

New Curriculum to New Pedagogy in Multilingual Context

(... a journey in Jharkhand)

Challenges of Early Years

In 2001, children of Jharkhand found a new platform to begin their journey in education. During this year Jharkhand carved out of Bihar land saw the light of the day as a new state. The state is recognized as one of the richest states of the nation not only because of its minerals, but also for its rich multilingual and multicultural diversity, which is highly favourable for children's learning. However, the state struggled till 2014 to form a stable government. It saw more than 10 Governments, 10 Chief Secretaries, equal number of Chief Justices other than being ruled by the Centre thrice. Educational activities in the state were badly affected by continuous political and administrative instability, civil unrest, shortage of educational workers in the system, poor infrastructure, corruption, and several other social issues which affected children's life in different parts of the state. Even today the state is yet to establish a full-fledged SCERT.

Even after the historic curricular renewal at the National level in 2005, the state could not aspire to develop its own curriculum and textbooks. The state continued to use the National Curricular Guidelines and NCERT textbooks till the Right to Education Act 2009 was notified. Jharkhand developed its state rules to implement the RTE Act in mid-2011. Hindi textbooks of NCERT continued to be

used in classrooms. Dropout rate continued to be high in entry classes of primary and upper primary. Difference between home languages of children and school's Hindi medium instruction created challenges for children in schools in major part of the state.

A Slow and Steady Start

In this context, it was planned after the notification of the RTE Act to formulate the educational curricula for the state using the National Curriculum Framework 2005, and also the RTE act guidelines. It was planned to develop the whole curriculum of the state from the 'child right' perspective so that 'things to be done' in every aspect would be defined in a concrete manner. It was also attempted to interpret the overall curriculum development process with greater thrust on the issue of 'equity' so that issues related to children from poor economic backgrounds, tribal children, girls, children from minority groups, and children in difficult situations are addressed on priority basis.

Serious social issues of Jharkhand including child trafficking, child marriage, child soldiers, child labour, under-nutrition, etc. were also considered in a critical way while exploring possibilities for addressing all these in education. The issue of curriculum continuum was also looked into with a view to formulating overall curriculum development from pre-primary to elementary and secondary

along with teacher education so that the focus of 'quality with equity' is maintained throughout and the 'life-cycle approach' is given due attention in the process.

Team for Educational Planning

A small group of educational workers started the process interpreting this situation as the best opportunity to nurture the key principles of the NCF 2005 in a systematic way. The guiding principles are given below.

- a. Connecting knowledge to life outside the school;
- b. Ensuring that learning shifts away from rote methods;
- c. Enriching the curriculum so that it goes beyond textbooks;
- d. Making evaluation system more flexible and integrating them with classroom life; and
- e. Nurturing an overriding identity informed by caring concerns within the democratic set up of the country.

The group, named as Team Education, believed in creating a path through education for a society which would be based on quality, equity, equality, harmony, mutual respect and cooperation for everyone's development in the society as desired in the Indian Constitution. It aimed to nurture Anganwadis and Schools in every corner of the state based on these guiding principles.

Needed a Paradigm Shift in Educational Beliefs and Assumptions

Educational beliefs and assumptions required a paradigm shift in the thought process and action to move from a teacher centered pedagogical approach to a community supported, activity based pedagogical approach as desired under the Right of Children to Free and Compulsory Education Act

(RTE) 2009. At first the team, consisting of educational workers from different parts of the state, internalized the 'why' and 'how' of the guiding principles of NCF-2005 and also familiarized the planners with the new approach through a series of consultations in different parts of the state. In this process, the team members undertook situation analyses of various crucial aspects of education in the state thereby understanding the gaps and overlaps in policy and practices. Following aspects were identified as the initial ones to be studied.

It was felt essential to identify resource agencies and resource persons from different parts of the state for creating a 'critical mass' for curriculum development. The team searched for experts from universities, research and resource institutes, civil society organisations, tribal forums, government departments, teacher education institutions, teacher unions, school *Baal Sansads*, judiciary and media.

RTE Act emphasized on whole school development for whole child development. Accordingly the team attempted to look at all facts related to mother and child care including child nutrition, health, protection, water and sanitation, education, effective pedagogical strategies, equity in education, budget and programme management. This holistic view of the system provided the team a broad insight to think and improvise the bigger picture in a systematic manner.

