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Using children's literature across the curriculum at primary and secondary level: A study on Assamese children's literature

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ABSTRACT

The literature specifically designed and produced for children is the Children's Literature and it has a significant need in developing children's imagination, creativity, natural as well as emotional development. Every child is dreamer, the dreaming can be enhanced over by the children's literature in the textual format, Picture or as audiovisual format. Such children's specific contents are usually applied in the course curriculum for the children and it plays a great role in homologous extension of the aim to enhance children's creativity as well as imagination, because all of our children may not have enormous access to children literature. Using Children's literature across the curriculum mitigates any kind of disparity to children in terms of thinking, imagining and dreaming about each world phenomenon. The Assamese Children Literature is very rich in terms of content, number and fruitful composition. Such literature has been added by the bodies of course curriculum with a motto to enhance children's motivation towards new thinking again and again. It is usually applied at the juncture or before that age group, they able to cultivate inductive and deductive reasoning. It is a realistic agent to enhance rethinking on any fantasy and its road to reality. In this article, some crucial angles are taken for account and studied accordingly.

Keywords— Children's Literature, Inductive, Deductive

1. INTRODUCTION

The Children's Literature is the reflection of children's mindset as well as the closely related literature of the children's imagination. The language is an organized symbol to carry forward the literature in an artistic way and that is why the literature is an item to access with attentive mix of elements. Hudson stated that Literature is fundamentally an expression of life through the medium of language. He also observed the difficulties in differentiation of literature with mere documents. But it is to be noteworthy that the children's literature should have the suitability to reach and access by the children. These are not merely a document only. In such parlance of observance, inclusion of children's literature in the class curriculum has some crucial points to observe. It has been seen that the course curriculum of the children has a good number of children literature and linkage to children's literature. Some rapid reading items also have such contents useful for nourishing children's minds. The children's literature is not only covered phrases, idioms, ballads, lullaby, nonsensical verse, Folk tales, short story, novel, fable, drama, but also it covers the artistic presentation of science facts, natural facts, history with suitable prelims and ending techniques. As the new age groups have exposure with more advanced creativity tools, so the children literature is not only presented in the textual as well as pictorial format but also comes up with play way tools, technique samples, and video, etc. So time is ringing up the inclusion of curriculum to a transition of new-age technology in the teaching-learning process.

And hence this article encompasses the aims to explain such crucial issues related to the use of Children's Literature in curriculum by prioritizing the issues of Assamese Children's Literature. Secondly the transitional references are taken for accounts in terms of technology shifts and at the end of this paper, the reader will able to discuss the need of children literature in curriculum, regional approaches, challenges and adaptation with reference to the technology shift. For this purpose of the study, the content analysis method is used on various children's literature applied directly or indirectly in the course curriculum. The term, 'directly and indirectly' implies that some contents directly written in the form of typical children literature for the curriculum and some contents are borrowed or shadowed from different fairy tales, verses, stories, etc.

2. NEED OF CHILDREN'S LITERATURE IN CURRICULUM

As it is focused at the Primary and Secondary level of learning, the need for Children's Literature may be varied in terms of reasoning capacity of the targeted Children. Taking that baseline difference into a principal observation, the analysis is being done

on the basis of content paradigm. Each textual part of such observation has an integrated line of reference. In the short space, the contents are analyzed with some typical examples at the primary and secondary levels. The Assamese students have good access to Laxminath Bezbaruah's *Burhi Air Sadhu*, a famous book on old tales. Likewise, the proverbs, phrases, etc. in locality-based background turned up into precious resources in the course curriculum. Some poetic phrases ignite the cultural prospects of the state also. Some lines also help in clearing word modulation, pronunciation. In the old curriculum, various known poetic lines are given in a way to have an impact on the general understanding of a child's learning. Some phrases like *Lao puli lorai rulu, rulu lorai lofa.....*" are used to pick up speedy pronunciation of R and L (In Assamese $\overline{ৱ}$ and $\overline{ল}$). Various poetic lines that may be included in the non-sense verse category are reflective in the curriculum. In the primary stage of learning, some Assamese verses like *Akane Aaane Amita, Aminai aane aam, poka poka folbur pet bhorai kham* are reflective to the knowledge of fruits and vegetables to new primary level learner. Another verse like *Kol kol kol, kol ebidh fol, kol khale gaat hoi haatir human ball* denotes the nutrition value of banana to a child. These are effective as well as easy to remember.

