



Exposure Visit at Rishi Valley Institute for Educational Resources (RIVER) Krishnamurthi Foundation India

Rishi Valley, Madanapalle, Chittoor District. A.P

Five days Capacity Building Program/Leadership Development Program for Primary Teachers, Official of DOE, GNCTD and DIET/SCERT faculty, Delhi

Date: 9-13th September,2024

Departure (Delhi-Bengaluru-Madanapalle(air)): 8 September 2024

Arrival (Madanapalle-Bengaluru-Delhi(air)): 13 September 2024

Duration of Program: Five days



Details of the Program:

- **No. of proposed participants:** 30
- **No. of participants attended:** 30 (28 primary teachers, 1 officer of DoE, 1 SCERT/DIET faculty Mr.Parikshit official DOE)
- **Stakeholders:** Primary Teachers, Official of DOE DIET/SCERT faculty
- **Transaction Methodology:** Field visits, Hands-on experience, Discussion, Theatre- Puppetry, Art & Craft etc
- **Name of Coordinator:** Ms. Prabha Uniyal, Astt. Professor, DIET Rajinder Nagar
- **Report by:** Ms. Prabha Uniyal, Astt. Professor, DIET Rajinder Nagar



Schedule of Training (Course Design with Session Plan)

09 September'24 (Day 1)	
Time	Session
09:00 - 09:30	Registration and Inaugural Address <i>Welcome by the RIVER team</i>
09:30 – 10:00	The Evolution of an Innovation <i>Overview film on the RIVER Multi-Grade Multi-Level Methodology</i>
10:00 – 12:30	Rethinking Language Instruction for a Diversified Classroom and a Deep Dive into Understanding the RIVER MGML Methodology- Mother tongue <i>RIVER Satellite School Telugu Language Classroom observation and discussions</i>
14:00 – 16:00	Cultivating Confident Problem-Solvers and a Deep Dive into Understanding the MGML Methodology - Mathematics <i>RIVER Satellite School Mathematics Classroom observation and discussions</i>
16:30 – 17:00	Presentation on RIVER MGML Core characteristics and rationale <i>Understand features of learner-centered classroom based on RTE and NCF guidelines.</i>
17:00 - 17:30	Recap

10 September'24 (Day 2)	
Time	Session
09:00 - 09:30	Young Voices Bring Tradition to Life <i>Musical Assembly presented by the students of the Rural Education Centre</i>
09:30 – 10:00	Dialogue with RIVER Director/core team <i>Report presentation by participants followed by question & answers</i>
10:00 – 12:30	Presentation & discussion on RIVER Package (Hindi Grade 1&2) <i>Familiarizing 'Apna Path Pitara' and discussion on steps to take in establishing routines and how to monitor student learning utilizing the ladder of learning and achievement chart</i>
14:00 – 16:00	Contextualization of the Teaching and Learning Process and a Deep Dive into Understanding the MGML Methodology – English and Environmental studies <i>RIVER Satellite School English and EVS Classroom observation and discussions</i>
16:30 – 17:00	Assessment in MGML Classroom <i>Understand importance of assessment and recording progression of learners in different subjects.</i>
17:00 - 17:30	Recap
20:00 – 20:30	Demonstration on use of traditional visual aids in an MGML classroom <i>A shadow puppet show by REC middle school students</i>

11 September'24 (Day 3)	
Time	Session
09:00 - 11:30	Teacher Enrichment <i>Practices of Learning: Pedagogic Methods in the Classroom</i>

11:30 – 12:30	Presentation & discussion on RIVER Package (Mathematics Grade 1&2) <i>Familiarizing 'Apna Path Pitara' and discussion on steps to take in establishing routines and how to monitor student learning utilizing the ladder of learning and achievement chart</i>
14:00 – 16:00	Presentation & discussion on RIVER Package (EVS Grade 1&2) <i>Familiarizing 'Apna Path Pitara' and discussion on steps to take in establishing routines and how to monitor</i>

