Report on National Seminar on Language Education in Chhattisgarh

Dr. Mahendra K Mishra, State Head and
Ms. Neelam Shukla, JFIC Chhattisgarh
Sri Anil Rai, Director, SCERT, Dr KK Chakraborty, Chairman, Lalit Kala Academy, New Delhi, Prof DP Pattanayak, Internationally known Linguist, Former Director Central Institute of Indian Languages, Mysore, India and Mr OP Nautiyal, Vice President, ICICI Foundation in the inaugural Session of National Seminar on Language Education organized by SCERT, Chhattishgarh and ICICI Foundation

February 21 - 23, 2014

A National Seminar on “Language and Education” Organized by State Council of Educational Research and Training (SCERT) Chhattishgarh in confluence with ICICI Foundation for Inclusive Growth (IFIG) Raipur from 21 - 23, February 2014 at Hotel Sapphire Inn, Ring Road, Raipur. The date 21st February is celebrated for the world’s “Mother Language Day” with reference to the focal theme of the year 2014 as “Language of Science”. Eminent persons from language and pedagogy attended the seminar from MHRD, GOI, States, NGO's Universities and Institutions.
Report
On
National Seminar
On
Language Education

February 21 - 23, 2014

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Documentation
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Organised by
State Council of Educational Research and Training (SCERT), Raipur
&
ICICI Foundation for Inclusive Growth (IFIG)

Venue - Hotel Sapphire Inn, Ring Road, Raipur, Chhattishgarh, India
Executive Summary

A National Seminar on “Language and Education” Organized by State Council of Educational Research and Training (SCERT) in confluence with ICICI Foundation for Inclusive Growth (IFIG) Raipur from 21 - 23, February 2014 at Hotel Sapphire Inn, Ring Road, Raipur. The date 21st February is celebrated for the world’s “Mother Language Day “with reference to the focal theme of the year 2014 as “Language of Science”. Eminent persons from language and pedagogy attended the seminar from MHRD, GOI, States, NGO’s Universities and Institutions.

The three main issues in this seminar were to discuss on:

1. How multilinguality is a reality and how our schools are unable to ensure the linguistic rights of the children.

2. How language of the text book is teacher-centric and unable to represent the meaning of the texts in a language that is not understood by the children.

3. How education can be imparted – as far as practicable to those children who are linguistic minority, and equally be able to maintain equal competencies in many languages like Hindi and English based on their mother tongue.

The objectives of the National Seminar is to

- Examine theoretical perspectives on multilingualism and multilinguality with a focus on education.
Learn from the experiences of the other states on policy and implementation of language in education.
Consultations with National organisations/Universities/ Linguists / Educationists on theory and practice in language education.
Prepare a road map for language education in primary stage in Chhattisgarh.

Expected Outcome of the Seminar:

The central question that was expected to be resolved by the National Seminar was:

- How language is useful in Chhattisgarh designing the textbooks ensuring improvement of knowledge and education?
- How to adopt multilingual education context to Chhattisgarh state abiding by the guiding principles of NCF 2005.

The dignitaries and participants wholeheartedly spoke on the importance of Multi-Lingual Education (MLE) programme that has already been started from the year 2005 in some states of India which has also been discussed and placed in the NCF 2005 followed by the use of mother tongue education (as far as practicable) in RTE 2009.

As per the “Linguistic Interdependence Theory” the child should learn in his first language or mother tongue. Most of the deliberations were on the importance of mother language. The subject like mathematics and science has their own scientific languages which is conceptually different from rest of the subjects. Language is instrumental as medium of instructions carrying knowledge and meanings in all the subjects. The involvement of child’s own language in learning and teaching is very much essential for basic educational development or else it is sure that the learning will be blocked and a huge human potential is damaged.

NCF 2005 ensures that every child has the right to education in her mother tongue. These learning rights can be possible when multilingual education is adopted in state curriculum and text book production.
In reference to develop multilingual child in Hindi along with other language i.e. mother tongue in Chhattisgarh state, it has been noticed that no historic articles, evidences, and record of scientific knowledge is available in local and regional languages. In Andhra Pradesh textbooks there is theme picture to attract the children before the chapters. In Odisha the regional languages have been written in Odiya language.

It is necessary to learn how the curriculum and text books are designed based on children’s learning need. Some states have taken steps on it and this should be explored by the new state where there is an opportunity of teaching the children in their mother tongue is essential. It is necessary to learn from others experiences. Therefore, some micro and minor projects should be organized in length to learn from other states.

The importance of multilingualism has also been discussed in the context of Chhattisgarh. The state can be divided in to three linguistic zones, Central Chhattisgarh which stretches out from Raipur, Bilaspur, Durg, Rajnandgaon, and Kawardha. The Northern Chhattisgarh is consists of Surguja, Jashpur, Korea, Korba and Raigarh. The Oram and Korba tribes are dominant in Northern Chhattisgarh. Southern Chhattisgarh is known as Bastar region which consists of linguistic diversities with Gondi, Halbi, Bhatri, Marathi, Kolami, Dhurua, and Abujhmaria. The multilingualism in Chhattisgarh is a strength which should not be treated as problem. The house criticized western countries for using the unique quaint terms, seems to be typical for general people. We also follow and opted words from Sanskrit language, and always marginalize the common languages used by the people.

In Chhattisgarh the disappearance of many local languages is a major impediment to the development of the language due to declined numbers of language speakers due to dominance of state language and external influences. The state has accommodated 25% text materials in the state curriculum and text books in six regional languages. Within the state it is difficult to learn all regional languages which are spoken by linguistic minority people in a limited area. In this direction creative writing may support
to conserve the language diversity which is at the verge of extinction. The Gondi, Halbi, Dhurva and many other regional languages should be included in textbook.

**Recommendation of the Seminar to State Government:**

1. Report preparation on linguistic survey as it was already done in 2008 by SSA but not in a report form only raw data were available.
2. Reform of curriculum, based on children language, knowledge and reform text book in the context of Kurukh, Gondi Halvi, Baiga, Korba and Abujh Maria and Dhurua,
3. Strengthening of TEG (Teacher Educator Group) about 300 teachers, to explore conceptual knowledge of teachers
4. Policy documents on language in Chhattisgarh.
5. Recruitments of teacher’s policy.
6. Research and language education
7. Convergence with Women and Child Development and Tribal Welfare Department on using MT on early childhood and education.
8. More 2-3 conceptual seminars will be organise on language at different areas.

**Outcome of the Seminar:**

As expected, a substantial discussion was taken up in the seminar addressing the multidimensional approaches of language education. The focal theme of the seminar was to discuss on language of science and language of mathematics in the context of children’s learning abilities and teachers teaching difficulties. It was found that, the subjects like Science and Maths may be made simple and compatible to the children’s language of comprehension or else the learning will be blocked.

