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SCHOOL & MASS EDUCATION DEPARTMENT

NOTIFICATION

The 1st July, 2014

No.14118-XIII-SME-SSA 64/2013/SME.— The tribal population of Odisha constitute 22.13% of Odisha's population. In order to address the issue of language gap faced by the tribal children in the educational process and to build the scientifically proven foundation in Mother-tongue to enable the child to develop appropriate cognitive and reasoning skills and to acquire proficiency in other languages, the State government has introduced the mother-tongue based Multilingual Education Programme (MLE) since 2007 at the primary level. For facilitating and accelerating this programme Govt. have been pleased to decide as follows:

1. The Multilingual Education (MLE) programme in Odisha shall be continued and extended to all tribal children in the State in a phased manner.
2. The mother-tongue (MT) of tribal children will be used as the medium of instruction for the five years of primary education in the MLE programme in Odisha to realize the long-term benefits of MLE for sustained impact on tribal children's educational achievements, high levels of proficiency in Odia and English and positive transfer to post-primary education with a sense of self-efficacy and identity.
3. In view of the need to continue with mother-tongue as the language of teaching for at least five years, Odia must continue as the second language subject from Class II onwards.
4. English is to be introduced as a language subject in the MLE programme from Class III.
5. The tribal languages may be used as language subjects in post-primary levels starting from Class VI.
6. MLE programme will be extended to cover multilingual classrooms, which would need special strategies for fostering high levels of classroom learning and

multilingual proficiency through simultaneous development of multiple mother-tongues, metalinguistic awareness and cross-linguistic reflections.

7. Some multilingual contexts of classrooms with presence of children belonging to at least three mother-tongues will be identified to start a pilot programme following development of specific teaching-learning plans by an expert group to be set up specifically for the purpose.
8. Eligible persons from the community with fluency in the mother-tongue of the children as well as competency in Second Language (L2-Odia) and Third Language (L3-English) will be accorded priority for recruitment as teachers in the local MLE Schools. Separate advertisement will be issued for MLE teachers specifying knowledge of the target mother-tongue as an eligibility condition.
9. Persons from the community with lesser qualifications than prescribed but with proficiency in the target language will be engaged on contract basis with a condition of acquiring the required qualifications within a reasonably stipulated time. Such candidates will be provided adequate support by the State for acquiring the necessary qualification. The State government may move the appropriate authorities for special relaxation of the time limit for such candidates to acquire the required minimum qualification.
10. In case of target language communities, having acute shortage of eligible persons to become teachers (even after relaxation of the eligibility criteria), persons not belonging to the community but with proven proficiency in the local language and familiarity with the local culture, traditions and practices may be considered for engagement as teachers in MLE schools.
11. A long-term plan for attracting potential candidates from the tribal language communities to teaching jobs will be developed to identify and sponsor prospective Secondary, Higher Secondary and Graduate candidates from the community and provide them all possible incentives and supports so that on completion of the required educational programme and pre-service training they are immediately engaged as MLE teachers.
12. In order to attract eligible candidates with proficiency in the target mother-tongue and to retain them in service as MLE Teachers, incentives in form of cash amount equivalent to one increment may be given to the MLE Teachers as a special case.
13. The in-service training programmes of the teachers in the MLE schools shall be within the provisions of the SSA and the RTE Act 2009 and shall be of the following types:

- (a) Induction training (Pre-service) for 30 and 60 days for the newly recruited trained and untrained teachers, respectively, with the components of MLE suitably incorporated into the training.
- (b) In-service MLE training for at least 14 days at the district level offered by the DIET (and supported by a team of Master Trainers) to each MLE Teacher/Shiksha Sahayak/Language Instructor in the MLE programme.

14. Reservations for training of ST candidates based on the requirement of MLE teachers may be made in the existing Elementary Teachers Training Institutions (ETTI) (DIETs/DRCs and S.T. Schools) in the respective regions of the State.

15. The current practice of grade-specific training may be discontinued and replaced by a composite MLE process based training with emphasis on language pedagogy for MLE classrooms. At least 5 to 7 days (out of the mandated 20 days of annual in-service training) be set aside for MLE training of the teachers in MLE schools.

16. For effective training of a large number of MLE teachers in the DIET, a State Level Resource Group will be created by intensive and structured training in MLE Theory, Practice and Pedagogy, which can be imparted by a team of experts. The State MLE Resource Group, in turn, can prepare the Master Trainers who will impart DIET level training to the in-service and pre-service MLE teachers.

17. The process of capacity building and training of the State Resource Group and Master Trainers can be taken up in collaboration with some specialized MLE resource institutions such as National Multilingual Resource Consortium (NMRC).

18. A Flexible Training Package with modules, units, themes, activities and resource materials (in Odia) for training and capacity building to serve as a guide to specific training activities will be developed in order to avoid distortion in transaction and transmission of training skills and knowledge base.

19. MLE programme will be implemented with an emphasis on sound pedagogic principles under the guidance of experienced pedagogy experts.

20. Pedagogy units of SCERT and OPEPA will be strengthened and support MLE programme implementation at all levels including training, preparation of textbooks and Teaching Learning Materials (TLM), classroom activities, and evaluation.