	<i>student learning utilizing the ladder of learning and achievement chart</i>
16:30 – 17:00	Arts & Crafts in RIVER MGML <i>Understand the importance/identify in a RIVER model classroom certain physical features including effective display system, low-cost materials, use of wall space etc.,</i>
17:00 - 17:30	Recap
20:00 – 20:30	Documentary – Freedom to learn

12 September'24 (Day 4)	
Time	Session
09:00 - 11:30	Teacher Enrichment <i>Understanding Marginalisation and Inclusive Education</i>
11:30 – 12:30	Presentation & discussion on RIVER Package (English Grade 1&2) <i>Familiarizing 'School in a box' and discussion on steps to take in establishing routines and how to monitor student learning utilizing the ladder of learning and achievement chart</i>
14:00 – 16:00	Presentation & discussion on important features of MGML classroom setup <i>Simulations on identifying children's learning levels, routine establishment & Assessment in RIVER MGML</i>
16:30 – 17:00	Presentation on potential of MGML for inclusion
17:00 - 17:30	Recap
20:00 – 20:30	Documentary – School without walls

13 September'24 (Day 5)	
Time	Session
09:00 - 11:30	Teacher Enrichment <i>Approaches to Assessment</i>
11:30 – 12:30	Presentation & discussion on comprehensive Support Pack <i>A discussion on identifying children's learning gaps and learning plan</i>
14:00 – 15:00	Presentation & discussion on RIVER Pre-primary Package <i>Familiarizing 'RIVER Pre-primary Package' and discussion of steps to take in establishing routines</i>
15:00 – 16:00	Community School linkage <i>Metric Mela - Community Math fair</i>
16:30 – 17:00	Planning and way forward <i>Discussion on planning and way forward and next steps</i>
17:00 - 17:30	Summing up

*During the above 5-day program, there might be intermeshing of the sessions

Objectives of the Program

1. Improving teacher motivation and enthusiasm
2. Encourage the teacher's creative and innovative work culture.
3. Development of 21st century skills

Training Program - Brief Overview (day wise and session wise along with learning outcomes and activities photos)

Rishi Valley Institute for Educational Resources (RIVER), its teacher training unit, curriculum development cell, and model schools are located on campus. Vidhyavanam is a residential middle school that caters to students from satellite schools. Health care, midday meals, and clothes are provided to all the children for free. It is an experimental school where students are taught in vertically grouped classes, with the help of innovative materials, Rich programs in craft, music, athletics, and puppetry supplement academic training. There are currently seven satellite schools (laboratory schools), several of them are located in village commons. Each school has multi-grade schools with an average ratio of one teacher to twenty students of various ability groupings. Krishnamurti's philosophy of education is reflected in the activities of Rishi Valley Rural Education Center.

DAY 1 (9th September, 2024)

The first day of Rishi Valley began with a nice walk while exploring the beauty of nature at this place. The Program began at the Surya Hall with melodious Sanskrit Shalokas and Telugu Folksongs sung by a group of students.



After an introductory session, an overview film on the RIVER Multigrade Multilevel Methodology was shown. Thereafter, Mr. Anil Duth, Prof. Meenakshi Thapan, Dr. Rachna Singh, and their team conducted a heartfelt communication session.

Later, there was a visit to two Satellite Schools, **Ashoka Vanam and Valmiki Vanam**. There we observed River Satellite School Telugu Language and Mathematics Observation.

At Valmiki Vanam, we observed the Telugu Language Classroom. Mr. Anil explained us the pedagogical methods used at these schools in a detailed manner while showing us the TLMs used and explaining each process in a very elaborative way and interacted with the teachers and students sitting there. We also came to know about the food that is given to the students studying there. The food is cooked on the school premises itself. The caretaker of the place cooks delicious healthy meals for these students.



