

KALINGA INSTITUTE OF SOCIAL SCIENCES

KISS

World's largest Tribal Residential Educational Institute

First Tribal Deemed-to-be-University in the World

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MTEBMLE Report

Every year, more than 1500 young tribal children part with their families and come hundreds of miles away to Kalinga Institute of Social Sciences (KISS) which promises them better education and livelihood, so that they will never have to live in that poverty and hunger again. Growing up in a completely different place and adjusting to so many new languages and cultures can be unimaginably difficult for these young children. Yet, staying away from their communities for the first time, these young minds are prepared to be a part of this mainstream society by smoothly transiting them to state language for a firmer foundation, which would not only make them globally competent but also provide them with an unparalleled platform to make their dreams come true.

Overview

Most will agree that all children have inalienable rights and should likewise have access to quality education in a language they both speak and understand. But, how can it be possible when education is delivered in a language that some children neither speak nor understand? This is the situation faced by many children from **multi-ethnic, multicultural and multilingual backgrounds,** when they enter formal schooling. **Mother Tongue-Based Multilingual Education (MTEBMLE)** aims to develop appropriate cognitive and reasoning skills, enabling children to operate equally in different languages; starting in the mother tongue with transition, **MTBMLE** facilitates the learning of the 2nd and 3rd languages and that Multi-Lingual Education (MLE) is gradually integrated in all subject areas. Building a strong L1 foundation, the student is then bridged to his/her second language/s (L2) by providing strong training in his/her L2 listening, speaking, reading, and writing skills. This gradual integration of MLE is a feature of the program after the pupils have gained firm grasp of their home language.

The **MTBMLE** program is sustained within the formal education system in KISS, the pioneering Centre of Excellence on mother tongue based early childhood education in the state of Odisha, in collaboration with **Bernard van Leer Foundation (BvLF)** from 2013. **Children at early learning stage are facilitated education through (MTBMLE) approach** introducing: **Transition Curriculum-** an innovative pedagogic initiative, **teaching and learning tools** in 10 tribal languages**.** This program not only aims to improve the quality education, but also to make holistic mainstream education more accessible to young tribal children getting enrolled in KISS.

The good news is that **MTBMLE** works! The teachers, parents, students and government of Odisha have recognized the benefits of strong **MTBMLE** programs in KISS.



"Retain your dialect and connect to your heritage
Learn Odia and connect to your state
Learn Hindi and connect to your country
Learn English well and connect to the world"
(MTB-MLE Project, K.I.S.S.)

History

Odisha is one of the pioneering states in India to have adopted the Mother-tongue-based multilingual education **(MTBMLE)** policy since 2007. Kalinga Institute of Social Sciences **(KISS),** in collaboration with Bernard van Leer Foundation **(BvLF),** has initiated and demonstrated a successful Mother Tongue Based Multilingual Education initiative in 2013 for the first of its kind aiming to overcome the challenge of language as a barrier in classroom learning within its premises. Bernard van Leer Foundation **(BvLF)** focuses on young children with the idea that making small changes early in someone's life could dramatically change their future. **BvLF** has been partnering with **KISS** through investing in young children as the latter devoting all its efforts on the quality education of 27000 tribal children in its premises. Taking into consideration of the above facts **MTBMLE** is a programme which plays crucial role in ensuring quality education in **KISS** supported by **BvLF**.

Our vision

Building a strong educational foundation among the **multi-ethnic, multicultural and multilingual** tribal children in their first language for cognitive development with reservation in advance for more additional languages to be used for lifelong learning.

Our Mission

Facilitating the process of transitioning in which the children's mother tongue is used in the classroom as a bridge in learning better Odia and gradually other languages of the State.