M-TALL *akhra*...a Critical Step in Multilingual Context

At this stage the M-TALL *akhra* (a research cell on children's languages titled Mother-Tongue based Active Language Learning), Jharkhand Tribal Welfare Research Institute(JTWRI), Government of Jharkhand with

Unicef support was set up to study the language learning experiences of children in different parts of the state. The M-TALL *akhra* undertook a state wide socio-linguistic study in all districts. The study findings clearly indicated that in every village of the 24 districts of the state, home language of children differed from the school's Hindi language in a distinct manner. The study also indicated that 96% of children in the state do not speak in Hindi at home, playground or, market. They communicate in their mother-tongues, mostly tribal and regional languages.

Teachers, without any systemic instructions for recognizing children's home languages, did not pay attention to the home language/s of children and continued pedagogical transactions in Hindi, based on NCERT textbooks from class 1. Also content of the NCERT textbooks, in spite of being rich and age-appropriate, could not relate to the context of children in Jharkhand. It was distinctly understood that children did not understand their textbooks and teachers due to difference in language, attitude and context. Their language disadvantage build up day by day. Majority of children gave up in this struggle to continue in the alien atmosphere in class 1 itself. Other than this, the traditional pedagogical methods of rote learning spoiled the spirit of the NCERT books. Like in any other state, there was no harmonization in the beliefs and assumptions of teachers and teacher educators regarding how children learn and nature of pedagogy and assessment in children's learning.

In the initial days, M-TALL *akhra* collected a wide range of local learning resources in form of stories, songs, proverbs, riddles, games, dances, toys, art and craft, dramas, etc. other than information related to science and

mathematical practices in community in more than 9 tribal and regional languages.

Duty Bearers Familiarized with RTE Guidelines and NCF Guiding Principles

A child-friendly version of the RTE Act was developed in the name of '*Shiksha Mera Adhikar Hai!*' in Hindi and 12 other languages for higher advocacy at community level. For active community mobilization across the state, around 360 professional groups and reputed writers, singers and theater groups of the state worked together to develop 112 scripts and 160 songs on RTE touching upon 12 critical educational issues including quality, dropout, child marriage, child-friendly child-centered processes, learning assessment, etc. The 360 professional theater groups demonstrated key features of RTE Act through these scripts and songs in all districts inviting community for active participation in educational dialogue at school level.

Team Education followed the approach of NCERT's curriculum renewal processes of NCF 2005 by constituting 30 Focus Groups on critical areas. This included curricular areas and also issues which created challenges in education. Following are the themes chosen for the purpose.

Focus Groups for Position Papers

Each group read the position paper/s developed at the National level other than articles and books related to the position papers. Maximum time and energy was spent on discussing the 'new approach to learning' and the elements required to facilitate learning as proposed in learning theories. Many of the papers were used from Resource Enhancement Programme (REP) of TSG, NCERT's NCF 2005 related papers, curricular papers from

Chhattisgarh, Digantar's reflections in *Shiksha Vimarsh* and other papers, Azim Premji Foundation's resources and Vidya Bhawan seminars, reports. This significantly contributed to formation of a critical mass in the state with new beliefs and assumptions. The Team also had read a lot of works of Rabindranath, David Horsburgh, J. P. Naik, and Krishna Kumar.

Team Education drafted 30 position papers interpreting everything from the child's rights perspective. A list of the Position papers is given below:

S No	Title
1.	Main Bhasha Sikhungi
2.	Main Ganit Sikhungi
3.	Main Vigyan Sikhungi
4.	Main Samajik Vigyan Sikhungi
5.	Mein Angreji Sikhungi
6.	Mein kala aur nritya sikhungi
7.	Humari Shiksha ka Lakshya
8.	Humara Aaspas aur Sikhna
9.	Hum Adivasi bacche bhi Shikhenge
10.	Hamari Balpan ki shiksha
11.	Kaam dhandhe aur meri shiksha
12.	Meri Maa ki Bhasha aur meri shiksha
13.	Hamare Shikshak Aise taiyar honge
14.	Hamara Bal Priy Vidyalay – ek parichay
15.	Hamari Sansad aur hamari suraksha
16.	Hum bhi shikhenge (Balika Shiksha)
17.	Meri Shiksha ka mulyankan
18.	Hum bhi sikhenge (CWSN)
19.	Shanti Ke liye hamari Shiksha
20.	Shakshanik technique aur hamari shiksha
21.	Hamari Shiksha ke liye vyavastha mein sudhar

