

**“OUR CHILDREN.  
OUR TEACHERS.  
GROWING  
TOGETHER.”**

**10 Years of  
Redefining  
Education**







**“Education for the community,  
by the community.”**



**muktangan**  
learning & growing together





# Muktangan: a dream unfolding

"In 2003, all that existed was a dream to demonstrate to the world that it is possible to provide school programs that excite children and their families.

From the beginning, its success has grown out of the commitment of the community, not only those it is serving but also those with a desire to serve. At every point in Muktangan's growth, individuals & organizations have worked together to make the vision a reality.

We have created this 10th anniversary booklet to tell the Muktangan story to all those who have been part of the journey and to others who may be inspired to join the Muktangan family in future."

Elizabeth Mehta  
Founder of Muktangan



## Mission

To evolve sustainable, replicable inclusive models of quality child-centred teacher education and school programmes in partnership with marginalized communities and to implement them in the larger system.

## Vision

An inclusive, empowered world in which we all live in harmony with freedom of expression, respect and integrity.

“The principal goal of education in the schools should be creating men and women who are capable of doing new things, not simply repeating what other generations have done; men and women who are creative, inventive and discoverers, who can be critical and verify, and not accept everything they are offered.” – Jean Piaget





# EXECUTIVE SUMMARY

As India advances economically, the system within which our children are educated must also progress. Here in Mumbai we face particularly profound challenges in the light of rapid urban growth, rising population levels and persistently high levels of deprivation. Furthermore, the difference in quality between public and fee-paying schools continues to diverge, despite attempts by governments to improve the quality of schooling for our poorest children. Whilst positive steps have been taken, for example the Right to Education Act, core elements such as curriculum, teaching styles and quality of resources remain in need of improvement.

Muktangan was founded in 2003 as a sustainable solution to the problems faced within marginalised communities, by simultaneously providing both teacher and child education. We are an NGO whose holistic approach has proved fundamental to our sustainability and relevance. Children enjoy a developmentally appropriate curriculum, low student-teacher ratio and are constantly encouraged to be active learners. Our curriculum promotes the construction of knowledge by the children themselves, rather than passive rote learning. Facilitating this



process are the Muktangan teachers, trained within our teacher education centre. We enable adults from the local “communities” to become the Change Makers, empowering them to become confident, accomplished and effective teachers. We continually develop our teacher education programme; moving forward we are transitioning from a one year-long teaching programme to a more comprehensive three-year programme.

We strive to be at the forefront of effectively fulfilling national and state-mandated policy. This is particularly evident in relation to inclusion, assessment, active child-centred learning and educational quality. The Muktangan Educational Resource Centre is their proven experience and expertise in making the local government run schools to other government, non-government and private schools and teacher education institutions. Our influence thus flows beyond Mumbai; for example, in partnership with UNICEF and the Maharashtra Government,



we have conducted monthly workshops for the training of master trainers, who then go on to train thousands of teachers across Maharashtra. In addition, our year-long training programme enabled us to share our expertise with another 19 NGOs from across India, inviting them to train with us as interns within our teacher education faculty. Our teachers have also conducted workshops in 15 Mumbai colleges for second year D.Ed students and faculty.



As of 2013, Muktangan spans 7 English-medium Municipal schools, catering to over 2,400 children taught by over 350 teachers. This growth is thanks to to our excellent relationship with the Municipal Corporation of Greater Mumbai. We continue to flourish, adding an extra standard annually. This year, we will reach standard 10 in our original school.





# THE NEED FOR CHANGE

India's youthful population intensifies the urgency of education reform. Despite recent attempts to improve the public education system, several core problems persist. Schools in urban areas are overcrowded and under-resourced, pedagogy and curriculum are slow to react to competition within the global education market, bureaucratic structures constrain all elements of schooling, gender inequality persists, and training programmes are failing the teachers they seek to empower.



During her 40 years of experience at all levels of school education in India, our founder Elizabeth Mehta experienced first-hand the issues that are being inadequately addressed within the mainstream educational system. Population growth intensifies the student-teacher ratio, particularly in urban areas, creating an environment in which the teacher cannot adopt an effective child-centred approach. Multiple hierarchical bureaucratic structures seeking to manage a megalithic system have damaged teacher autonomy and motivation further, whilst attempts to improve quality made the structures more complex.

Curriculum delivery is far from being inclusive of children with special learning needs and tends to be exclusive of ALL children as the delivery is difficult to individualise. Children are not often viewed as active learners but treated as passive receivers of a pre-determined syllabus. Learning has become an isolated activity whereby children fail to link new knowledge to their everyday lives. Classroom environments often reflect this: resources are not readily accessible to children, furniture arrangements are inflexible and teaching aids are sparse.



*Elizabeth Mehta, Founder*



Pre-service teacher education often focuses on the didactic delivery of a pre-determined syllabus rather than training teachers to support children in their individual processes of learning. As a result, there is little sensitivity in the classroom to the individual potential and aspirations of children. There has also been a failure in the linking of pre-service and in-service training, with the latter often completely absent.

These deficiencies within the system have had a profoundly negative effect on the learning outcomes of children, particularly in reading and arithmetic.

*“Half of all children in Standard 5 cannot read Standard 2 level text. 40% of Standard 5 students cannot correctly solve a 2-digit subtraction problem with borrowing.”*

*The ASER Report 2011*

It was clear that changes were needed within the school education system. Muktangam became the Change Maker in 2003.



# MUKTANGAN BEGINS TO GROW

The Mukhtangan journey began in early 2003 with the opening of our first school in the Worli area of central Mumbai. Within this marginalised community, we trained local people to teach local children. With the support of the MCGM and the enthusiasm of the local community, this school has flourished and opened the door for our expansion.



