

MOTHER TONGUE BASED MULTILINGUAL EDUCATION

(MTBMLE)

Kalinga Institute of Social Sciences **(KISS)**
& Bernard van Leer Foundation **(BvLF)**

“REMEMBER YOUR

MOTHER TONGUE AND CONNECT

TO YOUR **HERITAGE**

LEARN ODIA AND CONNECT

TO YOUR **STATE**

LEARN OTHER LANGUAGES AND CONNECT

TO YOUR **COUNTRY** AND

THE WORLD CONCURRENTLY”

Everyone agrees that all children have rights and should have access to quality education in a language they 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 collection when they enter the formal school system. 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 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 a 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 programme 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 dialects. 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 programmes in KISS.



OUR **HISTORY**



Odisha is one of the pioneering states in India to adopt 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 strong educational foundation among the multi-ethnic, multicultural and multilingual tribal children in the 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**



- Bringing Mother Tongue based Multilingual Education (MTBMLE) to the mainstream of Education.
- Providing children a smooth transition into school.
- Pioneering 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 to connect with what is being taught in the classroom: break the language barrier.
- Giving a platform to children's experience and knowledge: resolve the content barrier.
- Involving parents and community members.: to prevent Parents cut-off from children learning activities.
- Teachers are need not to 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 purposively.



OUR **STRATEGIES**



- Assessment of language & cultural similarities:
- Case studies & Language Mapping
- Implementation of Transition Curriculum
- Classroom Observation
- Findings of transition period
- Peer Group interaction
- Behavioral assessment of children & Teachers
- Capacity Building of Teachers
- Parents Involvement
- Community Interaction





MILESTONE







- 20000 children have been benefited directly since last 4 years proving their inner potentialities in terms of language proficiency in creative writing, creative art & painting, creative music & dance etc.
- 150 teachers each year have been trained from last 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 is established
- A resource hub provides platform to enrich young learners including the peer group
- The quarterly children magazine “KUSUMA” already launched giving space to children’s creativity.



OUR **ACTIVITIES**

Capacity Building Of Teachers

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









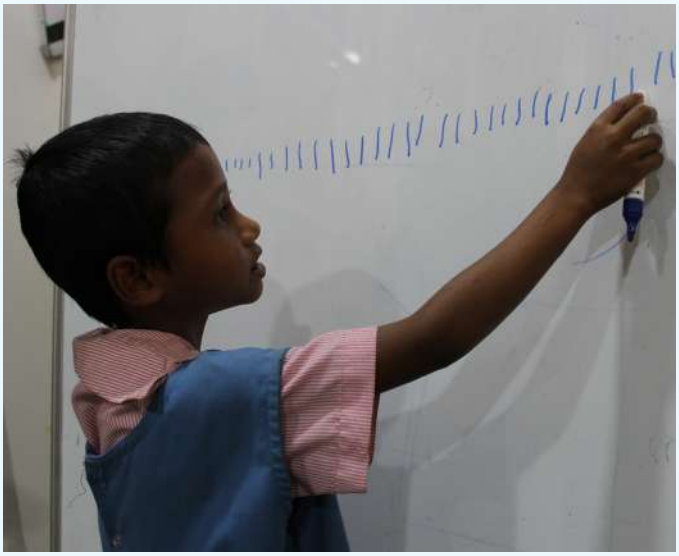
Baseline survey

Baseline survey is one of the most decisive and crucial stages of MTBMLE programme; it provides all the necessary information and data for a practically achievable plan for an MTB-MLE programme. 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 the 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 programme, there is a need to build an inventory of the languages used as first language 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 book, etc. using the said language as communication and education tool.



Classroom Transaction & Monitoring

Monitoring of the classroom transaction is periodically carried out to streamline the MTBMLE in KISS. It is perceived that the teachers do exhibit strong support and practice of MTBMLE approach 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 first language. This is evident on how teachers embrace the MTBMLE implementation. Whatever is recommended, approved, and prescribed through monitoring, the teachers always reminded to strictly adhere. To put the policy in action and to achieve its goal, constant updating with knowledge and pedagogy are also taken seriously by teachers.











Peer group interaction

The children develop a sense of belongingness 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 plays intimate 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 get confirmed that the 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 more familiar language because it is easier for pupils to learn a second language after gaining proficiency in their first language.





