

Unlocking the Power of Peer Learning: Enhancing Education Through Collaboration

Zilla Parishad Primary School-Khandepada is a remote school in the Nandurbar block (Nandurbar District, Maharashtra), with two teachers and a total of 31 students.

GPF has been working with teachers and the Education system in Nandurbar since 2016. Through our work in the clusters, we connected with the two teachers from Khandepada school. One of them is a Cluster Resource Group (CRG) teacher who supports other teachers in the cluster in their academic needs.

During our recent visit to the school, an inspiring scene unfolded before our eyes. Children were seated in four groups. We assumed that these were class/grade-wise groups. Instead of the traditional teacher-centered approach, we witnessed students actively engaging in the learning process. What caught our attention was that these groups were student-led, with one or two students taking the initiative to guide and support their peers in understanding the concepts being discussed.

The teachers later explained that the formation of these groups was not based on class or grade levels. Instead, the groups were thoughtfully curated to include students with varying levels of understanding in the specific competencies under discussion. As a result, each group comprised students from different classes fostering a diverse learning environment.

The role of the teachers in these groups was primarily one of support, intervening only when students sought assistance or required specific Teaching Learning Materials (TLMs). Students themselves were the true drivers of learning, actively engaging and acquiring knowledge from one another. Within each group, a designated student assumed the responsibility of leading the discussions and providing support to their peers whenever necessary. This dynamic display of peer learning showcased the tremendous potential and effectiveness of collaborative education. This student-led approach not only fostered a sense of autonomy but also encouraged collaborative learning among the participants.



The teachers also emphasised the active involvement of parents in the village. Parents were frequently invited to conduct activities in the school. Many parents had enthusiastically led enriching study tours for the children. Furthermore, the evening study groups, which were held after school hours, were entirely facilitated by parents. This collaborative partnership between parents and educators played a pivotal role in creating a supportive and holistic learning environment for the students.

The teachers shared that their participation in the Shikshan Parishads and CRG meetings served as a catalyst for their innovative approaches in the classroom. These platforms provided them with valuable insights and encouragement to explore new teaching methods and involve parents in their children's learning journey. As a result of implementing these approaches, they witness consistent and improved attendance of students in the school. This positive outcome further reinforced their belief in the effectiveness of these innovative practices, creating a virtuous cycle of enhanced learning experiences.



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