

Local & Indigenous Knowledge Corner in Schools (LINK) is an Innovation of keonjhar District to strengthen the Multilingual Education Programme of S&ME Department

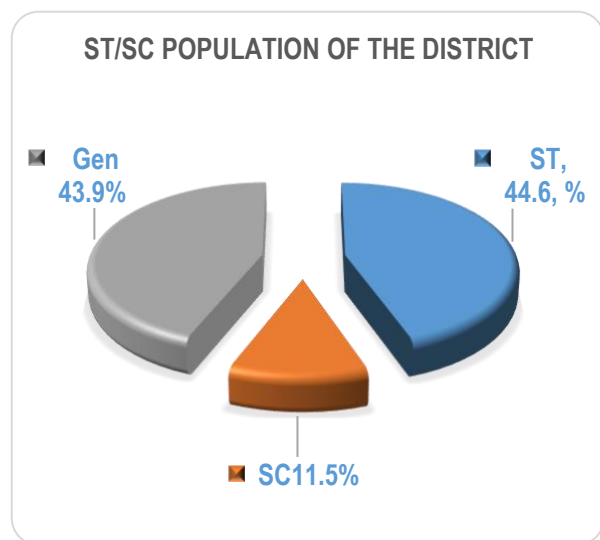


District Profile

Keonjhar district is situated in the northern part of the State of Odisha, which is surrounded by Jharkhand in the north, Jajpur District in the South, Dhenkanal and Sundargarh in the West, Mayurbhanj and Bhadrak in the East. The district occupies an area of 8303 sq Kms out of which about 37.30% of the area i.e. 3100 sq. Kms. is covered by forests. Keonjhar is a land locked district with an area of 8303Sq. km. It is situated in the northern part of Orissa. It is surrounded by Singhbhum district of Jharkhand in the North, Jajpur in the South, Dhenkanal and Sundargarh in the West and Mayurbhanj and Bhadrak in the East. It lies at an altitude of 480 meters.

Demographic Profile

The district Keonjhar is known for anthropological diversity as the district has a high percentage of tribal population. There are 25 types of tribes in the district. The literacy level of the entire district stands at 69 % and the female literacy rate stood at only at 59.24% for the entire district. But in case of tribal the literacy rate is mere 40.3 %. The gender gap in education at rural level is 20.52%. Out of 13 blocks of Keonjhar Banspal, Champua, Harichandanpur, Joda, Jhumpura, Keonjhar (Sadar Block), Telkoi and Ghatgaon, Patna & Saharpada are tribally dominated blocks and declared as scheduled blocks under Tribal Sub-Plan and at the same time this blocks are enlisted as Educationally Backward Blocks (EBB).



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Tribal Scenario of the District

There are 25 types of tribes residing in the district. The literacy rate among the tribal people of the district tunes to 40.3 per cent .This shows that tribal communities still lag behind in comparison to other communities of the district in spite of the fact that government have been taking various development measures for improving the situation. Linguistically tribal population of Austric and Mundari language groups are

dominated in Keonjhar district, which include various tribal communities like Juang, Munda, Kol and Ho, while Bhuiyan tribal community belongs to Indo- Aryan Language group.

Out of thirteen Blocks of Keonjhar eight Blocks are having large percentage of tribal population. The linguistic map of the district shows that all the Blocks are multilingual in varying degrees. The main tribal communities that co-exist and co-operate with Oriya language are Juanga, Santali, Ho and Munda. In the Blocks of Harichandanpur and Keonjhar Sadar Oriya language emerges as the major language. In the Blocks of Champua, Joda, Banspal and Jhumpura, Oriya is used as a subsidiary and a supplementary language with tribal language. In Telkoi Block the tribal like Kissan use local Oriya dialect while Munda and Juanga use their respective dialect.

Intervention under SSA to Bridge the Gap between Home and School Language

Multilingual Education is a new area of pedagogy that is introduced in NCF 2005 which indicates that multilingualism is not a weakness but a strength which bridge the mother tongue with other tongues. MLE is to connect mother tongue with the state language and foreign language to ensure reading and writing with purpose and meaning. MLE also promotes the experience of the children learnt from their cultural context and to understand the world around them. Multilingual education (MLE) is to address the disadvantage group children using mother tongue in early years of their primary classes and gradually shift from their mother tongue (L1) to State Language (L2) and then to national or international language (L3). MLE believes in first language first. It provides a strong foundation and good bridge for the children to shift from one language to the other Mother tongue based multilingual education is a structured programme of language learning and cognitive development.

Objectives of MLE

- Ensure equity and quality education to tribal children to explore the world around them and use their resources meaningfully for their livelihood.

- Empower the tribal children to speak about their pleasure and pain, question about their sufferings and deprivations and argue their cases in appropriate platforms in both their mother tongue and school language.
- Empower the tribal children with reading and writing skills to acquire knowledge and information in their mother tongue as well as in state/national and international language.
- Develop socio-economic status in comparison to others through literacy.
- Develop self-respect in/for their language and culture and enrich human knowledge.