Lastly, in reference to Kothari commission it has been recommended that each child should be given essentially mathematics and science education for ten years in school. We should build our ability to construct new knowledge that built the society of knowledge, not the society to receive readymade knowledge.
-: Session Plan:-

February 21, 2014, Friday

Session I: Inauguration
Chair: Prof. Rajesh Sachdeva

10:00 : Welcome: Ms. Neelam Arora and Ms. Jyoti Chakraborty, SCERT, Chhattisgarh
10:15: Introductory Remarks: Dr. Mahendra Kumar Mishra, State Head, And ICICI Foundation
10:40: Shri Anil Rai, Director, SCERT, Chhattisgarh
11:15 : Rd. K Chakraborty, Chairman, Lalit Kala Academy, New Delhi
11:30 : Padmashree Prof. D P Pattanayak, Former Director, Central Institute of Indian Languages, Mysore
11:50: Vote of Thanks: Shri OP Nautiyal, Vice President, ICICI Foundation

Session II: Multilingualism in India
Chair: K.K. Chakraborty

12:15 : Prof. Minati Panda, ZHCES, JNU, New Delhi
13:00 : Prof. Rajesh Sachdeva, Ex -Director, CIIL, Mysore
13:30 : Discussion

Session III: MLE in Indian States -I
Chair: Dr Kamal Mahendroo, Vidya Bhavan

14:45: Chhattishgarh: Dr Vidya Dange, SCERT CG, And MLE in Chhatisgarh
Dr Mahendra Kumar Mishra: Challenges of MLE in Chhattishgarh
16:00: Discussion

Session IV: MLE in the States -II
Chair: Sri. H. K. Dewan

16:30: Dr. B.R. Sahu, Asst. Director, Dept of Tribal Affairs, Govt of CG
17:00 : Shri Bikram Soni and Shri R.N. Panigrahhi: Linguistic Situation in Bastar
17:30: Discussion
February 22, 2014, Saturday

**Session V: Languages across the Curriculum**  
Chair: Prof. Rajesh Sachdeva

10:00: Mr H.K. Dewan, Vidya Bhawan Society, Udaipur  
10:30: Dr. Sudhir Srivastava, Asst. Professor, SCERT: Language of Science  
        : Shri Sanjay Gulati, Consultant, ICICI Foundation: Language of Mathematics  
11:00: Shri Kamal Mahendroo (VBS, Udaipur): Language across Science and Mathematics: Negotiating the Textbook Language with Children’s Languages  
11:30: Discussion

**Session VI: Feedback and Reflections**  
Chair: Prof. Minati Panda

Conference Call with Prof Ramakant Agnihotri with the participants  
12:15: Rama Kant Agnihotri's voices and some issues  
12:45: questions by the participants on language issues  
13:45: Response by Ramakant Agnihotri

**Session VII: Multilingualism and Education**  
Chair: Padmashree Proof D P Pattanayak

14:45: Presentation;  
Dr Urmishree Bedamatta, Associate Professor, Ravenshaw University, Cuttack  
Basant Nirguna, Consultant, Adivasi Lok kala Mandal, Bhopal  
15:45: Discussion and Remarks

**Session VIII: MLE in the States III**  
Chair: Padmashree DP Pattanayak

16:30: State Presentation by Andhra Pradesh and Odisha  
17:30: Shri B.R. Sahu: Chhattishgarhi as a Language of Learning

February 23, 2014, Sunday
**Session IX: Recent Experiments in MLE**  
*Chair: Shri Kamal Mahendroo*

11:00: Ms. Anjali Narohna: MLE from Ekalavya Experience  
10:30: Ms. Sunisha Ahuja: MHRD Reading Language in Primary Classes  
11:00: Ms. Shivani: Experience from the Field(Muskan)  
11:30: Discussion

**Session X: MLE in Chhattisgarh**  
*Chair: Prof. Minati Panda*

12:15: Open Forum Discussion and prepare roadmap for Chhattishgarh  
Coordinators: MS. Neelam Arora, Ms. Jyoti Chakraborty, Ms. Anupama Nalgundwar Nalgundwar and IFIG Subject Experts  
13:15: Presentations and Discussions

**Session XI: Concluding Session**  
*Chair: Dr. Minati Panda*

14:45: Prof. Minati Panda and Shri Kamal Mahendroo: Direction for future work  
15:15: Dr. Mahendra Mishra: Recommendation for Language Education in Chhattisgarh.  
15:30: Observations of Participants  
Concluding remarks: Padmashree Prof. D.P. Pattanayak

We are thankful to the National Resource Organizations and Resource Persons, Representatives of the state of Odisha and Andhra Pradesh who have contributed to this Seminar by physically and intellectually participating in full three days. Thanks to Ms Neelam Shukla of IFIG and Ms Israt of Ekalavya who have taken the responsibilities of documenting and writing the first draft report.

Special Thanks to Prof Ramakant Agnihotri, Prof. DP Pattanayak, and Prof Minati Panda, JNU, New Delhi for their untiring efforts to make the Seminar successful.
Proceedings
Unit of School and Teacher Education (USTE), SCERT, Chhattishgarh

- Sri Anil Rai, IFS, Director, SCERT, Chhattishgarh
- Sri Utpal K Chakraborty, Asst. professor SCERT
- Ms Jyoti Chakraborty, Asst. professor SCERT
- Dr Neelam Arora, Asst. professor SCERT
- Ms Anupama Nalgundwar, Asst. professor SCERT
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- Ms Ponam Mudliar, Consultant, DIET/BRC/CRC
- Subject Experts from the DIETs
- Ms Radha Bist, Ms Aliveni Rao,
- Mr Rajendra Kumar Senger,
- Mr Akhilesh Mehta,
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Introduction

A National Seminar on Language Education was organized jointly by the SCERT and IFIG -on the eve of World Mother Language Day during 21 - 23 February, 2014 at Sapphire Inn Hotel, Raipur Chhattisgarh in which the following renowned resource persons graced the occasion.

Inaugural Function

The inaugural function was conducted at the Hotel Sapphire Inn, Ring Road, Raipur. Dr. Neelam Arora and Smt. Jyoti Chakraborty (SCERT) welcome the honorable guests and participants and spelt out on objectives of the seminar. After formal introduction of guests Smt. Jyoti Chakraborty requested to IFIG State Head Dr. Mahendra Mishra to welcome all the guests with flower bouquet. Later she requested the guests to enlighten the lamp for formal announcement of Seminar.

In his introductory talk Dr. Mahendra Mishra welcomed all the dignitaries, delegates and participants coming from different Institutes, Organizations, Universities, Colleges, DIET’s, Schools. Mr Mishra explained the seminar date 21st February that is
world’s “Mother Language Day” and theme of the year 2014 for “Language of Science”. He gave introductory remark on the various technical sessions and programmes of the Seminar. He explained the purpose of the seminar providing quality of knowledge of language to the children. He emphasized the importance of knowledge of the local language which is not only a medium of communication but, an important subject to learn and elaborate like the essential subject mathematics and science.

He told that there are some differences between children’s experiential language in relation to book language of the school, differences between the language of thought and language of speech that is instrumental to achieve text book language. Achievement of children depends on comprehension and comprehension is possible when the children learn through their own language in initial years and achieve second language along with their first language.

Regarding the linguistic status of Chhattisgarh state he stated that:

- How multilinguality is a reality and how the schools are unable to address the linguistic rights of children.
- How language of the text book is teacher centric and how it can be child centric.
- How education can be important as per as practicable in those children who are linguistic minority and equally able to maintain in many languages like Hindi and English.

Dr. Mishra put objectives of the seminar:

- Understanding the language in education from perceptive of NCF 2005, RTE 2009 and position paper in language education.
- Examine theoretical perspective of multilingualism and multilinguality with focus on education.
- Learn from the experiences from the other states like Odisha and Andhra Pradesh on multilingual education and plan for implementation of language education in Chhattisgarh
- Consultation with the national organisation, Universities, Linguistic Institutions on theory and practice on language education.
• Prepare a road map for Chhattisgarh for language education in primary stage.