Muktangan recognises that both the teacher and school systems impact learning outcomes, not either component in isolation. These systems comprise many elements including type of leadership, curriculum, parent-teacher-child interactions, and patterns of decision making, assessment and financial systems. Making positive change in one aspect often makes little difference. Therefore Muktangan adopts a 'whole systems' approach whereby multiple interacting systems are reviewed simultaneously; distributed leadership is practiced within reflective forums, our curriculum is child-centred, learning is active and inclusive whilst we promote democratic relationships, beginning with the teacher and child.

Muktangan began as a 'green field' project in order to avoid the resistance which may have been faced within well-established schools with deeply embedded modes of functioning. Most alternative education models had been created in the high-fee private sector, yet 72% of the population accesses the government school system. Therefore it was essential that our model worked within the mainstream school system if it were to make a long-term impact. Our invaluable partnership with the Municipal Corporation of Greater Mumbai (MCGM) began when, due to a lack of available space in the local area, six classrooms were rented in the local Globe Mill Passage (GMP) Municipal School. The MCGM were thus able to observe and understand the Muktangan curriculum and child-centred methodology in the preschool. Within six months, the community witnessed the development of their children's natural curiosity and confidence, in contrast to the children who attended other schools. They became firm supporters and demanded more.



In 2004, the MCGM responded to the demands of the community and, under a public-private partnership, invited Muktangan to establish an English-medium primary school in the same municipal school as our preschool. Crucially it was also mandated that the school would grow by one standard every year until standard ten is reached. With our future secure we were able to expand teacher education, incorporating training in the primary pedagogical processes that were simultaneously being researched in the classrooms.

In 2007, we followed the request of the MCGM and established six more Muktangan English-medium schools within existing MCGM school buildings. Our new schools would also grow by one standard per year. This growth was not planned but organic; we were given the opportunity to expand in the MCGM schools and we grabbed that opportunity to prove that our original model could be replicated.



Alongside our relationship with the MCGM we have also developed many important relationships with NGOs. Some of whom had earlier requested that we train local women on their behalf in order to set up their own "balwadis" (kindergartens). By 2009, our experiences with NGOs led to a ten-month Trainer of Trainer Programme (TOT), lasting four days per month. Nineteen NGOs from all over India participated.

As of 2013, our first pilot school has reached Standard 10, whilst our additional six schools have reached Standard 6.

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## Milestones of our journey so far...

Academic Year	Milestone
2003-2004	<ul style="list-style-type: none"> <li>• Muktangans first batch of 7 pre-school teachers trained</li> <li>• Started first pre-school with 7 teachers and 90 students in Globe Mill Passage Municipal School</li> <li>• Community demands extension of Muktangans preschool methodology into a Municipal Primary School</li> </ul>
2004-2005	<ul style="list-style-type: none"> <li>• Under a Public-Private Partnership, the Muktangans Municipal English-medium Primary is set up starting with Standard I and growing up to Secondary with STD 10 by 2013-2014</li> </ul>
2005-2006	<ul style="list-style-type: none"> <li>• Muktangans model of preschool replicated in a second government school</li> </ul>
2007-2007	<ul style="list-style-type: none"> <li>• Special Educational Needs Department created to support Muktangans philosophy of inclusion</li> </ul>
2007-2008	<ul style="list-style-type: none"> <li>• At the request of the Municipal Corporation, six more Muktangans preschools started, to be grown from kindergarten to STD 10 by 2017</li> <li>• Provided training and collaboration to 3 NGOs who start 10 preschools using Muktangans methodology in communities served by them</li> </ul>
2008-2009	<ul style="list-style-type: none"> <li>• Five Muktangans community teachers trained as Faculty to assume leadership of our schools</li> </ul>
2009-2010	<ul style="list-style-type: none"> <li>• Representatives from 19 NGOs across India complete Muktangans Trainer of Trainers Programme for implementing the educational model through teachers in their schools</li> <li>• Under the UK-based ARKs School Leadership Training Programme, newly launched in India, Muktangans chosen as a model residency school for trainees Three Muktangans teachers chosen in the first cohort of 12 trainees to undergo their two-year leadership programme</li> </ul>
2010-2011	<ul style="list-style-type: none"> <li>• Muktangans chosen by a Giving Circle of 10 philanthropists, set up by Dasra for a significant grant stretching over three years to formalise and document its Teacher Education programme to impact mainstream teacher and school education across the country</li> <li>• Induction of new faculty over 6 new Departments in the Teacher Education Centre</li> <li>• Conceptualised Curriculum Framework for Teacher Education Programme in line with the National Curriculum Framework for developing Muktangans three-year modular Diploma in Elementary Education</li> </ul>
2011-2012	<ul style="list-style-type: none"> <li>• Nine community trainee faculty appointed from the Muktangans trained teachers</li> <li>• Completed documentation and pilot-testing of the TE Foundation (first) Year Course modules</li> <li>• Pedagogical workshops (on constructivism and active learning) conducted with 15 D.Ed Colleges for their trainees and faculty</li> </ul>
2012-2013	<ul style="list-style-type: none"> <li>• Ten additional community trainee faculty appointed</li> <li>• Five more departments created in Teacher Education Centre</li> <li>• Strategies developed for supporting learning disabled students through their Board Examinations</li> <li>• Teacher Education Year 2 Modules pilot-tested and documented</li> <li>• In partnership with UNICEF and the Maharashtra Government, trained master trainers who in turn train 10,000 teachers sharing our constructivist approach to education</li> </ul>
2013-2014	<ul style="list-style-type: none"> <li>• Pilot school reaches STD 10 completing our curricular expertise from Kindergarten to STD 10</li> <li>• Pilot secondary school methodology shared with our 6 other schools which have reached STD 6 on their way to STD 10 in 2017</li> <li>• Socio-Emotional Department set up to focus on our commitment to the all round development of children and teachers</li> <li>• Completing the documentation and pilot-testing of the Teacher Education Year 3 modules</li> <li>• Long-term advocacy and outreach strategies are being developed based upon discussion/small scale interventions with the State/Municipal systems and non-government organisations</li> </ul>





# THE SOUND OF MUMBAI

Music is a key component of our curriculum. A documentary film 'The Sound of Mumbai – A Musical' that has won plaudits internationally told the story of the journey of our children from their humble homes to their performance in a prestigious auditorium conducted by an Austrian conductor specializing in children's choirs.



