



Pedagogical Approaches for Multilingual and Diverse Classrooms in India

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Abstract: Classrooms in India are a vibrant amalgam of linguistic and cultural diversity, with over 1600 languages spoken across the country. The National Education Policy (NEP) 2020 recognizes this diversity and emphasizes the importance of multilingualism and inclusive education. This proposal explores effective strategies for teaching in multilingual and diverse classrooms. The main teaching approaches include

1. Multilingual teaching methods:
2. Contextual learning:
3. Collaborative learning:
4. Heterogeneous instruction:
5. Integration of technology:

The following strategies are discussed in this proposal:

1. Creating bilingual and multilingual materials, including textbooks, charts and digital materials.
2. Providing teacher training and professional development programs to equip teachers with the necessary skills for multilingual classrooms.
3. Encourage flexible assessment.
4. Connecting with local communities and parents. Case studies from Indian schools and classrooms highlight some successful practices,

Such as:

1. Bilingual teaching in the primary grades, which increases comprehension and retention.
2. Using local languages in math and science lessons to enhance comprehension of complex concepts.
3. Project-based learning with multilingual teams.

Despite these advantages, there are some barriers to implementing multilingual teaching methods, including:

1. Resource constraints.

2. *Teacher readiness and attitudes towards multilingualism.*
3. *Striking a balance between multiple languages and curricula in the classroom. This proposal highlights possible solutions, such as:*
 1. *Government support and policy initiatives for multilingual Education.*
 2. *Community engagement and partnerships for resource development.*
 3. *Innovative use of technology to support language learning.*

By adopting these teaching methods, educators can create inclusive, engaging, and effective learning environments that value students' linguistic and cultural backgrounds. This can improve learning outcomes, increase social cohesion, and empower students to succeed in India's diverse classrooms. It concludes by emphasizing that there is a need for continued research, policy support, and teacher professional development to ensure that India's education system effectively meets the needs of its diverse student population.

Keywords: *National Education Policy, Multilingual Teaching, Teaching Method, Pedagogy, Classroom.*

Introduction: India is a country renowned for its rich linguistic and cultural diversity, with over 1,600 languages spoken across its vast geographical area. This diversity is a testament to the country's pluralistic heritage, where multiple languages, cultures and traditions coexist and blend with each other. India's classrooms reflect this diversity, where students from different linguistic, cultural and socio-economic backgrounds learn together. The National Education Policy (NEP) 2020 recognizes this diversity and emphasizes the importance of multilingualism and inclusive education, which makes it essential to adopt effective teaching methods that can meet the needs of diverse classrooms. India's linguistic diversity is an important aspect of its cultural identity. The country has 22 scheduled languages recognized by the Constitution, and many more languages and dialects are spoken across states and territories. This diversity in the classroom can be both a strength and a constraint. While this brings multiple perspectives and experiences, it also creates barriers for teachers to meet diverse learning needs, language and cultural backgrounds. NEP 2020 acknowledges these barriers and advocates for a multilingual approach to education, which encourages the use of the mother tongue as the medium of instruction at least in the primary grades to enhance understanding and retention. The importance of multilingualism in education is demonstrated by research that shows that students learn best when they are taught in a language they understand. Multilingual teaching helps to bridge the gap in understanding, promote inclusion and support students from diverse linguistic backgrounds. Teachers need to adopt flexible and adaptable approaches that value students' mother tongues and cultures and make learning more relevant and engaging. By harnessing students' linguistic repertoire, educators can create learning environments that are inclusive, equitable and supportive of diverse learners. This paper explores teaching methods in multilingual and diverse classrooms in India; it focuses on strategies that promote inclusion, engagement and institutional success.

It discusses key approaches such as multilingual teaching methods, context-based teaching, collaborative learning, multi-level instruction and technology integration. The paper also reviews implementation strategies, case studies from Indian schools and barriers to adopting multilingual practices, providing insights for educators, policymakers and education stakeholders.