22	Swasth aur Sakriy rehne ki meri taiyari
23	Aapka sahyog aur mera shiksha ka adhikar
24	Hamara Pustakalay aur padhna
25	Ek Bal Priy Anganwadi mein meri shiksha ka arambh
26	Apna Swasthya Apne Haath (a school health and hygiene education programme)
27	Samuday Adharit Bal Vidyalay ki aur...
28	Hamara Shiksha ka Adhikar aur Adhikar suraksha
29	Hum hai Bal Patrakar!
30	Aap aise hamari shiksha mein madad karenge (Performance of duty bearers under RTE)

Curriculum Focused on Children's Learning

Based on the recommendations of these position papers, Team Education organized the content and formulated curriculum documents for Pre-School Education, School Education and Teacher Education. The draft documents were reviewed and vetted by a team from NCERT in 2014-15. The beauty of these three documents was the common belief and the assumptions which were maintained throughout regarding how children learn in early years, what needs to be the nature of schooling, pedagogical processes, teacher's role as a facilitator of learning, nature of learning assessment, role of community and special learning arrangements for children from disadvantaged communities.

New Textbooks for State

During the course of time, the state Government initiated preparations for developing own textbooks using the new curricular framework in 2015-16. Resource groups were formed

through the JCERT for different subject areas. Resource persons from Regional Institute of Education RIE, Bhubaneswar and National Institute of Education, (NCERT), New Delhi also assisted in the textbook development process. The resource groups consisting mostly of teachers from different parts of the state put in a lot of efforts to develop the textbooks for children.

Personally, I was greatly touched by their hard work where they referred to curriculum documents, position papers, textbooks and other subject related resource materials from different sources and designed content of their textbooks through mutual consultations. Illustrations were done by selected teachers, who displayed great interest and creativity to depict the necessary pictures in a contextual manner. Editing, layout and designing of the documents was also done by the subject teams in-house. In this process they celebrated each part of their achievements from time to time.

Learning in own Languages in Multilingual Context

The state took a historic decision when the Governor and the Chief Minister took interest in mother-tongue based early education for children where children's home language/s differed from school's Hindi language. Under the leadership of the State Education Secretary and JCERT, the language experts from different language groups of M-TALL *akhra* developed textbooks for classes 1-2 in 5 major tribal languages including Santhali, Mundari, Ho, Kurukh and Kharia. These textbooks followed the learning theories and recommendations of the NCF 2005 in nature, content and activities. On demand of the language communities, these textbooks initially developed in Devanagari script, were later adapted in local scripts Olchiki

(script of Santhali language) and Warang Kshiti (script of Ho language) separately. The specialties of these books lie in their roots which are very much related to their local cultures and traditions.

Content and Processes of MTB-MLE

Initiation of Mother Tongue Based Multilingual Education (MTB-MLE) in multilingual context is a new step for the state. In language books, it is aimed that children take part in a wide variety of language learning activities including stories, songs, riddles, toys, skits, games, jokes, dances, etc. which represent the best of literary features of those languages. These activities would provide ample scope to each child to interact with the texts, peers, teacher and other community members and would strengthen their language learning skills.

In mathematics a lot of cultural activities have been included in the books in the form of *rangoli*, market, shop keeping or, house making to enable children discover various aspects of mathematics and thereby make them think mathematically before they engage with mathematical exercises. In Environmental Studies (EVS) children are encouraged to explore surroundings and discover beauty in diversity other than understanding basic processes.

Other than textbooks, a variety of early grade readers have been developed in the form of big books, small books and picture dictionaries. Broadly, this creates a space for active association of community members to support and facilitate children's learning processes as community teachers.

As a follow up to the textbooks in tribal languages, textbooks based on similar principles have been developed in two regional languages including Odia and Bengali. The state Government has printed these textbooks in tribal

and regional languages and teachers of the related schools have been trained for implementing the community supported teaching learning processes.

Getting Ready for Formal Learning from Pre-school Days

There is an added emphasis on pre-school learning in the state to enable children from rural context to acquire school readiness before entering primary school. Authorities of both Human Resource Development (HRD) and Women and Child Development (WCD) departments have agreed to work on a quality pre-school education learning package to strengthen the initial learning phase of children in a collaborative manner. A National Forum on 'Quality Pre-School Learning programme in Rural Areas' was organized some time back at Ranchi involving all the key players in Early Childhood Care and Education (ECCE) in India including govt. officials, resource persons from 20 National and International resource agencies.