Multilingual Education (MLE) in Keonjhar

Multilingual Education (MLE) is an innovative community based programme. To provide equitable quality education to the tribal children facing the language differences at primary stages of education Multilingual Education was initiated in Orissa. . The pedagogical practices of MLE have been developed in the context of language and culture of tribal communities following the guiding principles of NCF-2005. As per the RTE act Medium of instructions shall, as far as practicable, be in child's mother tongue. In Keonjhar district MLE is being implemented in 197 Schools in three tribal language i.e; HO, Santhli and Juanga. to Bridge the gap between School and home Language as all the Schools are mostly found in monolingual situation. The Language wise details are as follows

- HO - 100 Schools
- Junaga - 77 School
- Santali - 20 Schools

Local and Indigenous Knowledge Corner in Schools (LINK) is an innovation of Keonjhar District. Children use learning corner to observe, compare, classify and construct so as to create and construct new knowledge. Indigenous Knowledge corner also start serving the community as small interactive museum and helps in strengthening the school community linkage. It also help in encouraging children about value their own culture. The LINK Programme is implemented in 45 MLE adopted schools

LOCAL AND INDIGENOUS KNOWLEDGE CORNER (LINK) IN MLE SCHOOLS: INNOVATION OF KEONJHAR

WHY

In tribal areas generally the school systems ignore cultural capital that learners bring to school and thus fail to provide a supportive home-school learning environment. The LINK initiative in MLE adopted Schools is an attempt to bridge the cultural gap between the school and community. LINK (local and Indigenous knowledge corner in school) Programme is an innovation of Keonjhar District . LINK is an attempt toward the rethinking of the curriculum must take into account the role and value of indigenous knowledge's, which has been a much neglected aspect . An indigenized school curriculum will enhance success, cognitive development and academic achievements for students.

WHAT.....

MLE programme through the indigenous learning corner programme provides a relevant curriculum to equip them with skills, knowledge and values to help contribute to society, and take pride in their indigenous identity, instead of being uncomfortable about it. The indigenous Knowledge corner includes the resources of the community and the same are integral part of the classroom transaction. The Schools have organized space with object made and brought from the community by the children, community which serves to enrich the learning process and promote cultural understanding. It Promote Experiential & Context based learning and Crossover learning .Children uses learning corner to observe, compare, classify and construct so as to create and construct new knowledge.

HOW...

The indigenous Knowledge corner includes the resources of the community and the same are integral part of the classroom transaction. The Schools have organized space with object made and brought from the community by the children, community which serves to enrich the learning process and promote cultural understanding. Similarly learning craft materials developed locally by children and parents looking to their culture have been displayed on the rack as ready reference for classroom transaction. Children gain hands on experience on shapes, volume and calculation using these materials displayed on the rack. The table below provide a glimpses of

learning competencies of Local and Indigenous items that have been collected and preserved in the LINK adopted schools.

Materials Displayed in the Racks inside Classroom	Particulars of the Items	Learning Competencies
Agricultural Products	Seeds and Cereals, Plusses, Seasonal items practiced in the Locality	Class- I to V Environment, Food Practice
Local made traditional Ornaments	Necklace, Anklet and other ornament prepared from horn, woods and bamboo products	Class- I to V Environment, Metal & Non Metal, Life & Rituals
Ethno Medicines	Herbs and roots used as Medicines	Class- I to V Environment, Health, Ethno medicines
Agricultural Implements and Hunting Weapons	Demonstration materials used for Agriculture and Hunting. In some cases models will be prepared and developed Hunting implements like Bow, Arrow Bita, Traps for Catching birds and Small animal	Class- I to V Environment, Food Practice
Traditional Musical Instrument	Musical instruments used by tribal during fair and festivals (Dhola, Madal, Flute, Kendera etc)	Class- I to V Sound, Shapes, , Life & Rituals
Art and Craft Material	Clay Models and Dolls prepared by the Traditional Practitioners as well as different models developed by the Children during the creative workshop Locally woven Sari and Clothes, Puppets and Paper Models Bamboo& Wood Products	Class- I to V Total Physical Response. Fine Motor Development Environment & Cultural Knowledge
Non Timber Forest Products	Different items Collected from the Forest will be preserved and the information regarding their usage will be displayed in the museum. Sal Seed, Mauha Seed Amla, Harida, Bahada Leafs, Herbs and Roots	Environment, Health, Ethno medicines
Stones and Stone Carving Products	Different Stones / Minerals like Quartz, Quartzite Lime Stone, Manganese Granite will also be collected and displayed.	Environment, Metal & Non Metal, Life & Rituals

LINK adopted schools are equipped with knowledge paintings, made with different subject related topics for tribal children like start up words along with alphabets, numbers have been depicted on the walls to improve science mathematics and EVS. The goals of MLE are to ensure equity and quality education to tribal children to explore the world around them and use their resources meaningfully.

Advantages

Ownership in School Management:

When schools actively involve parents and engage community resources they are able to respond more effectively. Community involvement foster partnerships among schools and community group. These partnership result in sharing and maximizing resources. Indigenous people defining, developing and implementing their own education; content, inputs in curricula, lesson plans, and manuals come from the indigenous people involved

Socio-Cultural Inclusion and Integration:

The indigenous Knowledge corner offers indigenous people a chance to revitalize their culture giving indigenous people a chance to contribute to society and suggest innovations based upon their perspectives. The cultural variety among indigenous communities offers indigenous people, from remote areas, to meet for an enriching inter-tribal interaction. This programme empower the tribal children to develop self-respect and develop respect for their language and culture

Equitable Quality Education:

Learning in Schools are enriched by experiences from everyday life. These connected experiences spark further interest and motivation to learn. These crossover learning experience exploits the strengths of environments and provide learners with authentic and engaging opportunities for learning. It ensures equitable quality education to tribal children and will helps in improving tribal students' reading & writing skills and learning through use of mother tongue in early classes.

Contact:

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Mahadeijoda Munda sahi PS,Sadar Block



Kumbhitangiri PS,Harichandanpur Block



Tangriapal UGUPS, Harichandanpur



Hatisila UGUPS, Banspal Block



Rathamara Primary School, Sadar Block



Bholabeda Primary School, Joda



Khuntapani Primary School, Joda Block



Chualadhuakansa PS, Banspal Block



Inside view of LINK adopted Schools