

# **DISTRICT INSTITUTE OF EDUCATION AND TRAINING, RANIPET**

## **VELLORE DISTRICT**

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Research Area :Learning Corners in EnnumEzhuthum Classroom

### **A STUDY ON STATUS AND UTILIZATION OF LEARNING CORNERS IN ENNUM EZUTHUM CLASSROOMS**

#### **INTRODUCTION**

Tamilnadu government has implemented the Ennum Ezhuthum Mission in the academic year 2022-23 and it will be extended till 2024-25. The main aim of the Mission is to fill the learning gap caused by the covid-19 pandemic. This Mission is for children studying in class 1,2&3 in Tamil, English and Maths. The objective of the Mission is to achieve fundamental literacy and numeracy. Child centric learning strategies encompassing Activity Based Learning , Playway Method, Joyful Learning ,Participatory Learning ensures learning irrespective of various learning readiness , speed and absenteeism.

The highlights of the Mission is teachers hand book along with Textbook,Workbook for students, Teaching Learning Materials, Learning Corners and Formative Assessment.It is a well established fact children learn best by experimenting with their environment through hands on activities and play which is why learning corners play a vital role in the classroom. Learning environment in classroom should encourage a mix of independence and cooperative play and provide material that reflects diversity.

Learning corners are specific areas in a classroom's physical environment where specific activities are arranged for children to explore.These defined areas allow children to play and explore materials with guidance of the teacher either individual or in small groups. Skills that lead to reading, writing and maths are not confined to a specific corners but rather reinforced in different ways throughout the corners via communication exploration and play. In Ennum Ezhuthum Mission learning corners are formed for Tamil English and Maths.

#### **Need of the Study**

- ✓ While initiative Ennum Ezhuthum Mission aims to enhance student learning outcomes, it is essential to rigorously assess the efficacy of such interventions

- ✓ By evaluating contributing indicators and its engagement with children, and overall satisfaction, it is crucial to ascertain whether it effectively contributes to the educational journey

### **Objectives of the study**

1. To identify the status of learning corners in of Ennum Ezhuthum classrooms
  2. To analyse effective utilization of learning corners in classrooms
  3. To explore the challenges in forming learning corners
- ❖ With respect to space in classrooms
  - ❖ With respect to number of students in classrooms

### **Methodology**

- **Method:** Survey
- **Sample:** Head teachers, Primary Teachers handling classes 1,2 and 3, students from classes 1,2 and 3 from 25 Schools in Katpadi block of Vellore district
- **Sampling Technique:** Stratified followed by purposive sampling

### **Tools**

- **Heads of school:** Interview schedule
- **Teachers:** Questionnaire (MCQ, Sequencing, Multi-select), Interview schedule
- **Students:** Interview Schedule
- **Learning corners:** Check list,

**Data Analysis:** Percentage analysis, ANNOVA, Duncan's Multiple Range test, Correlation analysis

### **Findings**

- **Duration** of any learning corner ranges from 30 minutes to 50 minutes
- There is **no constraint** of using any one specific learning corner for any specific content.
- There is a permanent place only for **activity corner**. Others exist only when used.

- Difference in utility based on various levels such as **malar, arumbu and mottu** is observed
- In most schools, **song corner, story corner and reading** corner were found
- Functioning and utilisation of learning corners maximises with optimum **number** of students.
- There is significant difference in utilising them based on **classroom size** among Rural schools and Urban schools
- Teachers use it for **group learning , even in their free time and for experiential learning.**
- There is remarkable influence of it on **disinterested students thereby** absenteeism can be reduced

### **Utility of learning corners by students**

**Among Malar level students** there is Improvement in learning , creation of stories and are more involved in Puppetry, Activity, Reading ,Arts and crafts

**Among Mottu level students** there is Improvement in reading, identification of letters, words and sentences , creation of own sentences in activity corner .

**Arumbu level students** use letter cards, sequences letters, sees pictures and reads sentences.

**Self- learning** is found in **Activity** corner addition, subtraction activities are done by students themselves. In **Story** corner students create innovative stories, looks at pictures and constructs stories .In **Reading** corner students read on their own thereby confidence increases which is observed in slow learners too.In **Arts and craft** corner- students drew sea organisms not given in textbook

### **Challenges in functioning of learning corner**

#### **Time constraint**

- ❖ Many teachers responded that time is not sufficient which reveals that they have **time management challenges**
- ❖ In particular time is a significant factor in using **puppetry corner.**

#### **Space as a constraint**

- ✓ Few teachers need more time, **space** and fund too for better utilization since they have space limitation and lack of knowledge in preparation of cost effective materials

- ✓ Space **constraint** is due to smaller classrooms, makeshift classrooms

### Challenges in Specific corners

Arts and crafts is suitable for few lessons only. Mostly arts and craft corner is used in clay making, drawing pictures in science and making shapes in maths. Establishing puppetry corner is difficult for many teachers.

### Conclusion

- Learning corners have been established in all schools indicating its intended utilization. In particular its utility is commendably high in Languages and in activity, song, story and reading corners.
- Majority of respondents expressed their futuristic contribution indicating overall positive sentiment towards its implementation.
- The effectiveness of program is expressed by high levels of agreement on their utility
- Based on the theories of Multiple Intelligences, learning styles, and brain -based learning, teachers can develop learning corner activities that accommodate the specific abilities, interests, and needs of diverse learners.

### Recommendations

- **Objective** of learning corner, **steps to be followed, follow-up activity** that allows students to share their ideas through discussion can be articulated to teachers.
- **Differentiated instruction** can be brought in classroom through learning corners
- Teachers are in need of **Time management skills, multi tasking skills.**
- **Assistance** in establishing puppetry learning corner can be provided through **videos, tutorials /other mode**
- Suggestions for **Alternate space construction** based on specific constraints is required
- Mostly **quiz** is conducted as a whole classroom activity .The role and rules of conducting quiz has to be restored.
- Teachers of **Standard One** feel that learning corner are not beneficial which needs to be addressed.

- Placing of **new materials** however small/ insignificant makes a difference .Changes on a daily basis is needed.
- Teachers who require guidance and proper procedure needs to be identified through **Onsite school** visits.

### **Educational Implications**

- Learning corners should be considered as a integral part of classroom
- Effective learning corners :
  - ✓ should to be directly related to the curriculum,
  - ✓ provide students with activities that reinforce classroom instruction,
  - ✓ give students an opportunity to practice new skills
  - ✓ challenge students to think more deeply about the concepts or skills through critical thinking.
- For successful learning experiences the activities must be differentiated.
- Learning corners are a valuable teaching tool that allow students to explore new information independent of the teacher. These learning experiences are just as important as time the students spend with the teacher, and should allow students to strengthen their understanding of the concepts being taught in the classroom.