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

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1.1 INTRODUCTION

An important aspect of recent educational reform efforts in India is the emphasis on changing pedagogy, and as part of this, on adopting child-centred approaches in teaching and learning in schools. Child-centred ideas originate from the writings and work of prominent educators and philosophers including Pestalozzi, Froebel, Montessori and John Dewey, who developed theories of education by observing children. In the Indian context, the pedigree of child-centred education goes far back in the history of educational reforms and includes Gandhi and Tagore's thinking.

1.2. Background

Situated in the northern part of Tamil Nadu, Vellore District accommodates a diverse array of schools ranging from GRTS schools, Forest schools, ADW schools to corporation schools catering to students from various linguistic and socio-economic backgrounds. Ennum Ezuthum, a digital learning platform, emerges as a promising solution to enrich the educational journey of all primary students. The genesis of this initiative stemmed from the prolonged closure of schools for over 19 months due to the COVID-19 pandemic in Tamil Nadu. Traditional lessons have proven insufficient in addressing the resultant learning gap, underscoring the importance of tailored support for each child. At the commencement of the mission in the academic year 2022-23, the goal was set to achieve literacy and numeracy among children studying in Classes 1 to 3, and to ensure that every child is able to read and understand the languages as well as do basic arithmetic with comfort by the age of eight. The ability to read and write, and to perform basic operations with numbers, is a necessary foundation and an indispensable prerequisite for all future schooling and lifelong learning. Early literacy and numeracy skills are not only foundational for learning but are critical for educational outcomes in later years. To attain this goal, the Ennum Ezhuthum Pedagogy is level-based, student-centric, and designed so that learning outcomes are delivered in a customised, engaging manner with enriched learning materials. The approach integrates life skills such as communication, collaboration, wellness, and other holistic attributes to lay a strong foundation for the child's personality. Under the academic leadership of the State Council of Educational Research and Training (SCERT), this mission was commenced

across all districts of Tamil Nadu from the academic year 2022-23. Aligned with this mission, ASER's findings in South India, particularly in Tamil Nadu, revealed that there has been significant learning loss due to the pandemic. At the all-India level, the proportion of children in Std III who could read a Std II level text rose from 23.6% in 2014 to 27.2% in 2018. In 2022, however, there is a big drop in this proportion to 20.5%. Similarly, the proportion of children in Std V who could read at Std II level rose from 48% in 2014 to 50.4% in 2018, but fell to 42.8% in 2022. This fall – of 7 percentage points in both cases – is a huge drop, given how slowly the all-India numbers move, and confirms fears of large learning losses caused by the pandemic. Apart from reading, ASER also tests children in foundational numeracy. The proportion of children in Std III at subtraction level is 25.9% in 2022 and the proportion of Std V children at division level is 25.6%. In both cases, while there has been a drop in learning levels, it is of a much smaller magnitude as compared to the drop in reading. The launch of the Ennum Ezhuthum Mission comes at a crucial juncture, addressing the substantial learning setbacks incurred during the pandemic-induced hiatus in schooling. This initiative is bolstered by the allocation of Rs 66.7 crore from Tamil Nadu's budget for the State Foundational Literacy and Numeracy Mission. Departing from conventional academic targets, the mission prioritizes critical literacy and numeracy skills in Classes 1 to 3, emphasizing a holistic approach encompassing teacher and parental involvement. Through innovative teacher training, revised teaching methodologies, classroom support, and data-driven monitoring, the Ennum Ezhuthum Mission endeavors to elevate students' learning outcomes to grade-appropriate levels, ensuring seamless progression to higher grades while mitigating the widening learning gap

1.3. Rationale

The decision to undertake this research stems from the pressing need to understand the impact of learning corners in Ennum Ezuthum classroom, its status and utilization and to identify the potential challenges with its implementation. By conducting a comprehensive analysis, this project aims to provide valuable insights that can inform educational policies, guide curriculum development, and contribute to the ongoing discourse on technology-driven learning initiatives.

The inspiration behind this research initiative arises from the urgent necessity to comprehend the influence and role of learning corners in Ennum Ezuthum classroom and to identify the potential challenges in utilizing them efficiently. . Through an extensive and elaborate inquiry , this project endeavors to yield valuable insights capable of shaping

educational policies, guiding curriculum evolution, and enriching the ongoing dialogue concerning technology-driven educational endeavors.

This study will help in exploring the status, reasons for establishing best Learning Corner classroom and non- attainment of intended Learning Corners .This study will also explore possibilities for intended attainment of Learning Corners and its effective utilization.

1.4. Scope of the Study

This study specifically delves into the implementation of Ennum Ezuthum in Vellore District and its effects on students across diverse grade levels. It employs a comprehensive approach encompassing both quantitative and qualitative analyses, utilizing surveys and interview to offer a well-rounded comprehension of the subject matter.

The Ennum Ezhuthum initiative aims to ensure that all students in government schools in Tamil Nadu, specifically classes 1, 2, and 3, can read with understanding and possess fundamental arithmetic skills by the year 2025. Building on its initial success and positive outcomes, the Tamil Nadu government has extended the 'Ennum Ezhuthum' program to include students in Classes 4 and 5 starting from the academic year 2023-2024.

In the 2022-23 academic session, Ennum Ezhuthum was introduced as a foundational literacy and numeracy program for classes 1 to 3, targeting learning disparities. In its initial phase, the program covered over 27.60 lakh students across 35,835 schools.

Emphasizing activity-based learning, the workbooks include worksheets tailored to three different proficiency levels, along with activities and exercises aligned with students' textbooks. The teacher's handbook provides guidance on engaging students from either class 4 or classes 4 and 5 together, utilizing activities to enhance the learning experience. The teacher's handbook underscores the necessity for ongoing support, recognizing that bridging a learning gap of over two years due to the pandemic cannot be achieved within a single academic year. This support focuses on three primary aspects: the non-linear nature of learning necessitating continuous reinforcement, the importance of active learner participation, and the creation of a supportive, enjoyable learning environment

With reference to the **G.O** number**.** 147 School education department (E.R.T) dated 21 .10 .2021 Director of primary education and SCERT have given guidelines to teachers and it has been mentioned that every Ennum Ezhuthum classroom should have learning corners based on the content they are teaching .It should be based on the topics that are being thought and should create the situation related to the concept. The teaching aids which were used in

the classroom activities can be exhibited in the learning corners. Apart from this student's creativity can also be exhibited in learning corners.Videos related to learning corners can also be downloaded from TNSED app (point number 9 ,10,19) .

1.5 Significance of the Study

The investigation into the status and utilization of learning corners in Ennum Ezhuthum mission in Vellore District holds profound significance in the realm of education. By delving into this research, we aim to not only contribute to the existing knowledge base but also to provide actionable insights for educators, policymakers, and stakeholders. Through practical recommendations, we endeavor to optimize the integration of Ennum Ezuthum and similar platforms, thereby fostering a more effective and engaging learning environment.

Entitled " A study on status and utilization of learning corners in Ennum Ezuthum classrooms",this project seeks to uncover the transformative potential of child centric learning, particularly within the unique context of Vellore district. While Tamil Nadu has traditionally been hailed for its education quality and progressive reforms, recent studies reveal concerning trends. The 2022 Foundational Learning Study by NCERT underscores the need for a closer examination, with only 12% of Tamil Nadu's children meeting minimum proficiency in Tamil. Furthermore, the 2021 NAS rankings indicate a notable decline in literacy and mathematics performance, highlighting a pressing need for intervention.

Despite the state's robust public service delivery system, foundational learning remains a challenge that extends beyond mere access to resources. Therefore, this research assumes paramount importance in understanding the current state of affairs. While our study focuses on Vellore District, its implications may reverberate throughout Tamil Nadu, shedding light on broader educational challenges and opportunities.

1.6. Need of the Study

The Ennum Ezuthum (EE) scheme, introduced by the State Council for Educational Research and Training (SCERT), aims to bridge learning gaps by integrating teaching, learning, assessment, and remedial teaching activities. Designed to address the deficiencies in basic literacy and numeracy skills among students, particularly in navigating regular textbooks, EE provides essential foundational skills through teacher handbooks and student

workbooks equipped with QR codes. These resources empower students with academic knowledge, potentially reducing dropout rates in higher classes.

Building on the success and positive outcomes observed, the Tamil Nadu government plans to expand the EE scheme to include Classes 4 and 5 students starting from the 2023-2024 academic year. With an allocation of Rs 110 crore, the SCERT is gearing up for the expansion, aligning with the scheme's objectives to promote literacy and numeracy among children by the age of eight.

The EE scheme stands out for its student-centric pedagogy, incorporating various engaging activities such as singing, dancing, and puppetry to facilitate learning. Its customized approach caters to diverse learning preferences and aims to make education accessible and enjoyable for all students.

Key features of Ennum Ezuthum include interactive learning modules, multimedia resources, adaptive learning paths, and robust assessment mechanisms. These elements collectively create a dynamic and personalized learning environment, ensuring that each student receives tailored support to maximize their academic potential.

This research seeks to evaluate the effectiveness of the EE scheme in promoting literacy and numeracy skills among elementary students, with a focus on usage and functioning of learning corners in classroom learning in Vellore district.

1.7. Identification of the Problem

The findings of the ASER 2022 survey reveal a troubling decline in children's foundational reading and math abilities, attributable to the compounding effects of the pandemic and prolonged school closures. This regression represents a setback, reversing the educational progress achieved in recent years and reverting outcomes to pre-2012 levels. Specifically, there has been a notable decrease in the proportion of students proficient in reading at grade-appropriate levels, with only 4.8% of Class 3 students demonstrating proficiency in reading at the Class 2 level by 2022. Moreover, the ASER survey underscores disparities in educational outcomes, with certain states like Tamil Nadu exhibiting lower reading proficiency rates compared to national averages. This disparity points to a broader issue of educational inequality that may disproportionately affect students in regions like Vellore District, where access to quality education and resources may be capricious.

The decline in fundamental reading and math skills among students, as evidenced by the ASER survey, highlights the urgent need to address issues related to foundational literacy and numeracy (FLN). The initiation of the Ennum Ezhuthum Mission by the Tamil Nadu government acknowledges the necessity to strengthen FLN skills among elementary school students, particularly in response to the disruption caused by school closures.

While initiatives such as the Ennum Ezhuthum Mission aim to enhance student learning outcomes, it is essential to rigorously assess the efficacy of such interventions. There are differences in using Learning corners by students, by teachers, space ,time spent in learning corner, learning imbibed through learning corners in- between classroom in the same school, same classes in different blocks and various districts. Since learning corner play an important role in direct and indirect learning it is imperative to make learning corner as intended as it is to be.By evaluating such contributing indicators and its engagement with children, and overall satisfaction, it is crucial to ascertain whether platforms like Ennum Ezuthum effectively contribute to the educational journey of students across grades 1 to 3 in Vellore District..

Addressing these identified challenges is imperative for mitigating the adverse impact of educational disruptions and ensuring that students in Vellore District have access to quality education conducive to their academic growth and development. Therefore, this research project aims to delve into this critical area to contribute to understanding and addressing these educational challenges effectively.

