

## Learning Corner under Inclusive Education



Education is the fundamental right of all children & universalisation of education is meaningful only when all children in school receive equitable & quality education. Children with disabilities form an integral part of any society & rights applicable to all children include children with disabilities also. Education & other services for all without the inclusion of children with disabilities is not a reality.

The concept of Inclusive Education aims at “all children in a school regardless of their strengths or weakness in any area become a part of school”. The ideal system of inclusion is that the general education system itself should make education of children with disabilities as its integral part. This means that the general classroom teachers be equipped with skills to address the educational needs of children with disabilities with bare minimum support of resource teacher(special teacher).

The philosophy of Inclusive Education is aimed to improve the quality of education for all children in a classroom and there is no recipe for becoming an inclusive teacher. Inclusion is just good teaching practices that also endeavour to meet the needs of children with challenges.



A teacher sets the stage for learning. Classroom management is the backbone of inclusive education. It may include appropriate seating, using appropriate strategies to promote learning, encouraging warm interactions between all children, making use of novel and innovative teaching methods and providing purposeful learning material to the children.

Keeping in view these facts SSA, Chandigarh has initiated an innovative practice of establishing learning corners for CWSN to create a positive learning environment in the year 2009-10 covering initially 48 schools which later increased to 56 schools in 17 clusters.

### **Learning Corners- An initiative of SSA, Chandigarh**

The aim of setting up learning corners is to create a smooth functioning learning community in which students assume responsibility, participate in decision making, work collaboratively and engage in purposeful learning activities. The teacher organizes, allocates and manages the resources of time, space, activities and attention to provide active and equitable opportunities to these students in productive tasks.

Some of the material available in these learning corners as per need is as under:-

- Beads of different colours (wooden),
- Tactile artificial clock, Taylor Frame, Abacus
- Flash cards / wooden blocks etc.
- Workbooks and activity books, Models of teaching different concrete objects.



- Educational kit containing:-Note books, drawing books, scrap books, crayons, Braille papers, Markers, pencil box with pencils eraser, sharpner ,pen gripper whenever required etc.

### **Steps taken to implement the concept of learning corners**

- **Orientation of School Principals:**  
School Principal is the head of the institution & any activity in the school can be organized only with their support & cooperation. Accordingly, the schools Principals were given orientation about the objectives & requirement of learning corner. Along with this they were briefed about their role in smooth functioning of the learning corner.
- **Sensitization of General Education Teachers:**  
Inclusive Education can only be implemented in a successful manner if the general education teacher owns the responsibility of education of CWSN. Accordingly the general education teachers were sensitized about the utility & need of learning corner & how the same can be used for better inclusion of CWSN in class, behaviour modifications & other therapies. The platform of academic meets & in-service trainings was used to sensitize the teachers.
- **Training of CWSN in charges:**  
One teacher from each school was selected on the basis of recommendation by the school Principal & willingness of the teacher. She/He was given training through 90 days foundation course of Rehabilitation Council of India. This training was followed by 5-10 days training programmes on Braille , sign language & total communication skills, teaching strategies for children with MR etc in a phased manner.
- The selection of the schools was done on the basis that it has an enrollment of minimum 04-05 CWSN. 56 schools of U.T., falling under 17 clusters have been covered to provide the benefit of learning corners.
- The Cluster wise details of the schools being covered are as under:-

<b>Sr. No.</b>	<b>Cluster Head</b>	<b>No. of schools covered for learning corners</b>	<b>No. of CWSN being covered</b>
1	GMSSS-8	3	173
2	GMSSS-Modern Complex, MM	5	255
3	GMSSS-20 D	4	54
4	GGMSSS-20B	3	146

5	GMSSS-22	1	22
6	GMSSS-23	3	64
7	GMSSS-27	1	16
8	GMSSS-33	3	48
9	GMSSS-35	1	7
10	GMSSS-37	4	68
11	GSSS-38W	7	264
12	GMSSS-40	4	61
13	GSSS-45	2	41
14	GMSSS-46	5	110
15	GMSSS KARSAN	3	99
16	GMSSS-44	5	144
17	GSSS Manimajra Town	2	111
	<b>Total</b>	56	<b>1683</b>

### **Usage of Learning corners – When, How, By Whom**

Learning corners were setup in schools where CWSN can have easy access to it. Zero period is kept in the routine school time table for using learning corners by CWSN in different classes. CWSN in charges, in consultation with Resource teachers & subject teachers, assessed the learning status of each CWSN of their school so that the material available can be utilized in a proper manner. Support to CWSN is being provided on the basis of IEPs & hard spots identified by the subject teachers. In addition to this, support is being provided on specific special educational needs of CWSN wherever required like Braille, therapies, improving sitting capacities etc. There is free / easy access of material to these children. They can choose any item to use it in any manner as per their wish, but teacher in



charge keeps an eye on them to record their preferences and selection of material or interaction with other fellow beings during teaching learning process.