Our approach: MTBMLE

- Bringing Mother Tongue based Multilingual Education (MTBMLE) to mainstream education.
- Providing children with a smooth transition into school
- Pioneering a transition module and bridging curriculum for students of class - I.
- Developing competence in Mother Tongue & hence building other languages on the Mother Tongue foundation.
- Developing social, physical & cognitive abilities of children
- Making children connect with what is being taught in the classroom: ***breaking the language barrier***
- Giving a platform to children's experience and knowledge: ***resolving the content barrier***
- Involving parents and community members: ***preventing parents from feeling cut-off from their children, by promoting collective learning activities***
- Teachers need not come from same community rather they can be created, through proper training and ***a teachers handbook (i.e. Sikhyaka Sathi)*** so that teacher will be able to connect and respond to the children's needs as required.





Our strategies: MTBMLE

- Students use language ubiquitously – it is a conduit they use in their daily lives to express, create and interpret meanings and to establish and maintain social and interpersonal relationships. Therefore, through the MTBMLE programme, KISS conducts assessment of language and cultural similarities among the children of 21 different tribes accommodated at KISS campus.
- **Case studies & Language Mapping:** Our understanding of language, as languages educators, influences our curriculum, planning and classroom pedagogies. The language of instruction in schools plays a significant role towards quality achievement. It is recognized that teaching children in their mother tongue or regional language at the lower primary level positively impacts achievement rates. Therefore, language based case studies are collected from parents when they visit the campus for the annual parent conference. This year 40 such case studies were collected.



- **Implementation of Transition Curriculum**: Children come to KISS with their own tribal languages at 5 years of age. They usually find it difficult to adjust to Odia course content because of the sudden switch to Odia language. Moreover, they transit to the formal education system from a non-formal set up, making the transition process more difficult and stressful. Therefore, to facilitate an easier transition, MTBMLE program facilitates 35 days of transition curriculum. It eases children by placing them in a relatively familiar setting, thereby removing unnecessary fear and shyness. It motivates children to be more enthusiastic towards formal education.
- **Classroom Observation:** To increase the value of teachers, and to thank them for their service, the MTBMLE program is also observed in classrooms. Teachers are asked thoughtful questions regarding their preparation for lessons, and attention is paid to the details of their preparation for students new to the language. Sometimes, follow-up questions are asked in order to track the result of the strategies employed.




- **Findings of transition period:** The transitions from home to early childhood education and onto school are important milestones for both children and families. A child's ability to transition successfully to school depends upon their own personal characteristics (e.g., temperament, personality), parental characteristics (e.g., attitudes to school, maternal education) and community characteristics (e.g., accessibility and quality of local services). Keeping all these in mind, MTBMLE programme engages in significant activities such as playing, singing, dancing, and storytelling to assess children's attitudes, interests and characteristics. Based on the results, the children are guided as necessary by teachers.



- **Peer Group interaction**: Here at KISS, the MTBMLE programme runs a variety of small group interactions to address speech, language and social communication difficulties. Peer Group interaction repeatedly proves meaningful for children who have difficulties with social interaction or communication, allowing them to practice and develop skills such as greeting their peers, taking-turns and having meaningful peer interactions. This is critical as the development of peer relationships is often what is most valuable to clients with social communication difficulties (and their families).



- **Behavioral assessment of children & Teachers:** It goes without saying that children's behavioural and emotional challenges can negatively affect their academic performance. Finding the **right tools** to assess and intervene while monitoring their progress is critical to helping them establish healthy social interactions and a positive educational experience. Therefore, MTBMLE Programme enables screening of large groups of children, conduct of comprehensive



evaluations, planning and delivery of effective interventions, and monitoring of progress - all with one flexible, integrated system.

- **Capacity Building of Teachers:** Teachers are being capacitated on the concept of MTBMLE, its objectives and approach. Quality of education results from a large number of factors including learning environments, family support, activities outside the classroom, relevance of learning to children's life situation and context. Therefore, teachers are trained on ***MLE*** Theory, Practice and Pedagogy by a team of experts and inviting the State ***MLE*** Resource Group. Consequently teachers at KISS are regarded as Master Trainers who can empower new teachers appointed under MTBMLE. As a result, besides primers, a significant amount of teaching learning materials are prepared and used in classrooms.
- **Parents Involvement**: Parental involvement is often seen as a cornerstone in a child's education. It can make a considerable difference to your child's school life, both in academic success and in general enjoyment at school. Realizing the fact that children tend to achieve better grades and tend to be more motivated when parents are involved, KISS organizes annual parents meet besides, inviting parents periodically.