1.8. Statement of the Problem

In recent years, there has been growing concern over the declining proficiency in foundational literacy and numeracy skills among elementary school students in Vellore District. The implementation of Ennum Ezuthum, a digital learning platform, presents an opportunity to address this issue and improve student learning outcomes. However, amidst the challenges posed by the pandemic and prolonged school closures, there remains a need to evaluate the effectiveness of Ennum Ezuthum in enhancing student learning in the district. This research aims to investigate the status and utilization of learning corners since there are differences in using Learning corners by students, by teachers, space ,time spent in learning corner, learning imbibed through learning corners in- between classroom in the same school, same classes in different blocks and various districts. By observing and collecting contributing indicators and collecting empirical data from schools in Vellore District, this

study seeks to provide insights into the efficacy of Ennum Ezuthum and contribute to efforts aimed at improving educational outcomes for students in the region.

1.9. Objectives of the Study

The primary objectives of this research are:

1. To identify the status of learning corners in classrooms of Ennum Ezuthum
2. To analyse effective utilisation of learning corners in classrooms
3. To explore the challenges in forming learning corners with respect to size of the classroom
4. To explore the challenges in forming learning corners with reference to strength of the school

1.10. Hypotheses

1. There are learning corners in all schools.
2. There exists no challenges in forming learning corners with respect to size of the classroom..
3. There exists no challenges in forming learning corners with reference to strength of the school .

1.11 Ennum Ezhuthum Mission

Mission of Ennum Ezhuthum

Adopting a student centric approach by regulating and building high-quality teacher professional development and learning environments for students thereby enabling students to achieve their fullest potential to become productive, responsible, ethical, creative and compassionate members of society.(Source-School Education Department-Policy note 2023-2024- Demand no. 43) .

The Ennum Ezhuthum (EE) Mission is a pivotal initiative aimed at enhancing the quality of primary education in Tamil Nadu. With the overarching objective of ensuring that all students in Classes 1, 2,3 and 4,5 possess proficient reading and basic arithmetic skills by 2025, the mission also seeks to address the significant learning gaps resulting from the prolonged closure of schools during the COVID-19 pandemic. Under the academic guidance of the State Council of Educational Research and Training (SCERT), the EE Mission was launched across all districts of Tamil Nadu starting from the academic year 2022-23.

Honorable Chief Minister M.K. Stalin inaugurated the ambitious Ennum Ezhuthum Mission, emphasizing its role in mitigating the adverse effects of the pandemic on primary school students' learning outcomes. The program targets students from Classes 1 to 5 in government and government-aided schools, with the goal of ensuring foundational literacy and numeracy for all children by 2025.

Objectives of Ennum Ezhuthum mission

- A programme designed to ensure that by 2025, all primary students in Tamil Nadu can read comprehension-level texts and do basic mathematical operations.
- The programme helps the state's young people with their academic endeavors.
- The programme gives kids a good, structured introduction to education in order to close the achievement gap created by the Covid lockdown.
- The program's main objective is to promote fundamental literacy.
- The initiative was developed to lessen the detrimental effects of the Pandemic on the educational system.
- It seeks to guarantee basic literacy and numeracy.
- Since it served as the foundation for children's educational adventures, elementary education in particular required special attention. The government's motto is "education for everyone."
- The student's enthusiasm for learning will rise as a result of the activities included in this scheme.

The mission has created communication channels through regular interactions of the state level officials with all teachers on the Telegram group, voice messages to parents through phone, regular updates of programme activities on social media, and annual Ennum Ezhuthum fairs to showcase student activities at the school.

Unique features of Ennum Ezuthum mission

- ***Paradigm shift from grade based approach to level based approach***

In order to mitigate learning losses, an alternate approach of teaching at the right level has been adopted for Ennum Ezhuthum based on the expert committee recommendations. Teaching learning happens through child friendly activities including songs, stories, art, craft, participatory games involving physical movements, and providing scope for creativity, imagination, playing with concrete objects, observation, noticing, learning in groups, learning in pairs and individual learning. The activities have been fashioned in such a manner that it ensures motivation, explanation, reinforcement, assessment and remediation

with engagement of children in activities and participation and facilitation of activities by teachers.

- ***Level based Teaching Learning Materials***

Students' workbooks for Tamil, English and Mathematics and teachers' handbooks and Ennum Ezhuthum kits for Tamil, English and Mathematics have been developed and provided. Most of the concepts of EVS have been integrated with languages and mathematics and the remaining have been given as projects. These level based teaching learning materials cater to differentiated learning levels of the children such as Malar,Arumbu and Mottu in the descending grade of achievement of learning outcomes.

- ***Establishment of Learning Corners in Classrooms***

The establishment of learning corners such as craft corner, song corner, activity corner, reading corner, quiz corner, puppetry corner and story corner has transformed the classroom as a stage for performing arts, a platform for exhibiting individual talent, a concert hall of music, a story-telling forum, a play field, and a repository for art objects thus making it lively and vibrant at all times.

- ***Inclusiveness***

The activities designed for Ennum Ezhuthum are multisensorial, interesting and engaging so that it not only caters to the needs of children with special needs but also provides opportunities to have multiple learning and teaching trajectories which caters to all types of learning such as
auditory, visual, tactile and kinaesthetic thus ensuring all types of learners are engaged in the learning process.

- ***Child Friendly Assessments***

Assessments are carried out in a child friendly manner in both online and offline modes. Formative assessments are carried out once a week and summative assessments once at the end of every term. These assessments help to gauge the achievement of learning outcomes in
children and thus understand the improvement in their learning levels.

- ***Impact of Ennum Ezhuthum***

The classrooms have become democratic, vibrant, interesting, inclusive and effective. It is welcomed by all the stakeholders. The rapport and bond developed between the teachers and students makes them feel as an Ennum Ezhuthum family as evinced from the feedback given by the teachers, students and parents.The achievement of learning outcomes of the students as measured through the assessments indicate that the Ennum Ezhuthum programme is moving in the right direction.

1.12. Learning corner

Young children learn through active exploration, play, and social interaction. The learning process includes awareness, exploration, inquiry, and utilisation of new knowledge. Learning Corners, also called Learning Centres, is a system that allows the purposeful arrangement and organisation of play materials in the classroom. Children get opportunities to explore, make things, experiment and pursue their own interests. Learning corners are specific areas in a classroom's physical environment where specific activities are arranged for children to explore[1] (Nakpodia 2011). 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 Mathematics are not confined to a specific corner but rather reinforced in different ways throughout the corners via communication exploration and play.

Learning Corners In the early childhood classroom, children construct knowledge, learn new concepts, and sharpen skills through various pedagogical activities. To facilitate learning to happen best for young children, it is important for teachers to plan and provide opportunities for children to strengthen their learning. Playing in Learning Corners is one such reinforcement activity where children get opportunities to explore, evaluate and reinforce the concepts that they learn through teacher-led activities. Each Learning Corner has a different focus and allows children to participate in it in a different way [2].

Teachers as well find advantages in using learning corners. Learning corners enable the teacher to meet the individual needs of all children. Materials activities in the classroom reflect a variety of skill levels so that the children may choose those appropriate to their own level and achieve success in the classroom. This allows the teacher to meet the needs of a diverse group of children in the classroom, Teachers can help students understand not only through direct instruction, but by allowing students to think about what they have learned on their own. One significant way to do this is through learning center activities. In learning corners, students can work independent of teacher instruction to make sense of new information and practice using new information and skills in useful ways. While working in

learning corners, students in early grades have opportunities to question what they have learned and think about why the information in important, how it can be used, and how it relates to other things they have learned. By questioning, thinking, and reflecting during learning center activities, students will gain a better understanding of what they have learned. In order for the learning centers to be meaningful to the students, they needed to be directly linked to the classroom instruction (Cosgrove, 1992).

Classrooms will then be transformed into stimulating environments divided into different learning corners to embrace independent exploration and freedom of movement and choice. At the learning corner children become open-minded and free to take action and make decisions. The new dynamic learning corners allow teachers to set different activities adapting to each area's objectives. Every learning corner responds to different areas of knowledge. Children have the opportunity to experience different activities to extend the knowledge acquired during class discussion and taught through the teachers' explanation. Every space is a meaningful a contextual task that allows the child to master and grasp the contents of knowledge they are working on. The areas will be in constant transformation throughout the year, fitting the objectives of each content. The students will be active agents, as teachers will modify them by observing the children take action during their time at the corner.

Definition of learning corner:

A learning corner refers to a small space or area dedicated solely to a child or children. A corner can help to develop a child's creativity, sharpen their focus and increase their motivation to read and learn. The main aim for providing a learning corner for children is to give them a sense of responsibility and belonging.

Learning corner in EE classroom;

- With reference to the **G.O** number**.** 147 School education department (E.R.T) dated 21 .10 .2021 Director of primary education and SCERT have given guidelines to teachers and it has been mentioned that every Ennum Ezhuthum classroom should have learning corners based on the content they are teaching.
- It should be based on the topics that are being taught and should create the situation related to the concept. The teaching aids which were used in the classroom activities can be exhibited in the learning corners. Apart from this student's creativity can also be exhibited in learning corners.

- Videos related to learning corners can also be downloaded from TNSED app (point number 9 ,10,19)

Diverse corners in Ennum Ezhuthum Classroom;

Basically, five corners are common to all subjects, they are:

- Activity corner
- Art and craft corner
- Reading corner
- Story corner
- Song corner

Corners like quiz, puppetry corners have been included in Mathematics subject.

Activity corner;

All kinds of classroom activities that are related to content teaching and learning is displayed in this corner. It can either take place inside or outside the classroom. John Dewey [2] believed that effective learning is done through interactions and that school is a social institution where these interactions take place. In an ideal classroom in which learning by doing is implemented, the classroom is a space for children to learn and problem solve as a community in their own way, at their own pace, through teacher instruction that take the children into consideration. This fosters a healthy and responsive learning community where students actively engage in learning process. Learning by doing not only focus on academic growth but social, intellectual, emotional, physical and spiritual growth.

Activity based learning is the process of learning by performing task or activities. As opposed to asking them to simply listen and take notes, activity based learning motivates students to participate in their own learning experience via practical activities such as Independent investigation and problem solving.

Components of activity corner;

- Material needed for performing activities
- Real objects
- Any material that is required by the content being taught
- Teaching Learning Material given in the Teachers' Hand Book annexure.
- Ennum Ezuthum Kit box, English and Mathematics kit box,

Assessment of activities done in Activity corner:

At the end of each day's activity assessment will be done through the worksheets given in the students workbook. Colour coded worksheets are used for assessment.

- In Tamil and Mathematics THB: Assessment activities are given in the name “Siragukal viriyatum”.
- In English it is given in individual activity .

Puppetry corner:

It is a place where students can learn Mathematics happily by telling stories with puppets. Moreover puppet shows can teach math concepts visually and easily understanding.

Puppets can act as role models for behavior and emotional regulation, and they can boost communication skills through structured and playful teacher-led opportunities. Puppets offer our children an opportunity for role-playing that allows them to explore new personalities, ideas and develop their imagination.