# REDEFINING EDUCATION

Muktangan has developed an alternative model of inclusive, child-centred, community-based education within the mainstream education system itself. We pride ourselves on providing a developmentally appropriate curriculum which is underpinned by a constructivist approach whereby children and teachers are encouraged to formulate knowledge for themselves rather than rote learn.



# Muktangan's Five Pillars

<b>ACTIVE LEARNING</b>	<b>COLLABORATION</b>	<b>EMERGENT LITERACY &amp; NUMERACY</b>	<b>DEVELOPMENTALLY APPROPRIATE CURRICULUM</b>	<b>FORMATIVE ASSESSMENT</b>
Children, trainees and teachers learn through active exploration	Children, trainees and teachers learn the contemporary skills of effective team work	Children, trainees and teachers learn to read, write and compute in personally meaningful ways	We offer learning experiences appropriate for the learning level of each child, trainee and teacher	This reveals the development level of each child, trainee and teacher in each curricular area

Whilst most government schools do not question the philosophies on which the education system is built, Muktangan has been built upon carefully considered principles. We firmly believe that it is essential to any organisation that they have a set of clearly defined foundational beliefs. Ours are represented by our five pillars. Every aspect of Muktangan, from training to teaching to self-evaluation rests upon these five tenets. They are at the centre of what we do.

## OUR PEDAGOGICAL APPROACH

In Muktangan, we support each child in a personally meaningful manner, thereby adopting a 'constructivist approach'. This philosophy rests on the assumption that knowledge is constructed by the individual; this is how we make sense of the world. It is not enough to simply be told by others about our world during a process of rote learning. We must construct our own understanding, opinions and knowledge. This can only be done by empowering active learners, by encouraging children to question everything and by adopting reflective practices.

Muktangan follows the state curriculum but implements it in an innovative way. The 'plan-do-review' approach is central to our constructivist methodology for the teaching of both children and adults. It encourages logical, active thinking, followed by the fulfilment of each individual's ideas and decisions. They are then encouraged to reflect on what they have achieved.

'Circle Time' is the second foundation of the Muktangan constructivist approach, symbolising equality amongst both children and teachers. Children are encouraged, through games, to construct their own value system, tackle discipline issues in a collaborative manner and formulate rules through consensus. This process aids socio-emotional development along with a feeling of belonging. The circle is symbolic of Muktangan's inclusiveness.

Great stress is placed on the emergence of literacy in a meaningful manner. Children are encouraged to express themselves during periods of independent writing. Spellings, that they are not familiar with, are invented by the children based on their knowledge of phonic rules. It has been our experience that the children themselves later have a desire to use more conventional spelling as they get older. Too much emphasis on correcting mistakes in the early years destroys the confidence of children. We prefer to sustain their enthusiasm by recognizing effort rather than correctness at this formative stage. Lessons from the language textbook are converted into story charts by the children, whilst mind maps are developed in other subjects.

All teachers participate in daily planning meetings with a trained faculty member during which the curriculum is planned in light of the observed learning needs of individual children. The outcomes of these meetings are fed back by the faculty into the pre-service training curriculum and also become the basis of further needs-based professional development during vacations. This enables teacher education in Mukangan to become truly integrated; pre-service with in-service!



*"He or she teaches the basic steps, shares cultural traditions, and organizes the production, but even the youngest dancers must bring themselves to the dance and give the art form life".*

*Gagnon & Collay 2006, Constructivist Learning Design*

## THE CLASSROOM ENVIRONMENT



Our innovative classroom layout enables space to be used in a more flexible manner. Children sit in three circles; each with their own teacher, blackboard and resources. Teachers and pupils sit at the same level on either stools or the floor. This emphasises partnership over competition. Small group sizes enable us to offer greater support to all children at a developmentally appropriate level, thus developing their confidence. Small group sizes also enable teachers to engage in one-to-one interactions with their students. We never need to combine classes when a teacher is absent; we just enhance the size of the groups. Whilst we believe that young children benefit from working in heterogeneous small groups, our classroom-based research shows that homogenous grouping is more effective as the children get older.

Throughout the day the furniture can be quickly stacked and the space used for different activities. Everyone's bags and shoes are put on shelves in the passage at the beginning of the school day. Cleanliness within the classroom is highly important as many activities require teachers and children to sit on the floor. All resources and stationery are provided in an accessible manner in different curriculum related areas in the classroom. The children willingly collaborate to take care of the classroom arrangement and resources in a responsible manner and ensure things are kept tidy.





# MUKTANGAN PARTNERSHIPS

Our work is always collaborative and 'Growing together' is at the core of what we believe; central to our journey as an organisation, to our students, teachers, faculty, communities and our work with, and for, external organisations. Our partnerships help develop and deliver our student and teacher education while allowing us to build our own capacity, grow and share our knowledge with others.

# OUR PARTNERSHIPS

## Government Partners

For running their schools and teacher education:

- Municipal Corporation of Greater Mumbai (MCGM)
- UNICEF
- Maharashtra State Council of Education and Research Training (MSCERT)

## NGO Partners

Availing of our educational support and training:

- Aga Khan Education Services, India
- Educo India, Ireland
- Foundation for Mother and Child Health (FMCH), Mumbai
- Can Kids Kids Can (CKKC), Mumbai
- Apne Aap Women's Collective, Mumbai
- Chip Mumbai, Mumbai
- Reality Cares, Mumbai
- Bombay Community Public Trust (BCPT) and Tata Interactive Services (TIS) for their interactive English language teaching aid for vernacular medium government schools

## Academic Institutions

Collaborations with:

- National University of Educational Planning and Administration (NUEPA), Mumbai, to conduct sessions at conferences and seminars
- Nirmal Niketan College of Home Science, Department of Human Development; Tata Institute of Social Sciences (TISS) to place post graduate students for Research and Internships
- University of Oxford and the American India Foundation to provide us with interns and Fellows
- 15 Teaching Training Colleges based in Mumbai, for whom we conducted workshops on education.