- **Community Interaction**: MTBMLE teachers at KISS facilitate annual district visits to make periodic home visits and hold meetings with parents to discuss health, hygiene and emotional issues of the children and the community at large. These district visits include discussions on key roles of the family in children's development, language-speaking families' perspectives on schooling, family-school partnerships and the implementation of family-school-community partnership programs. This offers a range of perspectives and vision for teachers wishing to create conducive learning conditions among families, schools and their communities conductive to the successful education of tribal children.





Milestones: MTBMLE

- 20,000 children have been benefited directly over last 4 years, proving their inner potential in terms of language proficiency in creative writing, creative art & painting, creative music & dance etc.
- 150 teachers have been trained annually for the past 4 years.
- 40 resourceful teachers are created to sustain the programme with self-confidence.
- MTBMLE oriented resource materials: primers, curriculum and TLMs are developed and published.
- A child friendly and child-centred language lab has been established.
- A resource hub provides platform to enrich young learners including the peer group.
- The quarterly children's magazine "KUSUMA" already launched, creating a space for children's creativity.





Our activities:

Capacity Building of Teachers

A sufficient number of teachers are trained and constantly monitored to ensure the effectiveness of this program. The teachers are becoming better informed about MTBMLE, child psychology, the importance and implication of mother tongue and tribal culture, the innovation of developing TLM, developing MT based primer and curriculum and they have been modeling it in action.

Baseline survey

Baseline survey is one of the most decisive and crucial stages of the MTBMLE program; it provides all the necessary information and data for a practically achievable plan for an MTB-MLE program. Therefore, baseline is conducted at the very beginning of the education year. Some general information / data mainly related to the demography, economy, education, health and transportation of the 22 linguistic communities enrolled in KISS. On the other hand, the baseline focuses specifically on language usage among the children and their attitude towards their language.



Language mapping

In order to support the effective implementation of the curriculum and adherence to the standards and principles the MTBMLE pursuing classroom level language mapping among the peer educators (Class-6-9) in KISS premises. In anticipation of the expansion of the 22 tribal languages in MTBMLE program, there is a need to build an inventory of the languages used as first languages of the learners and teachers. The data gathered from language mapping is used for the production of new TLM including support materials such as dictionaries, word-books, etc. using the identified language as a tool for both communication and education.

Classroom transaction & monitoring



Monitoring of the classroom transaction is periodically carried out to streamline the MTBMLE experience at KISS. It is perceived that teachers do exhibit strong support and practice of MTBMLE approaches, encouraging pupils to read in their first language, allowing them to present, explain ideas and concepts using the first language and encouraging pupils to write in their first language. This is evident in the manner teachers embrace the MTBMLE implementation. No matter what is recommended, approved, and prescribed through monitoring, teachers are always

reminded to strictly adhere. In order to transform policy into action and to achieve goals, teachers are encouraged to constantly update their knowledge and pedagogy.

Peer group interaction:

Children develop a sense of belonging from their perceptions of peer group members in KISS surroundings. Their attachments and friendships emerge through their play. These relationships influence children's behaviour. The socio-cultural thought, ethnic identity, and knowledge on occupations of the peer groups play an intimate and influential role in the process by which they socialize their fellow children.



Student & Teachers Assessment

Separate student teachers assessment tools are developed to evaluate and confirm that teachers are aware that the implementation of MTBMLE can improve pupils' performance in Listening, Speaking, Reading and Writing. Teachers expressed strong support in the MTBMLE policy and confirmed that pupils learn better if they use a familiar language because it is easier for pupils to learn a second language after gaining proficiency in their first language.

Parents Plus

The parents play an important role in the MTBMLE program since KISS is institution-based. The parent–child relationship is an important contributing factor to the immense success of the program. The involvement of parents and their experiences and knowledge resources are vital in designing MTBMLE activities. parents are invited to interact with their children without being ashamed of using their native language. They are invited frequently to participate in the parent's/stakeholders meetings.