How can puppetry enhance learning?

Piaget's (1962) theory agrees that puppet play helps young children develop creative and cognitive skills by encouraging them to use their imagination. They make up the roles, the rules, the situations, and the solutions. This sort of environment can lead students to explore the language and enjoy learning it.

Why is puppetry important in teaching?

Puppets offer children an opportunity for role-playing that allows them to explore new personalities, ideas and develop their imagination. Puppets can increase children's communication and social skills by providing structured opportunities to interact.

How can puppets be used in the classroom?

Puppets can be used to develop oral speaking skills. This is especially helpful for shy or timid students who may be nervous to speak during class. These students explain a concept or give an answer through the use of a puppet. Puppets to help set behavior expectations.

Components of puppetry corner:

*Pictures given in annexure of Teachers’ Hand book

*Ice Sticks,*Charts,*Waste clothes,*Card boards

*Low Cost Aids for making puppets and stage

Arts and Crafts corner:

Objectives:

Arts and crafts corner provides opportunity for

- All the three level of students exhibit their work
- students to work in groups and individually

- Students to learn in gathering, summarizing and analyzing the material
- Involvement of motor skill activities

Activities that occur in Arts and crafts corner:

- Making figures with paper
- Making figures out of clay, sticking with color paper, thread
- Coloring using finger print
- Drawing shapes by connecting dots
- Completing half-drawn figures
- Making finger puppets
- Making figures out of waste materials
- Using newspapers to make figures
- Figures made of paper
- Materials from colored paper for decorative purposes

Quiz corner:

It's a place where conduction of quiz using the mental sums for testing the content knowledge of students and relating to the mental sums to life situations, motivating students to think, discuss and create similar sums takes place and guides them to answer confidently.

Objectives of quiz corner:

Every school quizzing corner aims to inspire pupils to delve beyond their textual knowledge and make a connection between theory and application of the principles they have learned.They can support differentiation and provide pre-teaching indicators, assessment for learning, rich feedback, self -assessment and summative information about progress. They are also a great way to help with revision. And are a fun tool to help enthuse children to engage in their learning.

Quiz in Ennum Ezhuthum

A quiz refers to a mind math short question given in the Teachers' Hand Book. The test of knowledge, typically around 10 questions in length, with question formats in workbook often including multiple choice, fill in the blanks, true or false and short answer.

Components of quiz corner:

*Mind math sums cards

*Black board, color chalk pieces

*Number cards *Beads

*Ennum ezhuthum kit

*Math kit box

Reading Corner:

A reading corner is a comfortable space in the classroom for children to sit and read. It requires space for keeping and displaying books. The books can be displayed on the table or on a thin rope tied around the table or on the walls to hang books.

The English language kit and Ennum Ezhuthum kit materials that facilitate and reinforce the reading competency of children. Appropriate pictures with letters words and sentences of the materials have been provided.

Reading corner are not specifically about only reading. It's are the fully depends upon blending with other corners. In order to encourage the children to apply the reading skill and connect it with real life situation, newspapers have been used across the modules as a learning tool.

Objectives:

- To help increase child's attention, look for reading materials that interesting or motivating.
- Being able to connect ideas with and between sentences that helps in understanding the whole text.

Components in reading corner:

- Alphabets, Words, Phrases, Sentences, Books, Jumbled cards
- Newspaper cuttings, Magazines, Charts

Story Corner:

Story corner is a Oldest form of interactive teaching and a place for students to share their opinions and feelings in the form of role plays.

- The first term was written with the main aim of creating and enjoyable classroom for students who returned to school after a learning gap and Emphasis was given to the story
- Stories with pictures, stories with facial expression, stories with silent acting, puppet story models were also developed.

Processes in Story corner:

- Stories using only pictures are used for Arumbu level students , pictures and labels for Mottu level students and pictures, labels and short phrases for Malar level students.
- Each group is expected to describe the story bilingually by naming pictures /reading labels and phrases.
- Arumbu is expected to describe the story in Tamil and join or repeat sentences
- Mottu is expected to describe the story in Tamil and name the labelled words in English
- Malar is expected to describe the story in Tamil and name the labelled words and short phrases in English

Stories in the modules

- Fox and cow, the ant and the dove, Thambi goes to school, Abhi packs her back
- Who has come?, The sleepy rat, A day with Appu, The little bear,

Components of story corner

Stick puppets, Hand puppets ,Finger puppets ,Story cards ,Picture cards , Masks, Real objects, Models, Paper plate masks are used in story telling.

Assessment

- Narration and discussion of the story.
- Enacting or retelling the story
- Workbook activity,

Song corner:

Features of song corner

- Song/chant written is pasted in the corner.
- Labelled pictures, drawings, painting and workbook can be used.
- Classroom transforms into concert hall
- Mike/dummy is needed
- Songs sung with tunes given in QR code.
- The tunes in the songs help them to articulate the words with fun.
- Children learn vocabulary through actions in songs
- Songs and chants are focused in listening and repetition.
- Songs/chants are integrated in activity focusing on sentence structure
- Songs are integrated as warm up activities.

- Arumbu level students practice the song
- Mottu and Malar level students focus on sight words in songs.

Process

1. Students stand in a circle in the same group.
2. Teacher sings the songs/ reads chants line by line with actions.
3. Mike/Labelled picture/real objects can be used
4. Children repeat after teacher
5. Daily practice of song takes place till module is completed.
6. Audio/video of the song can be downloaded from the QR code.

1.13. Limitations of the Study

- The scope of this study is restricted to Katpadi block in Vellore District
- The sample schools are Government schools only.
- A sample representing 10 percent of schools in the district has been selected for this research.
- The survey component of this study is limited to 137 primary students , Heads of school, primary school teachers working in all Government schools of Katpadi block, vellore district.
- The research focuses solely on students in the 1st, 2nd and 3rd standard classes.

Conclusion

In conclusion, the research conducted on the impact of Ennum Ezuthum in learning among students in Vellore district will shed light on the critical dynamics of educational initiatives within the region. The findings underscore the pressing need to address declining proficiency in foundational literacy and numeracy skills, exacerbated by the challenges brought forth by the COVID-19 pandemic and prolonged school closures. Despite the implementation of Ennum Ezuthum and similar programs aiming to bolster student learning outcomes, there remains a gap in understanding their efficacy in real-world educational contexts.

The identified problem of declining educational outcomes, as highlighted by the ASER 2022 survey, serves as the impetus for initiatives such as Ennum Ezuthum. However, this study reveals that while such interventions hold promise, their impact may be subject to various limitations. The research project's scope, confined to Vellore District, provides valuable insights into localized challenges and opportunities. Additionally, the utilization of

a sample representing 10 percent of schools and a focus on students in the 1st,2nd and 3rd standard classes adds depth to the analysis, albeit with inherent limitations.

Despite these constraints, this research contributes to the ongoing discourse surrounding educational interventions, particularly in regions grappling with educational disparities. By identifying the challenges and opportunities associated with Ennum Ezuthum, this study lays the groundwork for future research endeavors and policy interventions aimed at enhancing student learning outcomes. Ultimately, addressing the identified limitations and building upon the insights gained from this study are essential steps towards fostering a more inclusive and effective educational landscape in Vellore District and beyond.

Conceptual framework of the study has been given in this first chapter.The next chapter will deal with the Review of literature.

2. REVIEW OF LITERATURE

2.1. Introduction

In order to ensure a thorough understanding of the research topic, the investigator has meticulously engaged in a process of reviewing relevant literature. This involved a comprehensive examination of research abstracts pertinent to the study, as well as a detailed analysis of significant international studies and research conducted within India. By delving into these sources, the investigator aimed to gain insights into the current state of knowledge and identify gaps or areas requiring further exploration.

Furthermore, the investigator has synthesized the findings obtained from these sources to provide a robust foundation for the current research project. This process involved carefully analyzing and synthesizing information from diverse sources, allowing for a nuanced understanding of the topic under study. Through this approach, the investigator sought to ensure that the research project is informed by the latest developments and insights in the field.

2.2. Need for survey of literature

The survey of related literature is an essential component of any research endeavor, serving as a cornerstone for the development of the research framework and methodology. This process involves examining a wide range of sources, including published articles, research reports, encyclopedias, and research abstracts. By engaging in a thorough review of existing literature, the researcher gains valuable insights into the current state of knowledge in their chosen field.

Moreover, the literature review provides the researcher with a solid foundation upon which to build their research program. By identifying key findings, methodologies, and areas of debate within the literature, the researcher can refine their research questions and design an effective research methodology. Additionally, the literature review enables the researcher to situate their study within the broader scholarly conversation, thereby contributing to the advancement of knowledge in the field.

Overall, the literature review is a crucial aspect of the research process, providing the researcher with the necessary context and insights to conduct a rigorous and meaningful study. It is through this process that the researcher can ensure that their research is both informed by existing scholarship and positioned to make a valuable contribution to the field.

1.1 Research on Theoretical framework:

Lev Vygotsky's theory highlights the role of culture in a child's development of **cognitive abilities** such as reasoning and communication. According to **Vygotsky's theory,** in a society adults foster **cognitive development** in children by engaging them in **meaningful a**nd **challenging** activities. He believed that learning happens in three different stages: cognitive, motoric, and sociocultural. Cognitive learning involves thinking about concepts and ideas; motoric learning involves doing things; and sociocultural learning involves interacting with others. To illustrate his point, Vygotsky gave the example of a boy playing with blocks. When the boy plays with the blocks, he learns how to manipulate objects, and then later uses those skills to build structures. As he continues to play, he begins to understand the concept of gravity and eventually develops the ability to read books. According to his theory, the child learns by observing and imitating adults. When a child sees someone else doing something, he or she tries to imitate the behaviour. As the child continues to observe and imitate, he or she begins to understand the concept behind the behaviour.

2.4. Research on learning corners: Comparative Analysis of Studies in India and Worldwide

The study done by the researcher **Amelia M. Pellegrino** [1] was to examine how learning centers can be used in the Kindergarten classroom to support regular classroom instruction and encourage students to think critically. This qualitative study used observations, interviews, surveys, student work samples, photographs, and discussions to collect information about the effectiveness of learning centers in the classroom.

Sixteen Kindergarten students participated in learning center activities planned and implemented by the researcher to examine how the learning centers related the curriculum and whether the activities encouraged students to think critically about the content. The researcher found that the Kindergarten students showed improvement in their engagement in learning center activities, quality of work, and use of higher order thinking skills to complete the tasks when the learning centers were clearly linked to classroom instruction and included critical thinking activities.

Bautista [2] et al in his findings observed that this is where the child is in control of their play and the teacher is not telling the child what to do. Play is important for children to incorporate new knowledge into their prior schemas.

