

**GOVERNMENT OF INDIA
MINISTRY OF EDUCATION
DEPARTMENT OF SCHOOL EDUCATION AND LITERACY**

**RAJYA SABHA
UNSTARRED QUESTION NO- 1964
ANSWERED ON- 17/12/2025**

Launching multilingual story books in Odisha

1964 Shri Niranjan Bishi:

Will the Minister of **EDUCATION** be pleased to state:

- (a) whether the Ministry will support the State of Odisha in launching multilingual story books, audio-visual aids and activity-based learning kits for children speaking tribal languages like Kui, Santali, Desia and others; and
- (b) if so, the details thereof and if not, the reasons therefor?

ANSWER

**MINISTER OF STATE IN THE MINISTRY OF EDUCATION
(SHRI JAYANT CHAUDHARY)**

(a) & (b): Education is in the Concurrent List of the Constitution and majority of the schools come under the purview of the respective State and UT Government. As informed by State Govt. of Odisha, Mother-Tongue based Multi-lingual Education (MLE) is being implemented in Odisha from Class-I to V, which is a gate way to ensure medium of Instruction in Child's Mother Tongue. In order to address the language issues among the tribal children at the Elementary Level, Mother tongue based Multilingual Education Programme has been implemented in 21 tribal Languages in 17 districts of the State of Odisha. MLE Programme covers Primary Education in 21 Tribal Languages in Odisha i.e. Santali, Saura, Koya, Kui, Kuvi, Kishan, Oram, Munda, Juanga, Bonda, Gadaba, Ho, Gondi, Paroja, Kharia, Didayi, Bhinjhal, Paudi Bhuiyan, Bhumia, Bhatra and Bhunjia. MLE programme is operational in tribal dominated areas of 17 districts of Odisha i.e. Angul, Balasore, Bargarh, Dhenkanal, Ganjam, Gajapati, Kandhamal, Kalahandi, Koraput, Keonjhar, Malkangiri, Mayurbhanj, Nawarangpur, Nuapada, Rayagada, Sambalpur and Sundargarh. Textbooks and supplementary reading materials i.e. Big Book, Small Book which includes Story books in 21 tribal languages in Monolingual situation have been developed for primary grades.

Under Centrally Sponsored Scheme of Samagra Shiksha, State Government is supported based on annual plans prepared by the State based on their requirements and priority and this is reflected in their respective Annual Work Plan and Budget (AWP&B) Proposals which are then appraised and approved by the Project Approval Board (PAB) in the Department of School Education & Literacy in consultation with the State as per the programmatic and financial norms of the scheme, and physical and financial progress of the State for the interventions approved.