## Partners in School Leadership and Innovation

- Absolute Return for Kids (ARK), London, UK
- India School Leadership Institute (ISLI), Mumbai
- Schools and Teachers Innovating for Results (STIR), London, UK

## School Partnerships

Overseas:

- North Liverpool Academy, Liverpool, UK
- St Andrew's CE High School for Boys, West Sussex, UK
- Lycée International of St Germain-en-Laye, France
- Ermitage International School of France, Paris, France

Local:

- American School of Bombay, BKC, Mumbai
- Bombay International School, Malabar Hill, Mumbai
- Dhirubhai Ambani International Schools (DAIS), BKC, Mumbai
- Aditya Birla World Academy, Mumbai
- Shishuvan School, Mumbai



## Holistic Education Partners

### Music

- National Centre for the Performing Arts (NCPA), Mumbai for offering cultural exposure and enrichment to teachers and children
- Mehli Mehta Music Foundation for the development of in-house music teachers
- The Stop-Gaps Cultural Academy for training the children's choir
- Bombay Chamber Orchestra (BCO)

### Physical Education

- Magic Bus, Mumbai
- Red Dust India Foundation, Mumbai

### Other Cultural Partners

- The British Council, Mumbai
- Teacher exchange visits between UK and our schools
- British visitors to conduct cultural workshops in our Schools
- Create Foundation, Mumbai, for inviting Muktangan students to perform on stage with them and by helping develop music and theatre in our schools

### Partners for Children with Special Educational Needs

- Ummeed Child Development Centre, Mumbai
- Maharashtra Dyslexia Association, Mumbai

### Partners for Programmatic Support and Capacity Building

We have been helped to grow by:

- Dasra, Mumbai
- Maitri Trust UK, Scotland
- GiveIndia, Mumbai
- United Way of India, Mumbai
- Atma, Mumbai

## Corporates, Philanthropists and Foundations

We are grateful to the many individuals and organisations that have supported us since 2003. Without them we would not be so far on our journey to better schooling for all.

### Expatriate Community Partners in Mumbai

Helping us by volunteering, donations and advocacy:

- British Business Group (BBG)
- Mumbai Connexions
- Hopping Bunnies

### Rotary Clubs in India and Abroad

- Rotary Club of Queens Necklace
- Rotary Club of Peninsula
- Rotary Club of Bombay Midtown
- Rotary Club of Bombay North
- Rotary Club of Detroit
- Rotary Club of Worli

Without our partnerships we would not be here ten years into our journey.  
We are truly grateful for their support.



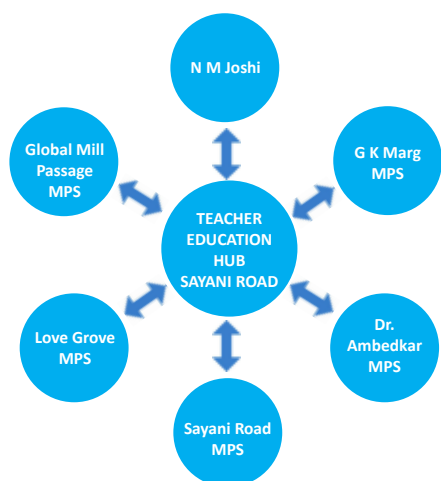
# TEACHER EDUCATION PROGRAMME

The traditional view of teachers sitting on benches in rows being told in lectures that children need to learn through active exploration leaves much to be desired. How can they achieve this once they become teachers if they have never experienced active exploration themselves during their own education?



Many commissions investigating the status of school education in India have consistently stressed the need for community-based education. This links formal knowledge with community knowledge and experience, thus increasing “the relevance of education as well as the quality of learning” (National Curriculum Framework for Teacher Education, 2009). Muktangan’s approach of “Education for the Community, by the Community” is in line with these recommendations.

Muktangan operates an in-house teacher education programme which develops the skills of local people from marginalised communities, predominantly women. This arrangement is highly sustainable and largely self sufficient; local children taught by local teachers, taught by local trainers. Muktangan’s trusted reputation within the local community means that many apply for the teacher education programme. Some advertising is done with the distribution of leaflets within the community but word of mouth is paramount.



### The ‘Hub & Spokes’ Model

Our model follows the ‘Hub and Spokes’ approach whereby the Teacher Education Centre, based in one school, is the ‘Hub’ whilst the remaining schools are the ‘Spokes’. We are currently transitioning to a three year, nationally accredited teacher education programme. (See chapter: The Way Ahead)

The application process itself entails a Basic English assessment, at which point around 40-50% of candidates are eliminated from the process. Those remaining then complete group tasks and a personal interview. From this, trainers are then able to select those most suitable for induction into Muktangan’s unique approach. The Teacher Education Centre itself is housed above one of our schools. Trainees are taught by in-house Muktangan staff, ensuring that Muktangan’s unique educational philosophy is passed on to new teachers, along with other approaches.

Within the year-long Teacher Education Programme trainees also undertake an internship of eight months, during which they select two children for intensive observation. Based on observations made within the first month of their internship, trainees each select one child performing at an average or above average level and a second who they have observed to be making slower progress and who may even have a specific learning disability.

The trainees meet weekly in small tutorial groups which includes a faculty member. They consider their observation findings in relation to published research within the field of child development. This process heightens trainees’ sensitivity to individual differences and also keeps the faculty in touch with pedagogical development within the classroom. Based on their observations the trainees are helped to design and implement learning experiences appropriate to the children they have been observing. At the end of the year each trainee produces a case study detailing the children’s development.

Once our trainees become teachers, their education does not stop. Integrated in-service training maintains teacher motivation and growth through ongoing faculty support in classrooms, daily planning meetings with professional teacher educators and continuing English language classes. External and internal experts also conduct need-based workshops during vacations for six weeks annually.