Other than the pre-school (ECCE) curriculum the state has developed a syllabus-cum-annual calendar (*Nanhe Kadam*) for 3-6 year olds and a pre-school learning package titled *Bhasha Puliya* for 5-6 year olds for their school readiness. After a successful piloting of the *Bhasha Puliya* package in 103 Anganwadis of Ranchi, the programme is being implemented in 1200 Anganwadis of 6 districts through active cooperation of community members in

the children's learning processes.

The MTB-MLE programme bears a strong potential for demonstrating NCF 2005 in an effective manner as it satisfies all its guiding principles in an integrated manner. This is illustrated through following examples.

a. Connecting Knowledge to Life Outside the School:

The physical and learning environment of the schools is enriched very much through community contributions in a form of learning resources. The campus of school, wall depictions, school gardens, classrooms – corners, walls, roof, learning content and co-curricular activities are designed with local flavour. This makes children feel like staying in a homely environment. All interactions and pedagogical processes are carried out in mother-tongues thereby enabling children to actively take part in all activities, understand those and articulate in their own way. Community members visit schools each day to assist in children's learning processes by sharing best of their learning resources, knowledge and skills with children, thereby sharpening their interest, imagination and creative skills in all subject areas. Consequently children learn and turn storytellers, singers, dancers, players, toymakers, riddle-makers, designers, painters, and leaders from early years.

Community members assist in their creative and technical development through following resource persons.

SamooH	SamooH to do	Resources
Kathaakaar (Storytellers)	<ul style="list-style-type: none"> Tells stories to children from memory or, from story books Makes stories interesting – showing pictures, toys, enacting, using puppets, etc. Discusses various aspects of stories Answers questions that children ask Makes children think and imagine Enables children compose stories Encourages children share their stories 	<ul style="list-style-type: none"> Stories in different languages Puppets for storytelling Toys for storytelling Stories based on games Stories based on riddles

SamooH	SamooH to do	Resources
	<ul style="list-style-type: none"> • Collects storybooks from different sources and develops a small library in class/school • Nurtures a sense of appreciation for stories and storytelling in children 	
Geetkaar (Singers)	<ul style="list-style-type: none"> • Local singer sings educational songs with action, • Guides children to sing together with action • Encourages children to add new lines to songs, • Guides them compose new songs and tune those, • Compiles songs for children in class/school • Nurtures a sense of appreciation for songs and singing in children 	<ul style="list-style-type: none"> • Songs in different languages and in traditional lyrics • Songs with action, paintings, dance, education, toys/puppets and musical instruments
Chitrakaar (Painters)	<ul style="list-style-type: none"> • Draws simple figures in front of children • Encourages children to try out similar way • Appreciates children's ways of drawing • Displays children's drawing on walls at home • Guides sketching and colouring • Uses painting with stories, songs, riddles • Discusses the drawing and colouring experiences • Nurtures a sense of appreciation for painting in children 	<ul style="list-style-type: none"> • Folk art • Art with locally available colours • Art for expressing personal and social experiences for decorations and celebrations
Natyakaar (Actors)	<ul style="list-style-type: none"> • Demonstrates own dancing skills before children • Encourages children to participate in dancing • Teaches different aspects of dances • Guides individual and group dances • Appreciates children's participation and innovations • Relates to musical rhythms simultaneously • Organizes cultural events in and around school involving children • Nurtures a sense of appreciation for dancing in children 	<ul style="list-style-type: none"> • Different traditional dances – tribal, folk, modern and educational • Different musical rhythms • Work with musicians • Different cultural events
Vaadyakaar (Musicians)	<ul style="list-style-type: none"> • Plays musical instrument before children • Encourages and appreciates children's participation in singing, dancing and clapping • Guides children how to play the tunes with locally available materials and also instruments • Nurtures a sense of appreciation for instruments and music in children 	<ul style="list-style-type: none"> • Different local musical instruments –nagada, mandar, banshi, tabla, harmonium... • Different rhythms • Musical sense development