Stakeholders' Participation

MTBMLE facilitates real opportunity to participate in speaking to teachers, administration, and MTBMLE personnel on the progress, strength, weakness and opportunities to grow of their children in KISS. MTBMLE collaborates with parents and other stakeholders in designing relevant activities. Teachers realize that parents, along with the other stakeholders, play significant roles in the implementation of the program.



Developing, producing, and designing of localized materials



Under MTBMLE, KISS has created a great deal of teaching and learning resource materials to facilitate lessons in MTB. Materials for both teachers and students are made available in the almost 10 specific language contexts. Resource materials and activities are prepared and designed by teachers according to the learners' interests and needs, their own culture, in giving interesting, stimulating, and challenging tasks related to MTB-MLE. Teaching has been reported effective because of adequate and relevant use of resource materials.

Resource Materials:

1. Transition Curriculum
2. Culture based TLM,
3. Rhymes and riddles (Tribal Culture oriented)
4. Songs (Tribal Culture oriented)
5. Story (Tribal Culture oriented): Kahani Pedi
6. Pictorial dictionary
7. Language wise Tribal word book
8. Barnabodha
9. Games
10. creative writing & painting,
11. Book on tribal musical instrument



Major Achievments:

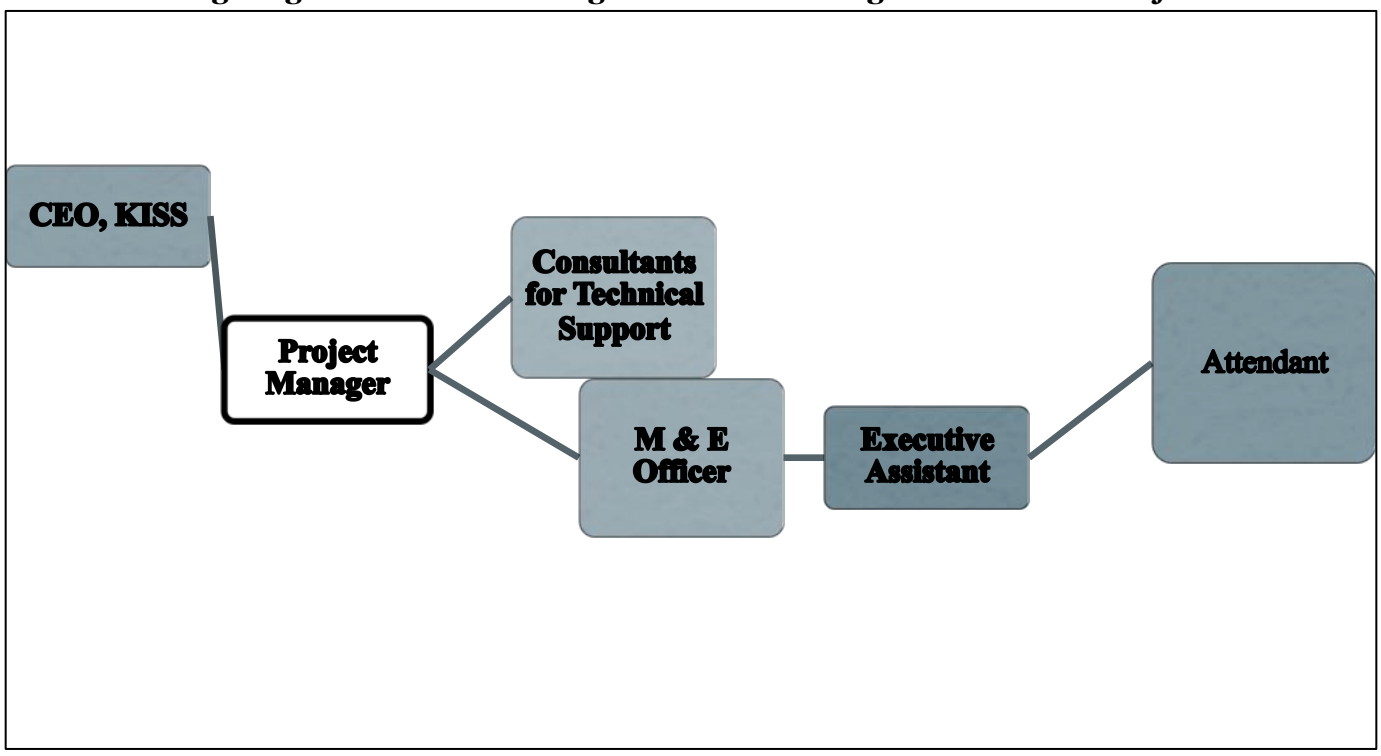
Sl. No	List of Materials
1	Revised Transition curriculum with class-wise activity details (like class-I curriculum style) Both Odia & English
2	(9) Languages Pictorial Dictionary in 1500 words for class I students, based on Govt. Curriculum
3	(9) Languages Pictorial Dictionary in 2000 words for class II students, based on Govt. Curriculum
4	(9) Languages Pictorial in 2500 words for class III students, based on Govt. Curriculum
5	Barnabodha- Sadri Language
6	Word book based on environment- in 10 different tribal languages
7	Student Assessment Tool for class I & II to monitor and evaluate project implementation work both Odia & English.
8	Session Plan for Class-I, II, II Based on Curriculum for complete year to monitor teachers
9	Teachers evaluation tool
10	Barnabodha- Desia Language
11	Barnabodha- Santal, Kui, Kuvi, Ho/Munda, Saora
12	TLM Assessment book (three part)