Key points: Key teaching methods for multilingual and diverse classrooms in India - India's diverse classrooms require teaching methods that are compatible with multiple languages, cultures and learning styles. Here are some key strategies for teaching in multilingual and diverse classrooms:

1. **Multilingual teaching methods** - Supporting students to learn using their mother tongue, which encourages inter language use and code-switching. Create bilingual or multilingual materials such as textbooks and charts. Encourage students to use their mother tongue in discussions and presentations.
2. **Contextual learning** Connect the text to local contexts, cultures and experiences. Use local examples, stories to illustrate concepts. Make learning relevant and relevant to students' lives.
3. **Collaborative learning** - Encourage peer support and teamwork in multiple languages. Use group discussions, presentations and projects to encourage language development. Develop a sense of camaraderie and cooperation in the classroom.
4. **Differentiated instruction** Adapt teaching to different learning styles, languages, and abilities. Provide choice in assessment and learning activities. Use technology and multimedia materials to support diverse learners.
5. **Integration of technology** Make use of digital tools and materials to support language learning. Use online platforms, apps, and software for language practice and development. -Make learning more accessible and engaging through technology.

Implementation strategies

1. **Bilingual materials:** Create and use bilingual textbooks, lists, and other materials.
2. **Teacher training:** Provide professional development for teachers on multilingual teaching methods.
3. **Flexible assessment:** Give students the opportunity to demonstrate what they have learned in their preferred language or method.
4. **Social engagement:** Establish good relationships with local communities and parents to support language learning.

Problem Description: India's education system is characterized by immense linguistic and cultural diversity, with over 1,600 languages spoken across the country. Classrooms are a melting pot of languages, cultures and learning styles, which creates barriers for teachers to meet the diverse learning needs of students. The National Education Policy (NEP) 2020 emphasizes multilingualism and inclusive education, but its implementation is a major challenge. Teachers often lack the training and resources to adopt effective teaching methods for multilingual classrooms, resulting in poor student engagement, comprehension and learning outcomes. There is an urgent need to identify and implement strategies that address the linguistic and cultural diversity of students. It emphasizes the importance of context and promotes inclusive and quality education for all.

Objectives:

1. **Identify effective teaching methods:** To explore and analyze teaching strategies in multilingual and diverse classrooms in India, focusing in particular on those that promote inclusive environments and institutional success.
2. **Review implementation strategies:** Discuss ways to implement multilingual teaching methods, including materials development, teacher training and assessment methods.
3. **Highlight successful practices:** Present case studies and examples of successful multilingual practices in Indian schools, and highlight their benefits and constraints.

4. **Discuss barriers and solutions:** Identify common barriers to implementation of multilingual education and suggest possible solutions, including policy support and societal engagement.
5. **Promoting Inclusive Learning Environments:** Emphasize the importance of creating learning environments that value the linguistic and cultural diversity of students and enhance their engagement and learning outcomes. The aim of this proposal is to provide insights and strategies to educators, policymakers, and stakeholders to promote effective teaching practices in multilingual and diverse classrooms in India.

Methodology: This study adopted a qualitative approach to explore teaching practices for multilingual and diverse classrooms in India. The methodology included the following:

1. **Literature Review:** A review of existing research, policies, and best practices on multilingual education in India and globally.
2. **Case Study:** To examine successful multilingual practices in Indian schools, highlighting implementation strategies and outcomes.
3. **Thematic Analysis:** To identify key content and methods of multilingual education, such as multilingual teaching methods, contextual learning and technology integration.
4. **Expert Opinion:** To include the perspectives of educators, researchers and policymakers on effective strategies for multilingual classrooms.

Methodology:

1. **Qualitative Research:** To use qualitative methods to collect and analyze data on teaching practices.
2. **Thematic Framework:** To use a thematic framework to organize and analyze data, focusing on key methods and strategies.
3. **Case Study Analysis:** To analyze case studies of Indian schools implementing multilingual practices to identify successes and challenges.
4. **Policy Analysis:** To examine policy documents such as NEP 2020 to understand the policy context of multilingual education.

Data Collection:

1. **Secondary Data:** Data is collected from existing research, policy documents and case studies.
2. **Case Study Selection:** Case studies of Indian schools following successful multilingual approaches are selected for analysis.

Data Analysis:

1. **Thematic Coding:** Data is coded and analyzed thematically to identify key approaches and strategies.
2. **Pattern Identification:** Patterns and trends in multilingual teaching approaches are identified and analyzed.

Multilingualism and Diversity Formation Method: According to the 2011 Census of India, released in 2018, there are over 19,500 native languages spoken as vernacular languages. These have been rationalized into 1,369 classified native languages and 121 major languages. Out of these, 22 languages are recognized under the Eighth Schedule of the Constitution.

