



## IN Focus

# SCHOOL COMPLEXES

First incorporated in **Kothari Commission Report (1964-66)**, the concept of **School Complexes** is based on the assumption that high and higher secondary schools have better facilities, which can be utilised by the primary and middle schools. The former also have better teaching staff and infrastructure facilities. Five or six primary and upper primary schools form a complex and get their academic and administrative support from the nodal secondary/ senior secondary school. The attached schools may arrange co-curricular activities, give better exposure to their students at the school complex. In case of temporary absence of a teacher due to illness or some other reason, the school complex head can provide a substitute resource person from a neighbouring school.

In order to correctly build a school complex, it is important to understand

“ *The school complex is a new feature that is added to **NEP 2020**. Building such communities of schools with the shared vision of providing quality would energize & empower the schooling system in a resource-efficient manner.* ”

what the main objects of the complex are. The School complex brings the schools of an area together. Its will help to break the terrible isolation under which each school functions at present and like with other schools in a particular area of raising the quality of education and to organize similar units throughout the country. The school complex provides scope for the sharing of instructional work among the different constituent schools. The expert teachers of the complex may visit other schools, teach and plan new educational experiments. It will help to follow improved methods of teaching. Collaboration, communication, co-existence and co-learning practices! The school complex is a complex of objects that are intended for educational purposes. But it can be a sports complex, a cultural complex, a religious complex, and so on.

## WONDER WORD

### Shadow Teaching

Shadow teaching is when an educational paraprofessional, like a teaching aide or assistant, works directly with young students who have learning differences to improve their classroom experience. It involves following a student through his or her school day and capturing insights about **how to improve the educational experience** for that student, without changing the activity or play.

To be an effective shadow teacher, one should ideally be trained in and / or have experience with special education, patience, objectivity, observation skills, skills for effectively writing down observations & anecdotal records and being able to give constructive feedback.

*“Talent wins games, but teamwork and intelligence win championships.”*

— Michael Jordan

## QED Talk

# NEP 2020's focus on PEER TEACHING & LEARNING

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### ■ **How would you describe Peer Teaching and Learning?**

As a concept, peer teaching and learning is based upon capitalising the principles of group dynamics in the attainment of learning objectives. It is a process in which students acquire knowledge and skills by actively helping and supporting their peers. Many teachers employ this technique to help their students get a deeper understanding of a concept. Rather than teachers instructing students, in peer learning, students educate their peers as part of a two-way learning process. When you have to explain something to someone, you make an effort to clarify your own doubts first and put in extra effort to not only the subject matter at hand but also your approach to deliver it. Peer learning can take many forms and is usually facilitated through teaching and learning activities such as student-led workshops, study groups, peer-to-peer learning partnerships, and group work. Sometimes the teacher may use students who have grasped a subject matter to teach those who are still grappling with it while other teachers may adopt a buddy system for their class. Yet other teachers might ask students to form groups and create a presentation to cover a certain topic. In fact, peer teaching is not a new concept. As early as 1795 Andrew Bell from Scotland during his stay in Madras developed the “Monitorial system” where a teacher would teach a small group of brighter or older pupils basic lessons, and each of them would then relate the lesson to another group of children. Almost simultaneously, Joseph Lancaster an English public education innovator also developed a similar system.

### ■ **Collaboration is now widely recognised as a 21st century skill. Apart from Peer Teaching and Learning, how else can schools and teachers promote it among students?**

Collaboration is the ability to share ideas and thoughts with another person/a group to achieve a shared objective. It entails combining different arrays of thoughts, notions, beliefs, actions into a concrete solution or outcome that all group members have contributed to. In fact, effective communication and collaboration are essential aspects of learning but promoting these in a classroom is not as easy as it seems. Teachers need to intentionally design it as part of the learning activity. Creating learning activities that are complex gives students a reason to collaborate. It is primarily through dialogue and examining different perspectives that students become knowledgeable, strategic, self-determined, and empathetic. Through collaboration students can accomplish meaningful learning and solve problems better than any single student can alone. Moreover, involving students in real-world tasks and linking new information to prior knowledge requires effective communication and collaboration among teachers, students, and others.

