



## SELF LEARNING

(INNOVATION CODE - SKM/18/05)

Self learning is a skill to manage one's own learning tasks without anyone deciding your course of action. It is a necessary life skill for effective lifelong learning and, if developed from an early age, children are able to enhance their learning capability as well as develop better decision-making, planning and execution skills. The purpose of the activities described here as part of 'Self Learning' innovation is to encourage students to be self-motivated, self-sufficient learners who know how to gain and apply knowledge in any area. The efforts made by the teachers in the classrooms are also doubly rewarded when students are able to learn-understand-read on their own.

### Names of the innovators

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### Benefits of this innovation

- ◆ Students understand the importance of self-learning as well as classwork and homework.
- ◆ The concentration and mental skills of students improve.
- ◆ Learning environment of the student at home also improves.
- ◆ Students become far-sighted and they gain the perception to distinguish between right and wrong.

## Impact areas

Increase in enrolment/attendance rates; Improvement in the inspiration levels of teachers.

## Summary

Under this innovation, different activities are organised. The basic principle behind all these activities is that when students are given opportunities to find and assimilate information on their own, their curiosity is fuelled and their self learning skills improve. The inclination of students towards self-learning also shows positive results in the classroom. Each activity gives them the knowledge to gain success in theoretical and practical situations.

## Activities for classroom

### 1. Corner Time

**Introduction:** Giving children a designated time and place for self-exploration of information and knowledge not only introduces discipline in their daily life but also helps them understand the significance of their work. This leads to a sense of ownership and responsibility towards their own learning, while enhancing concentration. The aim of adding a Corner Time to the class time table is to give students an opportunity everyday in the class to pursue an activity independently, and with the freedom to choose it as per their interest. At this time, students are given a choice to engage in any one activity (like drawing, reading, writing, solving puzzles, etc.) and three corners of the classroom are made available to them for those activities. This

encourages them to try out new things, identify skills they are good at, and build their confidence.

**Classroom Application:** This activity is ideal for every school and class. For students of junior classes, help may be required from their teachers. This activity will improve the students' overall learning abilities, while helping them explore their unique skills.

**Planning:** Based on student's interests, make a weekly plan of Corner Time activities. This plan can be followed throughout the year. An example plan for primary classes is provided here:

Day	Time	Corner 1	Corner 2	Corner 3
Mon	11-11:30	Learning from Wrappers Corner	Reading Corner	Artist's Corner
Tue	11-11:30	Language Corner	Reading Corner	Artist's Corner
Wed	11-11:30	Learning from Wrappers Corner	Reading Corner	Artist's Corner
Thu	11-11:30	Language Corner	Reading Corner	Artist's Corner
Fri	11-11:30	Shakespeare Friday	Reading Corner	Artist's Corner
Sat	11-11:30	Craft Corner	Reading Corner	Artist's Corner

In the plan shown here, the activities for corner 2 and 3 are fixed on all days. Corner 1 is assigned a different activity every day, which can be conducted without the teacher having to rearrange materials on a daily basis.

**Preparation:** Label each corner creatively to indicate the activity that students will pursue there, and arrange the required material. Some examples are as follows:

◆ **Reading Corner** — Story books or course books, and a mat for students to sit there and study. This should be a bright corner with ample light.

◆ **Artist's Corner** — Crayons or any other colours, or chalks if students are going to draw on slates or blackboard. Paste some inspiring pictures drawn by students.

◆ **Language Corner** — A white/black board or a chart paper with the same sentence written in various languages. A new sentence and its translations are written by teacher or students everyday.

◆ **Shakespeare Friday** — Photos of famous poets and course book poems written on chart papers, to inspire students to write poetry on every Friday.



Could you please give me your  
pen for a day?  
कै किसी शमाई एक दिन का निमित्त  
कलम दिन साकरो ?



◆ **Learning from Wrappers Corner** — Empty shampoo bottles, food wrappers, boxes, and any other packaging material (in line with the Wrapper Learning activity explained in ‘New Age Teaching Techniques’ section of this booklet.)

◆ **Craft Corner** — Re-usable items from around the school/home, such as lost buttons, ribbons, left over paper, cloth, etc. along with glue and scissors.