Bautista , A [2] in his article "Purposeful Play during Learning Center Time: From Curriculum to Practice" explores the correspondence between the vision of play articulated in Singapore's national kindergarten curriculum framework and the play-related pedagogies enacted by teachers on the ground, particularly during Learning Center Time (LCT). Influenced by neo-liberal ways of thinking, the curriculum states that purposeful play is a medium to achieve intended learning outcomes. The study is part of a longitudinal project where 108 Kindergarten 1 classrooms were videotaped during a full "typical day" (3-4 hours). While learning centers were set up in all classrooms, only 36 LCT episodes were identified. Certain learning center types (literacy, arts) were more common than others (numeracy, science), and time spent by teachers in the different centers varied widely. Children were allowed limited freedom of choice while playing in learning centers, and some were even required to complete assignments. While teachers tended to adopt facilitative roles, quality of instructional support provided to children was low.These areas are developed while students get the opportunity to free play during the school day.

Billur Çakırer [3] in their paper entitled ," A qualitative study on play corners: comparison of a semi-private preschool and a public preschool in Catalonia, Spain" aims at comparing and contrasting the physical environment, play materials offered in the centers, pedagogical approaches used by the teachers during the play hours and emergence of play situations that are beneficial in children's development. Data was collected mainly through naturalistic observation. In addition to observation, photos were taken in order to analyze the physical space. 4-year-olds preschool- (P-4) classes were selected in both public and semi-private centers in Catalonia in order to compare

and contrast educational opportunities in the play corners. Findings on physical space have revealed that quality of child interaction and play time depended highly on the spatial organization and size/number of children ratio. This investigation has revealed that the teacher in the public pre-school was using pedagogically more appropriate strategies of teaching and was fulfilling her role as a guide more adequately. It was concluded that play corners in the public center were providing more (and better) opportunities for socio-dramatic play. In CEIP, there were seven play corners that included a supermarket corner, home/kitchen corner, doctor/hospital corner, construction corner, puppet corner, hairdresser corner and costume corner. These play corners were located side-by-side horizontally along the main hall.

Black, S. [4](2004). Teaching students to think critically. American School Board Journal, 191, 42-47. Retrieved November 2, 2006, from www.eddigest.com. Black.S. insist in his study that Breaking the learning center activities into three steps also helped keep the students on track when completing the centers, and made giving directions much more clear. The learning centers became more structured and the students knew what to expect each day. Black [4] explains that teachers should always give a clearly stated goal and purpose of each lesson or activity. If students know what the goal and purpose of each learning center is, they know where they need to start and how to proceed to meet that goal. Using the three steps allowed students to see each part of the process of completing a learning center, and allowed students to see how the steps came together to make a complete product. This allowed for the purpose of each learning center to be clearly explained, and gave clear steps to follow to reach the goal of each learning center.

Children are excited to learn when they feel they are the ones in control says **Bottini [5] et al.** Piaget states that play is important for children's development and learning. He tells that play helps children with their physical, language, social, emotional, and cognitive skills . The Effects of Learning Centers on Young Children's Growth and Development T here are many reasons why early childhood professionals recommend the use of learning centers in classrooms for young children (Kostelnik, Soderman, & Whiren, 2004). Centers provide children with opportunities for making choices, working with others, being involved in hands-on activities, and becoming fully engaged in learning. In contrast, traditional classroom formats, in which children must remain quiet and at their individual desks for most of the school day, may discourage children's active engagement in learning, prevent

them from taking responsibility for their behavior, and make going to school a generally unpleasant experience. In the undergraduate early childhood education course I (the second author) teach, titled ”Play and Creativity,” students must visit two early childhood classrooms, one arranged in learning centers and one in the traditional arrangement. They must compare the two by considering these criteria:

In the study entitled “Organization of Learning Environment in Teaching Language Activities: A Focus on ECD Learners” [6] by **Celestine Cheptoo Chepkwony** et al, they observed in the language corner, the researcher found that in most of the centers teachers did not arrange the learning materials in varied learning corners. Organization of learning environment is a vehicle for getting learners from where they are to where they need to be an academic year later. To obtain the results for this study environment organization was examined using observation schedule. It examined the organization of learning environment used by teachers to prepare ECD learners cope with instruction of English language in lower primary classes.

Cosfrove ,Maryellen S [7] ,Inside Learning centres in their study stated that Learning centers are areas in a classroom, such as a corner in the room, that define a specific focus or afford a unique learning opportunity. Learning takes place when students reinforce skills by using the skills in interesting, meaningful, relevant, and social contexts. Learning centers can aid this reinforcement by giving students opportunities to participate in thought-provoking activities and by stimulating curiosity within a cooperative setting. Learning centers serve both a curriculum-centered and a child-centered approach to learning. Learning center activities can be organized by skills, novel interests, or integrated themes. Thematic centers are usually the most popular for teachers and students alike. Many center activities are game-like in nature, focusing on luck rather than ability. All center activities should include an objective, a set of directions, and a means of evaluation. Space availability, time constraints, and student movement all will affect the organization of learning centers. Learning centers offer another way to incorporate portfolio assessment into the classroom. The teacher must also carefully evaluate the effectiveness of the individual learning centers. Thus, with organization and creativity, learning centers can be a valuable addition to classrooms.

In the study on Learning Corners and Follow-up Activities [8] , **Dasanna Mareddy and V Koteswara Rao** working as block coordinators in Azim Premji university observed in the anganwadi centres of Telangana, teachers are encouraged to organise four learning corners. 1. Dramatic Play Corner- The idea of dramatic play among children is triggered by their understanding of social roles and real-world events. Children recreate real life experiences beginning from their homes. 2. Blocks corner: Playing with blocks provides children with opportunities for creative and imaginative play and to solve problems. By playing with blocks, children learn about shapes, sizes, and colours. They may compare the blocks, arrange them, or create elaborate structures and models. 3.Language and Literacy Corner: This Corner, also known as the Library Corner, is meant to promote pre-reading skills and expose children to the printed word. 4.Creative Corner :In this corner, children get opportunities to nurture their creativity using materials, like colours, paper, brushes, crayons etc. While engaging in this activity, children get the opportunity to work with multiple appealing colours that could build their interest in creative activities. The teacher has a very active part to play in how these Learning Corners are used effectively. They must arrange the Learning Corners based on their teaching plans by keeping the materials that are relevant to the content and activities planned. Follow-up activities are important for reinforcing the learning that the children gain through the activities.

According to **Devany** [9] (2005), students should participate in learning center activities to fulfill curricular goals. This learning center fulfilled the goal of mastering the concept of "action words," while also applying knowledge from the science curriculum to complete the activity.

According to **Ford and Opitz** [10] and **Kracl** , literacy centres do not always serve their intended purpose and more work is needed to properly structure them in order to maximize student learning. Along with concerns over the pedagogical value of tasks conducted within literacy centres, there is also a lack of academic literature examining the use of literacy learning centres in L2 classroom learning context. One instructional technique that has not been explored in depth in elementary mathematics classrooms are math stations (or what other researchers call learning centers or learning stations.

Frobel [11] iterates that learning environment is a place where children can sing, move, story tell, and play-act .Frobel wanted children to learn naturally not by rote. The goal for young children was to be involved and knowledgeable about the world .

Hoskins & Smedley, [12] in their study observed that Children's play comes from their imagination, it helps with creative thinking, and also helps infer the world around them. They stated that Froebel describes play as it is about the whole child, it includes the physical need for activity but also to have exploration, and to find joy in playful activities. Play should be child-led and child initiated.

Kinzer, Gerhardt, & Coca stated that Montessori also agreed with the same style of teaching [13]. Children learn best when they are able to have choices in Learning Centers, their learning and participate in hands-on learning activities. Children's interests are what motivate them to learn.

Kinzer et al [13] in his article stated that Piaget encouraged learning through active experiences, where children can use concrete materials and peer interactions . Vygotsky states that children should have guided play . This is child centered but adults take a more active role. While the child is playing the adult helps the child with their thinking. They encourage the child to expand their learning so they can reach the academic skills. In this study, Vygotsky tells that children need to have make-believe play during the school day to enhance their learning. In his type of play children have rules that they follow which helps children learn about self-regulation. Children have less make-believe play today than they have in the past They no longer use their imagination.

As **Krathwohl** [14] (2002) explains, by encouraging the students to think more deeply about the concepts at hand, they will gain a better understanding of the concepts and be more likely to find the information meaningful.

Lamlech [15] highlights that learning corners offer children learning choices and coax and appeal to their individual natural inquisitiveness. Availability of good quality instructional material is an important factor on learner achievement of language.

Lash [16] (2004) explains that "learning environments should include opportunities for children to develop strengths in each particular intelligence area"

(p. 13). Lash (2004) believes that students learn best when they are encouraged to use their strongest area of intelligence. As pointed out by Lash (2004), students may show strong intelligence in just one area, or in many. It is important to discover the areas in which students are likely to make achievements based on the skills they possess in each area of intelligence. In order to allow students to demonstrate their unique intelligence, learning centers that encompass all areas of intelligence should be included in the classroom. Learning centers should be designed to allow students of different intelligences to complete tasks . By giving students an opportunity to employ their talents in the classroom, the learning experience becomes more meaningful to the student. Students who are encouraged to use their strengths to complete independent learning activities will show more interest in the activity, and be more likely to successfully complete it.

Away from the Teacher" **Michael** P. Ford [17] and Michael F. Opitz opines about small group other children need independent activities that help them learn and practice reading and writing for which this article gives suggestions.

Pattillo, Janice; Vaughan, Elizabeth in their book "Learning Centers for Child-Centered Classrooms" [18] extensively narrates about learning centres, its need, organisation, structure, role of teacher, establishing them, variety of learning centres and assessment.

Pyle, Prioletta, Poliszczuk [19], stated that Froebel had an assortment of materials that children could use to experiment and learn with while playing . Children learn by doing by manipulating and playing with objects to see what happens.

Pyle & Danniels [20] in their article stated that Children learn through their experiences by being child-centered and child-directed. Teachers need to scaffold and help enrich children while they play so they can meet the learning standards of the curriculum. Learning Centers . Play-based learning is identified as a teaching approach that is playful, child-directed, that has some adult guidance and learning objectives for children to follow. According to them this type of learning in the early years shows that it is the most effective and has positively affected math and reading scores. When children are given learning materials within a play center they will become engaged with them. And cognitive development, social-emotional development, and development of self-regulation are beneficial for play in kindergarten.

In the extensive study by **Pyle et al** [20] it was found that children who have hands-on learning opportunities construct knowledge while participating in learning centers. Child-directed centers let students use their imagination to use objects to represent different things then what they were designed for to develop abstract thinking. Using blocks and other construction type of toys helps children with spatial relations, abstract thinking, and critical thinking skills. Letting children have the opportunity to play while learning builds a positive and supportive classroom. Teachers who use play in the classroom have children who learn about cooperating, helping, sharing, and respecting others. When students are asked to retell a story, they often will act it out. If a student makes a mistake or does something wrong while sharing the other students know how to respond since they have been in learning centers . In this study it was found that children felt confident of themselves in solving social problems without the help of a teacher. Children are willing to help each other to solve problems. Self-regulation is another benefit in a play-based classroom. In a play-based learning classroom children are in a safe environment where they are able to create and follow rules in games and activities that are provided for them. Government Influence of Play-Based Learning Research shows that there has been a decrease of time that has been given to play-based learning in the kindergarten classroom and more time spent on academics

In his study **Reifel** [21] stated that Children learn to solve problems when they get to play and have hands-on opportunities. Froebel wanted teachers to be observers of these children to see what they were interested in learning. In this study teachers would observe how children think and how they learn from just playing with many objects. By watching the children, teachers then could move them forward in their thinking. Watching children play and encouraging them to explore different materials in different academic learning centers lets teachers assess their abilities.