At Ashoka Vanam, we observed the Mathematics Classroom. The classroom was full of many activities. Various daily use and easily available materials like pebbles and sticks were used to solve mathematical problems. The teacher also used stories to explain some concepts. He showed us some examples of how stories are

used to explain some basic concepts. We observed the following concepts using stories.

1. Addition below 5
2. Subtraction below 5
3. Concept of Zero



Both schools offer a holistic approach to education that includes community services, extracurricular activities, discussions, etc. The school uses simple but well-maintained facilities for students and staff. Such as:

- **Classroom setting**

Students were divided into four groups. There were no desks. Students were sitting on the floor and working together. The blackboard was kept lower to allow students to use it. All the material was easily accessible to children. There were lots of toys and additional teacher aids. There was no separate desk for the teacher. The classroom was full of drawings and crafts made by students making a more conducive environment.

• Teaching – Learning Material

All the Teaching Learning Material was differentiated by different logos like animal represents language while toys represent EVS. There was a ladder hanging on the wall which represented the various learning levels.

Teaching Learning Process

Students were divided into small four groups:



1. **Teacher Supported Group**
 2. **Partial Teacher Supported Group**
 3. **Peer Learning Group**
 4. **Self-learning Group.**
- The facilitator gave time to each group depending on their needs. Regular assessment was carried on.

Other facilities were clean toilets, clean drinking water, playground outside the school. There was a large variety of toys and games. Students have easy access to all these facilities.

Child Behaviour

Students are self-disciplined and do not require continuous monitoring. They were willing to learn and were also working independently. We felt privileged to observe such activities gradually so that we could impart those skills and capabilities to the students effectively. We can use some of these pedagogies in our classroom. For example, using **sticks** for **multiplication** is an effective method to teach multiplication for lifelong learning. Another important aspect that we liked the most was self-discipline among students. Even in the absence of the teacher, the classroom was quiet. Some meaningful utterances were only part of their learning process. Overall, these pedagogies are useful and can be inculcated in some way or the other in our traditional classrooms too.

A group photograph marked the memorable day.

The whole training was packed with meaningful experience and learning, leaving all participants inspired and rejuvenated for the days ahead.

Day 2 (10th September, 2024)

Our day we started with a refreshing walk along with a hot sip of coffee.

The session started with a quick recapitulation of the previous day and taking reflection from the participants about their observations. **Hemraj and Anuj Sir** shared their reflection. We all agreed with their observations.

Then, we discussed Multi-Grade Multi-level methodology where we discussed about

1. Multi-grade schooling system

2. Facets of MGML

3. Challenges in Multi-grade

4. Underlying principles behind the Methodology

5. TLM Design

6. Grouping and Learning Process

We also discussed the Milestones and Ladder which we saw yesterday in detail. We also talked about the Assessment and Common Minimum Days (CMD) Sheet. CMD Sheet is a glance tool to know children's progress.

The other thing that we liked was the daily mirror. It is a small sheet of paper with daily activities in it. Children tick-mark the activities they have performed and reflect on their day and their behaviour.

Next, we visited a School Vidya Vanam which is located on the Campus itself. The facilitator **Mr. Zafar basha** made us observe English and EVS classroom.