Parents Plus

The parents become an important part to the MTBMLE program since KISS is institution-based. Parents–children relationship is an important contributing factor to the immense success of the program. It is felt worth that involvement of parents and uses their experiences and knowledge resources in designing MTBMLE activities. The 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 realizes that parents, along with the other stakeholders, play significant role 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 prepared and designed by the teachers according to the learners' interests and needs, their own culture, in giving interesting, stimulating, and challenging tasks related to MTB-MLE. Teaching reported as effective as adequate and relevant resource materials are being used.

OUR **INNOVATION**

a. Transition Curriculum

b. Culture based TLM,

c. Rhymes and riddles (Tribal Culture oriented)

d. Songs (Tribal Culture oriented)

e. Story (Tribal Culture oriented): Kahani Pedi

f. Pictorial dictionary

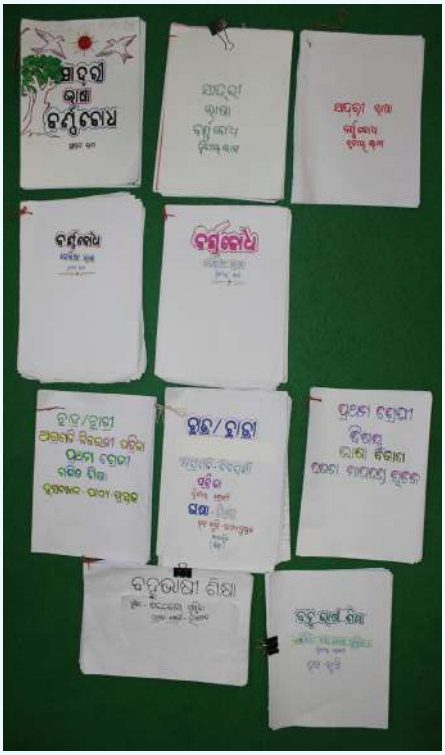
g. Language wise Tribal word book

h. Barnabodha

i. Games

j. creative writing & painting,

k. Book on tribal musical instrument







TRIBAL **LANGUAGES**

Odisha has the largest number of tribes amongst all the states of India. They constitute Twenty four percent of the total population of the state. In Odisha there are more than 62 tribes including 13 particularly vulnerable tribal groups (PVTGs), who speak in multiple and varied languages. Some of these languages are fast declining and about to disappear. MTBMLE is an effort to preserve the cultural treasure of the country. Odisha is India's most linguistically diverse state with 50 languages, of which 38 were tribal. Only 10 out of even 22 major tribal languages in the state are covered under MLE programme..

