextual pictures and a gradual transition to regional (Odia) language. Moreover, it helps young learns to enrich their mother-tongue vocabulary.

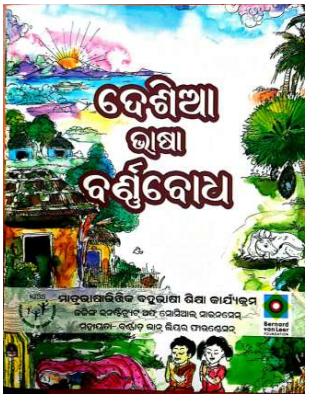














Multilingual Tribal Vocabulary Book (Environment Specific)

AMA PARIBESHA







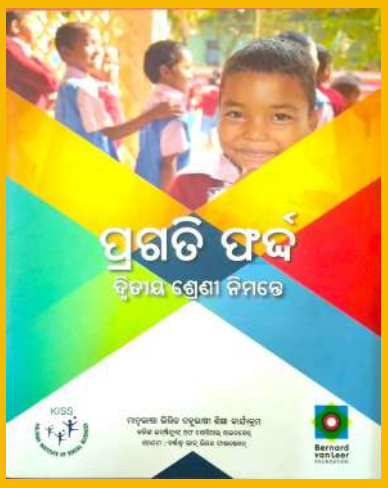
This **Multilingual tribal vocabulary book** curates collections of a wide variety of environment related words that are translated into 7 different tribal languages.

MLE Early Education Monitoring & Assessment Tool for Classes I to III

PRAGATI PHARDA









The **MLE Education Monitoring and Assessment Tool** provides parameters to assess whether or not learning goals meet the instructional needs or not, thereby helping teachers improve their instructional techniques. These are also good tools for monitoring the performance and strategy formulation for further improvement.

Course Curriculum based Session Plan

FOR CLASSES I TO III



Class I Session Plan in Odia



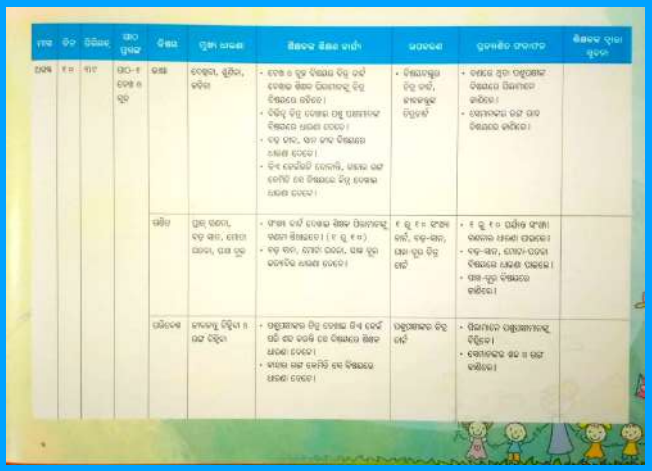
Class II Session Plan in Odia



Class III Session Plan in Odia

These **stimulating grade wise lesson plans** and outline instructions provide teachers with a wide assortment of materials to tackle every subject (Language, EVS, Math) to encourage students' learning. These plans provide objective wise steps and activities that teachers should follow to accomplish learning goals in a timely manner.

Individual lessons of each subject are structured in alignment with the teachers' teaching plan for easy facilitation. Additionally, the amount of time that teachers should spend during transactions, are clearly explained for learning activities.



