

## Multilingual Education Program for Ho Language Learners of Nilagiri, Balasore: Some Case Studies



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**ABSTRACT:** Multilingual education program is an innovative program to develop education of the tribal learners. It has been introduced in Odisha since 2006-07. It gives opportunity and attracts tribal students towards education and increases their literacy rate. The present study intends to analyse the field realities of education in tribal sector of Nilagiri, Balasore through case study approach. The study answer the questions like: (i) How far the infrastructural facilities available in the MLE schools are adequate and relevance?; (ii) How far the class room process is effective to the tribal student?; (iii) How far the resources are adequate and relevant in MLE schools?; and (iv) What are the problems and prospects of MLE implementation process? To answer these questions case study method was used to collect data from 2 MLE (sample) schools, out of 13 MLE schools. With the help of three self made tools like: Classroom observation schedule; Interview schedule for the teachers; and School information schedule data was collected. The collected data was tabulated and analysed through content analysis technique. The results revealed that: (i) though there are policy for sufficient infrastructural facilities in MLE schools, but in reality these two schools don't have sufficient infrastructural facilities; (ii) With regard to material recourses MLE schools are well equipped with materials, get support from community members; (iii) MLE teachers are perceived that late arrival of MLE books, lack of training programs, lack of funds for MLE materials, and lake of script in "Ho" language are the problems for them.

**KEY WORDS:** Multilingual Education, Ho language learners, Case studies

### INTRODUCTION

Multilingual education program is an innovative program to develop education of the tribal learners. It has been introduced in Odisha since 2006-07. It gives opportunity and attracts tribal students towards education and increases their literacy rate. The word multilingual comes from two Latin words i.e. 'multi' means many or multiple and 'lingual' means pertaining to languages. Bilingual and multilingual education can have significant benefits for improving educational quality and reducing repetition and dropout. Multilingual education typically refers to first-language- first education that is schooling which being in the mother tongue and transitions to additional languages. Typically MLE programs are situated in developing countries where speakers of minority languages, i.e. non-dominant languages, tend to be disadvantaged in the mainstream education system. There are increasing calls to provide first-language-first education to immigrant children from immigrant parents who have moved to the developed world. For better understanding of MLE program UNESCO in 2003 and 2005, suggests that instruction should be takes place in four stages i.e.: **Stage I** - learning takes place entirely in the child's home language; **Stage II** - building fluency in the mother tongue. Introduction of oral L2.; **Stage III** - building oral fluency in L2. Introduction of literacy in L2.; **Stage IV** - using both L1 and L2 for lifelong learning.

### RATIONALE OF THE STUDY

MLE plays a major role for success of UEE (Mohanty, 2018 and Okal, 2014), where as the studies conducted by Kim, et.al (2020) revealed that multilingual education has not significant effect on individuals reading speed and academic achievement. Studies conducted by Aydin and Dogan (2019), Bin & et.al (2018) and Shresth (2014) revealed that attitude of teachers and students towards multilingual education are highly positive. Whereas the researchers like Pamela (2009), SSA, AP. (2007) gave their views on problems on MLE implementation process i.e. imbalance teacher-student ratio in tribal areas, lake of trained teachers, lake of positive policies, lake of TLM and insufficient children literature etc. The success of MLE depends upon a broad based approach from planning to assessment of output. But, so far as the knowledge of the researchers no case study has been conducted on the multilingual schools of Nilagiri, Balasore to realise the field realities. So the researchers were proposed this study.

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### DEMOGRAPHY OF THE STUDY AREA

Nilagiri is a Block located in rural part of the Balasore district in Odisha. The block has 165 villages and there are total 31939 families in this Block. Literacy rate in Nilagiri block is 71.55% (94566 out of total 132168) population are educated (Census Report, 2011). In this study two schools of Nilagiri block i.e. Bhalukasuni Primary School and Government Primary School, Rangamatia, Balasore were considered as the 'Case' for the study. Bhalukasuni Primary School (established in 1965) and Government Primary School, Rangamatia (established in 1976) are managed by Department of School and Mass Education Department, Govt. of Odisha. Both the schools have classes from I-V, and approachable by pucca roads. MLE programme has been implemented in class I & II of these schools.