Tribes of Odisha and Languages

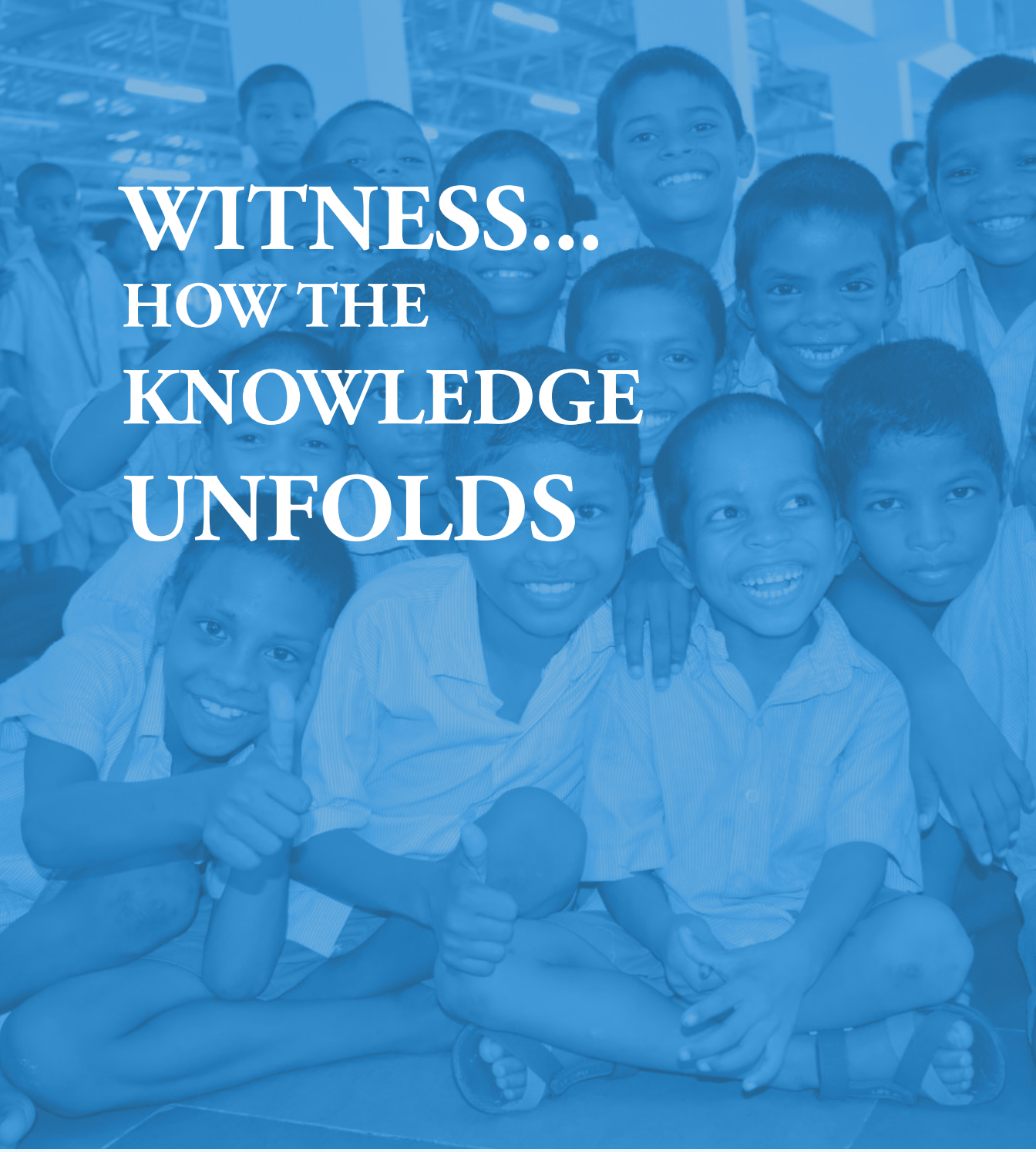
Sl. No.	Scheduled Tribes	Area of Concentration	Language Spoken	Language Family
1.	Bagata	Cuttack, Balasore, Sundergarh	Sadri-Odia	Indo-Aryan
2.	Baiga	Kalahandi	Chhatishgadhi - Odia	-do-
3.	Banjara	Kalahandi, Nuapara	Chhatishgadhi-Odia	-do-
4.	Bathudi	Mayurbhanj, Keonjhar	Bathudi /Northern Odia	-do-
5.	Bhottada	Koraput, Kalahandi, Nowrangpur	Bhatri	-do-
6.	Bhuiya, Bhuyan	Sundargarh, Keonjhar	Western Odia	-do-
7.	Bhumia	Koraput	Desia	-do-
8.	Bhumij	Mayurbhanj, Balasore	Mundari	Austro-Asiatic
9.	Bhunjia	Kalahandi, Koraput, Nuapara	Marathi-Chhatisgadhi	Indo-Aryan
10.	Binjhal	Baragarh, Sonepur	Samalpuri	-do-
11.	Binjhia, Binjhoa	Sundargarh, Sambalpur	Chhatisgadhi-Odia	-do-
12.	Birhor	Sundargarh	Birhor	Austro-Asiatic

13.	BondoParaja	Malkangiri	Remo	-do-
14.	Chenchu	Kalahandi, Sundargarh	Southern Odia	Dravidian
15.	Dal	Bolangir, Kalahandi	Western Odia	Indo-Aryan
16.	Desia Bhumij	Puri, Mayurbhanj	Northen-Oriya	-do-
17.	Dharua	Koraput, Mayurbhanj	Parji	Dravidian
18.	Didayi	Malkangiri	Gta	Austro-Asiatic
19.	Gadaba	Koraput	Gutab	-do-
20.	Gandia	Malkangiri, Nowrangpur	Koya	Dravidian
21.	Ghara	Kalahandi, Sambalpur	Gondi Dialect	Dravidian
22.	Gond, Gondo	Kalahandi, Sambalpur, Nowrangpur	Gondi	-do-
23.	Ho	Mayurbhaj, Keonjhar	Ho	Austro-Asiatic
24.	Holva	Koraput, Kalahandi	Halbi	Indo-Aryan
25.	Jatapu	Koraput, Ganjam, Rayagada	Telgu Dialect	Dravidian
26.	Juang	Keonjhar, Anugul	Juang	Austro Asiatic
27.	KandhaGauda	Kondhamal, Puri	Oriya	Indo-aryan
28.	Kawar	Sundargarh, Sambalpur	Munda	Austo-Asiatic
29.	Kharia, Kharian	Sundargarh, Sambalpur, Jharsuguda	Khadia	-do-
30.	Kharwar	Keonjhar, Mayurbhanj	Kherwari	-do-