Guiding students through the process of team-building is equally important. Helping them develop skills like active listening, giving constructive feedback, acknowledging the effort of all team members and learning conflict-resolution is important. Collaboration forms the basis of sports and extracurricular activities. More of these should be encouraged and now that the focus is on integrated learning, we have more opportunities to promote collaboration among our students.

### ■ **For the longest time, schools and parents encouraged students to be competitive and to focus on their own goals. How does Peer Teaching and Learning align with that and is there a shift in approach that educators need to adopt**

Competition and collaboration are spoken of in binary terms- as if they are mutually exclusive. This may not always be the case. When we look at the larger picture, we realise that collaboration actually gives students a competitive edge not just in school but later in life as well. It promotes better communication, deeper learning and a healthier attitude towards work and attainment of goals. Learning takes place better through shared experiences and mutual interactions. Peer learning allows learners to focus on collaboration alongside competition. Cooperation enables better learning as reflected by the statement; a rising tide lifts all ships. In fact, a student can gain maximum mastery over a topic by teaching it to others. Group discussion, brainstorming, group tasks, buddy system, tutoring, etc., for collaborative problem solving further help to develop concept clarity, enhanced understanding and life skills in general for both the one teaching and the one taught. In fact, collaboration needs to be strongly encouraged at the level of teachers as well as schools.

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*It is literally true  
that you can  
succeed best and  
quickest by  
helping others to  
succeed*

— Napoleon Hill

■ ***What are the challenges teachers should prepare for when implementing Peer Teaching and Learning in their classroom?***

Students may initially be uncomfortable with teaching methods that are unfamiliar to them and require them to engage in new ways that may seem more difficult and complex. Teachers should always begin with explaining what they are going to do and how to proceed. This makes the students more comfortable. Give students time and space to explore the idea and let them air their reservations. Some of the challenges are to make small learning teams comprising of students of differing levels of ability and focus; Flexibility in the time table brings about easier practice; Better coordination/cohesiveness among all stakeholders is essential. Counselling to help students to overcome anxiety and resistance and using experiential learning, flipped learning, open book exams, question bank preparation, presentations, etc. are helpful in overcoming any other challenges.

■ ***In what ways, in your considered opinion, is the NEP 2020 supportive of Peer Teaching and Learning?***

“To teach is to learn twice”. NEP 2020 favours inclusive quality education for all. NEP supports peer learning as it leads to deeper student learning through joyful exploratory activities in the classroom. Consequently it generates greater interest in the process of learning and focuses on the means i.e. process rather than just the end i.e. results, making learning meaningful. If we can have involved and engrossed learners most of the job is accomplished. NEP 2020 has identified the vast learning gaps and poor learning outcomes among our learners. It recommends the use of peer teaching as a means to plug these gaps under the keen and able supervision of teachers. Differentiated learners can synergise their abilities to produce a better outcome for all. More schools will now be encouraged to incorporate peer teaching. NEP 2020 talks of school clusters and creating shared resources that will maximise benefits to learners and the nation as a whole.

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*Peer Learning generates greater interest in the process of learning and focuses on the means, i.e. process rather than just the end.*

■ ***In what way can Peer Teaching and Learning complement and support integrated curriculum and STEM approaches?***

Peer teaching and learning is an effective and evidence-based way of enhancing learning in the classroom. By its very nature, Science requires lab work which in turn relies on team work where students have to work together on a teacher-posed problem. STEM is a broad term to denote science, technology, engineering and mathematics. Along with this is another approach SHAPE- denoting Social Science, Humanities and Arts for People and the Economy. Both need to be amalgamated. In the Indian Institute of Technology, Delhi every B tech/ M tech student has to gather 20 credits from the Department of Humanities and Social Sciences. This exposure becomes valuable in terms of widening of the horizon/ vision for those students. It facilitates both convergent and divergent thought process. At the school level also group tasks that encourage cross-curricular thinking should be encouraged.

■ ***You have been practising the Syndicate System in your school for more than 30 years now. In what ways is it the same as or different from Peer Teaching and Learning?***

Syndicate learning teams utilise principles of peer learning. In this small teams of students work together towards achievement of their combined educational goals. Ours is a well established system with all teachers and students on board.



