

AKHILA BHARATIYA SIKSHA SAMAGAM  
MINISTRY OF EDUCATION AND LITERACY, GOVT OF INDIA  
BHARATA MANDAPAM  
NEW DELHI

**Use of Bharatiya Bhasha in Teaching-Learning**  
**Need for Multilingual Education in India**  
**Justification for a Learning Objective Fulfilled**

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# Land, Language and Life

- मित्राणि धन धान्यानि प्रजानां सम्मतानिव ।
- जननी जन्म भूमिश्च स्वर्गादपि गरीयसी ॥
- अपि स्वर्णमयी लङ्का न मे लक्ष्मण रोचते ।
- जननी जन्मभूमिश्च स्वर्गादपि गरीयसी ॥

• The Valmiki Ramayana

# Some thoughts

- Access to language is access to learning
- Language is not just a medium, It is a goal
- Language is not a human problem, it is a solution
- Indian languages are complementary and reciprocal, so people are multilingual and better communicative than monolingual.
- Orality and literacy in practice and scriptures have shaped Indian culture and society over the ages.
- Our children should have their imagination and creativity through a language they see and understand the wider world.

# Multilingual India

- India: A land of linguistic diversity through a shared understanding of life across the geography
- There are 19,500+ languages/dialects (Census 2011) (in 1961-1652)
- 24 scheduled languages in primary schools as Mol, thousands of non-scheduled languages do coexists in linguistic diverse classroom.
- Multilingual Education (MLE) is a **goal** (SDG 2030) for mainstreaming children to scheduled languages, to achieve National Goal.

# Need for MLE

- Understand the need for MLE in India : Four language families ,  
**Austroasiatic, Dravidian, Indo- Aryan and Sino-Tibetan** language families
- About 35 percent children face **learning difficulties** due to gap in home and school languages. It is more problematic in tribal areas.
- MLE justify its educational, cognitive, and social benefits with a sustained linguistic and cultural bio diversity knowledge
- Align MLE with constitutional mandates and NEP 2020 goals

# Policy in India on Languages of Instruction

- **Constitutional and Policy Framework**
- **Article 350A:** Instruction in mother tongue at primary level
- National policies /Frameworks **over 70 years** have suggested MT in schools for Mol.
- **NEP 2020** is first Policy in India to adopt MLE for a linguistic democracy and to reach the antyodaya, voicing the children.
- **SDG 4 & UNESCO: Language as a GOAL** than Mol

# Cognitive and Learning Benefits in MLE

- Children learn best in their first language/mother taonga/ home language
- Children speaking / learning more than one language are cognitively better than a monolingual.
- Multilingual person can have better adaptability in wider world.
  - Literacy and numeracy outcomes
  - Cognitive flexibility and critical thinking
  - Language transfer and multilingual competence
  - Safe guard Indian culture embedded in their languages through different
- Solidarity of communities through mutual sharing of language and culture

# Equity and Inclusion in MLE

- Bridging the gap of home and school language
- Adopt Rootedness of Indian culture in Indian children
- Connect Prior knowledge with school knowledge
- Enabling access for:
  - Tribal children to mainstream with state and national language
  - Improve learning through MT in all walks of society.
- MLE reduces dropout, repetition, and failure
- It aspires to achieve National goal through MLE
- It is inclusive , not that after learning a school language it will forget the home language. We don't forget our home language after we learn other languages.

# Cultural Identity and Empowerment

- Language is central to identity and self-worth ( **Bhumi, bhasha and samaj** )
- MLE validates home languages and cultures for mainstreaming
- Promotes pride in Indian heritage rooted in land, language and lifeworld.
- Preserves **Indian knowledge System** in practice and cultural conservation.

# Teaching and Learning in Indian Languages in Schools

*(Aligned with NEP 2020 & NCF 2023)*

- **Why Indian Languages Matter**

- India has **over 121 major languages and 22 scheduled languages** – a multilingual treasure.
- **Mother tongue-based learning** improves **comprehension, thinking skills, and learner confidence**.
- NEP 2020 emphasizes **foundational learning in home/local language** till Grade 5 or beyond.