Shri Anil Rai, Director, SCERT, Chhattishgarh addressed participants and express thanks to ICICI Foundation for organising the Seminar on “Mother Language Day”. He said that enrolment of children as per the gender ratio and SC/ST population in the state is achieved as a part of universal access followed by retention. But the quality aspect of schooling is still a big challenge. Referring the Achievement Survey of Chhattishgarh, he lamented on poor performance of class III to VIII students in the state where only 22% students have achieved required language skill. He emphasized the multilingual nature of the society and monolingual situation of teaching that impedes learning of the children. He categorised the regional language of Chhattisgarh; Chhattisgarhi, Sargujia, Kuduk, Gondi (Kanker and Baster region), and Halbi. He stressed on quality education as people are aware of RTE Act and put some questions to find out solution within the seminar. He posed two questions:

- How language is useful in Chhattisgarh textbook designing and in improvement of education standard?
- How to make multilingual textbook in the diverse context to Chhattisgarh state?

Dr. K.K. Chakraborty, Chairman, Lalit Kala Academy, New Delhi stressed to follow local protocol instead of global protocol and expressed that all western knowledge is not scientific. He gave some factual data of Chhattisgarh state with a grief that there are no historic articles, evidences, and record in local and regional language. He emphasized that with the help of micro and minor projects area, practical workshop should be organised. He stressed to focus on regional language policy and to be aware that it should not be for museumization but to maintain the cultural tradition from the past to perpetuate the best of it in the modern time.

Padmashree Prof. D.P. Pattanayak, Founder and Former Director, Central Institute of Indian Languages, Mysore addressed defining the scope and nature of multilinguality and its implication in education. He said that many people are still not clear about the multilingualism but there is a great need to understand it. He explained it with the history
of acceptance of multilingualism in India and narrated that purpose of education system is to make to bind the family, society, country together, but it breaks in nuclear family too. He emphasized to understand the nature and form of multilingualism.

Smt. Jyoti Chakraborty invited **Shri O.P. Nautiyal, Vice President, ICICI Foundation**, for vote of thanks.

**Shri Nautiyal** acknowledged thanks to SCERT, Chhattisgarh for selecting a Language Day for organizing seminar on language education. He heartily acknowledge thanks to all educationist, participants, and to the guests for coming to Raipur. He embraced **Dr. K. K. Chakraborty** to call him “Cultural Ambassador” of the country. He agreed with Prof. D. P. Pattanayak’s statement that current education destructs family and individualizing the person. He defined the language as a better tool for communication and exchange of knowledge. He also said multilingualism is not a problem of Chhattisgarh. Rather it is the strength of the state. He concluded with a hope that the seminar would help the state to conceptualise the nature of MLE in school programme.

The inaugural session was concluded at 12:00 PM

**Session II (Technical Session)**

**Multilingualism in India**

The session was chaired by Dr. K. K. Chakraborty, where Prof. Rajesh Sachdeva and Prof. Minati Panda presented on multilingualism.
Prof. Rajesh Sachdeva briefly explained the importance of multilingualism in different states of the country. He also demonstrated the meaning and purpose of **Right to Education** (RTE), He explained a famous statement of Robert Kooper - “To plan language is to plan society”, and categorised the language as a problematic issue. He narrated the word DIVERSITY in term of language in detail, and said that there is no point where a man is without language. He put some of the data of census of India and said that how the enumeration is erroneous to ignore the language speakers less than 10000 people and derecognise their ethnic and linguistic identities.

He said that language planning has three main areas:

1. Planning for the state
2. Corpus planning
3. Acquisitioned planning

He admired that the state of Nagaland has done major work for multilingual education, particularly the tribal languages.

Prof. Minati Panda, JNU, New Delhi:

Prof. Minati Panda started Most of the people know more than two languages, while learning multilingual language, brain works as a magical machine, in brain there is linguistic structure not a language (either Oriya, Telugu, Bengali or any). Brain is capable to decoding language of multiple structures. She also explains the Gills theory for comparative graph between evolution of brain and culture, in which graph of culture is fast because of neurological inputs. She highlighted the Multi lingual education (MLE) programme of Odisha state. Prof. Minati explained the “Linguistic interdependence theory” and emphasized that child should be explained any subject in his first language or mother tongue.
During the discussion few question of common interest have been raised on multilingualism:

- How many states have adopted multilingual education in the country? What was their acceptance among society? Is there any survey report?
- Is language itself a multilingualism?

To answer the above question Dr. Sachdeva said that brain has capability to idealize the structure. Regarding this he explained his paper published in 2011 on “Integrated language curriculum” focused on three parameters:

- Integration within a language
- Language across the curriculum (as in NCF)
- Integration across the languages

Prof Minati Panda started from Code switching as a natural process and quoting Chomsky about how Human brain is capable of decoding multiple codes and structures and it’s a very natural process to our brain. We as multilingual do not have to make any extra effort to switch codes and it also enables us to communicate better. Multilingual society is a normal phenomenon.

She also posed some questions which are very important to be posed at this point in time because otherwise we will defeat the whole purpose of this discourse. Some of the questions that were proposed are:

- Why is MLE so material centric?
- Why we are not focusing on how any language is learned?

From here she also moved on the kind of models that have been developed in different parts of the country where she discussed Andhra and Orissa model and commented that
these are mostly integrative approaches whereas we need an inclusive approach. She also shared her experience of working in Orissa and writing two books named Erai Erai.

Many questions were raised in the end of the session by other participants. Such as;

- What is the impact of MLE in Orissa?
- How do we give space to each child’s language in a space where child’s social background barrier becomes a barrier between the teacher and the child? Also how can materials help us achieve what we are aiming at? What kind of pedagogy needs to go in the classroom that equips the teacher to take multilinguality of the classroom as a resource?

At the end of the session Dr. K.K. Chakraborty concluded the presentations of the speakers as an important need particularly in context to the Chhattisgarh. He briefs the session with his statement: cultural homogenization does not have to go into in modernization.

**Session III (Technical Session)**

**MLE in the States - I**

In this technical session the presentation was given by **Dr. Vidya Dange** (SCERT) on **Status of MLE in Chhattisgarh** and **Dr. M.K. Mishra** (IFIG) on **Challenges of MLE in Chhattisgarh**. The session was chaired by Dr. Kamal Mahendroo.
Dr. Vidya Dange shared her field work and experience on MLE in Chhattisgarh. She presented that Chhattisgarh is a multilingual state and the official language Chhattisgarhi was declared by Chhattisgarh state Govt. She put the examples of north and south region of the state where people used to speak their own tribal languages. There are 146 blocks out of which 86 blocks were declared as tribal blocks within the state. The state includes 42 aboriginal tribes which are Gondi, Halvi, Bhatri, Kuduk, Kamari, Sargujia, Baiga, Agaria, Saura, Dorli, Oraon, etc.

She explained the child's perception in mind generally emerged in his own mother tongue. Therefore primary education of a child should be in her own mother tongue as it had already been recommended by the RTE Act 2009. A child can express her feelings and can dialogue better in her mother tongue. Therefore experiential knowledge of a child and her mother language should not be denied by the school.

The curriculum and content of the uniform text book in of used across the state in a monolingual standard is not suitable to the children of diverse group. Teaching in the state language is different from child's mother tongue that's why the children face difficulties in learning. The research conducted in the country validates that where a child taught in his own mother tongue the child perform better and achieve her goal.