Teacher In-charge is keeping all the required records pertaining to the learning process. They have maintained a diary. Concerned Cluster Resource Centre Coordinator checks these diaries and other records on weekly basis. She/he interacts with teacher In-charge regarding the pace of learning of CWSN about the learning.



### **Impact of Learning Corners on Inclusion of CWSN:**

The successful implementation of the project/activity can only be assessed on the basis of feedback from the target group or progress made under the project. Accordingly, feedback regarding benefits & drawbacks was collected from the schools where learning corners were established & some of the feedbacks are reproduced as under:



1. Learning corner is a place where CWSN are valued for their natural need & desire to learn, their curiosity of the world around them & love for exploring the world.
2. CWSN gets individual/one to one support from a teacher which at times is not feasible in the inclusive classroom.
3. The pace of learning among CWSN improves with the help of need based TLM.
4. CWSN gets additional support & training on special requirements like functional academics, communication skills etc from the teacher as well as Resource teacher.
5. Learning corner helps in adapting the behaviour of CWSN children specifically with mental retardation so that they can be adjusted to the needs of Inclusive classroom & society as a whole. For e.g. Deepak, a child with mental retardation having 32 IQ was trained in the learning corner & as a result his behaviour has improved so much that he seems to be alike his peers & is now in class VIth.
6. Learning corner helps in inculcating the value of sharing & team work which is most required for successful inclusion of children with Autism.
7. CWSN exhibiting emotional & behaviour problems like temperament fluctuation, hyperactive, showed tantrums, anger etc benefitted a lot because of the continuous &

regress support provided to each CWSN in the learning corners which helps in their better inclusion.

8. Support & special attention of CWSN incharges help CWSN to be independent, self sufficient & confident.
9. Along with the support services academic support always remains a major highlight, CWSN gets the extra care on the basis of their educational plan by the CWSN incharge in the learning corner. The promotion of CWSN is on the basis of their performance in the exams. The results of some of the CWSN being provided support through learning corners are as under:

S. No.	Name of the Student	Type of Disability	Academic Achievement			
			Class (session 2012-13)	Grade	Class (session 2013-14)	Grade
1	Manpreet Kaur	LV	--		1 <sup>st</sup>	D
2	Simran	MR	--		1 <sup>st</sup>	D
3	Priya Chopra	MR	1 <sup>st</sup>	D	II	D
4	Gagandeep Singh	MD	1 <sup>st</sup>	B	II	B
5	Yogesh	LD	3 <sup>rd</sup>	D	IV	D
6	Harshdeep Singh	MR	7 <sup>th</sup>	C2	8 <sup>th</sup>	C1
7	Kirandeep Kaur	LV	6 <sup>th</sup>	D	7 <sup>th</sup>	C2
8	Saurav	MR	5 <sup>th</sup>	B1	6 <sup>th</sup>	C2
9	Manish	MR	5 <sup>th</sup>	C1	6 <sup>th</sup>	C1
10	Anmol	LD	5 <sup>th</sup>	D	6 <sup>th</sup>	B2
11	Aman	LD	5 <sup>th</sup>	D	6 <sup>th</sup>	B1
12	Hardik	LD	5 <sup>th</sup>	C2	6 <sup>th</sup>	C1
13	Charandass	LD	5 <sup>th</sup>	D	6 <sup>th</sup>	C1
14	Sanju yadav	HI	4 <sup>th</sup>	CI	5 <sup>th</sup>	CI
15	Sohan Lal	MR	5 <sup>th</sup>	C2	6 <sup>th</sup>	C1

16	Rajni	MR	5 <sup>th</sup>	D	6 <sup>th</sup>	Ci
17	Geta	MR	4 <sup>th</sup>	D	5 <sup>th</sup>	C2

The success and growth of these children have reflected a positivity and meaning to their existence and it's not a dream but a reality that such efforts will help these children to bring laurels in their endeavors as they are not less than any normal children as they have ample potential and talent to out shine and excel in their life.