13	KAHANI PEDI in three new languages, with four new stories in each language & activities 1. Desia 2. Sadri 3. Odia / English
14	Story Book-14 nos each • Desia (short story with activities & Long story books) • Sadri (short story with activities & Long story books) • Santal (short story with activities & Long story books) • Munda (short story with activities & Long story books) • Soura (short story with activities & Long story books) • Dognria Kandha (short story with activities & Long story books) • Paraja (short story with activities & Long story books)
15	Kahila Dekhi in two new languages (Sadri & Desia) with new proverbs and riddles
16	Sishu Manara Katha – Collection of Slogan on Mother Tongue
17	KUSUMA: - Child Magazine
18	

1. Successfully trained 125 teachers with the help of 24 Govt. ST & SC Development Department, Govt. of Odisha teachers.
2. Successfully organized two events named 'KUSUMA-2017' & 'SISHU MELA', a demonstration-cum-workshop at Adivasi Mela, a Govt. level Exhibition to showcase tribal hinder knowledge.
3. Recognition and appreciation of MTB-MLE work at different national and international Seminars.
4. Successfully presented the innovative approach of MTB-MLE with the invitation of Centre for Innovative Public System (CIPS), Govt. of India. (http://www.cips.org.in/2017/05/08/kalinga-institute-of-social-sciences-kiss/)



Organogram of Mother Tongue based Multilingual Education Project



CEO, KISS: **Over all supervision for smooth functioning of Project.**

Project Manager: **Co-ordination, Advocacy, Project Formulation and Execution after due approval**:

- Provide necessary technical inputs to draft edit and finalize Training Modules. TLMs, classroom management strategies, Publication on Mother Tongue based Multilingual Education Strategy.
- Support in the preparation of various IEC materials, publications including TLMs, folk stories and riddles for small tribal children in different mother tongue.
- Plan innovative workshops and capacity development programmes for the key stakeholders of the MTBMLE project including facilitation and Moderate technical sessions.
- Represent KISS in various important meetings/ conferences/ workshops/ events/ and present the project activities.
- Provide necessary technical support for better achievements towards maintaining the programme quality.
- Finalize various reports relating to MTBMLE project.
- Ensure the timely submission of project reports, financial reports and other documentations as & when required by the donor agency. Finalize various technical documents and presentations on MTBMLE.
- Development of strategies for smooth maintenance and run of Language Lab and Resource Hub. This includes planning for classes and use of materials. Besides, Project Manager also develop plans and framework for classroom upgradation.
- Develop a strategy for monitoring and tracking of students under the MTBMLE Project.
- Take necessary initiatives towards identification of the teachers and designing training modules for facilitators, teachers, caretakers and guardians.
- Plan workshop for parents to align them with MLE based Early Childhood Development goals.
- Oversee and execute proper documentation and report generation.
- Support learning centre coordinator for advocacy and liaisoning with multiple external stakeholders and other activities.