### Within our teacher education centre, we are institutionalising the following departments:

- Education. Including child development & psychology
- Language. Including first, second and third languages
- Mathematics & Science
- Social Studies
- Learning Resource Group. Focussing on inclusion
- Holistic Education. Including physical education, creative arts and performing arts
- Library science and Information technology



# OUR COMPLIANCE WITH KEY GOVERNMENT POLICIES

Muktangan strives to be at the forefront of effectively fulfilling national and state-mandated policies. We are particularly proud of our approach to inclusive education, child-centred learning and comprehensive continuous assessment. We endeavour to deliver the national state curriculum effectively and with excellent results, whilst continuing to develop our own unique pedagogy to ensure children remain curious, questioning and able to solve problems while teachers are inspired and enabled to continue the developing cycle over generations.



## INCLUSION

Right to Education, 2009

Inclusion is first and foremost a holistic philosophy to which we adhere. It ensures that all children and all teachers are included at all levels of Mukangan. Nobody should feel left out.

Inclusion is essential within a free society and is highlighted by key supranational bodies such as the United Nations. In 2009, the Right to Education Act made it a right for all children to have access to free and compulsory school education between the ages of six to fourteen, thus including those children with a disability.

Muktangan schools have long addressed the learning needs of all children regardless of disability within mainstream government schools. Our Learning Resource Team supports teachers in their interactions with those children who may require extra support.

United Nations  
Convention on the  
Right of Persons with  
Disabilities. Article  
24: Education

States must ensure that "Persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live."

The goal of this is "The full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity. .. Enabling persons with disabilities to participate effectively in a free society".

## CONTINUOUS AND COMPREHENSIVE EVALUATION

Right to Education, 2009

Each day Mukangan teacher's record observations related to one child in different aspects of the curriculum. Therefore in one month, by rotation, they are able to cover all of their children. These records then become the basis of qualitative reporting at the end of each term. For this final reporting, the teacher answers the following questions for each of the subjects studied by the child, which are then shared with the parents in individual thirty minute meetings.

What new things has the child been able to achieve this term?

What would be the next stage in his/her progress?

How am I as a teacher helping him/her to move to this next stage?

## 30:1 STUDENT: TEACHER RATIO

Right to Education, 2009

Whilst the Right to Education Act sets 30:1 as the optimal student-teacher ratio, Mukangan currently has a 15:1 average student-teacher ratio. Maintaining a low student to teacher ratio is absolutely essential to enabling teachers to provide the tailored educational experience that our students deserve. It also allows teachers to complete detailed observations on each student, which is essential to meeting the individual needs of the child and also to the continued development of our approach.

## NO CAPITATION FEES OR SCREENING PROCEDURE

Right to Education, 2009

We take no fees of any kind from our students and no screening is done at time of admission. Mumbai has a high cost of living and our students' families are low-income households on the fringes of society.

## HOLISTIC DEVELOPMENT OF THE CHILD

Right to Education, 2009

Muktangan strives to ensure the fullest all-round development of every child. In order to achieve this, Muktangan established the Holistic Education Department. Alongside classroom academia we place a strong emphasis on the socio-economic wellbeing and development of our children. Our holistic education programme offers the children the opportunity to explore and develop their interests in the fields of the creative and performing arts, music, theatre, dance, art, craft and sports. Our partnerships with other agencies are integral to this.



### ACTIVE, CHILD-CENTRED LEARNING

Right to Education, 2009

The training faculty is using the intellectual space offered within our new second and third year optional modules in core curricular subjects to explore, how the state syllabus can be implemented in a constructivist way. This will enable children to learn actively and develop their own independent thinking capacity. We would then be in a position to demonstrate how this can be done

through in-service training of mainstream teachers. This is indicative of our emphasis on the learning community growing together. It also facilitates cross-participation between different faculties which is an excellent opportunity for the sharing of knowledge within Muktangan.

## National Curriculum Framework 2005

"The teacher's own role in children's cognition could be enhanced if they assume a more active role in relation to the process of knowledge construction in which children are engaged...encouraging children to answer in their own words and from their own experiences, rather than simply memorizing and getting answers right ...are steps in helping children develop their understanding."



### QUALITY EARLY CHILDHOOD EDUCATION

National Plan of Action for Children, 2005

The provision of Early Childhood Care and Education for the most vulnerable and disadvantaged children is the first goal stated in the Dakar Framework of Action to which India is a signatory. This framework outlines strategies for the implementation of Education for All (1990). The Maharashtra Minister of Education, Dr Rajendra Darda, has stated that pre-schooling will shortly become a part of school education in the State. Muktangan is already well known for its well-researched extensive work in the area of pre-school education. We have a fully tried and tested model, as demonstrated within our pre-schools and we are currently pilot testing extensive training material. With imminent change in both national and state policy, more and more opportunities will present themselves for us to offer this expertise to the mainstream system.



## SCHOOL LIBRARIES AND COMPUTERS

National Curriculum Framework, 2005

In order for the school library as outlined within the National Curriculum Framework 2005 to become a reality within schools, there will be an urgent demand for the training of school librarian with computer expertise. It is also essential that a school librarian is first and foremost a trained teacher if they are to instil a passion for reading amongst our students. Our librarians are already well trained in the technical aspects of librarianship. We are now integrating school librarianship modules with computer training in order to prepare our trainees for all aspects of librarianship. Our second and third year school librarianship modules within the Teacher Education Programme will provide internship opportunities to those teachers aspiring to become school librarians. Our librarians undergo training in the art of story-telling as well as how to create a more child-friendly environment in order to encourage reading.



National  
Curriculum  
Framework  
2005

“The school library should be conceptualized as an intellectual space where teachers, children and members of the community expect to find the means to deepen their knowledge and imagination. A system of cataloguing books and other materials available in the library needs to be developed so that the children can become self-reliant library users.”