Samooh	Samooh to do	Resources
Abhinay (Actors)	<ul style="list-style-type: none"> • Encourages children to enact their interesting experiences – hat, sand play, kitchen, marriage, cultural event, mother, teacher, father, etc. • Demonstrates how to act as per their way • Appreciates self-expressions of children – individually and in groups • Promotes repeated and diverse practices to enable children acquire skills and gain confidence • Organizes events before peers and community to sharpen skills and confidence of children • Nurtures a sense of appreciation for acting in children 	<ul style="list-style-type: none"> • Acting skills • Skits on different subjects – famous writers, actors, films, theatres, historical, patriotic, issue based,... • Short films • Children’s literary development
Rachnaa (Creativity)	<ul style="list-style-type: none"> • Teacher invites writers, poets, singers, painters, etc., to class/school from time to time • They compose stories, songs, paintings, etc., in consultation with children • Children learn how to compose stories, songs, etc. • They encourage children to compose stories, songs, etc. based on their interesting experiences • They appreciate and guide them how to be writers, poets, painters, etc. • All new creations are displayed in class/school 	<ul style="list-style-type: none"> • A wide range of stories, songs, poems, riddles, toys, games, etc., for use in class/school and community • Development of resource centre in village
Khilona (Toymakers)	<ul style="list-style-type: none"> • Toymakers collect all resource materials from community • A wide range of toys are made in partnership with children in and around class/school • Children make toys with the help of toymakers from time to time • Children enjoy toy making and learning through toys • Children’s innovations in toy making is continuously appreciated • The class/school develops a small toy museum for children 	<ul style="list-style-type: none"> • Toys made out of leaves, paper, wood, clothes, seeds, stone, clay, etc.; • Toy museum for learning purposes • Regular toy melas • Toys for decoration • Books/ films on toys
Jadoogar (Magicians)	<ul style="list-style-type: none"> • Senior people from community prepare easy and interesting magic for children using locally available materials. • They come to class/school and show 2-3 magical tricks to children each week for their fun and learning • They encourage children to practice and demonstrate • Together they design new tricks 	<ul style="list-style-type: none"> • Tricks with cloth, stones, seeds, coins, threads, etc. • Also science fun activities to enhance curiosity of children

SamooH	SamooH to do	Resources
Hasyakaar (Comedians)	<ul style="list-style-type: none"> • Teacher and samooH collect a good number of stories with sense of humour • They tell stories to promote a sense of humour • They invite new ideas from children and appreciate those • They compile appropriate jokes and humour • They enact skits with humour; they draw cartoons • They nurture a culture of sharing jokes and humour 	<ul style="list-style-type: none"> • Appropriate stories with a sense of humour; • Songs with humour; • Skits with humour; • Cartoons • Books and A/V materials on humour for children
Khel (Players)	<ul style="list-style-type: none"> • Khel samooH plans a wide range of games for children so that every child gets a chance to play with others each day • Participation in games is encouraged more than winning • Children are encouraged to plan and strategize for succeeding as a team • Fair play is appreciated than winning by cheating • Khel is used to break barriers and inhibitions of each child 	<ul style="list-style-type: none"> • A number of games: indoor, outdoor, • Games with locally available materials • Games for both boys & girls
Khoj (Explorers)	<ul style="list-style-type: none"> • Teacher constitutes teams who would take children out together to enable them conduct nature studies • Children under their guidance observe different things and discuss their different aspects and names • Together they make charts for displaying in class/school as a learning resource • They also collect samples during these visits including seeds, leaves, rejected nests, roots, etc. to exhibit in their class/school. 	<ul style="list-style-type: none"> • Charts on animals, plants, seeds, flowers, festivals, vehicles, life-cycles, local haat, cultivations, cuisines, etc. • These are useful learning resources
Paheli (Riddle makers)	<ul style="list-style-type: none"> • Teacher and Paheli samooH collect riddles from different sources. • Every week they sit with children of different age groups and discuss riddles related to the theme of the textbooks. • Children think individually and together to solve riddles with fun and understanding. • Sometimes paheli samooH attempts to create new riddles in partnership with children to enable them learn how riddles are created for new things. • Innovations of children are always appreciated. • Children are also encouraged to collect paheli from parents and share • Paheli collection and creation continues to develop a store of paheli in the class/school 	<ul style="list-style-type: none"> • Riddles are age old techniques to make people think and imagine. • Every child/ person likes riddles to solve and make others think. • In the process it enhances understanding about different things and events. • Riddles bank and books

