

# **ENJOYABLE EDUCATION**

## **A PROJECT PROPOSAL FOR SCHOOLS**

### **1. AIM**

To make learning an enjoyable experience for children. To evolve a methodology of teaching such that the interaction among the teacher, the taught and the subject matter becomes intense and hence, to achieve maximum comprehension level.

### **2. TARGET GROUP**

2.1 The primary target is the below-average, underprivileged slow-learners who continue to be under-achievers or become dropouts for one or more reasons:

(a) Environment (school or home) (b) Lack of motivation (c) Lack of concentration, memory (d) Inefficiency of the teaching system.

2.2 The secondary target group: teachers and volunteers who actively participate.

2.3 The third target group: Usually above-average, high-scoring students who hopefully will learn that there is more to education than just memorization and getting marks in examinations.

### **3. METHODOLOGY**

3.1 MEE & EEE: Subjects taught in the school curriculum will be divided into small single point modules of enjoyable education (MEE) and each of these modules will be conveyed using an appropriate element of enjoyable education (EEE).

3.2 EEE's can be: [i] individual indoor games; [ii] group indoor games; [iii] outdoor games usually in groups; [iv] drawing, cut & paste, handwork etc. [v] song, dance, drama etc. [vi] Puzzle, quiz etc. [vii] Any other participatory method.

3.3 All the MEE's will be co-curricular in nature. i.e. will not be a substitute for regular teaching, but will be a supplement instead.

3.4 Even though the EE method can be theoretically applied to all the subjects for all the classes, some abstract ideas are not amenable to this EE approach. Hence efforts will be for:

- (a) Standards I to IV: All subjects as per MLL (minimum levels of learning recommended by NCERT)
- (b) Standards V to VII: English (for non-English medium schools); Hindi (or any other second language); Mathematics; Science
- (c) Standards VIII & IX: Science, Mathematics- as much as possible.

### **4. ASSUMPTIONS, underlying this project**

4.1 No child is totally uneducable and hopeless (unless severely mentally retarded).

4.2 Problems of the slow learners, underachievers and dropouts are caused mostly by factors external to the child (home and living environment, teaching methods, peer and role models inadequacy or misdirection, insensitivity of the system etc.)

4.3 Some of the problems of (2.1) and (4.2) can be overcome by awakening in the learner

(a) A desire to participate and understand and (b) Confidence in one's own ability to do so.

4.4 Aims of (4.3) can be at least partially achieved if one starts with reforming and improving the contents teaching/learning. (viz. syllabus, textbooks, classroom methods, examinations & other evaluation systems). Since any interference in the existing pattern of any one of these is beyond the capacity any ordinary individual (parent, teacher, any level of educators) it is assumed that modification of teaching methodology at the local level can help.

4.5 For reasons given above (in 4.4) MEE (modules of enjoyable education) are made co curricular. Thus they closely follow the syllabus and what is taught in the class, the difference being that MEE's aim at removing the fear of the school and creating curiosity in the student.

## **5. PROJECT DETAILS**

5.1 Even while following the syllabus MEE will be designed to be self- contained (i.e. will not need subject- teacher's support). But whenever MEE aims at clarification or simplification of concepts, the person handling MEE will wait for the corresponding portion to be completed in the regular classes.

5.2 In addition to design of modules as in (5.1) above, in actual fieldwork also the contents have to be crosschecked with the textbooks and the teachers so that conflicts of ideas do not arise.

e.g. if the correct concepts are taught, slight differences in terminology are acceptable. Thus for 'light' either 'prakasha' or 'belaku' in Kannada or both should be acceptable.

But in slightly higher classes the apt term from among 'bala', 'shakthi', 'oorja' should be used according to the context. The reason for such a choice can also be explained.

Sometimes, even if it is correct, some concepts need not be mentioned until earlier ones are clearly understood. Thus, sound as waves produced by vibrations is OK; but light as waves can wait for a much later time.

5.3 Including the teachers in the project will be the best procedure. This will help in coordination (as explained in 5.1) and avoid problems mentioned in (5.2).

For some reason, if direct and frequent involvement of teachers is not possible, discussion/consultation sessions will be necessary ( as will be given in para 6.6).

5.4 By design, this project adopts a slow method meant for slow learners. Hence it requires longer duration per module, part of which is spent in creating a good mood and atmosphere in the reluctant students. Thus, one session of MEE will need at least TWO PERIODS COMBINED.

5.5 One session per week per subject for this project will be ideal. (This is in addition to the regular teaching hours for the subject).

Since many schools will find this too much to adjust in their timetable, one can manage with a minimum of one session every two weeks (per subject)

5.6 Since MEE is purposely interactive, it has to be conducted in small groups.

Teacher/adult to student ratio of 1:10 is ideal and can be managed up to 1:20.

Any higher number of students per class requires more trained volunteers..

## **6.REQUIREMENTS from the school**

6.1 Understanding of the principles, aims & details of this new method by

(A) Decision makers (committee, trustees, principal/ headmaster etc.)

(B) Concerned teachers

Reading this project proposal or discussion with the author or calling for a demonstration/orientation session, can easily do this.

6.2 After understanding and getting convinced, obtaining necessary permission from appropriate authorities for conducting the program, using the facilities (library, laboratory, teaching aids, games material etc.) and allowing outside volunteers.

6.3 Students, teachers and others to be informed and motivated about this project.

6.4 Some congregation/playing areas made available for two hours (e.g. a large hall, a stage, shady area under a tree, a class room without furniture).

6.5 Suitable modification of the school timetable (as in paras 5.4 & 5.5).

6.6 Arranging for weekly/fortnightly consultation/planning meeting with the teachers (about one hour per subject)

## **7. REQUIREMENTS from teachers and volunteers**

7.1 Attending demonstration and orientation sessions

7.2 Willingness to learn, test and apply new/unfamiliar methods of teaching..

7.3 Ability to mix and interact with the students (even the 'dull' ones) in a friendly, non-authoritarian way.

7.4 Ability to get teaching aids made by students and volunteers, by making them feel that it is fun.

7.5 Volunteers other than teachers (including the 'experts' and resource persons) also are expected to be ready for all the above. In addition, they should be ready to relearn the subjects and/or methodology.

7.6 All the field workers (i.e. those working with the students) should make, if necessary, attitudinal adjustment to share teaching responsibilities among co-teachers and volunteers. This includes planning together, academic reporting, briefing etc.

## **8. RESPONSIBILITIES of the coordinator**

8.1 Designing the contents and other details. Making the modules of teaching, explaining rules and relevance of games, and specifying the needed aids and equipment also form part of the designing.

8.2 'Training the trainers': Orientation sessions for willing teachers and volunteers, initially and subsequently whenever needed.

8.3 Periodic and final evaluation of the program. This includes (a) weekly/fortnightly interaction with teachers & volunteers. (b) progress of contents as well as the students.

## **9. FURTHER SCOPE of the project**

In addition to the AIMS stated in the beginning, possible further benefits are:

(I) More cheerful atmosphere (II) Physical and mental activities in which ALL the children can participate (not just the selected few). (c) Some brighter students can be used as examples or demonstrators for the other children in the same class or the lower classes. Sometimes they can be of help in other schools also.

(III) Some of the teaching aids, games, learning methods involving fine arts etc. can be used by the school in their exhibitions, functions, competitions etc. (IV) Cooperation and coordination among the usually independent teaching staff like teachers of maths, languages, P.T., drawing , handicrafts.

Above all, B.Ed./M.Ed. students and others (interested in pedagogic research) can join this program for mutual benefit.