

Establishment of Resource Rooms for Children with Special Needs

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Introduction:

Children with Special Needs require need based supportive educational services. This can be provided by organizing resource rooms in regular schools. To achieve this objective, resource rooms are established at block level to cater to the individualized needs of CWSN. These resource rooms have been named as inclusive education hubs (IEH) which form a central point of providing educational and resource support services to the CWSN at block level.

Objectives of establishment of resource rooms at block level:

- To provide individualized and group teaching to the CWSN.
- To provide scaffolding instructions to the children who find it difficult to cope with academic work in regular classes and are scholastically backward.
- To conduct various peer sensitization activities in the resource rooms which are a part of the inclusive education scheme.
- To provide supportive environment and remediation to children with sensory impairment.

Description of the Resource Rooms:

The resource rooms are established at block level and currently there are 119 functional resource rooms to provide basic educational and resource support services to CWSN. Each resource room have computer and internet facility. The resource rooms are well equipped with educational material, TLM, games to enhance academic learning, bulletin boards, puzzles, picture books, story books, mazes, commercial and teacher made charts and aids and specially designed furniture.

The furniture provided in the resource rooms has been designed through Forest Department, Yamunanagar. It has been designed in such a manner that it can be used for individualized and group teaching. The resource teachers maintain the IEP's, case studies and cumulative progress record files of the children in the resource rooms. Educational support through adapting the curriculum is provided by the resource teachers to the scholastically backward CWSN.

Concluding note:

Setting up of resource rooms has been beneficial for the children who are labeled as 'dull or fit for nothing' as they are provided remediation and curriculum is adapted according to their needs. It has also served in meeting the objective of including children in regular schools and achieving the goal of "Education for All".