Dange presented the aims and objectives, and challenge and planning for MLE in Chhattishgarh as followings.

**Aims & Objective of MLE:**

- To connect the new knowledge of education with the prior knowledge of a tribal child.
- To encourage the community for participation in school education.
- To provide the information and preserve their culture with the help of songs, stories, poems, games.

**Status of MLE in Chhattishgarh:**

- Multi Lingual Education (MLE) has already been started in Chhattisgarh from the year 2005-06.
- Initially work was done in 9 districts of different languages, adopting 10 schools for each language. However the materials are not properly used due to lack of training of teachers.
- The selected languages from district were:
  - Halbi of Dantewada district
  - Gondi of Baster and Kanker
  - Kamari of Dhamtari
  - Sargujia of Sarguja
  - Kuduk of Korea and Raigarh
  - Virhor of Korba
  - Sadari of Jaspur

In the academic session 2009-10, the multilingual education policy was adopted and was approved by the state government, under which supportive materials like small handbooks were prepared in different tribal languages for class I and class II. From Class III to V the same languages were incorporated as texts covering 25 per cent of the content.

A detailed action plan has been prepared for 2014-15 school session. The goal is focused for the next 5 years are for selection of tribal languages from different districts. The MLE will be focused for class 1 and 2 and the selected subjects will be Hindi and Maths.

Dr. Dange concluded her presentation with positive approach of MLE to achieve hundred per cent successes and hoped that under MLE the students of class 1 and 2 will be able to develop their reading, writing and spoken skills through the listening and reading of alphabets and sentences.

Dr. M.K. Mishra presented the current Challenges of MLE in Chhattisgarh. He presented some International scenario of classrooms with diverse group of children with multiinguality. In connection to Bastar region of the state, 70% children didn’t understand the state official language (Chhattisgarhi). He highlighted the quotes of NCF
2005, RTE 2009 and SSA about teaching in mother tongue at primary level and shared his work experience on MLE in Odisha state emphasizing the child centred pedagogy in tribal context. He briefly explained the MLE practice, policy and programme in Odisha and Chhattisgarh. In his presentation he raised some questions:

- In what language the children learn?
- What is the context of a subject or topic of a text book when we teach? Do these texts represent the everyday life experience of the children?
- Do the children able to think in a language that they don’t practice in their home?
- Do the teachers speak in the language that children understand? In what language teacher teach the children?
- Do the teachers’ feel that the scientific languages of maths and science are intelligible to the students?

The presentation was focused on:

- Constitutional obligations
- Quotes from NCF 2005 and RTE 2009 for language of children
- SSA goal
- Linguistic situation in Chhattisgarh
- Efforts for MLE in Chhattisgarh (policy or programme)
- What is MLE
- What the state can do
- Some misconception on MLE
- What MLE can do

Prof. Rehman, Pt. R. S. University shared his impression and observations on MLE, where a teacher conveys his message to learner student and what strategies they follow,
either by multilingualism or bilingualism. As per his observation in education academia the terminology should be accurate. He described the word अक्षर that has been terribly abused in all over India. For example in Sanskrit the meaning of अक्षर is undisruptive, as this is correct meaning that means a three years child become literate in his mother tongue. But under literacy campaign Govt. of India teaches to read and write( an adult girl Kamla with अक्षर क म ल आ which concerned with वर्ण. He explained the difference between अक्षर एवं वर्ण (“Akshar”and “Varn”). अक्षर is for listening and speaking and वर्ण is for reading and writing. In Hindi language वर्ण एवं अक्षर have become synonymous as both have 52 numbers. But in English language 26 alphabets is popular which is incorrect. In English there is 44 अक्षर and 26 वर्ण. When a teacher is unable to establish this difference in Hindi, teaching is directly affected in English teaching. He also observed that in academic domain the terminology should be very accurate, but now a day in academia big terminology is used like paradigmatic and others. As a teacher we must break things down to simple with proper communication which is lacking in classroom.

He put a critical remark that teachers work as a porter and stuffs so called knowledge to students and the students put that knowledge as it is in exams without any verification. His third observation was that a teacher should have a quality of problem solving element.

The questions that were asked to the presenter were as followings.

- What is the liberty that we wish to take at cognitive level when the child is equipped with everything? What kind of training do we want with school to work at? (Question asked by Shishir kana Bhattyacharya to Dr. M.K. Mishra)

During the same question hour Sri H.K. Divan raised some common question on MLE programme:

- What is language?
What is the meaning of multilingualism?

Is language itself a multilingual?

How to teach multilingual child, Hindi or other language by using his mother tongue?

In Chhattisgarh which theory is used to prepare material for MLE? Because in regional tribal language (Halbi, Gondi etc.) there is no evidence of literature and other material.

The question against the evidences of literature available in tribal language still persist because whatever available is found sporadically. Although this is available in many parts of the country but the irony is that it has been ignored by the mainstream academia since they have not practiced it in the tribal areas.

Prof. Rajesh Sachdeva said that often people want to see the language as in the form of product, in the form of process and in the form of tool. Something that is guiding and constraining some body’s performances, which cannot be helped out but to follow some rule. He also briefly explains the principles of Allis on MLE:

1. Instruction is to ensure the learner developed expression and ruled based competences.
2. Instruction is to ensure the learner focus adamantly on meaning.
3. Instruction is to ensure the learner also focus on form.
4. Building syllabus.
5. How much input you required.

Prof. Pattnayak added his views that we are searching for an answer and we are trying to look at strategy. We have a very less knowledge on language.

Questions from this session are as follows:

- Are there any language committees of the languages that we are talking about?
- What is the situation of Chhattisgarh in ASER Reports?
- What do we mean by multilinguality? If a child is multilingual then do we want to make them learn Hindi in a very sweet way?
- What is language? Is it only some words and if I know some words of a particular language does that mean that I know the language?
- What are the ideologies that we employ while preparing materials?
- Isn’t its teacher’s responsibility to learn child’s language?

By the end of this session many teachers from different regions of Chhattisgarh shared their field experiences. Some of the comments and questions that were made by Hardy are as follows:

- How to give space to each child’s language in the classroom?
- There are many dialects of same language then which one to put in the text books is a big question?
- Language makes a child more intellectual and is very good for his/her mental development too

Session IV

MLE in the States II

The session was chaired by Dr. H.K. Diwan, where Dr. B.R Sahu, Asst. Director, Tribal Welfare Dept. Chhattisgarh, Shri Bikram Soni and Shri R.N. Panigrahi, two language practitioners of Bastar presented their study on tribal language of Bastar.

Dr. B.R Sahu, Asst. Director, Tribal Welfare Dept. Chhattisgarh said that while talking about multilingualism in Chhattisgarh it is important to know the cultural context of the state. He classified language and culture as per the topography of the state appearing into three parts North-Sarguja, Central-Bilaspur, Raipur, Durg and South-Baster attributing eleven regional languages existing as language diversity. It is a difficult task to incorporate language variability in school education. He explained the importance of regional language to incorporate it in the classroom education but how and
in what ratio is a big question. He expressed that 25% Chhattisgarhi language and tribal languages as regional language have been given space in the textbooks. In Chhattisgarh it is difficult to learn all regional languages which are spoken by linguistic minority people in limited areas. Within the Gondi, Halbi, Dhrurva, and many other language areas, textbook that has incorporated tribal languages has already been a question mark. He emphasized creative writing in place of translation and suggested that mere translation of mainstream textbook in tribal languages does not help the child in learning in context.