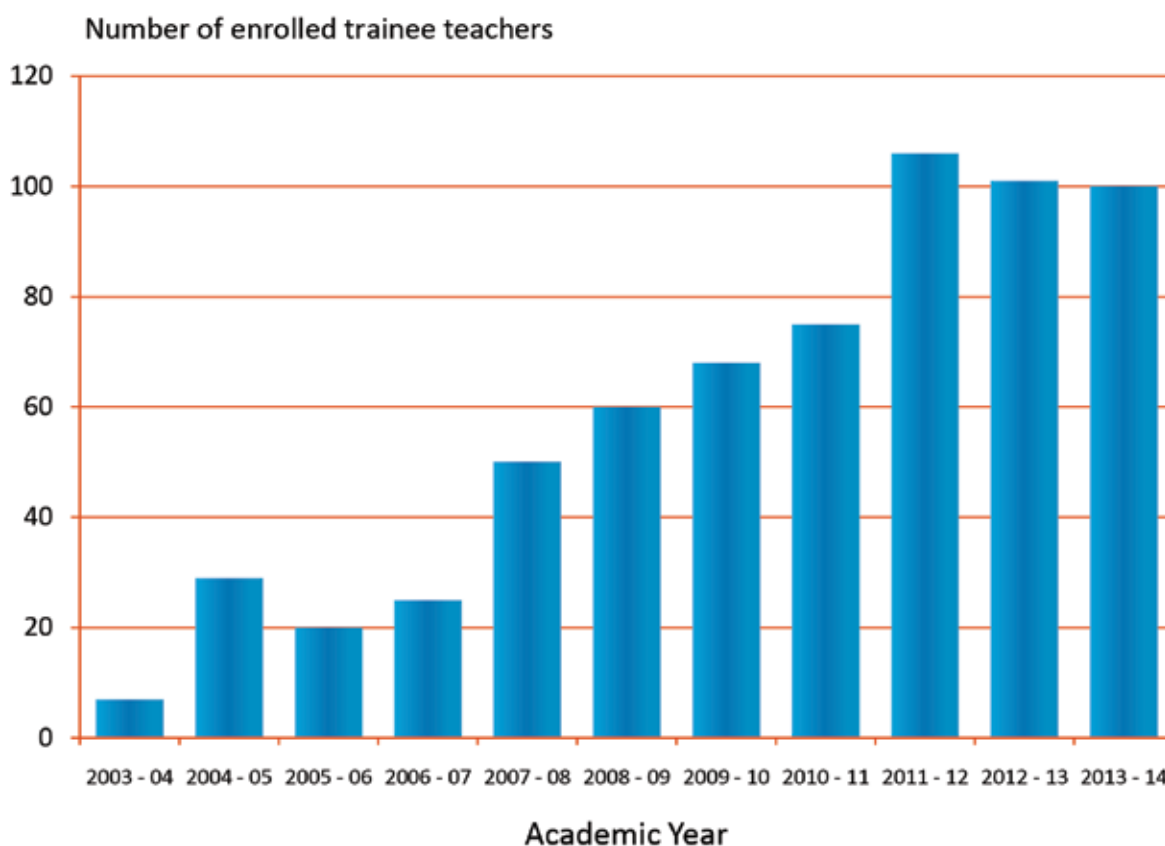




# MUKTANGAN'S IMPACT SO FAR

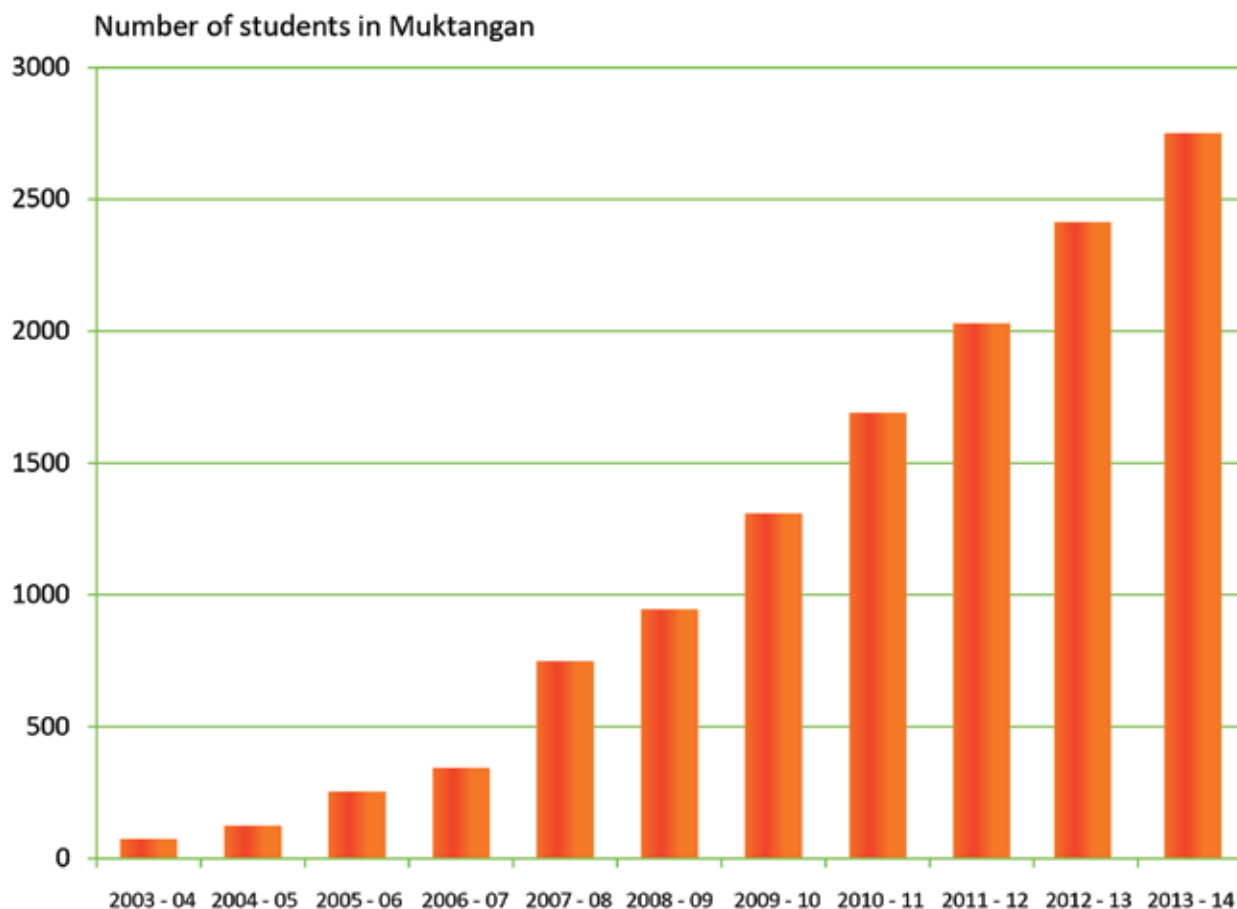
In the ten years since its inception, Mukhtangan has trained more than 400 teachers and provided an active, inspiring learning experience for thousands of children from marginalised communities in Mumbai. Central to this is our innovative approach to pedagogy and our openness to new ideas. We have also established strong partnerships with other NGOs, institutes of education and the MCGM.