Language Census Data

- In 2011, the total number of non-native speakers was 19,569.
- Rationalized/classified native languages: 1,369.
- Classified languages: 121.
- Scheduled languages: 22 (listed in the Constitution).
- A total of 22 languages have been recognized in the Eighth Schedule of the Constitution of India.

These are:

- Bengali,
- Assamese,
- Hindi,
- Gujarati,
- Kannada,
- Kashmiri,
- Konkani,
- Malayalam,
- Manipuri,
- Marathi,
- Nepali,
- Oriya,
- Punjabi,
- Sanskrit,
- Sindhi,
- Tamil,
- Telugu,
- Urdu,
- Boro,
- Santali,
- Maithili and
- Dogri.

These languages of the constitution are known as ‘Scheduled Languages’. Initially, there were 14 languages in the Eighth Schedule, but later, through various constitutional amendments, 8 more languages were added gradually to the current 22.

Most widely spoken:

Hindi is the most widely spoken mother tongue, spoken by 43.63% of the population, followed by Bengali (8.03%).

Over 19,500 primary results were considered, often representing dialects or regional variations that are linguistically classified under a few major languages. [Census of India]

Mother tongue-based multilingual education, where the child’s mother tongue is used as the medium of instruction, especially up to the fifth grade, is at the heart of effective teaching methods for multilingual classrooms in India. It is used as a teaching-learning tool. Its main strategies include translanguaging (fluent use of multiple languages to facilitate understanding), bilingual teaching-learning materials and structured peer-to-peer learning. Teachers should incorporate culturally relevant and local content and use multimodal tools (audio-visual/digital) to bridge language gaps, so that diverse learners feel valued and at the same time gain proficiency in regional, national and foreign languages.

Key Teaching Strategies

(1) Multilingual Education (MLE): This approach, aligned with the National Education Policy (NEP) 2020, prioritizes foundational learning in the mother tongue. By first mastering the foundational concepts in a familiar language, students gain the cognitive confidence to systematically progress to second and third languages.

(2) Translanguaging: This approach encourages learners and teachers to use their full linguistic repertoire. Instead of imposing strict language barriers, teachers allow students to use their mother tongue to clarify complex concepts while learning the official language.

(3) Culturally sensitive and relevant curriculum: The teaching materials should reflect the real-life realities of the students. The use of local stories, riddles, songs and games in the classroom acknowledges the cultural identity of the students and makes the official content more understandable.

(4) Multi-modal and digital integration: Since multilingual classrooms often feature different levels of language proficiency, audio-visual, digital and the addition of print media helps convey meaning beyond just text-based instruction.

(5) Strategic peer teaching: Students can be divided into different groups to help each other. Peer-teaching, where students who are more proficient in a particular language help their peers, creates a collaborative, inclusive, and stress-free learning environment.

(6) Use of IPA: The full form of IPA is the International Phonetic Alphabet. It is an international standard system based on the Latin script, which is used to accurately write the spoken form or pronunciation of any language.

It was developed by the International Phonetic Association in the late 19th century.

Some important facts about IPA

- **Main purpose:** To make the pronunciation of a language accurate and universally understandable. It eliminates spelling confusion in pronunciation

- **Structure:** It represents vowels and consonants separately by means of letters or symbols.
- **Uses:** IPA is widely used to show the pronunciation of words in dictionaries, in language teaching, linguistics research, and in the analysis of disordered speech or pronunciation problems.
- **Example:** For example, the word “Cat” is pronounced /'kæt/.

Advantages of Multilingualism: Multilingualism has several positive aspects:

1. Opportunity to gain knowledge of other cultures.
2. Communication between different linguistic and cultural groups becomes easier.
3. Employment opportunities increase.
4. Higher intellectual or cognitive development of the child occurs.
5. Worldview broadens.

While in Western countries, multilingualism is often considered a burden or a hindrance to development (due to the “one nation, one language” policy), in India it should be seen as an “asset”. Studies have shown that multilingual children are more skilled and creative in solving problems than monolingual children.