A Book on
Livelihood & Occupation

PESA



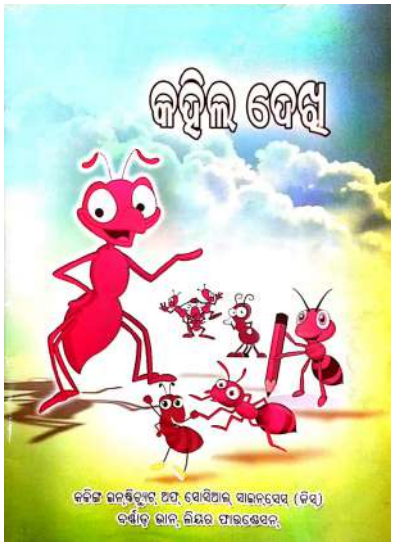




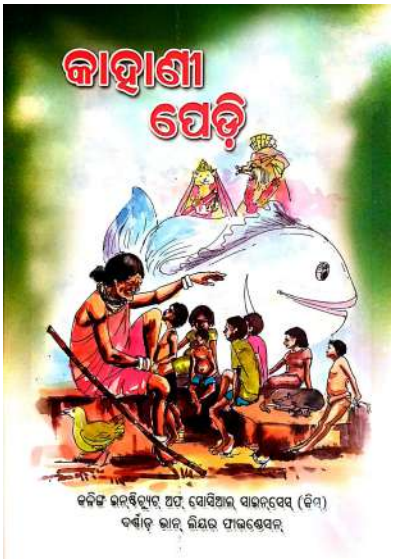
This book on **Livelihood and Occupation** provides pictorial descriptions of 31 livelihoods encouraging students to familiarize themselves with the activities of different occupations within their daily context.

Collection and Compilation of Tribal Context Specific Riddles, Rhymes, Poems and Stories

KAHANI PEDI, KAHILA DELHI, AMA KATHA AMA GEETA







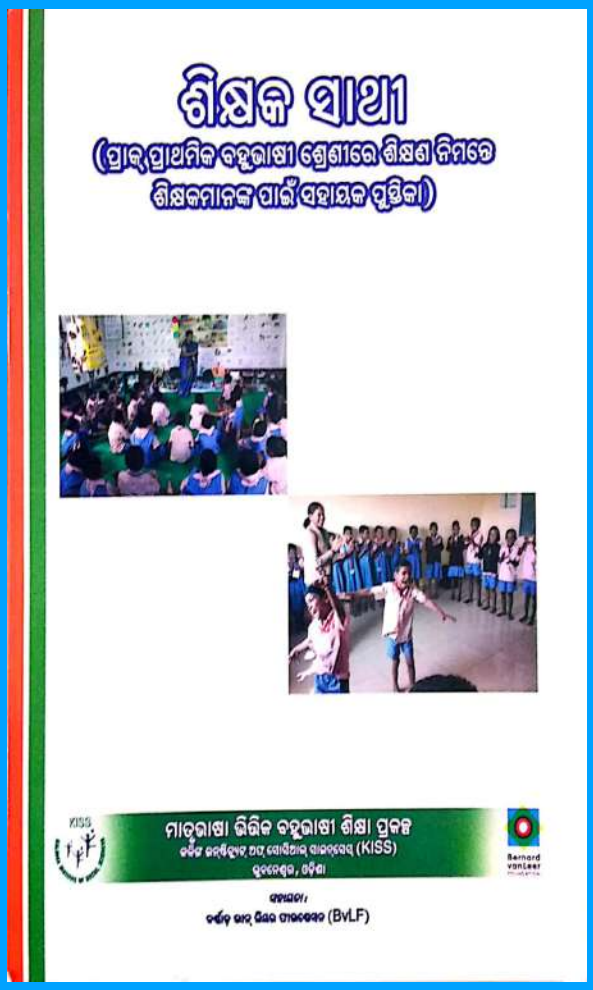
These **compilations of short riddles, rhymes, poems and stories** are created within a tribal context, with pictures and illustrations that arouse a certain amount of interest and curiosity among the children. The material encourages the students to narrate the stories or sing the poems in the simplest or most animated way possible. The stories and poems feature culture specific illustrations that are interesting and relatable for students.