The programme has so far trained more than 400 teachers, of which 300 teachers are currently employed in Muktang schools. The motivational level of these teachers is high and career advancement on an organisational ladder is provided for them with constant professional development. Most are upgrading their educational and professional qualifications through distance learning. In 2011, twenty-seven of our teachers completed an Environmental Science Postgraduate Diploma. Twenty-four received Distinctions and three received first class grades. Even those teachers who migrate out of the area due to marriage or urban dislocation continue to work in Muktang at considerable personal inconvenience. The community support that has been generated can be seen from the high demand for admission into both the school and teacher education programmes. This is despite the redevelopment of the area (into offices, shopping malls and high-rise apartment buildings), that has led to a shrinking of the beneficiary community.



Apart from the positive impact that our program has had on the teachers, its success can be evidenced by the learning outcomes of the students. In line with the Right to Education norms of “continuous and comprehensive evaluation (CCE)”, Muktang has in place a formative comprehensive assessment system that maps child development in every domain through daily observation by trained teachers. The students demonstrate a high degree of confidence and motivation. They are also thriving academically; in all of the more formal assessments the Muktang children have performed well.

However, the learning goals that Muktangan is pursuing are much, much broader and deeper. Passing an examination of this type can be achieved largely by rote memorization, whereas the skills of our children are much wider.



Impact assessments have been undertaken by experienced teams from the Tata Institute of Social Sciences and the Homi Bhabha Centre for Science Education (HBCSE), a National Centre of the Tata Institute of Fundamental Research (TIFR). They are being used internally to further extend the quality of the programme. Another study is reviewing the way in which Muktangan's organisational systems, interactions and practices facilitate the realisation of the organisation's philosophies and objectives. This will not only indicate how effectively our programme is working but will provide us with perspectives for future planning, advocacy and scaling up.



# MUKTANGAN'S CURRENT POSITION

## STRENGTHS

- Integration of child and teacher education
- Schools which children enjoy attending
- Compliance with national standards and policies
- Working within the mainstream system
- Career progression for community teachers
- Visibility within the larger system
- Sustainability due to a "whole systems approach"
- Community demand facilitates expansion
- "Education for the community, by the community"

## OPPORTUNITIES

- Documented modules can be used for in-service training of government teachers
- Unique ECCE expertise; growing in national importance
- Expansion of library services
- Interests expressed by the larger system
- Municipal teachers participate in our training
- Quality of Mukhtangan programme recognized nationally
- Growing national importance of Inclusion, one of our strengths



"When I joined Mukhtangan training, I was not aware of the kind of methodology of teaching; it was very different from our time. In training we gained lots of skills, we overcame our fear and timidity. When we joined the school as teachers it was a different experience teaching in a group of 10-12 students, teach and talk in dual languages".



# MUKHTANGAN THE WAY AHEAD

The academic year 2013/14 will be a watershed year in the development of Mukhtangan. The original pre-school children will have completed Standard 10 and have taken their school leaving examination. We also hope to have achieved accreditation for our three-year long Teacher Education Programme. We aim to widen the avenues by which we share our expertise within the larger education arena. Achieving this requires the continued support of our partners and a long term, sustainable business plan.

As Mukhtangan moves forward, we focus upon three core objectives:

1. **Consolidation:** To consolidate the Mukhtangan Integrated Pedagogical Resource Centre. This is essential if we are to offer the larger system our expertise, capacity and materials to support further educational development. We are currently consolidating our new teacher education modules; after being pilot tested we are ensuring thorough documentation. Alongside this the schools will all reach tenth standard as we add one standard annually.



2. **Recognition:** To gain recognition for its relevance, effectiveness and potential. This is particularly necessary from officials in Governmental Educational Departments at the Local, State and National level. We hope to offer our expertise to support the continued development of mainstream teacher-school education.

3. **Sustainability:** To ensure its long-term programmatic and financial sustainability. This is absolutely essential if we are to take the Mukhtangan model beyond our existing schools. We must induct new leaders at our most senior level and also strengthen our senior operational team. It is essential that we continue to pursue fundraising channels and to secure new donors.



**In order to achieve our core objectives we have a set of short term, achievable goals:**

Improve co-ordination and communication between the different departments in a rapidly expanding organization.

Further strengthen our government partnerships both at the local municipal levels and at the State level.

Enhance our planning skills and ensure that aims are based on measurable outcomes; from lesson planning in the classroom to the organizational level.

The identification, recruitment and induction of future programmatic and operational leaders in order to ensure Mukhtangan's long term substantiality.