Roberts [22] (2002) explains that learning can be enhanced by challenge, but inhibited by threat. If the brain senses that it may not be able to complete a task or solve a problem, then there is a perceived threat, and it will respond to the task with lower level thinking . Based on what neuroscientists have uncovered about how the brain learns, educators can incorporate these ideas into how they teach. As Roberts (2002) explains, teachers should create centers that set up the students for success. By allowing students to complete the task in step one using lower level thinking skills, students were able to complete the task easily, mastering simple recall, and

relearning information that may have been hard for them to grasp. Had this learning center only included tasks that required higher order thinking, the students may have felt discouraged. If the brain senses that it may not be able to complete a task or solve a problem, then there is a perceived threat, and it will respond to the task with lower level thinking (Roberts 2002). On the other hand, if students are provided with the tools they need to complete a more challenging activity, they will be more likely to use higher order thinking skills to solve problems and complete tasks.

Shankar K [23] is Block Coordinator, District Institute, Azim Premji Foundation, Puducherry Early Childhood Education (ECE) in his article [22] says that Resource Centre is a physical setup which aims to demonstrate a developmentally appropriate learning space for pre-primary children. It acts as a centre for practising pedagogical interventions; a functional model of stimulating learning environment, material development and teaching-learning practices; and as a centre for the professional development of teachers. The idea of a resource centre is aligned with the guidelines and suggestions in the National Curriculum Framework-Foundational Stage [22] (NCF-FS). An ECE resource centre embraces the principles of early learning, systematically organising Learning Corners with appropriate materials to enrich child-centred learning experiences. Learning Corners, each with a unique focus and catering to specific learning levels which engage children and stimulate learning, play a key role in such a setup. Learning Corners are integral to play-based, child-centred early education, fostering meaningful experiences and knowledge construction. CE Resource Centre was proposed by the District Institute (DI), Azim Premji Foundation Puducherry

Shearer, [24] 2004 in his study explains that of multiple intelligences and explains that Linguistic and logical-mathematical intelligences are those most often associated with academics. Those with linguistic intelligence have a talent for using words effectively for reading, writing, or speaking. Students with linguistic intelligence may be good at writing descriptively, using expression when reading, or giving explanations Logical-mathematical intelligence includes the ability to use logical reasoning to solve problems and strong skills in computing number problems. As Shearer explains, students with logical-mathematical intelligence show skills in solving multistep problems, doing mental math, and generating useful questions to help solve a problem. Those with musical intelligence are more sensitive to rhythm, pitch, and tone, and may be skilled in singing or playing an instrument . Those who

are skilled in using their bodies as a form of expression, such as dancing, or to meet a goal, like in athletics, have kinesthetic intelligence. Spatial intelligence includes the ability to accurately perceive the visual world or create mental images. Students with spatial intelligence may be talented in reading maps, working with objects, or creating visuals .

Tomlinson [25], in his study emphasises that the way in which students are taught should reflect the fact that each classroom includes students of varying academic abilities, interests, and needs. In order for learning centers to provide authentic learning experiences, they must have a direct objective, be related to the curriculum, meet the needs of all learners, and encourage higher order thinking in students. Teachers can differentiate four elements of their classroom to meet the students' needs. Teachers may vary the content: what is being taught, process: how it is taught, products: how students display what they have learned, and learning environment: the way the classroom is organized and operated In relation to learning centers, teachers may differentiate the content by relating it to students interests in different subject areas. Teachers can develop learning centers that focus on specific student interests to encourage students' excitement about participating in the centers. The process of completing the learning center may be differentiated by incorporating a simple recall activity for a struggling learning, or a critical thinking activity for a more advanced student.

Winters [26] in his article explains that Neuroscientists have found that the brain learns best through pattern, repetition, and "meaning-making," and that emotion can have a positive or negative effect on the learning process .

2.5 Study on learning corners for CWSN

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**,[27] **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. A systematic planning ,training and implementation has resulted in the feedback such as; 1. The pace of learning among CWSN improves with the help of need based TLM. 2. CWSN gets

additional support & training on special requirements like functional academics, communication skills etc from the teacher as well as Resource teacher.3. 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 VI. 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 endeavours as they are not less than any normal children as they have ample potential and talent to out shine and excel in their life.

1.1 **Pilot project for reading corner**:

The pilot project conducted [28] in **Mathura district, SSA and NCERT** by establishing Reading Corners in classes I and II in five hundred and sixty one schools as a part of the Mathura Pilot project. ·A corner was chosen in the class for creating adequate space for keeping and displaying books for children to read. The space was easily accessible for children. ·Two sets of select children's literature in Hindi were displayed in the Reading Corner. ·In each class, two sets of graded reading series Barkha developed by the NCERT were made available. ·The Barkha series were placed in colour-coded hanging book holders. ·Teachers equipped the corners with paper, colours and pencils for children to write and draw. ·Children's work was displayed on the walls or display boards. ·Teachers used the books from the corner to narrate stories and connect them to the stories in the textbook. Teacher's role, materials to be kept in this corner, processes to be conducted were clearly depicted in this article.

Reading is one of the most important parts of every type of learning process. Through reading, activities would get a lot of knowledge that can lead to success. This research aims to describe the cognitive development of students through reading corners. This type of research is field research, using a qualitative approach to the descriptive method. The research was carried out at SDN 02 **Nusa Bakti**, [29] South Sumatra province, Indonesia. The research subjects are teachers and students. The data were obtained from interviews and observations. The results showed that a fun reading corner activity as an effort to implement literacy reading movements

could develop cognitive abilities of students, including students doing assimilation, and accommodation processes to achieve equilibration, and students are more enthusiastic and motivated to increase their reading interest.

2.7. Conclusion

The survey of related literature has helped the investigator to have clear perspective of the problem chosen for the present investigation. The review related literature has enabled the investigator to formulate the relevant hypotheses, research questions, variables, research design, experimentation, construction and validation of the tools for the present study based on this review, a suitable methodology and well-planned procedure for present investigator is adopted and it is explained in further chapters.

3. Methodology

3.1. Introduction

"All the progress is born of enquiry. Doubt is often better than over confidence, for it leads to investigation "is a famous Hudson maxim in context of which the significance of research can be understood. Research includes scientific and inductive thinking and it promotes the development of logical habits of thinking and organization.

The success of any research depends upon suitable methodology with specific operational steps and well-constructed tools (Suchitha, 2010).

3.2. Research design

The research design adopted for this study is a mixed method combining quantitative and qualitative method. This approach allows for a comprehensive exploration of the study of Status and Utilisation of learning corners in Ennum Ezuthum classrooms in Vellore District. By combining qualitative and quantitative data analysis, the study aims to provide a holistic understanding of the program's effectiveness. This approach is particularly valuable as it enables researchers to polyangulate findings from different sources, enhancing the validity and reliability of the results. Additionally, the mixed-methods design allows for a more nuanced examination of the research questions, capturing both quantitative trends and qualitative nuances.

3.3. Planning and Implementation

- Developing the research instrument
- Conduction a pilot study
- Validation and ensure the reliability of the instrument
- Conduction of survey
- Analyze the data to derive findings

3.4. Selection of sample

Stratified Random Sampling Technique: This method involves dividing the population into subgroups or strata based on specific characteristics such as school type, geographical

location, and student demographics. In the case of this study, the population consists of primary school teachers in Vellore District. Stratification allows researchers to ensure that each subgroup within the population is adequately represented in the sample, thus enabling more accurate generalizations about the entire population.

1. **Purpose of Stratification:** Stratification serves several purposes in the sampling process. Firstly, it helps in reducing sampling bias by ensuring that each subgroup has a proportional representation in the sample. Secondly, it allows researchers to compare and analyze data within each stratum, providing insights into how different factors may influence the study outcomes. Lastly, it enhances the precision of estimates by accounting for variations within the population.
2. **Purposive Sampling for Diversity:** In addition to stratified random sampling, purposive sampling is also employed to select both students and teachers. Purposive sampling involves deliberately selecting schools based on specific criteria, such as proportionate representation in types of schools and number of students in classroom. This ensures that the sample includes a wide range of perspectives, thereby enhancing the richness and depth of the data collected.
3. **Enhancing Robustness and Validity:** By combining stratified random sampling with purposive sampling, the study's sampling strategy aims to enhance the robustness and validity of the findings. The comprehensive approach ensures that the sample is representative of the population and captures a broad spectrum of perspectives. This, in turn, increases the reliability and credibility of the study's conclusions.
4. **Data Collection Process:** The researcher gathered data from Heads, Handling teachers and student representatives from three levels of students in each class namely class1,2,&3 , totalling 137 students, primary teachers and heads of schools from all Government schools in Katpadi block of Vellore District.
5. **Significance of Sampling Strategy:** The sampling strategy is critical in ensuring that the research findings accurately reflect the characteristics and experiences of primary school teachers in Vellore District. It provides a structured approach to data collection, minimizes sampling bias, and enhances the credibility of the study's results. Additionally, the comprehensive sampling strategy allows for a nuanced analysis of the research questions and provides valuable insights for informing educational policies and practices.

Overall, the combination of these sampling techniques allows researchers to address various aspects of the research objectives, minimize biases, enhance the representativeness of the sample, and maximize the richness of the data collected. By employing multiple sampling methods, the study aims to increase the robustness, validity, and credibility of its findings, ultimately providing valuable insights for informing educational policies and practices.

3.5. Construction of research tool

The investigator employed five distinct tools namely Questionnaire for teachers, Interview schedule for Heads of school, Ennum Ezuthum classroom Handling teacher and for three students in each room observed for the survey study.

- The questionaries for teachers consisted of 20 questions with Multiple Choice Questions with a single best response (each question have 1 score) and multi-select questions with multiple response and sequencing questions with answers based on priority for present research concepts separated into four dimensions viz., Utilization, status, subjects and level of students .
- Interview schedule for Teacher and Heads of schools consisted of 20 questions which elicited responses pertaining to monograde/multigrade, size of classroom / learning corner, Roll/present number of students, individual inquiry into puppetry and quiz corner, and all dimensions viz., Utilization, status, subjects and level of students. Interview schedule for students consisted of simple 10 questions which indirectly elicited responses about utility by students and status of learning corner. Interview schedule was administered by the external observer who interviewed and recorded the answers in the paper.

Once formulated, this tool underwent a rigorous face validity assessment by experts through a tool pruning workshop. Subsequently, it was piloted in 5 schools and subjected to a reliability test using the Cronbach alpha method by the investigator. This meticulous process resulted in the refinement of five tools.