Consultant: **The consultant's main focus will be directed toward Tribal Language for MTBMLE Early Childhood Education programs. To assist in creating, developing and implementing Project related Materials and module development.**

- Compile some reference books for language lab for publication.
- Facilitate to establish a child friendly unit for strengthening tribal culture, language and heritage at the institute.
- Provide technical support to develop & compile a Training Manual & Brochure for the project.
- Organize field level community interaction with different tribal communities as required time to time.

- To provide support to the project as and when required.

Monitoring and Evaluation Officer: The main focus of M&E Officer is on research and evaluation skills, experience in dealing with Tribal languages (special reference to Odisha) and substantial knowledge of early child education, childcare, parenting and related development issues.

- Planning and taking lead role in monitoring and evaluation of the project activities including implementation of base line, end line surveys & assessment for situational analysis related to knowledge, attitude and practices.
- Development of appropriate tools for data collection and monitoring of the program & Coordination of MTBMLE lab in development of strategy for running the Language Lab, Resource Hub and the programme. This will include classroom planning and use of materials.
- Undertaking rapid appraisal of the program and its documentation & Provide support to Project Manager in planning the research proposal including methodology as well as defining analysis framework.
- Document the research projects at all levels and assist the Project Manager in developing publication for the research. Additionally assist the Project Manager in preparation of IEC and any other materials related to the Project.
- Prepare a model for a set of interventions for implementation of project modules.
- Periodically gather the data in synch with other team members manage data and undertake data analysis.
- Development of database to monitor and track the stakeholders under the Project.
- Work as team member of the project and help in capacity building of primary teachers in planning, monitoring and taking evidence based decision-making.
- Any other work related to the Project and other assignment as and when requires.

Admin Assistant: To assist Project Manager as well as Documentation executive in conducting workshop/training/meeting and maintaining language lab and resource hub.

- To ensure follow up and implementation of recommendations from program meetings.
- Document formatting/ graphic design plus Internet research skills via online databases, publications and company websites
- To work with Microsoft Suite including Word, Excel, PowerPoint, Access etc.
- To file and maintain correspondence (letter/fax/e-mail etc.), reports and all documents related to programme implementation. Maintaining records in proper order. Keeping records in the prescribed manner, Making records available as and when required, maintaining record movement registers, placing of papers in relevant files etc.
- To implement the existing filling system adopted by the office and ensure that all programme documents can be retrieved easily.
- To type, draft and printing of project materials and official letters.

- To coordinate in preparation of program meeting.
- To coordinate with Accounts and HR officers for all logistics issues of the project.

Attendant: Office safeguarding

- Handling and distribution of forms and stationary
- Operating and maintaining photocopier machine
- Ensuring that sitting arrangements in the officers' room is hygienic and clean before the commencement of office hours
- Bringing and serving water, beverages to the officers and also to the visitors if so desired by the officers
- Carrying files and *dak* etc. to the officer/official concerned in the office
- Physical maintenance of Records of the Office
- General cleanness and upkeep of the office.
- Ensuring the safety and security of project materials.
- Delivery of *Daks* or Notices outside the building
- Any other work assigned

Budgetary Provision and Actual Expenses from 1st June 2013 to 22nd Nov 2017

Budget Year	Sanctioned Amount	Actual Expense	Surplus or Unspent
01/06/13- 31/05/14	4269175	4210462	58713
01/09/14 – 31/03/15	6740954	6287113	453841
01/09/15 – 31/08/16	8752862	8753469	- 607
01/09/16 – 30/09/17	4400842	4551586	- 150744
01/10/17 -	4437602		

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