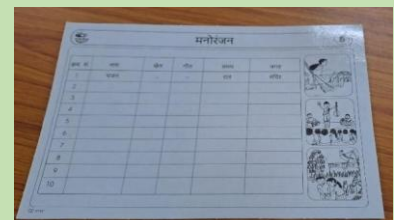
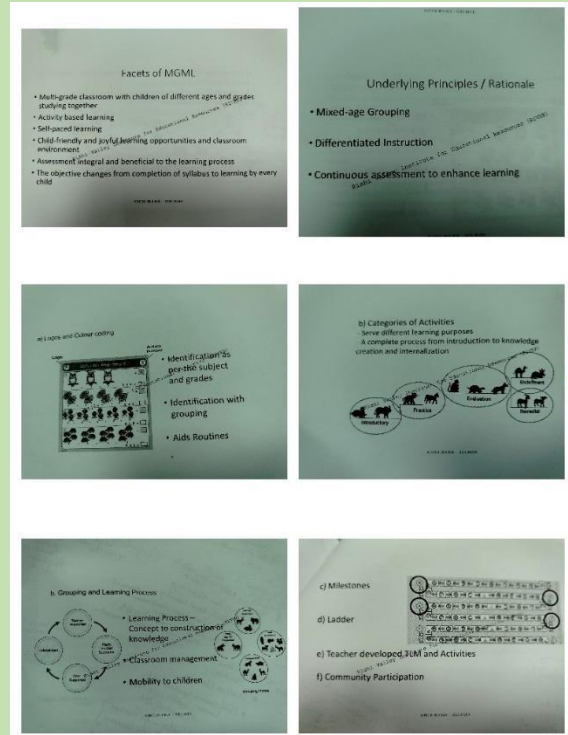
In these classrooms, the curriculum was a bit different from what we observed in the Telugu and Mathematics Classrooms. Grade 1 and 2 were studying together and grade 3 and 4 were studying together. There the ladder was also divided into two parts where the 1st half was teacher-directed activities for both the groups. Then the children can work in small groups as per their learning level.

Both English and EVS classrooms were very innovative.

Various educational methods such as art-integrated learning, peer learning, and many more. These art-based activities allow individuals to connect with their inner selves to foster basic skills in them. The curriculum is divided into various themes like family, season, festivals, etc. The curriculum is flexible and the facilitator can choose any theme first.

Then after a delicious lunch, we moved forward with a detailed session on the Learning Ladder and symbols used in the learning process.

Some of the symbols used were:



- Lips- Sing a song
- Pencil- Craft
- Pot- Clay Modelling
- Squirrel- Discussion
- Doll- Action Rhymes
- Ear- Listening Activity

పక్షులు

క్ర.సం.	పేరు	చిన్నవా/చివా	పంక్తి
1	కోళ్ళు	✓	50
2	పావురాలు	X	0
3	మీనలు	X	0
4	పిన్నులు	✓	20
5	కాకులు	✓	10
6	నదులు	✓	0
7	గోరింకలు	✓	2
8	గడ్డలు	✓	5
9	చిలుకలు	✓	10
10	మొక్కలు		
11			

మన ఇండ్లు

క్ర.సం.	ఇల్లు రకం	చిన్నవా/చివా	పంక్తి
1	వాక	X	0
2	కోట్లం	X	0
3	మీద	✓	1
4	పెంకుట్లు	✓	3
5	శికుల ఇల్లు	✓	4
6	డాబ్/మిడ్డ	✓	50
7	గుడిసె	✓	5

Then we had a hands-on experience with the Teaching Materials and learned how to use them. The activities are divided into 3 broad categories:

1. Introductory Activity
2. Practice Activity
3. Assessment Activity

After the evaluation students are given two other activities based on their assessment Activity. They are given Enrichment Activity and Remedial Activity.



Then at last after a hot sip of tea, we saw a puppet show performed by the school's students. The puppet shows presented two stories.

1. A Hindi story on **Kabootar and Bhediya**
2. A Story in Telugu on **Sher and Khargosh.**

Both the shows were amazing.

There is an age-old tradition that it rains when these kinds of puppet shows are organized.

It was a real-life experience that left all of us speechless.

Overall the day was a great learning experience.

Day 3 (11th September,2024)

Session conducted by Prof. Meenakshi Thapan.