Problems and challenges of multilingual classrooms:

1. **Three Languages Formula:** There are many problems in implementing this formula. In many states, mother tongue is not given importance. For example, only Tamil and English are taught in Tamil Nadu, while Gujarat teaches Gujarati and Hindi.
2. **Language as a medium of instruction:** While “mother tongue based education” is important at the primary level, in metropolitan areas not all students have the same mother tongue. It is impossible to find teachers who can teach in all the 234 identified mother tongues.
3. **Tribal areas and language problems:** Tribal children often face problems due to linguistic diversity. They have their own culture and language. Teachers are not properly trained and cannot communicate properly with tribal children.
4. **Role of teacher education:** It is important to have a multilingual approach in the teacher education system. Teachers are usually trained in some dominant language (such as Hindi or English), which makes it difficult for them to teach in the local language.

Suggestions for increasing multilingualism:

- **Teacher training:** Teachers like Kendriya Vidyalayas or Navodaya Vidyalayas should be trained in the language of the region before they are transferred from one region to another.
- **Development of tribal languages:** Tribal languages and cultures should be given importance in the curriculum so that they can bridge the gap with the modern world.
- **Curriculum revision:** As per our suggestion, 80% of the curriculum should be general and 20% should be based on local cultural and linguistic differences.
- **Changes in B.Ed. program:** Teachers should be trained to teach in at least two different mediums.

It is the responsibility of teachers to remove the prejudices against local languages among students and to see multilingualism as an opportunity rather than an obstacle.

(7) Code-switching: Code-switching is the linguistic and social behavior of consciously or unconsciously switching between two or more languages, dialects, or styles in a conversation or in the middle of a discussion. It is basically the way people change their way of speaking based on the type of communication (formal vs informal), the surrounding situation or the audience.

Here are some basic facts about code-switching:

- a) Types: Inter-sentential: One sentence in one language, the next sentence in another language
- b) Intra-sentential: Within the same sentence language mixing within.
- c) Tag-switching: Adding a short phrase from another language (e.g. “Isn’t it?”) at the end of a sentence.

Why code-switching is done

- 1) Social acceptance:** To adapt oneself to different environments (e.g.: workplace vs. hanging out with friends).
- 2) Communication facilitation:** When it is easier to express oneself in a particular language or word.
- 3) Identity:** To highlight one’s cultural or social identity.
- 4) Emotional expression:** Words or dialects of a particular language are more suitable for expressing emotions.

Example: Suddenly using English words or sentences while speaking Bengali (e.g.: “I was very busy yesterday, so I couldn’t call”).

Code-switching also works as a social adaptation or survival strategy, which helps in deepening interpersonal relationships.

(8) DIKSHA: Diksha is a revolutionary change for multilingual and diverse classrooms in India. It is India’s national digital learning platform, which provides a wealth of resources to support students, teachers, and parents.

How Diksha helps:

Multilingual support: Diksha supports 36 Indian languages, making it accessible to students from diverse linguistic backgrounds.

You can access content, AI support and learning resources in your preferred language.

Personalized Learning: The platform uses AI-powered tools like ‘Ask DIKSHA’, a virtual learning assistant, to provide instant support with questions and ideas. Students can track their progress and earn certificates.

Interactive Content: DIKSHA provides engaging resources like videos, interactive modules, PDFs, quizzes and digital activities keeping in mind different learning styles.

Offline Access: Download lessons and study materials for offline learning, ensuring uninterrupted access to education.

Teacher Support: DIKSHA provides training courses, professional development opportunities and various materials to enhance the teaching skills of teachers. By leveraging these features, DIKSHA promotes inclusive education, enabling teachers to teach effectively and students to learn with confidence.

Building a supportive ecosystem

- **Teacher empowerment:** Educators need to be trained to see multilingualism as an asset rather than a barrier. Professional development should focus on classroom management strategies for multilingual groups and methods of assessing students in multiple languages.
- **Inclusive assessment:** Move away from standardized tests that measure proficiency in only one major language. Use a variety of assessment methods, such as oral presentations, portfolios, and project-based work, that allow students to demonstrate their subject-specific knowledge while developing their institutional language skills.
- **Community and Parental Involvement:** Involving families in the school system strengthens learning. When parents see their local language and culture being respected in the classroom, they are more likely to be involved in their child's education.

By moving away from a monolingual and uniform model and embracing one that embraces India's rich linguistic diversity, classrooms can be transformed from hostile environments into vibrant spaces that accelerate cognitive development and promote social justice.