**Shri Bikram Soni, an expert on Halvi language read** out his article entitled “बस्तर की भाषिक स्थिति तथा बाल शिक्षण की समस्याएँ”. He spoke on the history and popularization of various languages of Bastar region. He said that children in Bastar region are unable to understand textbook Hindi, particularly in primary classes. He expressed great concern over the disappearance of many local languages (like Munda language) in Bastar which is a major impediment to the development of the language. The teachers are unknown with local languages. Teachers have declined and become as a tutor.

**Shri R.N. Panigrahi** read his article entitled “प्राथमिक शिक्षा एवं उच्च शिक्षा की समस्याएँ”. He expressed his concern about the dominance of English language as the language of employment and it’s a danger to local language. In Chhattisgarh the languages are spoken as per the caste. Chhattisgarhi is spoken only in Bilaspur, Raipur and Durg region. He was worried about the Gondi and Dhurvi language in burnt of extension because of the shifting of people. Gadva language has already extinct. Only some Gadaba tribes are left of that name. He emphasized on promoting regional languages by way of diploma courses in higher education. He also suggested giving preference to local literature in primary education.

After presentation during question hour some participants share their experiences and raised some questions:
Shri. Drona Sahu and Ms. Pushpa Shukla (primary school teacher) shared their experiences about multilingual classes and asked that is it necessary that teacher should also learn the children’s language?

Ms. C. Bakla from SCERT questioned over the pain of tribal about their language.

Alien Rao (IFIG, Bastar) shared the problem and difficulty of Halbi students to learn Chhattisgarhi language just like English or French.

In the end of the first day session Mr. H. K. Diwan put some questions to all participants:

- यदि प्राथमिक स्तर पर बच्चे हिंदी नहीं सीखते तो क्या करें?
- बच्चे की भाषा को कक्षा में स्थान मिलेने से क्या तात्पर्य है?
- क्षेत्रीय भाषा में भी अनेक विभिन्नता है तो किताब में किसे शामिल करें?
- हम तथाकथित भाषा को सम्मानित जानकर उस भाषा को बोलते हैं व अपनी भाषा को क्यों हीन बना लेते हैं?
- बहुभाषी कक्षा का प्रश्न है कि शिक्षक कैसे बच्छे की बात समझे व बच्छे कैसे शिक्षक की बात समझे?

These are some critical questions that was expected to be responded from the MLE experts from the subsequent sessions.

**Day - II**

**Session V: Language across the Curriculum**
The session was begun with feedback from previous day by Smt. Jyoti Chakraborty. In this session, the presentation was given by Shri Sanjay Gulati (IFIG), Dr Sudhir Shrivastava (SCERT), Dr Kamal Mahendroo and Dr H.K. Diwan.

The session was started by Sanjay Gulati who talked about the language difficulties in mathematics where is pressed on the issue that the difference in the language of the child and the language that is used in our textbooks and classroom is very different because of which they cannot understand the mathematical problems. While dealing with language of mathematics text book there are four issues with which one can encounter. These are:

1) Vocabulary: Very technical words are used in the textbooks like, parallelogram, multiplication. Also same words might have many different meanings in our daily conversation but in mathematics each word has specific meaning which needs to be understood by the child.

2) Syntax.

3) Abstract and Natural Language.

4) Miscue and word problems: The way language is used in the mathematics, it can give some miscues to the child because of which child can make a mistake.

Some suggestions were also given to overcome these problems. Such as;

- Writing stories to put the problem in child’s context.

Mathematics vocabulary word wall shall be prepared which can be accessed as an when required.

Then Dr. Sudhir Shrivastava (SCERT) gave some sentences for general understanding:
1. आज ठंड कम है।
2. $4+3 = 7$
3. दूरी = चाल $X$ समय
4. दीना के पास अरमान से दो बकरियां अधिक है।
5. $\text{CaCO}_3 + \text{H}_2\text{O} = \text{Ca(OH)}_2 + \text{CO}_2$
6. इवाला चल त्याच्या ऊन्नाद|
7. $S = 4.9t^2$
8. $X = Y + 2$ or $X > Y$

He then asked everyone if all these points make sense to them. Most of the people said that they can read it but they are not able to comprehend it and hence it is not making any sense to them. From here he took on the conversation towards how we all are able to read but it is difficult for all of us to comprehend it where as there are also people for whom comprehending this will not be a problem because they know those languages like
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From here he also drew that mathematics has specific meaning for every symbol and even a whole sentence can be connoted through one single symbol.

Now the next question that he dealt was how to solve these problems for children for whom these symbols might be a hindrance in actually understanding the question or in understanding the concept?

Example of beena ki bakriyaan---------------------

While reading the above sentences Dr. Shrivastava tried to understand participants that:

- We should know the meaning of words what we are using.
- Their knowledge and understanding in order that the words are coming.
Some words have special meaning in the language of science or mathematics.
Some words have in range of specific marks or letters.
Some letters could mean typical signs and meanings.

Finally he concluded that colloquial (general) language is the language of science and mathematics that signals.

**Dr. Kamal Mahendroo, Vidya Bhawan Society, Udaipur** spoke on “Language across Science and Mathematics, Negotiating the textbook language with children’s language”. He questioned that “is mathematics and science education is only to make Engineers and Doctors?” In Kothari commission there is a suggestion and provision that each child should be given essentially mathematics and science education for ten years in school. He criticized on western countries for using the unique quaint terms, seems to be typical for general people. On this assumption India also followed and opted words from Sanskrit language, and always to avoid the use of common language. We should build our ability to construct new knowledge that builds the society of knowledge, not the society to receive readymade knowledge. This is also written in NCF that every child has the ability to create its own knowledge. Because, each and every child begins intellectual dialogue by their own language (mother tongue), even before going to the school. It is very difficult or impossible to convert intellectual dialogue from one language to another.

- He questioned what is the understanding and interpretation of concepts? What are the ways to combat abstract concept?
- To explain science we use the metaphor to understand. For convenience to go ahead in subject (science and mathematics) we invent a new language.
- The challenge of multilingualism is in learning a new language in science and mathematics.
- In the context of language the preparation and the ability is very important.
He suggested John Dewey’s book titled “How we think” to read and distributed photocopy of chapter sixteen, “Better understanding about language and the training of thought”.

Mr. H.K. Diwan Vidya Bhawan Society, Udaipur said that we as educators should always keep in mind that child comes with a language and knowledge in the school and we should try to know how we can utilize that knowledge in the classroom. Also using context might not be always beneficial for in mathematics; it can rather be hindrance for the child at times as they can act as miscues. He also stressed on the point that generalizability is more in mathematics and science and a child has to produce generalization and not just comprehend generalization and s/he also has to understand what the limitations of generalizations are. Language, mathematics as well as science is learned in the same way.

Questions of the session:

- Mathematics is tough because of its nature or its language?
- Can we say that there is less amount of behavioral aspect in science and mathematics?
- Space of regional language in the textbook.
- How context can be the hindrance? Substantiate with an example.
- If there is 3-4 languages in child’s environment then which language he would choose for thinking.

Hardy responded that regional language might not be child’s language so let us not use is synonyms as they can be different in most of the cases. His contention was to give space
to child’s language and knowledge in the classroom. In case of context acting as a miscue and hence a hindrance for the child he added that context is not the only and best way to understand abstract thinking in children.