She talks about Practices of learning: Pedagogic methods in the classroom

Learning objectives of her session is to reinforce learning through practice, Promote active engagement with activity-based learning, Foster collaborative problem-solving skills, Encourage inquiry-based learning, and



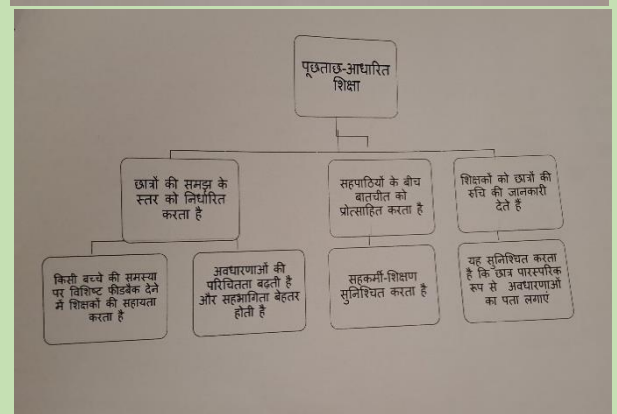
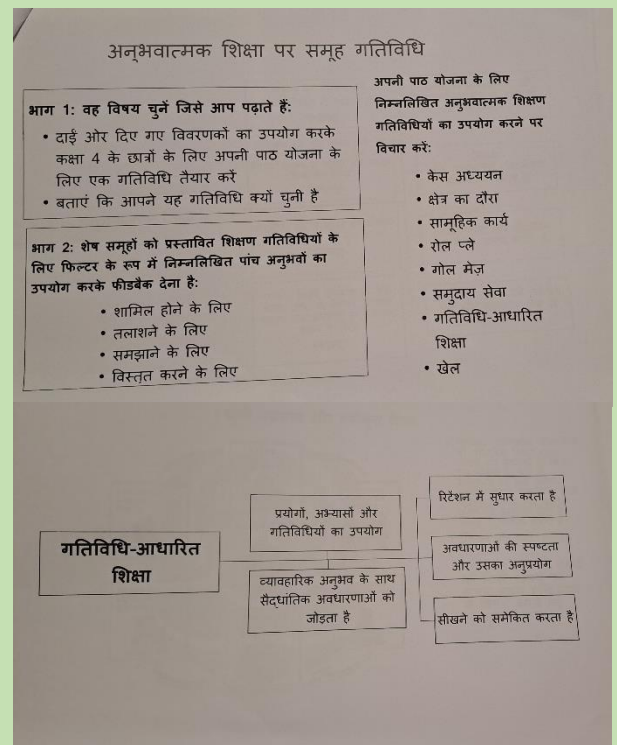
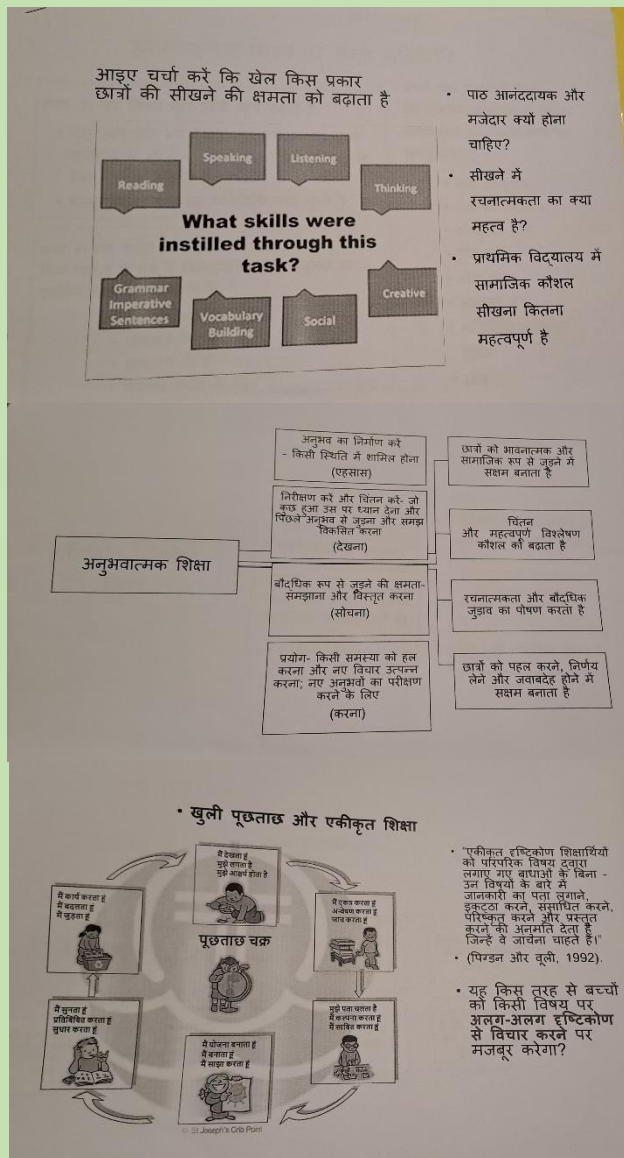
Stimulate critical thinking with open-ended and daily life questions then another Facilitator, Dr. Rachna Singh interacted with participants and conducted hands on activities on open-ended questions, story creation and experiential learning based activities on traffic.