Future Work:

This proposal will highlight the importance of teaching methods for multilingual and diverse classrooms in India. Future research and initiatives can build on this work in several ways:

1. **Scaling up multilingual practices:** Focusing on the scaling up of successful multilingual practices in Indian schools, identifying factors that contribute to their sustainability and scalability.
2. **Teachers' Professional Development:** It can explore effective models for teachers' professional development, which will equip teachers with the skills needed for multilingual classrooms.
3. **Technology Integration:** Future work can explore innovative uses of technology, such as AI-powered tools and digital resources, to support multilingual education.
4. **Policy Implementation:** It can examine policy implementation and its impact, which will identify ways to strengthen support for multilingual education in India.
5. **Community engagement:** Initiatives can engage local communities and parents to support language learning and cultural connections.
6. **Action-based research:** Teachers and researchers can collaborate on action-based research projects to explore effective strategies for multilingual classrooms.
7. **Longitudinal research:** Multilingual education can be monitored in practice through long-term research.
8. **Inclusive education:** Future work can focus on inclusive education, which will meet the needs of students of diverse abilities and backgrounds.

Recommendations for future initiatives:

1. **Create open-source materials:** Create open-source multilingual materials, including textbooks, videos, and assessments.
2. **Establish communities of practice:** Build communities of practice for teachers and educators to share experiences and best practices.

3. Conduct policy research: Conduct research on the implementation and impact of policies, which will inform future policy decisions.

4. Supporting teacher innovation: Encourage teacher innovation and experimentation in multilingual teaching methods.

5. Engaging with local communities: Engaging local communities and parents to support language learning and cultural connections. By working in these areas, future initiatives can contribute to building an inclusive, effective and sustainable multilingual education system in India.

Limitations: Although it sheds light on the teaching methods of multilingual and diverse classrooms in India, it has several limitations:

1. Qualitative nature: The proposal is qualitative, and its findings may not be generalizable to all contexts. Further research is needed to test and validate the effectiveness of these methods in different settings.

2. Limited scope: The proposal focuses on the Indian context, and its findings may not be applicable to other countries or regions with different linguistic and cultural contexts.

3. Resource constraints: The proposal highlights resource constraints such as the lack of bilingual materials and technology, which may limit the implementation of multilingual teaching methods.

4. Teacher preparation: The proposal notes that teachers' preparation and their attitudes towards multilingualism may be a significant barrier to implementing effective multilingual practices.

5. Assessment and measurement: This proposal does not discuss in depth the methods of assessment and measurement in multilingual classrooms, which is an important area for future research.

6. Long-term Impact: This proposal does not examine the long-term impact of multilingual teaching methods on student outcomes and learning trajectories.

7. Contextual Factors: This proposal recognizes that contextual factors such as school leadership, community support, and policy environment can influence the implementation and effectiveness of multilingual teaching methods.

Overcoming limitations: Several strategies can be adopted to address these limitations:

1. Use of mixed-methods: Combining qualitative and quantitative data can provide a more comprehensive understanding of multilingual teaching practices. Surveys, experiments, and case studies can be used to validate the findings in future research.

2. Comparative recommendations: Comparative research across different contexts and regions can help identify best practices and barriers to implementing multilingual education. This can influence policy and practice in various areas.

3. Resource development: Creating open-source bilingual resources, using technology, and involving community members can help address resource limitations.

4. Teacher professional development: Providing ongoing professional development and support for teachers can address issues such as teacher preparation and attitudes toward multilingualism.

5. Evaluation and review: Research can explore effective evaluation and review methods in multilingual classrooms, which will influence policy and practice.

6. Contextual Considerations: Considering contextual factors such as school leadership, community support, and policy environment makes it easier to develop strategies for specific contexts.

7. Collaboration and Partnerships: Collaboration between researchers, policymakers, educators, and community members can facilitate knowledge exchange, resource development, and effective implementation.

Educational Impact:

- Multilingual and diverse classroom teaching methods in India have significant educational impacts

1. Inclusive Education: Multilingual teaching methods promote inclusive learning by emphasizing the linguistic and cultural background of students.

2. Improved Learning Outcomes: Using students' mother tongue can improve their comprehension, retention, and overall learning outcomes.

3. Teacher Professional Development: Teachers need training and support to effectively implement multilingual teaching methods.

4. Material Development: Creating bilingual and multilingual materials to support language learning is very important.

5. Assessment and Measurement: Assessment methods should be designed in a way that is compatible with different languages and learning styles.