# READ TO SUCCEED

## FOR TEACHERS

### BEING A SUCCESSFUL PRINCIPAL

*Riding the Wave of Change Without Drowning*

- by **David R. Schumaker**

The book is intended to provide practical solutions to everyday problems that principals encounter. It is also a guideline for becoming a true leader and leading for school change. The authors organize the book around three principals of Cognitive Coaching: developing trust, learning, and holonomy. Each chapter will have a theme, research citations for further reading, and anecdotal stories about what worked in real schools. This is not a book of theory, but a book built on the lived experiences of school principals.



## FOR STUDENTS

### MANAN

- by **Mohit Parikh**

(13 to 18 yrs) - A middle-class coming of age story, Manan is a realistic portrayal of what adolescence really feels like, the awkwardness of all teenage relationships – parental, sibling, friendships and crushes – with a sympathetic humor that makes the book resonate with every teenager who reads it. The book's earnest protagonist stays with you long after the last page is turned.

Peer teaching and learning complement and supplement interdisciplinary learning as well as development of secondary and tertiary skills and competencies. Multidisciplinary projects, Atal Tinkering Lab, Vedic mathematics, Team teaching, Visual and performing arts, Games and Sports, Eco club with paper recycling, pottery, papier mâché and origami are few of the activities that further buttress our team learning. Inclusivity contributes towards a wholesome environment for all-round development.

■ ***Yours is a residential school. How has that helped in implementing Peer Teaching and Learning? How can day schools make use of this unique collaborative system?***

Peer learning provides a great support system among students and leads to dynamic learning experiences. Being a residential and day boarding school we have had tremendous advantage due to involvement of the students and teachers in the teaching learning process as well as other allied activities for longer duration. Students have the added advantage of practicing peer learning beyond the class hours and engaging in group activities in a boarding set up automatically builds collaboration and cooperation.

Day schools can practice this method during school hours with some flexibility and adequate cooperation among the staff members. Planning ahead for peer learning and designing the lesson plans accordingly can help schools incorporate peer learning in a meaningful way.

■ ***Your concluding remarks.***

As educators we need to create an atmosphere of learning, striving, thriving through self motivation, self discipline and supported self struggle for students to develop in them skills such as critical thinking, vertical/lateral thinking, creativity, decision making and problem solving. This leads to reduced dependence of students on teachers. As teachers, we should not be insecure that if our student gets empowered our value will be reduced. On the contrary our job is to incite and excite their potential to be realised in all its splendour. Interaction among peers makes them active learners while the absence of interaction leads to passivity and boredom. It further enables self directed learning and self dependence making students more responsible and self aware towards a relevant and meaningful existence in the society.

## QED Feed

## PEER TEACHING & PEER LEARNING

The roots of **peer-tutoring** (aka *peer-teaching*) can be traced throughout ancient history and the phenomenon of children teaching other children is evidenced in varied cultures. In the Indian society (as well as in many south-east ancient cultures), the responsibility of guiding, managing and tutoring same aged or younger siblings and cousins was a result of large-sized nuclear family and / or joint family systems. It was understood that when a child was weaned off and capable of walking, s/he automatically became the responsibility of the older children in the familiar environment. This is evident even today, among the street dwellers as well as the low-income households, where both parents are forced to go out to work, leaving the children behind. Initially, such peer-tutoring focussed on the survival, physiological and emotional needs.

Over time, this relationship has also embraced the academic and world-readiness aspects, across all strata.



*John Comenius*, way back in the mid-19th century, had recommended that students who wanted to make academic progress should arrange to give lessons to others on a regular basis. He supported this belief with the phrase – **“He who teaches others, teaches himself.”** Later, the notion of the ‘monitorial system’ was proposed by *Joseph Lancaster* and *William Bentley*, both of who propagated the idea that *children who taught other children were in a better position to learn themselves, as they were reviewing their knowledge and material as opposed to merely memorising them.*

Peer tutoring as a reform found place in the new education policy, **NEP 2020**, to address the massive scale of poor learning outcomes among elementary school students. The NEP 2020 policy says,



“ To address the scale of learning crisis, all viable methods will be explored to support teachers in this all-important mission. Studies around the world show one-on-one peer tutoring to be extremely effective for learning — not just for the learner, but also for the tutor. Thus, peer tutoring can be taken up as a voluntary and joyful activity for fellow students under the supervision of trained teachers and by taking due care of safety aspects.

