

## **KUNJAPURI APPROACH TO ACTIVE GROUP LEARNING**

A multigrade and multilevel model of classroom teaching was piloted in a block of three DPEP districts namely – Uttarkashi, Tehri Garhwal and Pithoragarh with guidance of Ed.CIL New Delhi. The model was based on the Rishi Valley Education Centre model.

The Kunjapuri model is inspired by Rishi Valley pattern developed by the Rishi Valley Education Trust. A team of six personnel comprising of teachers and officers visited the rural schools of the trust. Model addresses learning issues in multigrade, multilevel and multi-background context that is highly relevant for every school since children of all types, all learning levels, from varied backgrounds are enrolled. Model involves teacher and taught both, emphasizes on peer-learning and lots of use of teaching learning material. Mothers are motivated in helping the TLM. Kunjapuri model allows flexibility which facilitates shifting of learning points to different levels and grades, depending upon the local situation and circumstances. In 2008-09 the model saturate 01 Cluster of 13 districts (202 Primary Schools) it will applied in class one and two wherein the curriculum is seen as a continuum from class I to II where a child can re-enter the learning ladder at the point where he/she had left. SRG and DRG already identified to carry forward activities of this approach. In this Context State level Capacity and Competency based learning material development workshop was already conducted from 17<sup>th</sup> September to 30 September 2007 & from 11<sup>th</sup> February to March, 2008. In this workshop from each

district 01 DIET lecturer, 01 CRC coordinator and 01 school teacher participated. Different concept on child center approach implemented by participant in their schools as Metric Mela (Mana Kauthik) Mother committee, Bal Sarkar, Harit Class, Dream Classroom etc. Teacher in community also accepted this approach more effective in child learning.

### **Objectives**

- To develop a joyful and self learning pattern through learning by doing.
- To give the opportunity to the learner to learn on its own pace.
- To provide opportunity to the learner to evaluate its achievements.
- To learn in peer groups through discussion.
- To involve stake holders in learning.
- To give opportunity for development of social and moral values with routine learning process.
- To built evaluation system which is non-threatening, continuous and comprehensive.

### **Kunjapuri Principles**

- The child learns at his/her own pace in a fearless atmosphere.
- Learning points are in the sequence and seen as continuum.
- Curriculum is learnable by the child, provided it is in consonance with the cognitive levels of the child.
- Child who is unable to attend school regularly has scope to continue where he/she left off.
- Given an opportunity children can successfully organize activities leading to significant learning outcomes.
- The child has scope to share with the experiences of his/her grand parents.
- Given an opportunity to the children to be problem solving, decision making, self-disciplined.

### **Components of Kunjapuri Approach**

#### **Child Centered Components**

- Dream Classroom- Wall with picture story, My Green Board- Alphabet, Number and my day special feature. Space for writing.
- Learning Corner- My learning Material- Separately for Language (Hindi, English] Maths and EVS, Rack with my

reading books and toys. My card container with my learning cards.

- My Creative Pictures, Models, Playthings, Clay toys.
- Learning ladder, Group Plate, Learning Cards.
- Bal Sarkar- Elected children, Academic and Non-Academic management.
- Prayer Committee- To organize day by day morning and closing Assembly.
- Cleanliness Committee- To make ground and classroom clean.
- Cultural Committee- To organize cultural activity and
- MDM Committee- To manage Mid Day Meal activity excluding cooking.
- Tutorial Group- A Group of bright children to support in peer group learning.
- Harit Kakchcha (Class)- To dignify labour and learn through nature.
- Bal Chitra Katha- Collection of my self imaginary picture and story.
- Prakriti Pustak- Collection of my liking things and my grand parents story.

### **Teacher Component**

- My Teaching Material- Learning ladder, learning cards activity based teaching material etc.
- Hamara Srijan- Collection of creative and successful activity of teacher.

### **Community Component**

- Mother Committee- Group of Mothers to support children and teacher in developing local specific TLM and classroom process by monthly meeting.
- Metric Mela (Mana Kauthik)- To provide the opportunity to correlate his/her behavior knowledge to classroom knowledge.

### **Material Development-**

- **Re-organized the syllabus into small manageable units and setting of mile stones on different competency class wise and subject wise.**
- **Sequenced the learning points into a comprehensive learning ladder.**
- **Developed activity cards and a teaching methodology for each learning point to facilitate readiness for learning, instruction, exercise, reinforcement, evaluation and enrichment.**
- **Colour coding-pink for class I, yellow for II, Green for E.V.S (I, II).**

- **Logo setting- Animals Pictures for language (Hindi) Fruits/Vegetable pictures for English and Bird Pictures for Mathematics.**

### **Classroom Management**

- Identifying their position in the learning sequence through the pictorial ladder.
- Distribution, use and storage of teaching learning material.
- Plotting their progress on the achievement chart. "Dekho Hamne Kitna Sikha"
- Managing and organising group work.

### **Implementation**

- 10 schools of 03 districts under DPEP-III.
- Formation of SRG.
- Development of learning material.
- Teachers Training.
- Classroom Practice.
- Academic Support.

### **Activity in the Year 2008-09**

- Model expanded in 13 clusters of all 13 districts.
- First Phase to introduce in Class I and II.
- 202 schools are covered.
- Approximate 39 MT and 350 teachers are trained.
- Approximate 6000 children have been benefited.
- Editing and testing of learning material workshop.
- Development of Model school on Kunjapuri approach at every CRC school of each district.
- Activity based teacher training.
- Classroom practice.
- Metric Mela at cluster level.
- Improvement in practice on the basis of feedback.
- Study of Achievement level of children.