This is very much important that the verses, poems, etc used for children's curriculum are composed in a rhythmic way. Such rhythms are very easy to remember and to refer day to day link to a child. Under this study, a case is taken to see the effectiveness of Children's curriculum with Children Literature. In that case study the difference between Rhythmic lines and normal prose is studied. Children like to listen stories, fairy tales than reading it thoroughly¹. This reflection not only meant for children's fantasy but also has an impact on the socialization link to a storyteller to the story listener. It is an interaction promoter. If such interaction promoters are composed in a rhythmic manner then the effectiveness increases than normal prose. The learning outcome survey reveals that truth. The study was done with three parameters. 50 nos. of students of a primary school is targeted for this study. 3 nos of non-sense verse, poem composed in a rhythmic way are given for recitation to them, asked them to memorize and shared their understanding. Time factors, as well as interval, was 10 minutes for each rhythm. 42 students out of 50 students have clearly able to retrieve what they read and recited. The other 8 students retrieved it with a few mistakes. Again, normal prose was given to read out loudly to the same students the next day. The prose size was 150 words. They are asked to retrieve the information of the prose without following the book after 10 minutes of time interval. 16 nos. of students have able to retrieve it. But among those 16, they have left much useful information in the prose and the left outs are confusing in nature. But in both cases, it is found that each child has some minimum learning potential about the given assignment which is common. They have mistake but it doesn't mean zero learning.

In the same study, besides the prose poetry, Rhythm and stories, students show a very good response towards travelogue written in a children friendly manner. The study team told some travelogue to the same children group, they get it very much interesting and able to link up their observation accessed on TV and internet medium. Students have a prompt response to visualization of course curriculum. It may be picture or Audio-Visuals. In the secondary standard of students, many students have the accessibility of power points, etc in the new age. So, they have grown up with some new technology-based way of curriculum. SCERT, Assam has started QR code processing in the books produced by them and accordingly the books are becoming ICT friendly. Besides the DIKSHA platform is very much suitable which should be strengthened with more numbers of visualized contents based on children's literature for the school students basically in mother tongue medium.

In discussing the needs of children literature, Language based learning is also an important aspect. The children's literature-based curriculum helps in idiomatic and lexical learning. Reading out stories, verse and poetry enhance the interest of the children in terms of language learning also. It makes an attachment in the language in which the curriculum is prepared. The archaic contents also help in understanding the old literature and its paradigm. Accordingly, from that primary level to the secondary level, the paradigm shift can be observed. Age based bombardment of contents for learning is a notable approach in such transition from primary to secondary level of learning.

The moral development of the children can be started through the children's literature. As all students do not have access to the diverse world of children literature, so selected contents in the form of course curriculum are inserted. In such effort, translated contents to the mother tongue can also enhance children's fairy minds and fantasy world. It should be more precisely done among the secondary level students. Santanoo Tamuly, a well-known Children writer of Assam stated that in Assamese language, there has scarcity of visually enshrined children literature². In order to mitigate such vacuum, the *Mouchaque*, a children magazine published from Jorhat, Assam started a project in association with National Book Trust, New Delhi for the colorful and visually meaningful children literature. In the latest trend the Children curriculum, Education Department of Assam afforded with such approach. NCERT books are already taken over by such visual medium. It is very realistic in terms of learning theories.

In the course curriculum of the Assamese secondary standard, a famous story of Laxminath Bezbaruah was included. The story namely, *Mukti* is a reflection of the inter situational conflict of a child with his or guardian, here the expectation of a guardian to his or her child is the major theme but that story is given in the secondary level textbook so that the upbringing of thinking process in and outside of our society, Guardians dilemma on offspring and mental health situation can be covered. Tremendous pressure on child to achieving is not the right way but a child should be counsel in terms of his or her ability only. So it's a transition of content to a mature child or adolescent by keeping the view on the inductive and deductive capacity. Apart from all these the write up written in the nature of children's literature is helpful for science learning also. As for example in context of Assam, the magazines like *Natun Awiskar, Bigyan Jeuti, Safura, Baro Uthoro* are playing a great role in disseminating ideas that are useful in the curriculum approach also. Various writers like Dr Birendra nath Datta inspired to use folk literature as a part of curriculum for children specific readings. In the 19th century various Literature Icon of Assam like Padmanath Gohain Baruah, Durga Prasad Majinder Baruah, Debeswar Chaliha, Abdul Majid, Baladev Mahanta applies the children friendly literature as a way for child's moral development³. The book named *Asomiya Lorar Mitra* was a famous child literature cum curriculum to take moral classes as well as History and Geography. Various literature like *Akharar Jakhala, Siali Palegoi Ratanpur*, etc written by Nabakanta

Baruah is not only children literature but also a textually important collection. *Amar Gaon*, a poem written by Atul Chandra Hazarika, a superb write up included in the text book was a noble collection to make out the village cultures of Assam and helps in students to be attached.

3. CONCLUSION

The study revealed many examples and case specific results are indicative of the utmost need of children literature in the course curriculum of the students for primary and secondary standards. As a outcome of the study it may be stated that the children literature used in the course curriculum should be more prominently added with audio- visual and pictorial presentation so that the new age students can cater the utmost importance to make out its noble objective and to nourish the imagination as well fantasy power for the use in future age.

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