**Implementation:** Corner Time can be conducted in class everyday:

◆ Basis the plan, ask students to select one corner of their choice. If too many students choose the same corner and other two corners are almost empty, divide the class equally into three corners. After 15 minutes, each group will have to move to the next corner so everyone gets a chance to try out all the activities.

◆ For the duration of the designated time, allow students to individually engage in the activity of their choice. They may ask for each other’s or your help, if required at any time, but try not to guide or interfere unless its really needed. Rather, give them time to self explore.

◆ Last 5 minutes are used to survey their work. If they have created a drawing, poem or any thing else, they present it to the class. Their work can also be pasted on bulletin board or classroom wall for a few days to boost their moral.

**Note:** For young children, about 4-7 years old, it may be difficult to continue to be in one corner for more than 10-15 minutes. Also, sometimes they may choose one activity, but just after a few seconds want to do something else. In such a case, it is advisable to insist that they pursue their first choice at least for 5 minutes, and then give them the freedom to move to another corner and another

activity when they need to.

## 2. Self-Created Dictionary

**Introduction:** A self-created dictionary is a highly rewarding effort in itself. Students collect new words on a daily basis, along with their meaning and use, according to their class level. For this, it is important that they first understand the critical need of a dictionary as an asset throughout a student’s education. If they start working towards this from a young age, they not only benefit from it for a long time, but also develop research and documentation skills through enquiry-lead learning.

**Classroom Application:** This activity is suitable for all classes. Students not only increase their vocabulary, but are also able to understand and remember key words of any subject. It improves learning outcomes and retention of learning.

**Planning/Preparation:** This activity is planned by the teacher according to the class level. For instance:

◆ Primary class students are given a list of words by the teacher from the syllabus topics, and they record the word meanings and use in their individual dictionaries as part of their daily homework.

◆ Upper primary level students can choose the words from the syllabus text themselves.

◆ In higher classes, students can also be asked to select words from a newspaper article, where they find its meaning as well as identify it as a part of speech (i.e. noun, pronoun, verb, adjective, adverb, conjunction, preposition, and interjection).

**Implementation:** The following is done on a daily basis.

◆ After reading a lesson, the teacher and students together select 4-5 words from the syllabus everyday. It can be from any topic of any subject. If all subject teachers of a class are conducting this activity, each teacher should select only 1 or 2 words for students

to record in their dictionaries. Otherwise, with too many words for each subject, students may feel burdened and creating a dictionary may become a tedious task.

◆ At home, students find out the meanings of these words from their course books, or by asking elder siblings, or with the help of another family member. As part of their daily homework, they list out these words their meanings on a rough paper or paper leftover from previous years' notebooks.

◆ At the end of the week, students bind these papers together (in a file or with a thread). This way, every week, new pages are added to their personal dictionaries.

**Note:** Students continue to add words to the same dictionary as they progress from one class to the next. This way, they carry this knowledge bank throughout their education and are able to refer to it as and when needed.

### 3. Grammar from News

**Introduction:** The habit of reading newspaper daily helps students develop an interest in art, culture and literature, makes them aware of the happening around the world, and builds their personality and character. Apart from this, it also improves their reading and writing skills and can serve as an effective TLM for learning different parts of the speech. This method promotes self-learning as

children can practice at home while going through the newspaper.

**Classroom Application:** This activity can be used for upper primary classes when students have learnt basic literacy skills. It enhances their language grammar skills, as well as develops their interest in different fields like sports, art, culture and literature.

**Planning/Preparation:** This activity can be carried out on a daily basis. The teacher should explain the benefits of reading newspaper every day. He then asks students to read the newspaper at home, identify the nouns/pronouns and adjectives and discuss it in the class/morning assembly the next day.

**Implementation:** This activity is best assigned for home, so students can hone their self-learning skills.

◆ Ask students to read at least one news article every day and identify different parts of speech (i.e. noun, pronoun, verb, adjective, adverb, conjunction, preposition, and interjection) from the selected news article.

◆ The student makes a list of these words in a tabular form, with each column specifying nouns, pronouns, verbs and adjectives.

◆ Students can choose to share their lists with the rest of the class the next day. While the student is reading the report out loud in the class, the teacher can also improve his/her pronunciation.

**Note:** This is a self learning activity in which teacher should allow independent research and documentation. ■