## THE TEACHER EDUCATION PROGRAMME



The continued evolution of our teacher education programme is of fundamental importance to our future. It is essential that we are responsive to the evolving educational world in the light of research and policy development. Our programme is currently being extended to a three year integrated teacher education programme. Based upon the recent guidelines of National Council for Teacher Education (NCTE) for a two year Diploma in Education (D.Ed), our programme will include an intense foundation year equivalent to the first year of the D.Ed. This will be followed by two years of residency in which trainees will be placed within our own schools or those of participating organisations. This two year residency is conducted as an inservice module specific to the teacher's area of specialisation. The intensive and interactive design of this curriculum is in line with the recommendations of the National Curriculum Framework for Teacher Education 2009 of ensuring that teacher education "engage[s] with theory along with field experiences" in an effort to integrate "academic knowledge and professional learning into a meaningful whole".

The modules for our new education programme have been developed by teams of faculty members working in an integrated manner and pilot tested on teacher trainees. At each stage of development the modules have been examined within the larger context of the National Curriculum Framework 2005 and the revised D.Ed Syllabus of the NCTE. Our subject departments are in a unique position to conduct pedagogical research using the schools and their classrooms as laboratories. These departments are becoming "Centres of Excellence" which are pedagogical resources for government programmes.




Muktangan is evolving into a mainstream resource centre for those educational leaders who wish to learn more about our model. With an increased intake of trainees, more outreach work will become possible as we will be able to provide second and third year placements to other schools and organizations, along with our expertise in the whole-school based approach. Our plans have been presented to senior officials in the field of education, in the government at the State level in Maharashtra and at the National level as well as to Universities. Exploratory work continues with them

for the Muktangan model to be implemented on a larger scale in collaborations with governments and universities to impact teacher and school education.

The Muktangan journey is  
only just beginning...





**“Before joining Mukhtangan I had fear, a lack of confidence which kept me back in life. In the first year of my teaching I didn’t have confidence but now I am so involved with the school. My colleagues and children have made me happier and I think positive in life.”**

**- Shared by one of the many teachers Mukhtangan has impacted.**

# APPENDIX 1:

## LIST OF MODULES FOR TEACHER EDUCATION

### 1. FIRST YEAR MODULES (All Compulsory)

2.1	Beliefs/Educational philosophy and Understanding Self
2.2	Child Development and Psychology
2.3	Learning and Cognition
2.4	School Pedagogy and Curriculum (Also EVS)
2.5	Teacher, Learner and Society
2.6	Language and Literacy
2.7	Foundational Mathematics
2.8	Proficiency in English
2.9	IT and Skill Development
2.10	Workshop
2.11	PE and Health
2.12	Internship

### 2. SECOND YEAR MODULES

<b>Compulsory Modules:</b>	<b>Electives Modules:</b>
3.1 Teacher, Learner and Society	4.a Mathematics
3.2 School Leadership	4.b Science
3.3 Pedagogy of English	4.c Social Studies (also EVS)
3.4 Proficiency in English	4.d Language (Hindi/Marathi)
3.5 Music	4.e School Librarianship and ICT
3.6 Library	4.f Inclusive Education/Special Education
3.7 ICT	4.g Early Childhood Education
3.8 PE	

### 3. THIRD YEAR MODULES

<b>Compulsory Modules:</b>	<b>Electives Modules:</b>
5.1 Teacher, Learner and Society	6.a Mathematics
5.2 School Leadership	6.b Science
5.3 Pedagogy of English	6.c Social Studies
5.4 Proficiency in English	6.d Language (Hindi/Marathi)
5.5 Emotional Health	6.e School Librarianship and ICT
5.6 Inclusion	6.f Inclusive Education/Special Education
5.7 Music	6.g Early Childhood Education
5.8 Library	
5.9 ICT	
5.10 PE	



## APPENDIX 2:

# HOW MUKTANGAN ADDRESSES ISSUES RAISED BY NCTE REGARDING INADEQUACIES OF PRE-SERVICE TEACHER EDUCATION

<b>NCTE Recommendations</b>	<b>Muktangan</b>
Inclusive Approach	To ensure that the teacher can help every child regardless of disability or disadvantage, our teachers are sensitized and trained to spot and identify through child observation and signs of learning difficulties.
Interconnected curricular areas	Training programme is modularised into foundation and specialized modules by professional teacher educators.
Sustained Internship Period	Immediate application of theory during concurrent internship. Student teachers intern in schools, participate in classroom processes, child observation and curriculum planning during internship. Trainees eventually plan activities and handle classes.
Enhancement of Language skills	Done through modularized approach. Currently approach is bilingual moving towards totally English-medium.
Child observation and reflective discussion	Integral part of school philosophy and training process. Student trainees do child observation during training process and produce a case study on two children by end of training.
Ongoing professional training	Ongoing faculty support in classrooms. Daily planning meetings with professional teacher educators. Weekly professional development for pre-school teachers. External experts conduct workshops during vacations.



Photography by Scott Clark, Karrik Chaudhry, Sukrit Nagaraj, Ranjana Gaur and Saif Khan.

Muktangan has developed as a community since we started in 2003 with just seven teachers and 90 students in Worli, Mumbai. As we've grown, our model and methodology have evolved but our belief remains the same: that good quality education is possible within mainstream Indian schools. We benefit from, and share knowledge and skills with, the communities we work in, the Municipal Corporation of Greater Mumbai, other NGOs, donors, volunteers and supporters in this dynamic sector. A big thank you to all.

We also wish to thank everyone who has been part of the first ten years of our journey; especially the students, teachers and faculty who have worked so hard, and made it so enjoyable.



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### **Muktangan**

Paragon Charitable Trust, Paragon Centre,  
Pandurang Budhkar Marg, Worli, Mumbai - 400013

[www.muktanganedu.org](http://www.muktanganedu.org)

T: +91 22 2493-8752

F: +91 22 2493-6627

Printing of this booklet is supported by Narotam Sekhsaria Foundation