Validation of tool

Validity

Before the validation, the questionaries for teachers consisted of 30 questions with Multiple Choice Questions with a single best response (each question have 1 score) and multi-select questions with multiple response and sequencing questions with answers based on priority for present research concepts separated into four dimensions viz., Utilization, status, subjects and level of students . Interview schedule for Teacher and Heads of schools

consisted of 20 questions which elicited responses pertaining to monograde/multigrade, size of classroom / learning corner, Roll/present number of students, individual inquiry into puppetry and quiz corner, and all dimensions viz., Utilization, status, subjects and level of students. Interview schedule for students consisted of simple 10 questions which indirectly elicited responses about utility by students and status of learning corner. Interview schedule was administered by the external observer who interviewed and recorded the answers in the paper.

In order to establish content validity, the both tools were given to primary teachers and students in Vellore district. The questions and questionnaire were given to primary teachers and students in the selected school. They gave their opinions regarding the questions. Some words in the questions were changed on the opinion of the teachers, thus, the content validity was established.

Reliability

In the present study, the investigator used test-retest method and alpha Cronbach for establishing reliability for both tools. After the days of interval, the same test was conducted to the same set of teachers The correlation, co-efficient is 0.699. Thus the reliability was established.

3.6 Data Analysis

Quantitative data and qualitative data collected through surveys were analyzed using statistical software such as SPSS .

3.6 Analysis of data

After collecting of data from the respondents, the investigator evaluated and converted to numerical score to each questionnaire depending upon the respondent's answers. Finally, those scores were plotted in the master table. The scores were given to each and every statement for used the statistical analysis.

Statistical technique used

Statistical technique serves the fundamental purpose of descriptive and inferential analysis.

1. Mean

2. Standard deviation

3. ANOVA Test:

ANOVA (Analysis of Variance) is a statistical test used to analyze the differences among group means in a sample. It tests the null hypothesis that the means of several groups are equal. ANOVA works by comparing the variance between group means to the variance within groups. If the variance between groups is significantly larger than the variance within groups, it suggests that there are differences among the group means.

4. **Duncan's Multiple Range test (DMRT**) is a post hoc test to measure specific differences between pairs of means.

5. **Correlation analysis** in research is a statistical method used to measure the strength of the relationship. High correlation points to a strong relationship between the two variables, while a low correlation means that the variables are weakly related. There is a positive correlation between two variables when an increase in one variable leads to the increase in the other. On the other hand, a negative correlation means that when one variable increases, the other decreases and vice-versa. e their association.

3.7. Pilot study

A pilot, or feasibility study, is a small experiment designed to test logistics and gather information prior to a larger study, in order to improve the latter's quality and efficiency. A pilot study can reveal deficiencies in the design of a proposed experiment or procedure and these can then be addressed before time and resources are expended on large scale studies (Doug Altman et al. 2006). A well-conducted pilot study, giving a clear list of aims and objectives within a formal framework will encourage methodological rigour, ensure that the work is scientifically valid and publishable, and will lead to higher quality research (Lancaster et al. 2004). The investigator conducted a pilot study to select and modify the tool.

3.8. Primary Data Collection

The investigator gathered primary data for the survey, including the number of primary schools in the district and its blocks, as well as the total number of students and teachers.

Survey Execution

137 students, heads of schools, primary school teachers of all Government schools in Katpadi block were evaluated using the validated tool participated in the survey, which was administered to them using the validated tools.

Conclusion

In this chapter, the investigator explained the method and procedure followed for the present study under the captions like selection of the tool, sampling technique and collection of data. In the next chapter have in detailed statistical analysis and inference drawn are presented.

4. Statistical analysis and Interpretation of data

4.1. Introduction

However valid, reliable and adequate the data may be, they do not serve any useful purpose unless are carefully processed, systematically sifted, classified and tabulated, scientifically analyzed, interpreted and rationally concluded. Once, the data were collected through valid tools, correct conclusions (Bharathi, 2010).

Interpretation of data is an extremely important and useful branch of science of statistics. Statistical facts by themselves have no utility, but interpretation makes it possible to utilize the collected data in various fields of activity. The usefulness of collected data lies in its proper interpretation. The most essential work in any research problem is the use and application of statistical tools in analyzing and interpreting the research data.

This chapter deals with the statistical analysis of the data, interpretation with relevant tables and diagrams. Thus, interpretation is the careful, logical and critical examination of the result analysis. This is useful in making statements about what the result analysis indicates. In this chapter, the data presented in the tables are analyzed statistically, with a brief interpretation provided after each one. The data are described using the mean and standard deviation, based on the survey report. The chapter outlines a detailed study conducted by the investigator, focusing on the following key aspects for accurate and scientific interpretation of the data collected:

a. **Data Accuracy** To ensure the accuracy of the data collection, the investigator oriented DIET faculty and BRTE's in a orientation workshop and randomly visited the schools to ensure precise information is gathered from the respondents. This hands-on approach aimed to ensure precise and reliable data, leading to valid conclusions.

b. **Data Sufficiency**

Questionnaire for teachers, interview schedule for Heads of school, Ennum Ezuthum classroom Handling teacher and for students(one for malar level,one for arumbu and one for mottu level) tools that had been developed and validated previously by reliability tests , conduction of pilot study and Tool scrutiny workshop by External experts have been used by the Investigator. Each tool was taken for analysis and interpretation..

The collected responses of participants was converted into numerical data and following suitable statistical measures were applied .

c. **Classification and Tabulation**

This is one of the important steps used by the investigator in data analysis in order to get accurate interpretation. In the present study, the collected data are systematically classified and tabulated.

d. **Applicability of Possible Statistical Treatment**

Before analyzing the data, statistical experts are consulted for the Applicability of Possible Statistical Treatment of data. The data are analyzed with the help of Micro Soft Excel software. Hence, relevant statistical techniques are used for analysis and interpretation of data.

Data Collection and Analysis

1. Frequency table
2. One way variance(ANOVA)
3. Duncan
4. Pearson correlation analysis

4.1 Analysis - Frequency table

Frequency Table was used to find out the number of teachers who participated in the project in all the blocks of Vellore district, Type of schools, their experience in teaching in schools, their gender, the type of schools, the classes they handle.

Frequency Table

Table 4.1.1

BLOCK	ADW PRIMARY	MIDDLE	PRIMARY	ADW MIDDLE
KATPADI	03	29	69	01

TOTAL NUMBER OF SCHOOLS =65

Table 4.1.2

Number of responses obtained from teachers based on Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
	FEMALE	99	94.4	94.4	94.4

	MALE	3	2.6	2.6	100.0
	Total	102	100.0	100.0	

Table 4.1.3

Number of responses obtained from teachers based on years of experience

Years of experience		FreQuestion uency	Percent	Valid Percent	Cumulative Percent
	<=14 YEARS	28	26.5	26.5	26.5
	15-20 YEARS	33	32.5	32.5	59.0
	21-25 YEARS	15	16.2	16.2	45.2
	>= 25 YEARS	26	24.8	24.8	100.0
	Total	102	100.0	100.0	

Table 4.1.4

Reliability statistics of Questionnaire

Cronbach's Alpha		Value	.602
		N of Items	20
Correlation Between Forms			.584
Spearman-Brown Coefficient	Equal Length		.646
	Unequal Length		.646
Guttman Split-Half Coefficient			.643

4.3 Inferential Analysis

Table 4.1.5

Comparison of Gender in responding to Questionaries

	GENDER	N	Mean	S.D	t	LS
Questionaries	FEMALE	114	68.45	5.4	0.249	Not Significant
	MALE	3	69.33	2.3		
Class Room Size	FEMALE	114	1.44	.93	0.128	Not Significant
	MALE	3	1.64	1.1		

Interpretation

1. “t test” value between Female teachers and male teachers in answering Questionaries is 0.249 which shows that there is no significant difference between female and male teachers in answering Questionaries
2. “t test” value between Female teachers and male teachers based on classroom size is 0.126 which shows that there is no significant difference between female and male teachers based on their classroom size.

Table 4.1.6

Comparison of responses to Questionaries, from teachers handling monograde and multigrade teachers

	GRADE	N	M	SD	T	LS
Questionaries	MONOGRADE	49	68.53	5.4	0.144	Not Significant
	MULTIGRADE	38	68.34	5.3		
	MULTIGRADE	38	19.63	4.4		
Class Room size	MONOGRADE	49	1.63	.89	1.423	Not significant
	MULTIGRADE	38	1.95	.98		

Interpretation

1. A “t test” value of 0.144 obtained between responses from teachers handling Monograde and multigrade classroom shows that there is no significant difference between these teachers in answering Questionaries
2. A “t test” value of 1.423 obtained between responses from teachers handling Monograde and multigrade classroom shows that there is no significant difference between responses from these teachers based on classroom size.

Table 4.1.7

Comparison of responses to Questionaries between teachers who acted as resource persons

	Acted as RP	N	Mean	Std. D	T	Level of significance
Questionaries	YES	58	68.91	5.206	0.848	Not significant
	NO	59	68.03	5.623		
	NO	59	19.14	4.911		
Class Room Size	YES	58	1.49	.969	0.666	Not significant

	NO	59	1.68	.899		

1. A “t test” value of 0.848 obtained between responses from teachers who acted as Resource person and who did not act as Resource person shows that there is no significant difference between these teachers in answering Questionaries
2. A “t test” value of 0.666 obtained between responses from teachers who acted as Resource person and who did not act as Resource person shows that there is no significant difference in responses based on classroom size.

Table 4.1.8

Correlation analysis

Correlations		Total number of students in three classes	Handling classes by teachers	Class Room Size	Questionarrie total
Total number of students in three classes	Pearson Correlation	**1**	**.083**	**.218***	**.148**
	Sig. (2-tailed)		.342	.018	.112
	N	114	114	114	114
Handling classes by teachers	Pearson Correlation	**.083**	**1**	**.083**	**-.051**
	Sig. (2-tailed)	.342		.346	.588
	N	114	114	114	114
Class Room Size	Pearson Correlation	**.218***	**.083**	**1**	**.160**
	Sig. (2-tailed)	.018	.346		.085
	N	114	114	114	114
Questionarrie Total	Pearson Correlation	**.148**	**-.051**	**.160**	**1**
	Sig. (2-tailed)	.112	.588	.085	
	N	114	114	114	114

From this table it is inferred that there is significant positive correlation between Classroom size and total number of students in the classroom.

There exists a negative correlation between Total number of students in a classroom with the responses obtained from handling teachers and responses obtained from responses obtained from Questionarrie about learning corners.

Interpretation

1. Since there is a correlation between classroom size and total number of students in the classroom, it is evident that both are associated with each other, hence both are found to be positively influencing factors in functioning and utilisation of learning corners.
2. There exists a negative correlation between Total number of students in a classroom with the classes handled by teachers which infers that if number of students increase classes handled by teachers will decrease and hence functioning and utilisation of learning corners will increase.

4.1. **Percentage Analysis**

Analysis of responses obtained from Interview schedule obtained from Teachers

The external observer conducted an interview with the teacher handling the class which may vary from school to school. The Questions were asked and responses obtained. After the interview was completed ,it was shown to the teacher and they acknowledged by signing it.

QUESTION1: How many learning corners are in the classroom today?

The answers obtained varied from 6 to 4. This implies that there are learning corners in all classrooms.