Samooh	Samooh to do	Resources
Sajawat (Designers)	<ul style="list-style-type: none"> • Teacher and sajawat samooh plan to collect and display a wide range of material from nature and community for displaying in classroom and school • They invite community members to make small equipment related to various professions • They collect natural products such as stones, seeds, dry flowers/ leaves/roots/ fruits, bird nests, etc. • They also collect story books, ancient scriptures, etc. for familiarizing children with those • A small local museum grows up continuously with these inputs and helps children learn a lot from those 	<ul style="list-style-type: none"> • Collections include small equipment related to agriculture, fishing, music, painting, natural products, stones, ancient scriptures and idols, etc.
Swatchhata (Sanitation team)	<ul style="list-style-type: none"> • Swatchhata samooh, and teacher guides each child to take care of self – eyes, nose, hair, skin, nails, ears, dress, shoes and mutual cooperation • They guide children how to use broom, dustbin, soap, water, food, and toilets and maintain those. • Together they clean campus, classroom, kitchen, and toilets and celebrate cleanliness • They use different materials from time to time, clean those after use and keep those back in designated place/s • They also share experience with parents to strengthen cleanliness drives at home. 	<ul style="list-style-type: none"> • Class/ school ensures availability and use of broom, dustbin, safe drinking water, balanced food, soap, towel, handwashing with soap, clean toilets, etc.
Swasthya (Health team)	<ul style="list-style-type: none"> • Teacher and Swasthya samooh familiarize children with balanced healthy food, exercise, healthy habits, and positive thoughts in daily life • Conduct regular health check-ups and address issues • Familiarize children with body parts and their basic functions through pictures from charts and books and also through related songs and games • Promote cleanliness, deworming, and exercises through sports and games 	<ul style="list-style-type: none"> • Charts and books related to children's health and healthy habits; • Interaction with health workers; • Songs, Stories and games.

Samooch	Samooch to do	Resources
Poshan (Nutrition team)	<ul style="list-style-type: none"> • Teacher and Poshan Samooch plan for balance in the daily diets of children both at home and class/school. • They guide parents of children how diets can be planned, and balanced using locally available resources • They familiarize children how balanced food helps them to be strong and healthy. • They also supplement through healthy habits and regular games to enable children practice thee and grow healthy. 	<ul style="list-style-type: none"> • Charts and books related to children's nutrition and habits; • Stories, songs, games, riddles, skits to familiarize children with food values, and concepts of balanced diet.
Suraksha (Protection team)	<ul style="list-style-type: none"> • Teacher and Suraksha samooch design detailed strategies for protecting the mental, physical, psychological and social aspects of every child. • They familiarize parents and community members about what to do and what not to do • They strive together to create a child-friendly class/school, homes and society for children • They design charts and posters on what to do and what not to do for display in class/school and community places. • In case of violation of protection of rights of any child, they discuss together and plan to address the issue and preventive strategies. • They encourage and familiarize children to take care of themselves individually and collectively. 	<ul style="list-style-type: none"> • Charts and books related to children's safety and protection • Information and strategies available for protecting every child's mental, physical, psychological and social aspects. • Dos and Don't s for children

Source: MTB-MLE approach, M-TALL *akhra*, JTWRI, Govt. of Jharkhand

b. Ensuring that Learning Shifts Away from Rote Methods:

Content of textbooks creates scope for each child to take part in a range of learning activities each day with the support of teacher and other community members. The hands on and minds on activities encourage children to observe, think, learn and apply own skills individually and collectively to create self-knowledge and skills. This process of socialization and knowledge/skill acquisition are key to the constructivist learning desired as per the NCF 2005. MTB-MLL provides the best scope for practicing constructivism in a rich manner. Textbooks work as guidebooks for

teachers to use the content in a creative manner and facilitate various learning activities as desired in different subject areas. Learning shifts away from rote methods significantly.

c. Enriching the Curriculum so that it Goes Beyond Textbooks:

Learning through the MTB-MLE curriculum guides, the learners go beyond the textbooks and touch the wide horizons of learning in different subject areas as they experience the best of knowledge and skills of their school and community through the above resource groups and their expertise. In this process they discover the beauty of concepts in different subject areas and experience the joy of

learning. This is much more meaningful and enriching for the learners than the learners memorizing facts and information in a mechanical manner. The more they explore, experience and discover the meaning out of their environment, culture and community thoughts, the bigger and sharper they grow as learners, thinkers, creators and leaders. They start taking higher interest in further explorations, thinking and applications to find more meaning in life and society. Textbooks as guidebooks assist in igniting their thoughts and imaginations whereas the pedagogical processes sharpen their knowledge, skills and abilities to apply their thoughts and ideas to address issues around for a meaningful change. This process of learning is a core necessity of the 21st century learning, which centers on these aspects very much.