### OBJECTIVES OF THE STUDY

1. To study the infrastructural facilities available in MLE schools of Nilagiri.
2. To study the Classroom processes of MLE schools of Nilagiri.
3. To study the human and material resources available in MLE schools of Nilagiri.
4. To explore the problems and prospects of MLE implementation process in MLE schools of Nilagiri.

### RESEARCH QUESTIONS

1. How far the infrastructural facilities available in the MLE schools of Nilagiri are adequate and relevance?
2. How far the class room process is effective to the tribal student?
3. How far the resources are adequate and relevant in MLE schools of Nilagiri?
4. What are the problems and prospects of MLE implementation process?

### LIMITATION OF THE STUDY

The study was limited to two sample schools of Nilagiri and case study approach.

### METHODOLOGY OF THE STUDY

**Design:** The present study was undertaken through case study approach.

**Population and Sample:** Two MLE schools of Nilagiri block i.e. Bhalukasuni Primary School and Government Primary School, Rangamatia, Balasore were taken as sample and population for this study.

**Tools:** The following three self made tools were used in this study for data collection:

- **Classroom observation schedule:** Through this tool student's participation and teachers effectiveness was judged during classroom teaching learning process. Several areas like introduction of lesson, development of the lesson, learning experience, medium of instructions, mastery of the subject matter, class room management, closure and assessment were taken for the preparation of this tool.
- **Interview schedule for the teachers:** Through this tool problems and prospects of MLE implementation process was judged. It was filled by MLE teachers. Different areas like concept, facilities provided by government, benefits, role of teacher, suggestion were taken for the preparation of this tool. It contains 12 items.
- **School information schedule:** This tool contains two sections such as: section- 1 contains checklist of physical facilities and section- 2 contain checklist of resource facilities. It was filled by the researchers during campus visit.

### DISCUSSION OF THE RESULT

**Adequacy & relevance of infrastructural facilities in MLE schools of Nilagiri, Balasore**

**Table- 1: (Infrastructural facilities available in MLE schools)**

Infrastructure facilities				
	School 1		School-2	
	Required	Actual	Required	Actual
Staff room	1	1	1	1
Class room	5	4	5	3
Library	1	1	1	0
Cooking room	1	1	1	1
Cycle stand	1	0	1	0
Play ground	1	0	1	1
Garden	1	1	1	1
Audio visual centre	1	0	1	0
Toilet	2	2	2	2

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From the above table it is found that in school-1: required number of staff room, library, cooking room, garden and toilets are available, where as this school do not have cycle stand, play ground, audio visual centre. One classroom is shortage in this school. Similarly, in school-2: staff room, cooking room, playground, garden and toilets are available where as this school do not have cycle stand, library, audio visual centre. Two classrooms are shortage in this school. Electricity and water pump are available in both the school. It indicates though there is policy for sufficient infrastructural facilities in MLE schools, but in reality these two schools don't have sufficient infrastructural facilities.

### EFFECTIVENESS OF CLASSROOM PROCESSES

**School 1:** In school-1 the MLE teacher was not so active. She has not clear understanding of the objectives of MLE and very pessimistic in approach. Students were not so active in her class. Most of the times, she uses Odia language in her class. After completion of her class when the researchers interacted with her she told these students can understand Odia.

**School 2:** In this MLE school the teacher uses multiple language and his learning experiences to develop good rapport with the learners and to create conducive environment. He also uses the local agricultural products like paddy, mahul as TLM. He was also focuses on sustenance of interest, identification of learners need. In the classroom process the MLE teacher encourages student participation, adopted learner friendly approach and treated fairly to all students. Similarly, summarisation of the lesson and questions for authentic assessment of learning were followed in the classroom. Though intellectual curiosity is aroused, interesting and relevant activities were carried out but, the teacher do not integrated ICT device in the class. Some snaps are stated here under to support the findings of the study. t indicates MLE is not implemented in real sense in Nilagiri, Balsore as one MLE teacher is against the use of tribal language in classroom process.