### What is Peer-tutoring?

With the passage of *No Child Left Behind*, education professionals are seeking research-supported practices that facilitate access to meaningful conceptual learning for those under par.

**Peer tutoring** or **Peer teaching** is a flexible, peer-mediated instructional strategy involving one or more students teaching other students in a particular subject area. It builds on the belief that *“to teach is to learn twice”* (*Whitman, 1998*). It is when one learner with attained competencies & mastery over a particular subject / topic is designated as the ‘tutor’ and provides instruction, guidance to a fellow student or peer who is less competent / familiar with the subject/topic. Tried and tested the world over, peer tutoring has gained momentum and success in the western world.

While this article primarily focuses on peer-tutoring for Students, this instructional strategy **also works for TEACHERS**, where more experienced teachers can peer tutor the newcomers or teachers of junior grade levels.

### Peer tutoring can take many forms, some of which are:

- 1) **Surrogate teaching:** learners from a higher year group are given some teaching responsibilities for the lower year groups.
- 2) **Proctoring sessions:** one-to-one tutoring by students who are slightly ahead of their peers, or who have successfully demonstrated proficiency with the material in the recent past.
- 3) **Cooperative Learning:** dividing the classmates into small groups, with each person in the group responsible for teaching the others. Each contributes a unique piece to the group performance on a task.
- 4) **Reciprocal peer-tutoring:** a more ‘specific’ form of *cooperative learning* which involves grouping classmates into pairs to tutor each other.

## Here are some *benefits* of Peer-Tutoring:

- 1) The Learners (& tutors) receive more **PERSONALISED** learning experiences.
- 2) Direct 1 to 1 interaction between learners promotes **ACTIVE** learning.
- 3) Learners feel more **COMFORTABLE** and **OPEN** (sans fear), when interacting with a similar aged peer. They also learn to receive and give positive and corrective feedback.
- 4) Peers share a **SIMILAR VOCABULARY** allowing for deeper understanding.
- 5) Peer tutors **REINFORCE** their **OWN LEARNING** by teaching others. This includes their answering diverse, out of the text-book questions that may arise during the interaction.
- 6) Research also includes that peer teaching activities help **PROMOTE MANY OTHER LIFE SKILLS** - team-building, supportive learning networks, greater psychological well-being, social competence communication skills, higher achievement and greater productivity in terms of enhanced learning outcomes.

**NOTE :** Providing clear goals for tutors and tutees usually keeps activities on track. By giving each student in the class a turn to be ‘tutor’ in one topic and a ‘learner’ in another (based on their attainment or non-attainment of competencies), peer-tutoring can ease the teachers' burden and create an active, vibrant and happy learning environment.



## STRETCH A SENTENCE

The "stretch a sentence" technique helps students of grades higher kindergarten to early primary to expand ideas and topics by adding more details to a sentence. It allows students with sentence starters that are sure to get their creative juices flowing, vocabulary pumping, and let's not forget the fun element in constructing new and often bizarre sentences. This strategy allows children to peer learn, peer teach or support and engage in group work.

Stretching a sentence makes the sentence more interesting and helps in giving more information. You can stretch a sentence by adding one or more detail to the sentence. It can be a word, more than a word, a phrase. Students start with a basic sentence and then 'stretch' it by adding more information to it based on the question posed.

A suggested **Table of the questions** is given here, which you can use to get students to think about how to stretch the sentence by adding details. An example to understand it better follows:

QUESTIONS	WHAT THEY INDICATE
Who?	Indicates the person, animal, or thing
What?	Explains the subject of the person, action, or thing
Where?	Indicates the location person, animal, or thing
When?	Indicates when the event took place
How?	Explains the way the event took place

**The 1st sentence: Kirti is cleaning.**



Stretch with **1st Question : WHERE?**

Kirti is cleaning the drawing room.