QUESTION 2; Which Learning Corner do you use the most? Why?

The compilation is as follows:

1. Song, story, activity learning corners were used by teachers since it is coherent with lesson
2. Story, reading, activity learning corners were used by teachers since it enrich learning
3. Activity, reading learning corners were used by teachers since students understood based on imagination
4. Reading, activity learning corners were used by teachers because it involved learning by doing
5. Song learning corner was used by teachers because mostly all lessons have songs,
6. Activity learning corner since more activities are given in THB

7. Reading learning corner since late bloomers and lower grade students use it for learning alphabets and students use it to read and increases confidence
8. Activity, reading learning corner since more opportunities are provided in THB

Question 3. Challenges **<u>you face</u>** in forming Learning Corner.

1. Students of standard I are struggling with writing and reading only. Hence more concentration is required in it rather than learning corner.
2. Difficult to make students come and sit in Learning corner
3. It consumes more time
4. It is not possible to engage all students in activity learning corner
5. The challenge in forming puppetry learning corner is in preparing puppets, drawing them, training students with proper dialogues due to paucity of time
6. Maintaining of materials is challenging since students take few. It is also difficult to upgrade to next lesson in kit boxes and learning corners as and when needed.
7. Puppetry, arts and crafts learning corner is challenging since arts and crafts is suitable for few lessons only. Mostly arts and craft learning corner used for clay making, drawing pictures in science and make shapes in maths
8. Difficult to maintain due to insufficient storage and safety. When students are using various learning corners at the same time it is difficult to use.
9. Few schools like PUMS Senoor, PUMS Pallikuppam has more students and therefore less space is available for learning corner. This challenge is found in all classes with more strength and less space.
10. Most teachers responded that THB has resolved all challenges by giving proper instructions.
11. Formation of learning corner is Difficult in multigrade classes with various levels

QUESTION 5. What can **<u>you do</u>** to make Learning Corners more functional?

Teachers' responses were:

- Preparation of more TLM.
- Increasing usage of students' work book
- By making all students participate
- Using more TLM and ensuring participation of all
- Preplanning, choosing apt learning corners and exhibiting students' creations. When students work is exhibited they involve more in making crafts. More exhibits make learning corners more vibrant.

- Pre planning, required TLMs should be kept before teaching has commenced. Using Learning Corners without hesitation and using without break
- Introducing new TLMs, of varied colour, colourful and attractive.

QUESTION 6. According to you which Learning Corners are not necessary? Why?

- Puppetry can be annexed with activity/ Quiz
- Quiz-not appropriate for lower class

QUESTION 7. How do you ensure engagement of your students in Learning Corners?

Teachers' response:

- Through motivation by applause, giving star, chocolate for best performances.
- By asking QUESTIONs related to content, giving activity and analysing their understanding of content which ensures and identifies students who reQuestionuire help.
- By assessing involvement in learning corner
- By analysing the clarity and readiness of answering skill from students when Questioned.
- Focussing more on mottu level students while giving activities for arumbu and encouraging learning in peer, group

QUESTION 8. Which learning corner is useful for learning/motivation of learning by CWSN students? Share your experiences.

Story, song plays a huge role and is used by home-based students though it is not done through using learning corners.

QUESTION 9. Which learning corner has encouraged self- learning by students? Share specific example

1.While using activity learning corner in maths- "I learn Questionuantities" addition, subtraction activities are done by students themselves.

2. While using Story learning corner students are able to create innovative stories, they look at pictures and construct stories with names of animals

3. While using Reading learning corner students read on their own through which their confidence grows which is observed in slow learners

4. During situation that is difficult to control, when students are coerced into learning by themselves in arts and craft learning corner, they drew sea organisms that are not given in textbook and exhibited them. This showed that there is calming effect on them. Students use trial and error method to draw tricolour national flag.

QUESTION 10. While using Learning corner which did you feel to be more useful? why and how?

Through this QUESTION utilisation of learning corners could be established.

Song, story , reading and activity learning corners are mostly used by teachers .

The reasons are:

- Students indulge in activities in a very interesting way.
- In Activity students imagine and write on their own
- During reading students identify letters easily and learning has been made easier.

QUESTION : Which Learning Corner is rarely used? Why?

1.Arts and crafts: since it is used as a fun activity, not suitable for all subjects

2. Quiz: Since learning of concepts are based on other learning corners

3. Puppetry since it is not given in THB,it is suitable only for few activities.

QUESTION: Share your experiences in **arts and crafts corner**

Compilation of Teachers' response:

- Students are naturally interested.
- Creates creativity related to specific concepts
- Students make images from paper and clay
- Due to interest in this, they are involved in workbook work also
- Students show interest in drawing, painting and making crafts. Many Teachers have observed many students drew, paint and made objects of clay of various men of professions for the lesson "Class 3, Tamil 3rd term 'vindai manitharkal'" exhibited.
- Learning by doing increases students' interest in learning
- This learning corner brings out talent of students which leads to joyful learning
- Since opportunities are provided for drawing and crafts at the end of each lesson in workbook and THB, students complete them and when given as home work.
- This learning corner is helpful for assessing in F(A) activity.

QUESTION: Share your experiences in puppetry corner

Compilation of Teachers' responses:

- Students enjoy seeing dolls and puppets used here.
- Students feel that this is a very interesting activity

- Students mimic sounds of animals, birds and act their roles
- Students understood and learnt subtraction through puppetry in "3rd term-maths-I know patterns".
- This learning corner requires more pre preparation.
- Learning through this corner helps mottu and arumbu level students to reach malar level.
- Though students are more involved in this and like this ,due to less importance in THB and non- availability of materials many teachers are unable to do this.

Analysis of responses obtained from Interview schedule obtained from Heads of school

A external observer conducted an interview with the Heads of school.The QUESTIONs were asked and responses recorded. After the interview was completed ,it was shown to the Heads of school and they acknowledged by signing it.

The compilation of responses are as follows:

QUESTION1 : Which learning corner is used most by teachers?

- ❖ Song, story- for motivation in Tamil & English
- ❖ Reading since it improves reading, oral skills and vocabulary
- ❖ Activity learning corner for learning, strengthening in all subjects
- ❖ Puppetry- because students can not do this on their own.

QUESTION 2 .Which learning corner is used most by students?

- Story, puppetry, song- helps in creativity among students and students act while narrating story.
- Reading- students read by themselves and in groups, reads everyday to improve vocabulary and form simple sentences, when they see words written on walls repeatedly they learn without teacher's help.
- Arts and crafts- students interested in painting and drawing use this corner. They also do projects in all subjects
- Activity learning corner is used in all subjects
- Arts and crafts

4.6 Analysis of responses obtained from Interview schedule obtained from students

Malar level, arumbu level and mottu level students were interviewed in each school. They were chosen irrespective of class, subject and achievement

The answers given by students are listed :

1. The learning corner most visited by students

   Activity ,Reading, Song and Story

2. Which learning corner do you like the most?

   Story, reading, arts and craft, song

3. Have you used learning corner by yourself?

   They have used reading, arts and craft, story,

4. Have you contributed to any of the learning corner?

Arts and craft: Mostly students have contributed to this corner which are:

drawing of wheel, circle, triangle and painted, drawing house, moon, drawing in maths- big ,small , in tamil-singular, plural, pasting flowers, draw and paint

4.5 ANALYSIS OF RESPONSES OBTAINED FROM <u>QUESTIONARIES</u> WITH RESPECT TO LEVEL OF STUDENTS.(DIMENSION- LEVEL OF STUDENTS)

Analysis of responses with respect to level of students.

Questions have been asked in Questionaries to elicit responses with respect to level of students which is one of the Dimension taken for study. Ennum Ezuthum classrooms have multi grade and mono grade classrooms. Students have been categorised into malar ,arumbu and mottu level based on the results of base line survey. This base line survey was conducted before rolling out Ennum Ezuthum program that revealed the achievement of students on competencies/learning outcomes of respective classes. Multigrade classes consists of all levels while mono grade probably consists of mostly mono level students.

Based on the percentage of responses obtained for each option analysis has been done and results obtained

5.# Mostly

(This Question is marked # which is a multi-select Question that allows respondents to select multiple answer options . This type of Question is commonly used to gather information on preferences, opinions, or behaviors that may have multiple possible answers).

A	Malar level students dominate in learning corners
B	Malar level students have been instructed by teachers to dominate in learning corners

C	Malar level students streamline arumbu level students
D	Malar level students do not show interest in using learning corner

Analysis shows that 14.5 % have chosen option “a” , 1.4% have chosen option “a” and “c”, 21.4% have chosen option ”a “ and option “b”, 6.8% have chosen option “a”, “b” and “c”, 20.5% have chosen option “a” and “c” , 2.56% have chosen option “b” , 1.4% have chosen option “b” and “c” , 31.6 % have chosen option “c” and the rest handle classes where there are **no** malar levels students.

Interpretation

This Question was answered by teachers who have malar,arumbu and mottu level students in their classroom. 14.1% of teachers do not have malar level students in their classroom.

- 14.5 % of teachers have chosen option “Malar level students dominate in learning corners” ,which implies that in a multi grade classroom, malar level students use learning corner predominantly rather than arumbu and mottu level students. There could be numerous reasons but the fact remains that arumbu and mottu level students may not get enough opportunity to use learning corner which may hinder their learning
- 1.4% of teachers have chosen option “a” and “c”, which implies that though malar level students dominate they also discipline thereby helping arumbu level students but this number is remarkably low.
- 21.4% have chosen option ”a “ and option “b” Malar level students dominate in learning corners and they have been instructed by teachers to do so, which implies that in a multi grade classroom, malar level students use learning corner predominantly rather than others and teachers are motivating peer learning and group learning which may help in learning and for disciplinary purpose too.
- 6.8% teachers have chosen options “Malar level students dominate in learning corners” , they have been instructed by teachers to do so and they also discipline arumbu level students . So it is found out malar level students predominate because they have been instructed by teachers thereby motivating peer learning and group learning which may help in learning and for disciplinary purpose too.

- 20.5% teachers have told that malar level students predominate and discipline other students on their own which is a good trend .These students have developed leadership Qualities and also help other students to learn.
- 31.6 % teachers have reported that malar level students streamline arumbu level students but are not predominating in learning corners which is very significant and a healthy behaviour.
- As a **cumulative analysis** it is found out **all** malar students are participating in activities of learning corner. They play a vital role in learning either by self -learning or by streamlining other students. Hence it can be concluded that learning corner are well utilised and malar level students participation is commendable.

QUESTION15. Mottu level students like learning corner. Comment

A	Yes. It facilitates his learning
B	Yes. They while away their time
C	No. There is no connection between learning corner and lesson
D	No. They do not use it.

Analysis reveals that 88% of teachers observed that mottu level students like learning corner since it facilitates their learning. 3.4% of teachers observed that mottu level students like learning corner since they can spend their time leisurely. 8.54% of teachers observed that mottu level students do like learning corner since there is no connection between it and lesson.