Thereafter, different Pedagogic methods were discussed.

Learning Practice: [Brief description of learning activities, e.g., reading, writing, vocabulary building]

Activity-Based Learning: [Examples of hands-on activities to reinforce learning, e.g., experiments, simulations]

Collaborative Learning: [Group activities to promote teamwork and peer-to-peer learning]



Inquiry-Based Learning: [Guided exploration and investigation to encourage critical thinking and problem-solving]

Open-Ended Questions: [Questions that stimulate discussion and multiple perspectives]

Daily Life Questions: [Relating academic concepts to real-world experiences]

Post lunch Session taken by Mr. Zafar basha



Math Year Plan and Lesson Plan

Math Year Plan (Ladder Approach): [Outline of the year's math curriculum, progressing from foundational concepts to more advanced topics]

Lesson Plan (One Milestone): [Detailed plan for a specific math lesson, including objectives, activities, and assessments]

Logos of Activities:

Penguin: Outdoor activity, **Sparrow:** Number pronunciation, **Peacock:** Indoor Activity, **Rooster:** Addition practice, **Swan:** Place value practice, **Woodpecker:** Matching cards, **Rat:** Tambola, **Crow:** Revision, **Duck:** Measurements, **Crane:** Shape introduction, **Kingfisher:** Games, **Owl:** Word problems, **Eagle:** Assessment, **Parrot:** Subtraction, **Ostrich:** Multiplication, **Vulture:** Division

Session 3: Zafar Basha (Art and Craft)

Magic Card: [Description of the activity, e.g., creating a simple card with hidden messages]

Thread Activity: [Example of a thread-based art project, e.g., dipping thread in paint and placing it on paper. And dragging it.

Drop Spread: [Technique using drops of paint to create abstract patterns]

Drop Puffing: [Method of creating textured effects by blowing on wet paint]

Session by Mr. Anil Dutt

- The Language Classroom
- Curriculum design for language learning
- Principles of language acquisition •
The learning ladder approach
- Classroom organization strategies

Curriculum Design: [Overview of the language curriculum, including goals and objectives]

Principles of Language Learning: [Discussion of effective language teaching methods and theories]

Learning Ladder: [Progression of language skills from basic to advanced levels]

Organizing Classroom: [Strategies for creating a conducive learning environment]



Day 4 (12th September, 2024)

Today's session started with an interactive session with **Ms. Rachna** on understanding marginalization and inclusive education.

In this session, we talked about Inclusive Education, Equal Education Opportunities, Systemic barriers, Gender Inclusive Classrooms, Caste and Inclusive Education, culturally responsive teaching, Adivasi Language and culture, the Role of teachers, and Human health and wellbeing. In this session, we came to know about **“Trin Trin”- Karnataka’s first Transwomam Doctor** and the facilities given by the government to the Transgenders.