d. Making Evaluation System more Flexible and Integrating them with Classroom Life

In the MTB-MLE curriculum learning assessment remains an integral part of the pedagogical process which reflects the nature of planning, preparation, observation, consultation, cooperation, creation and learning outcomes of the participants in the teaching learning process. The participants include children– the learners, teachers-facilitators of learning processes and community members- the catalyzers who take learning to new heights. The mutual cooperation and collaboration among these participants through the above mentioned processes help each one know effectiveness of their role and functions. When the above processes turn meaningful, the learners acquire desired knowledge, skills, interest and attitudes; the teachers find their own pedagogical plans and effective and efficient processes; and the community

resource persons feel valued and meaningful for children. This also provides regular feedback to all the concerned to understand emerging issues at each level and thereby design appropriate strategies to address those through mutual cooperation.

This approach to assessment does not center on paper pencil tests to measure how much the learner has memorized and produced, but it measures the depth of understanding and range of application of skills of the learners with their interest and abilities to grow as creative and technical personalities and also leaders. These skills get them ready as young professionals in a wide range of areas from young age and give them hope and confidence that they have learnt something meaningful in life which they can apply in the area of their own interest. This approach provides them a great scope to prepare for life and society.

e. Nurturing an Overriding Identity Informed by Caring Concerns within the Democratic set up of the Country

This approach to learning provides a different world view to all the partners of learning. In this collective learning process, every person feels valued – the learners, teachers and community resource persons. The learner realizes that teachers and community resource persons play a guiding and facilitative role in systematically creating an appropriate learning environment and conducting a variety of learning processes with a lot of love and care for their children.

Teachers feel that community resource persons bring in a lot of knowledge and skills to the learning platform which through the eyes, minds and hands of children find new meaning and carry stronger potential for future

society without any fear of perish. Day by day they realize that children are the best of learners in the world and every child can grow to full potential. They feel highly privileged being teachers, who work with the genius minds and creative hands.

Community resource persons derive great pleasure and pride for being recognized by the school and children. They give their best to share their best of resources in the form of plethora of resource materials, experience and expertise. Their intensive engagement in teaching learning processes motivates each child to take part in the learning activities as actively as possible. Their keen involvement and thereby acquisition of their new knowledge, skills and interest to apply those gives great hope to the community resource members who feel honoured and valued for their rich tradition and culture. Through the active hands and creative minds of their children they foresee a rich future ahead for their tradition and cultures.

Each of them starts admiring the others. These relations and processes get strengthened in school and society, it turns more democratic, inclusive and learning supportive. A healthy culture always aspires to inculcate these elements in the social development process. The Indian Constitution stands on the key pillars of equality, liberty, justice and fraternity, which are very well nurtured in these pedagogical processes.

Children's Learning under MTB-MLE

The MTB-MLE programme is being implemented in around 1000 schools of 10 districts of the state where majority

of children speak in these tribal and regional languages. These schools now value the richness of multilingualism as every month they discover hundreds of stories, songs, riddles, paintings, toys, games, jokes, dance rhythms, designs, patterns, and skits in different languages with high level of creativity, sensitivity and literary benchmarks. By travelling across the creative world of these literary and technical creativity children pick up the techniques behind their creation.

They also start applying their creative and technical skills to create similar and better outputs with new generation skills. These early grade learning skills are the most essential skills in a person's life and bears high potential or designing a society based on equity, liberty, justice and fraternity. An important objective of the MTB-MLE is to strengthen the language learning skills in mother tongues of children, which enables them to pick up the structures and vocabulary of Hindi and English in a phased manner in late primary classes. This pedagogical approach of bridging home languages with school's languages is scientific, systematic and efficient for enabling all children learn well.

This long journey from new curriculum to new pedagogy in multilingual context has turned out a pathfinder for pedagogic thinkers and practitioners. In the Indian context, many policies and plans in education have not provided specific, measurable, achievable, replicable and timely results because of lack of consistent, collective and resilient efforts and poor community participation. Here is a holistic working model that provides some hope for children and their education.