# Teaching Learning Methods of MLE

- The MLE approach begins with the learner's first language (L1) as the medium of instruction in early education.
- As the learner develops strong foundational skills in L1, additional languages (L2, L3) are introduced gradually and systematically.
- This approach ensures:
  - Culturally responsive curriculum in child's language and school language
  - Smooth transition to second and third languages.
  - Better retention, comprehension, and participation.
  - Achieve desired outcome

# Stages of Language Learning with oral and written

| Stage   | Language Focus | Goal                 |
|---------|----------------|----------------------|
| Stage 1 | Oral L1        | Fluency & confidence |
| Stage 2 | Literacy in L1 | Reading & writing    |
| Stage 3 | Oral L2        | Listening & speaking |
| Stage 4 | Literacy in L2 | Read/write in L2     |
| Stage 5 | Academic L2    | Use for subjects     |

# Methods for L1 (Early Grades)

- Storytelling, Songs, Riddles
- Picture talk, Drawing & labeling
- Language Experience Approach (LEA)
- Local games and role play
- **Introducing L2 (Grades 1–3)**
- **TPR (Total Physical Response)**
- Songs and rhymes in L2
- Use of **Bilingual Big Books**
- Dialogue practice and classroom language use

# Parallel reading: Bilingual approach

- L1 and L2 versions
- Word lists and sentence patterns
- Teacher's L1 support in L2 reading
- Translanguaging and bilingual glossaries
- story books in simple L2
- Create a language ecology in classroom in L2 ( Start telling activities, school museum, songs and dance and traditional games etc

# Moras Method

- Known language – known content
- Unknown language – unknown content
- Known language – unknown content
- Known content - unknown languages

# Current Practice and Challenges

- Many schools still prioritize **English** from early grades, creating a **learning gap** for non-native speakers.
- Lack of **trained teachers, local language resources, and systemic support** hampers implementation.
- **Transformative Approach**
- **Use of regional and tribal languages** in early grades, supported by **multilingual pedagogies**.
- **Bilingual and bridge materials** help children transition from home language to state or national languages.
- **Teacher training and curriculum alignment** crucial for success.

# Evidence and Good Practices of MLE

- Studies by NCERT(2011) UNESCO (2003) and LLF (2023)
  - MLE programs continues in
    - Odisha - 21 languages
    - Chhattisgarh- 18 languages
    - Jharkhand -5 Languages
- LLF as a national academic organization has served the country over last 10 years with :
  - Reaching 1.62 crore children and 10.85 lakh teachers in 10 states.

# Way Forward

- **To mitigate it, there is a Need for:**

- Adopt democratic multilingual Ideology removing Western mindset of monolingual ideology.
- Strong policy implementation in the states on school and Teacher Education curriculum at the state
- Institutionalisation of MLE knowledge and practice in states,
- Strong School community linkages – to explore rootedness in Indian culture.

- **Approaches**

- Bal Vatika to Class III : Mother tongue to State languages:
- Primary stage : Exclusive State language in class IV with any one Indian language suitable to state
- Introduce English in class VI.
- English Medium schools to adopt State language as MIL as a subject and as medium jointly.

# Conclusion

- MLE is essential for all children of India, either English Medium or in Government schools for :
- **Equity( Sab ki upasthiti)**
- **Quality( Sabki gunvatta )**
- **Inclusion( Sabki samaveshita) to achieve**  
**Individual excellence- social transformation and**
- **National integration( Rastriya Shamati )**
- MLE is not a choice, but a necessity in India's educational landscape
- **Nation building through culture, language and education**

# NITI AAYOG in MLE SCHOOLS, Keonjhar



# NITI AYOOG OFFICERS IN MLE SCHOOL, KEONJHAR







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# Story telling Festival ,Bastar





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# MLE Classroom, Juang, Keonjhar





Thank you all  
Very much

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