Stretch with **2nd Question : HOW IS SHE FEELING?**

Kirti is happily cleaning the drawing room.

Stretch with **3rd Question : WITH WHOM?**

Kirti is happily cleaning the drawing room with Soham.

Stretch with **4th Question : HOW?**

Kirti is happily cleaning the drawing room with Soham with a wet mop and a broom.

**The 2nd sentence: This is an allegorical vision.**



Both the sample sentences do not have much detail. They can be stretched with more details each time. by asking questions like: **what, how, why, where, with whom, etc.** Remember, the sentence can stretch at the **beginning / middle** or **/ end** of the existing sentence.

**WHAT?** This is an allegorical vision of Germania.

**BY WHOM?** This is an allegorical vision of Germania by Philip Veit.

**MADE WHEN?** This is an allegorical vision of Germania by Philip Veit made in 1848 AD.

**WHY?** This is an allegorical vision of Germania by Philip Veit made in 1848 AD to depict 'heroism' during the Rise of Nationalism.

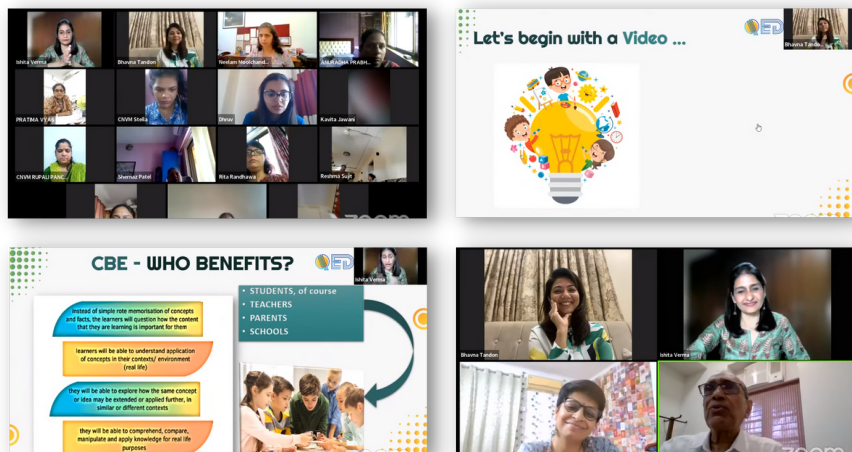
**WHERE?** This is an allegorical vision of Germania by Philip Veit made in 1848 AD to depict 'heroism' during the Rise of Nationalism in Europe.