School-1



School-2

### Adequacy and relevance of human and material resources in MLE Schools of Nilagiri

Table- 2: (Resource facilities available in MLE schools)

Available Resource facilities	School 1	School 2
All subject teachers	No	No
Required number of TLMs	Yes	Yes
MLE books (big book & small book)	Yes	Yes
MLE teacher	Yes	Yes
MLE teacher hand books	Yes	No
Culturally painted classrooms	Yes	No
Play materials	Yes	No
Laboratory equipments	No	No
Availability of Ho script book	No	No
Involvement of community members	Yes	Yes

From the above table it is found that MLE teachers; MLE books and TLMs are available in both the schools but these schools do not have sufficient number of subject teachers. Community members are actively involved in school activities of both the schools. Non availability of script in 'Ho' language is a problem for 'Ho' language students as they are writing in Odia script. The books available in schools are printed in Odia script. It indicates MLE schools are well equipped with materials, get support from community members and demanded Scripts in 'Ho' language.

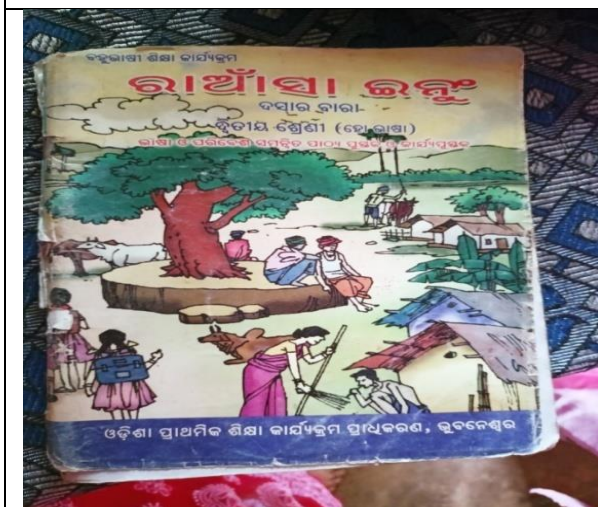
Some snaps are stated here under to support the findings of the study:



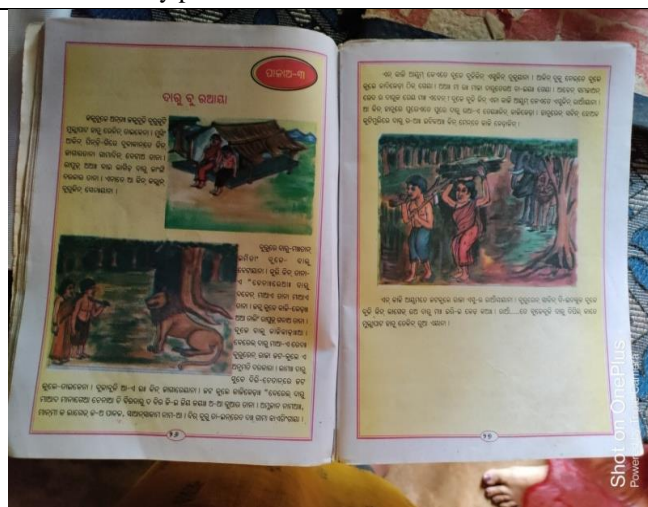
TLM



Culturally painted classroom



Picture of MLE Book



Picture insight of MLE book

**PROBLEMS FACED BY MLE TEACHERS**

MLE teachers of both the schools are perceived that late arrival of MLE books, lack of training programs, lack of funds for MLE materials, and lake of script in “Ho” language are the problems for them. Whereas other teachers of the school are perceived that low attendance of students, illiteracy of parents and indifferent attitude of parents towards MLE programme are the problems in MLE implementation process.

**CONCLUSION**

MLE programme has a great role in the success of Universalisation of Elementary Education. Implementation of MLE programme in total 13 MLE schools in Nilagiri block is a good initiative for development of the tribal community as well as the nation. In this study the researchers found that though there is policy for sufficient infrastructural facilities in MLE schools, but in reality these two schools don’t have sufficient infrastructural facilities. It indicates MLE is not implemented in real sense in Nilagiri, Balsore as one MLE teacher is against the use of tribal language in classroom process. With regard to material recourses MLE schools are well equipped with materials, get support from community members and demanded Scripts in ‘Ho’ language. MLE teachers are perceived that late arrival of MLE books, lack of training programs, lack of funds for MLE materials, and lake of students, illiteracy of parents and indifferent attitude of parents towards MLE programme are the problems in MLE implementation process. In spite of so many problems, will power of the teachers and other stake holders can make MLE programme successful one.

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