6. Policy Support: Policy support is needed to promote multilingual teaching and provide materials.

7. Community Engagement: Involving local communities and parents can support language learning and cultural connections.

Considerations:

1. Teachers: Teachers need professional development, resources, and support to implement multilingual teaching.

2. Policymakers: Policymakers should promote multilingual education, provide resources, and support teacher training.

3. School leaders: School leaders should foster an inclusive environment, support teachers, and engage the community.

4. Parents and communities: Parents and communities can support language learning, share cultural knowledge, and engage with schools.

Implementing multilingual teaching:

1. Develop context: Sensitive approaches. Approaches should be appropriate to the local context, taking into account linguistic, cultural, and socio-economic factors.

2. Provide ongoing support: Provide ongoing support, including professional development and resource sharing for teachers.

3. Enhance collaboration: Enhance collaboration between teachers, policy makers, and community members to support multilingual education.

Monitoring and evaluation: Regular monitoring and evaluation of multilingual programs is necessary to identify areas for improvement. By understanding these educational impacts, everyone needs to work together to build a more inclusive and effective multilingual education system in India.

Recommendations:

Based on the study, the following recommendations are made:

- 1. Expand multilingual education:** Encourage the use of multilingual teaching methods in the classroom to support language learning and academic success.
- 2. Professional development of teachers:** Provide ongoing professional development for teachers on multilingual teaching methods and language-sensitive teaching practices.
- 3. Resource development:** Develop and distribute bilingual and multilingual resources, including textbooks, digital materials, and assessments.
- 4. Policy support:** Strengthen policy support for multilingual education, including language in education policies and resource allocation.
- 5. Community engagement:** Engage local communities and parents to support language learning and cultural connections.
- 6. Research and evaluation:** Conduct further research and evaluation on multilingual teaching methods, including longitudinal research and impact evaluation.
- 7. Inclusive practices:** Encourage inclusive practices in the classroom that value the linguistic and cultural diversity of students.

Implementation strategies:

- 1. Develop context:** Sensitive approaches: Adapt approaches to local contexts, taking into account linguistic, cultural and socio-economic factors.
- 2. Collaboration with stakeholders:** Collaborate with teachers, policymakers, community members and parents to support multilingual education.
- 3. Ongoing support:** Provide ongoing support for teachers, including professional development and resource sharing.
- 4. Monitoring and evaluation:** Regularly monitor and evaluate multilingual activities to identify areas for improvement.

Key considerations:

- 1. Language policy:** Develop and implement language policies that support multilingual education.
- 2. Teacher training:** Train teachers on multilingual teaching methods and language-sensitive teaching practices.
- 3. Resource allocation:** Allocate resources, including funds, materials and technology, to support multilingual education.
- 4. Community engagement:** Engage local communities and parents to support language learning and cultural connections. By implementing these recommendations, educators and policymakers can build a more inclusive and effective multilingual education system in India.

Remembering the great unity of the poet Atul Prasad Sen, a famous patriotic song “Nana bhasha, nana dharma, nana dharma, bhasha milan dharma”, like the poet, we too can make the education field more realistic for our future citizens by integrating different languages. Where there will be no linguistic, religious, regional or physical separation. Our youth will become a society with a sense of global brotherhood, crossing the boundaries of the country and time. Earlier, in the history of our country, we can learn about the formation of countries and states based on language, but in the current era of technology, we have to give the mother tongue the respect of mother’s milk and assimilate all languages. As it was once the case with all people. World poet Rabindranath Tagore has clearly portrayed this in his poem ‘Bharattirtha’. The poet wrote:

“Here and there Aryan, here and there non-Aryan, here and there Dravidian China-/Shak-Hun-Dal Pathan-Mughal merged into one body.”

India’s multilingual and Effective teaching methods for diverse classrooms prioritize inclusion, flexibility, and cultural relevance. By embracing multilingualism, leveraging technology, and fostering collaborative learning environments, educators can create engaging and supportive environments where students thrive academically and socially. As India’s classrooms continue to become more diverse, ongoing teacher training, policy support, and community engagement will be critical to ensuring equitable and quality education for all students. Today, developed countries like China and Japan promote their own languages in the global context, but they are moving forward with the help of multilingualism and acceptance. Therefore, today, a sense of global citizenship must be developed in diverse classrooms with the help of multilingualism.

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