Kamal Mahendroo also responded to the last question by saying that there are no set rules for that. Child develops and creates his/her own language of thinking which can even be a mix of all the languages that s/he is the speaker of. He also said that we always need some formula and so we keep saying that a child moves from concrete to abstract to make our jobs easier. Concrete to abstract is a myth.

During question hours participants raised some questions to get answers from the presenters:

- भाषा को सीखने में संदर्भ किस प्रकार वापसक है?
- गणित, भाषा की दृष्टि से कठिन है या गणित की प्रकृति कठिन है?
- गणित के संकेतों को (प्रत्येक/अलग) संदर्भ से जोड़ना संभव है क्या?
- बच्चे की अगर सोचने की भाषा एक से अधिक है तो वो कैसे सोचता है?

Dr Mishra asked whether the assumption concrete to abstract is true. Regarding concrete experiences and abstractions, Prof. Minati Panda said that concrete to abstraction is a myth, it’s a major misconception. It is rather true that the abstract is inbuilt in the concrete.

In perception of multilingual education, Prof. Rajesh Sachdeva added that the languages are interwoven. In NCF the concept about language is for:

Teaching a language
Teaching through language
Teaching about a language

Session VI: Feedback and Reflections

Chair: Prof. Minati Panda

Telephonic Conversation with Dr. Ramakant Agnihotri from Delhi:

This session was a voice conferencing with Prof Ramakant Agnihotri who was unable to attend the Seminar due to ill health. However he interacted about 50 minutes and answered all questions raised by the participants. Dr Minati Panda coordinated the session.

Prof Ramakant Agnihotri emphasized that one should understand the nature of language, as many Linguists (language scientist) are in opinion that every language is separate and different from other languages. They found some new languages and also tried to write their grammar and meaning (dictionary), which are in grammatical terms are similar with other languages. Therefore, the issue on language is a separate rather different in one aspect. He said that it has become fashionable to find the new words (like super diversity) and create the hypotheses on the languages. Language is not an identity of a man. (?)

Participants asked their questions in telephone and Dr. Agnihotri gave their answers. Some questions are:

1. भाषा की लड़ाई समाज में नहीं स्कूल में है | भाषा को लेकर समाज नहीं लड़ता पर शिक्षक क्यों लड़ते हैं?
2. कक्षा में अलग अलग भाषा बोलने वाले बच्चे होते है तो उन्हें कैसे पढाएँ?
3. कुछ भाषाओं में कुछ वर्ण (शब्द) नहीं होते, उसे कैसे सिखाएँ?
4. Super diversity को विस्तार से समझाएँ।

5. भाषा की प्रकृति का बच्चों के सीखने से क्या संबंध है?

6. भाषा की मानकता पर प्रकाश डाले विशेषकर पढ़ाई क्रम निर्माण में

7. हम बच्चे में बहुभाषिताओं को किस प्रकार पहचाने ताकि उनके लिये multilingual पढ़ाई क्रम या रणनीति तैयार हों? (multilingual कक्षाओं के लिये)

8. क्या multilingual education पहले teacher education का हिस्सा नहीं होना चाहिये?

9. विज्ञान एवं गणित की भाषा में etymology या शब्दोत्पत्ति की बड़ी भूमिका है जो उसे विशिष्ट बनाती है, क्या बच्चों की भाषा सीखने की प्रक्रिया से etymology का कोई संबंध है क्या? कैसे वह process होता है?

10. भाषा का मानकीकरण उस भाषा की समृद्धता है या उस भाषा की मौलिकता की हत्या है?

11. भाषा व ज्ञान का क्या संबंध है?

12. एक कक्षा में “बहुभाषिता”, शिक्षण का माध्यम होना चाहिये? अथवा लिखित गतिविधि जैसे सामग्री के रूप में होना चाहिये? यदि ऐसा है तो एक ही कक्षा में यह विविधता कैसे संभव हो पाएगी? और क्या वे सभी शिक्षक या बच्चे उनमें रूचि से पाएँगे?

Responding to the above questions Prof Agnihotri gave the answers as follows

1. There is no fault of teachers, institutions are responsible. They are unable to convey the genius of languages to the teachers. There is no requirement to give the name like biliguality or multilinguality but people could not properly understand the nature of language.

2. In this world there is no class where single language is used in a society or in a classroom. All classrooms are multilingual means there is diversity of languages and every child has right to hear his voice in his own mother language. Teacher has to use their language as a resource to increase the child’s analytical power.
3. The child has the ability to pronounce any words from any language we have to find out the methods and explore his ability.

4. When people have problem with various name like “A” language, bilingual, multilingual then they decided to call it by different name like super diversity. For e.g. for train we use Express train, superfast train. There is diversity in languages and people call it that diversity by another name super diversity. The difference is that there is a lot of difference in language either person wise of society wise. This is clear to all when you try to find out that in Hindi language which word is Hindi and in English language which word is English? This is called multilingualism or super diversity.

5. Two relations are there first is they learnt it by itself because they have the capability. Second we never thought how to teach in spite of this we try what to teach.

6. Which language is standard language either it is standard before fifty years ago or present language? Social environment is responsible for standardization of language. Like for tree we use दरबन्त, पेड, ग्रक्ष.

7. When you over come from multilinguality during teachers training and know then you automatically able to know the technique to teach multilingual class.

8. Our first priority is to respect our multilingual languages. In our Hindi, Sanskrit language we have a lot of knowledge and information.

9. It depends on own point of view how we look after it. But in multilingualism it is a demotion of standardization.

10. Literature is an important part of language we cannot imagine a society without literature.

11. Multilingual person can think as per comfort ability to language.
12. It is not necessary or required that a teacher should know the child’s language in multilingual class. With the help of group activities children can translate with their own language.

Session VII: Multilingualism and Education

Chair: Mr. H.K. Diwan

In this session, presentation was given by Dr. Urmishree Bedmatta, Ravenshaw University, Cuttack, Odisha. In Odisha she is working on a research project a part of MLE in Keonjhar district. She explained that project work, area of work, role of Juang MLE teachers, their training programme, situation of MLE teacher, basic education etc. in detail. She enlightened the session by sharing her experiences of Juanga Tribes and teachers’ problems on the field in a very precise way. She stressed following points:

- MLE is taken as only Mother tongue based education which is not true but this is how our teachers interpret it.
- Rupantar, Teacher training manual focuses on attitudinal training of teachers. I want it to talk about teaching learning theories, Curriculum theory and literary theory explained in a very simple sentences and ways.
- Teaching Learning Materials take a lot of time to reach on the field and even if they reach, they are taken back from children by the end of the session which leaves them with no print material at home. They do not have print rich environment which one of the ways by which a child learns.
• TLMs which are at BICS level are in my language whereas of CALP are in state language. Does that mean that one needs to reach at BICS level only in his/her language or his language is not capable for CALP level? Is our tribal languages not fit for intellectual discourse? We all know all the languages are equally capable to do so. Then why not give that space in the classroom.

• In teachers trainings only a list of activities are done in a very mechanical way but the philosophy behind those activity is not transacted.

• MLE teachers are basically para-teachers and we all know the eligibility criteria of para teachers and what are their salary conditions.

• Multi-grade classrooms have aggravated the problems of teachers. Also we should know that even in these conditions there are people who are doing amazing work. She also mentioned a teacher’s name i.e. Baidhar Juango who is doing an amazing work in his classroom.