## RIB TICKLERS

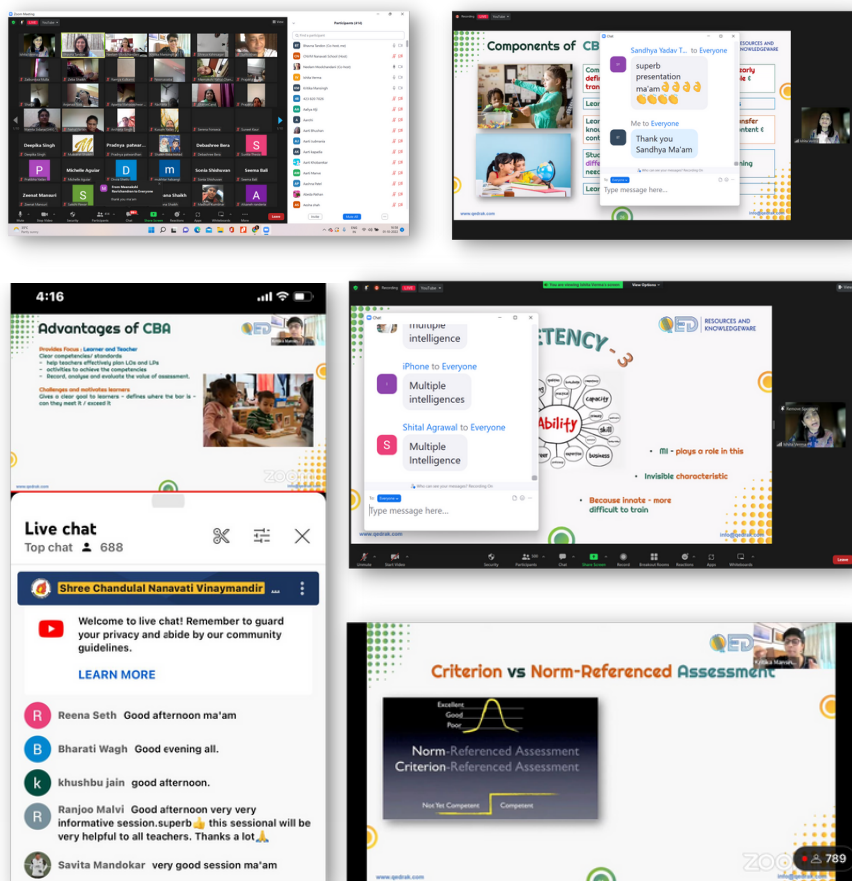
Little Riya had just discovered the magic of multiplication tables. As little as she was, her body trembled with excitement as she practiced and perfected her 2 & 3 times tables. Her school had advised her parents to offer as many opportunities at home and life outdoors to apply her new found knowledge, to cement her learning. So Riya's parents played fun games and quizzed her with everyday items. One evening at the dinner table, Riya's mother was puzzled with her daughter's mild frown and intent gaze upon everyone. She enquired, "Riya, why are you staring at all of us so seriously?" Riya took her time and exclaimed, " Now I have got It! I want to grow up and have lots of babies. So, if you married 1 Papa and had 2 babies, when I grow up I will marry 5 men so I can have 10 babies! Yeah!" The cutlery cluttered loudly on her parents' plates! Riya's father cleared his throat and tried to explain, "Riya dear, a man can have many wives and have many children, like King Dashrath. But it is not possible for one woman to have many husbands for so many babies." Puzzled, Riya asked "Why?" That is when Papa decided to play the typical 'awkward-moment exit-card'; he rose from the table and said, "I am done with dinner, ask your Mum."

## Organised by UNAIDED SCHOOLS FORUM OF MAHARASHTRA

### Teacher Training on 24th Sep. '22 for: Middle & Secondary Stage Teachers



### Teacher Training on 1st Oct. '22 for: Foundational & Preparatory Stage Teachers



To plan and implement CBE in your institution, please contact Team QEDRAK.

## TEACHER TRAINING

Despite the current festive mood across the nation, teachers of western Indian schools demonstrated immense energy, verve and active participation at the recently held Teacher Training organised by the Unaided Schools Forum of Maharashtra. The topic in focus was - **COMPETENCY BASED EDUCATION.**

While the first webinar saw active participation by more than 800 school teachers and school heads, the second one reached out to an even bigger audience of more than 1300 participants!

Each session was customised to address the needs for the specific grade audience; but the basic outline of both presentations included:

- Understanding the core concepts of CBE
- Components of CBE (Instruction-Learning-Assessment)
- The differences between the CBE Approach & Traditional System
- The Need for CBE & its benefits for holistic development
- Examples of Application of CBE across different grades and subjects

The webinar brought out the need to shift from the current assessment system (driven by rote memorisation and undue emphasis on grades, marks and rank), to a new order in which progress of students is based on *attainment of competencies*. Strategies shared during the sessions provided the audience with a deeper insight into the vision of Competency-Based Education as mentioned in **NEP 2020's** school reforms. The highlight of the webinar was its interactivity - the chat box was abuzz with responses! Team QEDRAK also shared links to contemporary resources for use by the teachers of CBSE & CISCE schools.

**Sh. S.C. Kedia**, Honorary Secretary of the Unaided Schools Forum (USF) reiterated how constant learning and upgradation of knowledge and skills is essential for all teachers and expressed hope that the participants would benefit from the CBE webinar and such webinars in the future.



## RESOURCES AND KNOWLEDGEWARE

Quintessential **ED**ucational Resources And Knowledgeware

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