21. The pedagogy in MLE programme must seek to balance between the languages and diverse cultural practices in a manner that can effectively challenge the hegemonic positioning of some dominant languages and cultures fostering a strong sense of identity and pride in children's own language and culture. Attainment of these and other broad objectives of MLE requires a critical reappraisal of the current pedagogic practices and effective changes at the time of preparation of MLE materials.
22. The present practice of developing language specific and culturally rooted textbooks and Teaching Learning Materials (TLM) prepared in conformity to the uniform State curriculum will be continued. Separate textbooks for English will be developed for tribal learners in MLE programme.
- (a) Textbook and Teaching Learning Material (TLM) Preparation Team for MLE will consist of at least one from each of the following categories with preference for inclusion of women. (A team leader from among the first five categories is to be identified): Experienced Teachers for the Target language Community (Native speakers of the target language)
 - (b) Indigenous Knowledge holders and Community Leaders
 - (c) Folk artists, story tellers, poets, singers, writers, artisans, crafts persons, and experienced cultivators from the target language community
 - (d) Artists for textbook illustration and preparation of TLM (preferably from the target community)
 - (e) Two experienced primary school teachers from non-tribal communities including at least one language teacher
 - (f) One Education Expert from the field of curriculum, pedagogy and textbook development
 - (g) One expert on reading and language teaching.
23. Team Leaders of all the language groups or the District Team Leaders in the MLE programme will go through an Orientation Workshop on Preparation of Textbooks and TLM with focus on basic aspects of MLE, curriculum, pedagogy, language issues, cultural content and other considerations in material preparation for linguistic minority children. SCERT will be involved in this Orientation Workshop. The entire identified faculty from the DIETs (responsible for MLE material development) in the concerned districts in the MLE programme will participate in the orientation workshop.

24. The specific language teams for preparation of textbooks will meet at the District level under the supervision of the DIET faculty who may also invite other experts to provide necessary guidance. (The teams working in the district level may take the advantage of locally available resources.)
25. All the language-specific textbooks manuscripts prepared at the district levels will be centrally reviewed and compared for uniformity in curricular framework and standard in a pre-planned format reflecting the major dimensions and criteria for quality of textbooks. Some external experts may also be a part of the team of reviewers for quality monitoring.
26. The printing and distribution of the Textbooks will be decentralised to the district level for timely printing and distribution and the district will ensure that each child gets the text books in the beginning of the academic year.
27. An independent expert body will be entrusted with the responsibility of monitoring and evaluation of the MLE programme and providing necessary academic support to the teachers and other field level functionaries in the programme.
28. The DIETs will be strengthened to provide material and intellectual support to the MLE programme, to function as MLE Resource Centres and to play a major role in MLE training. SCERT will provide multiple levels of support to the MLE programme in the areas of material development, pedagogy, training, monitoring, evaluation, research and development. As a long-term plan, language-based teacher training institutes will be established preferably in the tribal districts of the State. The MLE programme will be tied up with the English Language Training Institute (ELTI) for providing training in Third Language (L3-English) to the MLE teachers.
29. Block level educational functionaries like CRCCs, BEOs, ABEOs and the district level officials like DEOs, ADEOs and D.P.Cs will be empowered and exposed to the MLE Programme for effective management of the programme in the schools.
30. A network of academic institutions like Academy of Tribal Language and Culture (ATLC), SC and ST Research and Training Institute (SC,ST RTI) and other training institutions under the SC and ST Development Department will be created by the SCERT as the coordinating body linking various State and national government and non-government organizations for promotion of MLE related activities.

31. Assessment of children's competence level in curricular and co-curricular areas and activities will be made in their mother-tongue following the mode of Continuous and Comprehensive Evaluation (CCE). Besides curricular progress, the personal-social characteristics of children such as attendance, participation, classroom interaction, peer interaction etc. will be qualitatively assessed attendance, participation, classroom interaction, peer interaction etc. will be qualitative assessed.
32. Multiple modes of evaluation/assessment such as observation, portfolios, checklists, and anecdotal records will be used in addition to oral and written assessments. Preference will be given to qualitative formative assessment and grading following the mode of CCE rather than the quantitative and summative assessment throughout the span of elementary education.
33. Cumulative school report/progress cards will be prepared in the local language and shared with parents. The assessment outcomes will be reviewed in regular cluster-level meetings in order to develop remedial measures and evaluate the impact of remedial intervention.
34. MLE programme will strengthen its research and development activities at different levels of the programme. While at the State-level research is necessary to assess the overall functioning and the impact of MLE schooling, at the cluster level, the CRCC's and the teachers will be suitably oriented to conduct action research to bring improvements and innovations into the system at the grassroots level. Cluster level Learning Resource Centres will be set up to facilitate these activities.
35. The overall impact of the Mother-tongue-based MLE programme will be externally evaluated by a national/State-level organization/agency on an annual basis to provide formative evaluation and feedback and suggest indicators of overall progress and strategies of intervention for further development.

Ordered that this will be published in Extraordinary issue of *Odisha Gazette*.

By Order of the Governor

USHA PADHEE

Commissioner-*cum*-Secretary to Government