After an interactive session, we continued the pedagogy of English at REC, and after the session, we had a delicious lunch, and then we moved forward towards an interesting session on the EVS ladder. The facilitator, **Mrs. Sahida**, explained each logo and its representation in a detailed manner. In EVS Insects are used as symbols like

1. **HONEY BEE – VILLAGE SURVEY**
2. **GRASSHOPPER – MOTIVATIONAL STORY**
3. **BUTTERFLY – DISCUSSION
ACTIVITY**
4. **JOKER – ROLEPLAY WITHOUT
SOUND OR MUKHI DRAMA**
5. **LENS – FIELD TRIP**
6. **LADYBUG – EVALUATION**
7. **SPIDER- EXPERIMENT**
8. **HOUSES – HOMEWORK**
9. **BOOK COVER – CRAFT**
10. **ONE MILE STONE – COMET**
11. **MONKEY & SQUIRREL – ROLE PLAY**



The session was very interactive and we had hands-on experience with the **cards** and **TLMs**.

Later with the help of **Mr. Anil Duth**, we had a live demonstration of the Teaching methodology of the institution. Some of us acted as students while **Anil** facilitated the classroom giving us a hands-on experience of how the classroom looks like.

In the evening, we visited **the Rishi Valley School** and home of **Jiddu Krishnamurti Ji** presently known as a study center, this place still has objects and utensils used by him keeping his ideologies alive. In the library, we saw the books read by **Krishnamurti ji** and books written by him. Participants got knowledge about his life, his inspiration, his ideology, and other important events in his life. Then we saw a beautiful Bharatnatyam dance performance by the girls of the school. It was so mesmerising and heartwarming. The beauty of the place and the opportunities and facilities given to the students residing here were very impressive. There was a cricket ground, badminton court, music room etc. After coming back we had a session with **Anil** again where he explained to us the community school linkage and the facts of MGML. All the sessions here are very interactive and give us detailed insights into the pedagogies and the ideology of **J. Krishnamurthi**.

At the end of the day we had the most interesting session of the Exposure. In this session we were divided into 4 groups and each group was given a subject i.e. English, Hindi, Maths, and EVS. We had to develop a learning ladder on our subject and create symbols and activities related to that.

Then each group presented their ladder and we got feedback from **Anil** and **Prabha Uniyal** on how we could use it.

After making the ladder we felt that with some modifications it could be used in our schools too. It can be an effective method in our classrooms too.



Day 5 (13th September, 2024)

Main Campus Assembly: We then proceeded to the main campus to witness the vibrant assembly session. Various activities, including singing songs and shlokas, were showcased by the students.



Session 1: Dr. Rachana Singh

Personality Development and Self-Awareness: The day's primary focus was on personality development and self-awareness. We delved into **Jiddu Krishnamurti's** physiology chapter "**World in You**" and his inspiring words to understand the factors influencing teaching methods. These factors included the teacher's experience, community interaction, and teaching practices.



Self-Analysis and Awareness: We also explored the concept of self analysis and learned how to develop self-awareness instruments. The story of **Jagannath** and his tail served as a vivid illustration of this concept.

Social and Emotional Learning (SEL): The session continued with discussions on social and emotional learning (SEL), focusing on identifying emotions in oneself and others. Emotional awareness, self-assessment, and creating a positive learning environment in the classroom were key topics covered. The concept of "self-talk" and its impact on personal development was also explored.

Feedback from participants

The second session concluded with valuable feedback and a Reflection session. All trainees shared their experiences and learnings from their time at Rishi Valley Schools.

We observed good disciplined students here and they were very punctual in every aspect and I liked the way of assembly was conducted here.

- Hemraj

We should not judge any aspect from our perspective. We should enjoy the originality of the outside world as it is

- Kalpana Gautham



People here are living in harmony with nature and we saw an eco-friendly environment and economical teaching aid using local aids and learned a lot about self-awareness

- Anuj Shukla

There is a difference between Mannana and Jannana where “Janana” refers to accepting the told information as it is whereas “Manna” refers to an enquired and experimented information and then accepting it.

Also, the classrooms were slightly different from our classrooms. The classrooms had teachers' blackboards as well as students' blackboards where they could write their revision or their reflections daily we called them display mirrorboards also they had reflective columns for each child. Each kid can access themselves daily with the help of this reflection.