31.	Khond, Kond, Kandha, NanguliKandha, SithaKandha	Koraput, Kondhamal, Rayagada, Malkangiri, Nowrangpur	Kui/Kuvi/Kuwi	Dravidian
32.	Kisan	Sambalpur, Sundargarh	Kisan	Dravidian
33.	Kol	Keonjhar, Sundergarh	Ho	Austro-Asiatic
34.	Kolahloharas, KolLoharas	Sundargarh	Ho	-do-
35.	Kolha	Mayurbhanj, Keonjhar	Munda	-do-
36.	Koli, Malhar	Dhenkanal, Ganjam	Oriya	Indo-Aryan
37.	Kondadora	Koraput, Ganjam, Rayagada	Konda	Dravidian
38.	Kora	Dhenkanal, Keonjhar, Anugul	Munda	Austro-Asiatic
39.	Korua	Sambalpur, Koraput	Local-Odia	Indo-Aryan
40.	Kotia	Koraput	Desia-Odia	-do-
41.	Koya	Malkangiri	Koya	Dravidian
42.	Kulis	Sambalpur, Bolangir, Bargarh	Western Odia	Indo-Aryan
43.	Lodha	Mayurbhanj	Kurmali - Odia	-do-
44.	Madia	Koraput, Dhenkanal	Gondi	Dravidian
45.	Mahali	Mayurbhanja, Sundargarh	Santali	Austro-Asiatic
46.	Mankidi	Kalahandi, Sundargarh	Birhor	-do-
47.	Mankidia	Mayurbhanj, Sambalpur	Birhor	-do-
48.	Matya	Dhenkanal, Koraput, Anugul	Local Oriya	Indo-Aryan
49.	Mirdhas	Sambalpur, Bolangir	Kisan	Dravidian

50.	Munda, MundaLohra, MundaMahalis	Sundargarh, Sambalpur	Mundari	Austro-Asiatic
51.	Mundari	Sundargarh, Mayurbhanj	Mundari	-do-
52.	Omantya	Koraput, Ganjam, Nowrangpur	Desia	Indo-Aryan
53.	Oraon	Sundargarh, Sambalpur, Jharsuguda	Kurux	Dravidian
54.	Parenga	Koraput	Gorum	Austro-Asiatic
55.	Paroja	Koraput, Rayagada, Malkangiri	Desia/Paraja	Indo-Aryan
56.	Pentia	Kalahandi, Sambalpur, Koraput	Local Odia	-do-
57.	Rajuar	Mayurbhanj, Keonjhar	Northern Odia	-do-
58.	Santal	Mayurbhanj, Balasore, Keonjhar	Santali	Austro-Asiatic
59.	Saora, Savar, Saura, Sahara	Rayagada, Gajapati	Sora	-do-
60.	Shabar, Lodha	Mayurbhanj	LocaOdia	Indo-Aryan
61.	Sounti	Keonjhar, Mayurbhanj	Local Odia	-do-
62.	Tharua	Mayurbhanj, Balasore	-do-	-do-

Some of these languages are fast declining and about to disappear. And so, MTBMLE is important. For it will preserve the cultural treasure of the country. It provides learners with a strong educational foundation in the first language in terms of instruction and a stepping stone in achieving the aims of education as well as the goal of functional literacy.



WITNESS... HOW THE KNOWLEDGE UNFOLDS

MOTHER TONGUE BASED MULTILINGUAL EDUCATION

Kalinga Institute of Social Sciences (KISS)
Campus - 2, KISS University
Bhubaneswar -24, Odisha, India

E-mail : sushree.s.mohanty@kiss.ac.in
www.kiss.ac.in, www.mtbmle.ac.in