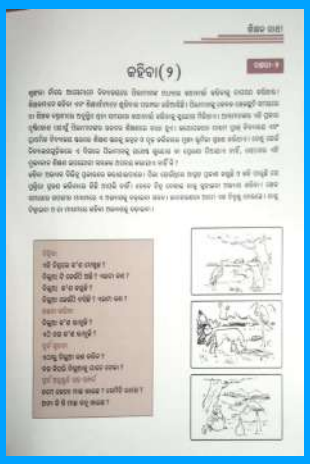


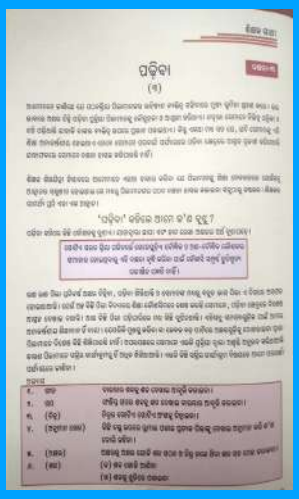
A Teacher's Handbook

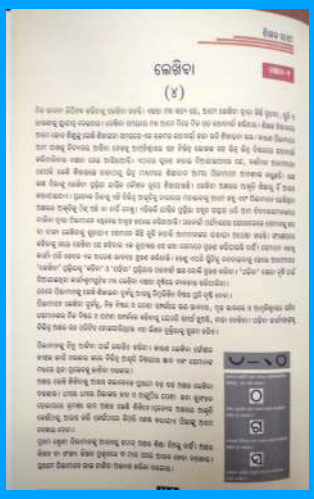
SIKHYAKA SATHI











The **Teacher's Handbook** serves as a manual and methodology for the practical use of many learning activities of MTB-MLE. It provides brief instructions on the concept and pedagogical-didactic ideas behind the learning activities. These include pedagogical methods for listening, speaking, reading and writing skills through emphasis on activities and fun-based learning approaches. The book also highlights teaching through observation, picture and sound related games.

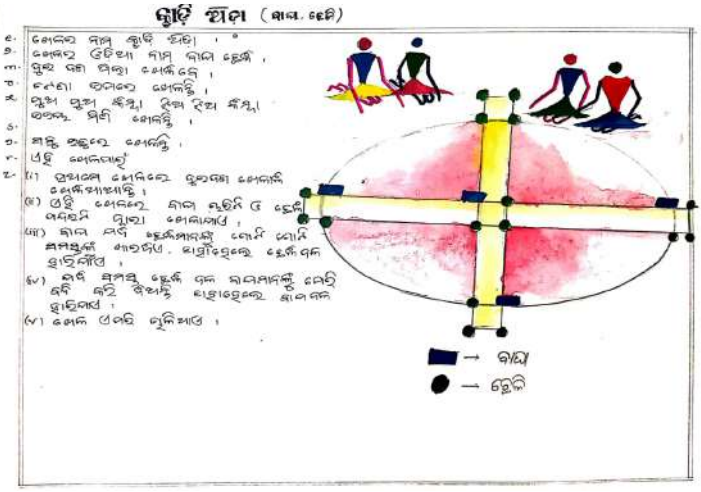






'*KUSUMA*' - A Quarterly Multilingual Magazine





'*AMO KHELA*' - A collection of 30+ Tribal Games







'*AMO BADYAJANTRA*' - A Collection of Tribal Musical Instruments

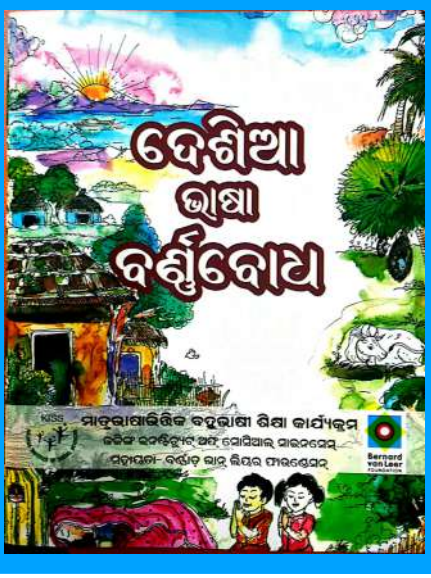
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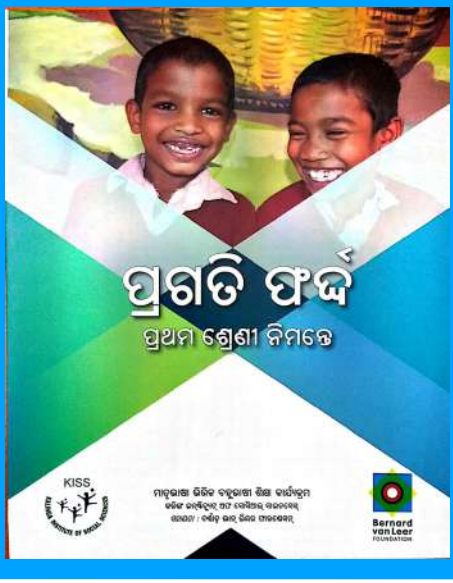












Mother Tongue Based Multilingual Education (MTBMLE)
Kalinga Institute of Social Sciences (KISS)
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