- Swathi

In this session, we learned about MGML & inclusive education which will help me to organize and add new techniques to my daily school activities & self-awareness which is very important because it helps the teacher to engage in activities and make children learn at a rapid pace and activity.

- Anjali

The TLMs used here are easily accessible to children and are zero costs which help them to engage in the topic.

- Bhavana



I am expressing gratitude to Mr. Anil Duth, who was very supportive and provided an organized training framework. All the participants were energetic and disciplined during the sessions, I hope that this Rishi Valley approach will aid our teachers in helping multi-level students.

- Parikshit Sir (DOE)

Fear is always about something; it does not exist by itself. There is fear of what happened yesterday about the possibility of its repetition tomorrow; there is always a fixed point from which a relationship takes place. Where there is fear there is no intelligence.

- Dr. Prabha Uniyal (Asst. Prof.) DIET Rajinder Nagar

A heartfelt vote of thanks was extended to **Mr. Anil Dutt, Prof. Meenakshi, Prof. Rachana Singh, Zafar Basha, and Sahida Madam** for their invaluable contributions and guidance.

Overall, the day was filled with insightful discussions, learning experiences, and a sense of community within the Rishi Valley Educational Resource Centre.

There can be freedom from fear only when there is self-knowledge. Self-knowledge is the beginning of Wisdom which is the end of fear.

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Jiddu Krishnamurti Ji

Thanks to DoE and SCERT for this Capacity Building Program. The group expresses its sincere gratitude to the worthy director of SCERT Delhi for giving this excellent opportunity to enhance the Academic excellence with experiential learning at Rishi valley.



Plan for Implementation of Learning Outcomes (by Participants)

“The function of education is to bring about a total movement of the human mind, and Rishi Valley is an attempt to do this.” – Jiddu Krishnamurti

The Rishi Valley Methodology is an innovative approach to education that fosters multi-grade, multi-level learning. After the 5 days training at Rishi Valley, Bengaluru, we have come across various innovative practices that can be inculcated in our day-to-day teaching.

Here's a plan for implementing the Rishi Valley Methodology for multi-grade, multi-level learning in a school and classroom setting:

Implementation Phase

Classroom Strategies

1. Learning Centers: Set up learning centers that cater to different learning levels and styles, such as reading, writing, math, and science.
2. Flexible Grouping: Implement flexible grouping strategies, such as ability grouping, mixed-ability grouping, and peer-to-peer learning.
3. Differentiated Instruction: Use differentiated instruction techniques, such as learning contracts, choice boards, and tiered assignments.
4. Technology Integration: Integrate technology, such as educational software, apps, and online resources, to support learning.

Teacher Roles and Responsibilities

1. Facilitator: Teachers act as facilitators, guiding students through the learning process.
2. Mentor: Teachers provide one-on-one mentoring, supporting students in setting goals and developing learning plans.
3. Assessor: Teachers continuously assess student learning, providing feedback and adjusting instruction.

Student Roles and Responsibilities

1. Self-Directed Learning: Students take ownership of their learning, setting goals and developing learning plans.
2. Peer Support: Students support and learn from each other, developing essential social and emotional skills.

3. Reflection and Self-Assessment: Students reflect on their learning, setting goals and identifying areas for improvement.

Monitoring and Evaluation Phase

1. Regular Assessments: Conduct regular assessments to monitor student progress, identifying areas of strength and weakness.

2. Feedback and Adjustment: Provide feedback to students, teachers, and parents, adjusting instruction and strategies as needed.

3. Reflection and Evaluation: Reflect on the effectiveness of the Rishi Valley Methodology, evaluating its impact on student learning outcomes.

By following this plan, schools and classrooms can effectively implement the Rishi Valley Methodology, promoting multi-grade, multi-level learning and improving student learning outcomes.

Glimpses of the Capacity Building Program/Leadership Development Program