• On textbook, she said that their ways of measurement are called non-standard in the textbooks which might confuse the child and it also rejects child’s knowledge.

Prof D.P.Pattanayak responded

“If we accept that none of the states are monolingual, then we would save ourselves from a lot of trouble” said D.P. Pattanayak. Our education system has now accepted this fact but yet multilinguality is only in books, it has not got space in our classroom. He enlightened about language policy in 1970 and said that three language formula is a program and not a policy. He also said how linguistics is a necessary tool to understand language and he ended by saying that there is no specific answer to this and we have to find answers in the classroom for the same.
Shri. Basant Nirgune, Consultant and a culturologist, Adivasi Lok Kala Academy, Bhopal shared his experience worked on tribal people. He is working since 25 years in undivided Madhya Pradesh and Chhattisgarh. He shared the education, knowledge and life experience of tribal. He said that tribal don’t experience bookish knowledge. They take knowledge and experience transformed from generations. They also have language but in symbolic form. In tribal life their language, education and knowledge is different in nature. They do not need letter knowledge to express their complex thinking rather their knowledge is based on epistemic world they witness in their everyday life. Their life is cyclic and their understanding of the world is holistic than the modern fragmented mind. They love their tradition. Their “oral tradition” permeates the essence of life. We will see tribal in a different perspective.

Prof. D.P. Pattanayak said India is a multilingual country but our education system does not recognise it. What is mother tongue? Which language is first language and second language of India? Is English language is a foreign language in India? He spoke on language policy and programme in India. Regarding MLE he said that MLE is never being adopted or accepted as a policy. He said there is no theory without practice and there is no practice without theory.

Mr. H.K. Diwan summarised the session with his statement as dialogue/conversation is important between language and knowledge of children and teacher. No one has the answer that how to create dialogue and communicate? But the answers will be found in the classes only.

Mr. H.K. Divan honoured to Padmashree Prof. D. P. Patanayak on behalf of Chhattisgarh State.

Session VIII: MLE in Indian States
Presentation by Vinayak Reddy, SCERT Andhra Pradesh on “Language Curriculum and Textbooks”

The presentation was focused on:

- Understanding about language and language learning.
- There is no order in language learning.
- Child internalises the meaning through context.
- Child can produce an infinite number of sentences with limited and known vocabulary as the situation demands.
- As per NCF, RTE every child should be an autonomous learner.
- In the textbooks of Andhra Pradesh there is theme picture before the beginning of the lesson to attract children.

Prof. Sachdeva comments on Andhra Pradesh presentation as vision is too long. Vision and mission is mixed.

Next presentation was made by Dr. Basanta Manjari Acharya, Deputy Director, SSA OPEPA, Odisha.

The presentation was focused on:

- Scenario of tribal education of Odisha.
- Vision of MLE programme in the state.
- Mother tongue based MLE programme in the state.
- Language transition plan for MLE programme.
- MT based MLE in the state.
- Current coverage.
- Development of materials.
 Capacity building of teachers.
 Mother tongue based education at pre-primary level.
 Development of policy guideline for accelerating MLE programme in the state.
 Research and studies on MLE programme.

Dr. M.K. Mishra comments that it is better to say “Tribal Education” instead of “Multilingual Education”. He shared his work experience done in MLE programme of Odisha state.

DAY – III

Session IX : Recent Experiments in MLE

Chair : Shri. Kamal Mahendroo

Dada Jokal from Dantewada shared his work on MLE programme in Dantewada, Chhattisgarh. As in NCF he also stressed that every child has the right to education in his mother tongue. He wrote so many poems in four different regional languages i.e., Halbi, Gondi, Dharvi and Telgu. With the help of poetry children learn alphabets. He prepared alphabet chart and language books in four languages (with the help of SSA and District Collector). Initially he worked in ten schools only and now it is expected to scaled up.

Questions for the morning session:

- In order to teach many things to our children aren’t we killing their natural way of learning?
- Many programs come in but they all finish in 2-3 years because after that they are not funded. How to make it sustainable otherwise what is the use of getting new programs if there is no long term goal to it.
Responses:

Anjali Noronha: I think before getting any program on the larger level we should first work at micro level and prepare ourselves and then only move to the larger level. We shall not start at the state level. Sustainability depends on how prepared we are.

Sunisha Ahuja: Sustainability is very important. Many projects come with a lot of thrust but has 2-3 year project based approach which cannot be sustainable. Gujarat state has made a very sustainable movement which is very independent of SSA funding. They also started at the micro level and now are extending step by step.

There were other questions also which were not responded. Such as;

- Calling parents in school is under which head? Because we do not get funds and until and unless we do not get funds, doing anything becomes difficult for us.
- Give feedback on the books that were shown in Dantewada presentation.
- Can we prepare a book in which we can have translations in all the languages of our state?
- We love to crib and so upper primary teachers blame middle school teachers, middle school teachers blame primary teachers for not teaching children but language learning starts from birth and the first formal education is given through Aanganwadi. Can we not train our Aanganwadi workers in language teaching?

Anjali Naronha, Eklavya, Bhopal, shared her work experience on different aspects of primary education programme spelling out the following issues.
What is the significance in the development of multilingual language?
What is the need for development of multilingual text book?
Is Text book resistible to the development of multilingual education?
For basic development should we child’s own language be involved in language teaching?
At what age children should be introduced the second and third language?
Whether the child should be given multilingual education or not?
Role of teachers for multilingual classroom.
Role of TLM to learn language.

Sunisha Ahuja, TSG, MHRD, Room to read, New Delhi said in her speech that why the sequence of alphabet: ABCD. अक्षर क ख ग are important and why we pressurize the child to learn, what is the use? Because alphabets are used only to see the dictionary. She desired to involve women and child development department in primary education. She expressed her concern about the level and standard of primary students (especially class 1-3) in reading and writing ability and also the poor understanding of teachers on lack of language teaching methods.

She emphasized on building of school libraries and provision of sufficient reading materials in schools.

Shivani, from Muskan, Bhopal, shared her ten years work done for polythene picker children, from Gondi, Pardhi, Agariya and kathputli community. The trainers were not familiar with children’s language, but with the help of those children they were capable to teach them.

Session X : MLE in Chhattisgarh

Open Forum Discussion
The session was open for questions and suggestions.

- बच्चे के पास जब नैसर्गिक प्रतिभा है तो फिर क्या हम उसके ऊपर वर्णमाला का क्रम थोपते हैं?
- शासन की तरफ से शिक्षा से संबंधित अनेक कार्यक्रम चलते हैं और बंद हो जाते हैं जिससे समाज का विकास प्रभावित होता है| तो MLE कैसे sustainable programme बने?
- उड़िया की तरह (21 क्षेत्रीय भाषाओं का उड़िया में लेखन) पर क्या छत्तीसगढ़ की भी विभिन्न क्षेत्रीय भाषाओं का छत्तीसगढ़ी भाषा में अनुवाद कर प्रकाशित करें?

This session was taken by Mainati Panda where she started from the very basic question of what is multilingual education. She explained the MLE programme done in Odisha state in detail. She gave the most accepted definition of Multilingual Education is – “Any two or more than two language used as medium of instruction is Multilingual Education”. She said multilingual education is not only about language education. It is about language across curriculum and it need to connect language, mind and society. By International definition a class where more than one language is medium of instruction can be called multilingual education but we need to examine this definition. Your state needs to define what you have to do in your state which shall be very specific to your state. Orissa developed a model where their premise was to introduce L1 and move on L2. We got to look at the premise and assumptions of the program. If we know that each language is in itself multilingual then we would know that our mind is capable of handling many languages then we can move forward. Seminal wirings of Piaget, Chomsky, and Vygotsky are some fundamental readings that shall be read to build our understanding. And then we need to decide what do we want and why and how to do it?
Dr Mahendra Mishra said that we have to be very serious and for next two years we are going to work on the curriculum framework so no one shall dropout and participate wholly. We would also be talking about language of social science in coming seminars and people from different disciplines will also be included in the process along with teachers and experts.

Prof.Minati Panda took the discussing back and said that many people here have done Ramakant’s workshop, he brings in many languages and he does it to show that mind is capable of dealing with multiple languages at a time. So do we need different classes for each language? When we get into L1 L2 L3 arrangement we assume that they are different. This leads to intellectual crisis.

Questions and suggestions made in this session:

- Why there is no one from language department of SCERT?
- What is knowledge? If a teacher does not know what knowledge is and how children learn then how would he teach children?
- Material Development for language teaching shall be based on what philosophy?
- How much freedom shall be given to a child? Is there any limit?
- Shall we prepare one content for the whole state or it shall be different in different areas?
- How child learns is still a question?
- We shall also work on the communication skills of children, how to work on it?

Suggestions:
Shiv Shankar Shukla (from DIET): he said that survey in schools have shown that quality education is still not there and so we need to work a lot in this area. We have still no understood CCE and we also have many strengths and weaknesses. We have many languages in our state and have many good teachers also. We have introduced D.ed course where we have introduced many new things as we have taken suggestions from Ramakant, Hardy and Kamal Mahendroo. How child learns and how mind works has already been introduced in our D.ed course. This is our first step towards training teachers for quality education. I also feel like going back to schools as a teacher and work with first and second graders.

Vidya Dange: I have been working on a model since 2005 but I was not satisfied by what I was doing and then I went to advisory meeting in Delhi and now here I felt that we should not go by definition. Translation leaves the emotions of the language and so we shall not only rely on translations. Also what Agnihotri said about the structure of languages was very enlightening. I did a small exercise with all the languages that I know and found that all the languages that I know have same structure.

Sudhir (SCERT): We all need to revisit what we have been doing in the past and then work with our children on field and come with findings and suggestions in the next workshop. Our children do not understand the language of textbook. We should see and meet people from the field and understand how they are working.

Saurabh Sinha (Bhilai): We shall work on the communication skills of our children.
Ashwini Kumar Sharma: Symbols that are used in our language books have not changed since ages. We need to take things from the context of the child. Books shall be made at the district level and input shall be taken from the local teachers.

Dinesh Gautam (DIET): We should revisit and rework on our text books; we need to see it from multilinguality lens. Also howsoever good books we create if classroom transaction is not happening properly then nothing can happen. But he also said that we need to strategize about to what level we want to give space to multilinguality because we also have to teacher English to our children and so we cannot keep giving space to multilinguality throughout.

In response to this Minati Panda said that there is a tension between an education founded on multilinguality and focusing on Hindi and English. We got to talk about it.

Mahendra Mishra: People in our villages have very different ways of storytelling but we go with set cognitive models. We have to work on child’s language and knowledge and both are complementary to each other. Child learns language on his own, we need to expose children with different languages simultaneously and we shall also focus on communication skills.

Many people also suggested that the program shall have down to top model because top to down approach is not feasible in this case. Decentralization is very important. We are not directly connected with children, so teachers shall also be included in the process. There were many who also opposed the idea of the multilinguality approach because they think that English and Hindi is more important for upward mobility. In
this programme not only language teachers will involve but also include from all subject teachers.

Dr Minati Panda invited the suggestions and interventions for multilingual programme in Chhattisgarh state and based on the queries she answered the participants one by one.

Although state language in Chhattisgarhi, Hindi is the medium of instruction in schools. For obvious reason the conventional approaches of teacher education and curriculum does not allow the minority language to be introduced in schools especially in Baster and Sarguja. As per the NCF 2005 and RTE Act 2009, learning is important to the children’s language in the state.

Many participants had given their suggestions some of them criticised as well rejecting the necessity of multilingual education since they felt that every child should learn the mainstream language to compete themselves in the race of global competitions.

Session XI: Concluding Session

In concluding session Dr. Mahendra Kumar Mishra briefed about the focal theme of this seminar:

- The focus of this seminar is a language of science and mathematics.
- To focus multilingualism in Chhattisgarh state.
- To highlight the MLE programme which is already been started from 2005 by SCERT team: Dr. Vidya Dange, Dada Jokal and others.
- To prepare a road map of programme what will be done in the state.
**Dr. Mishra** shared the future plans for Chhattisgarh in following eight points which was the outcome of the seminar.

- Preparation of report on linguistic survey as it was already done in 2008 by SCERT but not in a report form (only raw data are available). Adoption of linguistic survey and mapping in 100 schools of four DIEts of CG.
- Reform of curriculum, based on children’s language, knowledge and revise text book.
- Strengthening of TEG (Teacher Educator Group) about 300 teachers, to explore conceptual knowledge of teachers. (joint work of ICICI Foundation and SCERT)
- Policy documents on language in Chhattisgarh.
- Recruitments of teacher’s policy based on availability of language teachers in tribal areas
- Documentation on innovations in MLE
- Research on language education
- Conversion with Women and Child Development Deptt. and Tribal Welfare Department. For children’s language education up to eight years.
- More 2-3 conceptual seminars will be organise on language at different areas.

Finally he extended thanks on behalf of the SCERT Chhattisgarh to all renowned national resource persons participated in the seminar. He expressed thanks to Sri Anil Rai Director SCERT and his staff who made the seminar successful. He expressed his gratitude to SCERT, Andhra Pradesh team and Odisha state team. Last but not least thanks to all state BTI, DIET’s, School teachers, colleges and University faculties, and linguists from Bastar and all participants.

And thus a seminar is not concluded. It's just a beginning of language education (MLE programme) that was introduced in seminar to meet the learning needs of the children irrespective of region, race and gender.

Participants:
States /Institutes: Members of Govt. Of India, Odisha, Andhra Pradesh, Chhattisgarh, Central Institute of Indian Languages, Mysore. Pt. Ravi Shankar University, Raipur, participated in the Seminar.

NRPs Participated: Prof. Devi Prasad Pattanayak, K.K. Chakraborty, Prof. Minati Panda, Prof. Rajesh Sachdeva, Dr. Kamal Mahendraoo, Dr. Hriday Kant Diwan.

NGOs participated: Vidya Bhawan Society, Azim ji Prem ji, Eklavya, Muskan

Topics presented:

- Multilingualism in India
- Multi-Lingual Education in the States
- Languages across the Curriculum
- Recent Experiments in MLE
- Multi-Lingual Education in Chhattisgarh

Book Exhibition: Odisha, 300 titles, Chhattisgarh, Andhra Pradesh, Eklavya and Muskan.

Hospitality: Accommodation for participants was well arranged with all amenities in Hotel Sapphire Inn, Raipur.

List of Participants/Resource Persons

<p>| S. No. | NAME | NAME OF INSTITUTE |</p>
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**National Resource Persons and State Representatives**

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