Interpretation

1. Though mottu level students are in lower classes(mostly class1) and lower than arumbu and malar level, learning corner is utilised by nearly 88% which is really appreciate. It is significant since students are in a learning environment which by itself is a good beginning.
2. A very low number only while away their time in learning corner, but may turn out to be bigger if not addressed in the initial stage.

Analysis based on the responses obtained from interview of teachers

Question: Explain the usage of learning corner by malar/mottu/arumbu students?

Malar level students-Teachers have observed that learning corner helps to improve learning, reading, creating stories, rhymes, uses with interest .They are involved more

in puppetry, activity, Reading, arts and crafts learning corners. This infers that they are interested in learning by doing, self- learning which are student centric learning processes.

Mottu level students- Teachers have noticed that learning corners helps to improve reading, in identification of letters, words and sentences which are used more in reading, story learning corners, writing and creating own sentences in activity learning corner .They are actively participating in song learning corner.

Arumbu level students: Teachers have observed that students understand concepts and in-depth learning takes place in activity learning corner where they use letter cards, sequencing letters, sees pictures and reads sentences. Song and Story learning corner is useful for remembering sequences particularly when there is coherence and continuity in story . Students learn better when concepts are conveyed through stories and recalling is also improved.

4.6 ANALYSIS OF RESPONSES OBTAINED FROM QUESTIONARIES WITH RESPECT TO SUBJECTS (DIMENSION- SUBJECT)

Questions have been asked in Questionaries to elicit responses with respect to subjects being taught in classroom which is one of the Dimensions taken in study. Based on the percentage of responses obtained for each option analysis has been done and results obtained

QUESTION 11. Learning corners more involved in learning Language among students is/are ------.

A	All learning corners	B	Only few learning corners
C	Only during few times	D	There is no evidence for this.

Analysis shows that 59 % have chosen option “a” , 38.5% have chosen option “b ” and 2.56% have chosen option “c” .

Interpretation

1. It’s worthwhile to note that 59% of teachers use all learning corners to teach language which suggests that all learning corners are being utilised in language classes.
2. 38.5% of teachers use few learning corners only during language teaching which is also evident from the responses obtained to QUESTION 2 wherein almost all teachers prefer and prioritise using song, story and activity corners. This conventional belief exists in almost all language classes and awareness of using other corners effectively should be insisted.

3. 2.56% of teachers use learning corners few times only for language teaching which should be addressed since it been proved that language teaching is done best using learning corners with activity, song, story and puppetry.

12.# ------are Learning corners which aid in learning language among students.

(This Question is marked # which is a multi-select Question that allows respondents to select multiple answer options. This type of Question is commonly used to gather information on preferences, opinions, or behaviors that may have multiple possible answers).

A	Story	B	Song
c	activity	d	reading

Analysis shows that 26.23 % have chosen option “a”, “b”, “c” and “d”, 20% have chosen option “a”, ”b” and “d”, 15.2% have chosen option “b” and “d”, 15.5% have chosen option “b” , 11% have chosen option “c” and “d” ,5% have chosen option ”a” ,3.4% have chosen option ,”b”,4.24% have chosen “b” and “d” .

Interpretation

- 26.23% of teachers have said that story, song, activity and reading corners aids in learning language in classroom.
- 20 % of teachers have said that story, song and reading corners aids learning language in classroom.
- 15.5% of teachers have said that song corner aids learning language in classroom
- 11% of teachers have said that song and reading corners aids in learning language in classroom
- 5% of teachers have said that story corner only aids learning language
- 3.4% of teachers said that song corner aids learning language in classroom
- 4.24% of teachers said that song and reading aids learning language in classroom.
- **As summative 51.23% of teachers said that story corner predominates, 26.5 % of teachers have revealed that song corner predominates in aiding learning language.**
- As the subsequent corner that aids, 53.9% of teachers have said that song corner and 15.24% have said that reading corner aids in learning language.
- **Hence it is understood that story, song learning corners are used the most whereas other learning corners which can also be used is not as intended.**

QUESTION 13. # -----are Learning corners which aid in learning mathematics among students.

(This Question is marked # which is a multi-select Question that allows respondents to select multiple answer options . This type of Question is commonly used to gather information on preferences, opinions, or behaviors that may have multiple possible answers).

A	Puppetry	b	Quiz
C	activity	d	song

Analysis shows that 43.5 % have chosen option “c”, 21.4% have chosen option ”b” and “c”, 22.1% have chosen option “b” ,”c” and “d”, 13.% have chosen option “b” .

Interpretation

- 43.5% of teachers have said that activity corner aids the most in learning mathematics
- 21.4 % of teachers have told that activity and Quiz corner aids the most.
- 22.1% of teachers have said that Quiz, activity and song corner aids in learning maths
- 13% of teachers have said that Quiz corner is predominantly aids in learning maths
- As a conclusion it could be inferred that **activity corner** predominantly aids learning maths followed by Quiz and song. Though puppetry corner has many oppurtunities it is unfortunately not chosen by any teacher which needs to be addressed.

Analysis of responses obtained from Interview schedule of teachers.

Question:In which subject is Learning corner most used? Why?

The responses obtained are:

- In subject Maths Teachers introduce shapes and give fundamental activities, student learn numbers, shapes, addition, subtraction through activities in activity learning corner where most of learning is done here. Understanding and application is easier when it is learnt through this way.
- In Language Tamil learning through learning corners has helped students in in -depth learning and reinforcing. Language skills have increased. All activities correlate with the lesson and enhances learning.
- In language English,more activities are given in THB through which understanding has become easier. Spelling is learnt, long term memory has increased ,reading habit has increased, More opportunities for provided in story,song ,reading and activity learning corners which coincide with the lesson.
- Arts and crafts learning corner has led to creativity

Question: Mention the Learning corners most used in Tamil, English, EVS and Maths subjects class-wise.

1. Tamil- Activity ,story ,song, puppetry ,reading(class II and III)
2. English- song, activity,
3. Maths- activity, Arts and craft
4. EVS -song, activity, puppetry, art and craft

The usage of learning corners is almost similar in all classes except that reading is not used in Class I

4.1 ANALYSIS OF RESPONSES OBTAINED FROM TEACHERS WITH RESPECT TO UTILISATION OF LEARNING CORNERS

HYPOTHESIS 1; There are learning corners in classrooms

Analysis of the responses of Questionaries obtained from teachers that gives insight about utilization of learning corners

QUESTION 3. Mostly my role in learning corner is----------

a	Facilitator	b	Guide
c	Instructor	d	demonstrator

Responses have been obtained from 114 teachers working in 65 schools. This collective data implies that 2.4% of teachers act as instructors in learning corners, 12% of teachers act as demonstrators ,29% act as facilitators, and 56.3% act as a guide in learning corner.

Interpretation:

Though Teachers are expected to adopt various roles based on the content of the subject, learning in learning corners is more focussed on student centred learning where teacher is expected to facilitate. It is significant to note that 56.3% of teachers act as guide and 29% act as facilitators which implies that teacher's role in learning corner is focussed on student centric learning and is as intended to be.

QUESTION4.# On what basis will a teacher form a learning corner?

(This QUESTION is marked # which is a multi-select QUESTION that allows respondents to select multiple answer options . This type of QUESTION is commonly used to gather information on preferences, opinions, or behaviors that may have multiple possible answers).

A	Based on lesson	b	Based on available teaching materials
C	Based on space available	d	Sometimes it is chosen without any specific objective

Analysis shows that 64% have chosen option “a” , 2.5% have chosen option “a” and “d”, 15.4% have chosen option”a “ and option “b”, 6.8% have chosen option “a”, “b” and “c”, 2.5% have chosen
option “a”, “b” and “d”, 3.4% have chosen option “a” and “c”, 4.3% have chosen option “b” , 1.1 % have chosen option “b” and “c”.

Interpretation

This detailed analysis based on multi selection ,has revealed that :

1. 64% of teachers form a learning corner based **only** on the content which is very significant . This implies that 64% of teachers form learning corner based **only on relevance** and not arbitrary. This also prove that learning corners are changed based on lesson, learning corners are helpful in transacting thee concept of the lesson which is very appreciative.
2. 2.5% of teachers form learning corner based on lesson and few times without any specific objective . It is worthy to note that this is a small number but they too prioritise forming based on lesson and as a second priority form arbitrarily.
3. 15.4% of teachers form learning corner based on lesson and based on available teaching learning materials. It is significant to note that teachers prioritise based on lesson and then on available teaching learning materials.
4. 6.8% of teachers form learning corner based on lesson , available teaching learning materials and based on space available. From this data it is found that 6.8% of teachers have space limitation and **face challenge in forming learning corner due to limited space** but still prioritise based on lesson and then on available teaching learning materials.
5. 2.5% of teachers form learning corner based on lesson, available teaching learning materials and few times without any specific objective. It is worthy to note that this is a small number but they too prioritise first based on lesson , second priority is based on available teaching learning materials and last priority few times arbitrarily.
6. 3.4% of teachers form learning corner based on lesson and based on space available. From this data it is found that 3.4% of teachers have space limitation and **face challenge in forming learning corner due to limited space** but still prioritise based on lesson and then on available space.

7. 4.3 % of teachers form learning corner based **only** on available teaching learning materials. Though this number is less, it is important to create awareness on forming learning corner based on lesson rather than on available materials.
8. 1.1 % of teachers form learning corner based on available teaching learning materials and based on space available. From this data it is found that 1.1% of teachers have space limitation and **face challenge in forming learning corner due to limited space** but still prioritise based on available teaching learning materials .
9. **On a cumulative basis** it can be seen that 94.6 % of teachers form a learning corner based on lesson which is very significant, 11.3% of teachers face challenges in forming a learning corner due to space limitation. Only 5% of teachers form a learning corner based **only** on available teaching learning material which is to be noted and suitable measures to be taken.24.4% of teachers form learning corners based on available material as a second priority which implies that if they are unable to form based on lesson they will use available material to form a learning corner which is apprehensive.

QUESTION5.# Mostly

(This QUESTION is marked # which is a multi-select QUESTION that allows respondents to select multiple answer options . This type of QUESTION is commonly used to gather information on preferences, opinions, or behaviors that may have multiple possible answers).

a	Malar level students dominate in learning corners
b	Malar level students have been instructed by teachers to dominate in learning corners
C	Malar level students streamline arumbu level students
d	Malar level students do not show interest in using learning corner

Analysis shows that 14.5 % have chosen option “a” , 1.4% have chosen option “a” and “c”, 21.4% have chosen option ”a “ and option “b”, 6.8% have chosen option “a”, “b” and “c”, 20.5% have chosen option “a” and “c” , 2.56% have chosen option “b” , 1.4% have chosen option “b” and “c” , 31.6 % have chosen option “c” and the rest handle classes where there are **no** malar levels students.

Interpretation

This Question is answered by teachers who have malar,arumbu and mottu level students in their classroom. 14.1% of teachers do not have malar level students in their classroom.

- 14.5 % of teachers have chosen option “Malar level students dominate in learning corners” ,which implies that in a multi grade classroom, malar level students use learning corner predominantly rather than arumbu and mottu level students. There could be numerous reasons but the fact remains that arumbu and mottu level students may not get enough opportunity to use learning corner which may hinder their learning
- 1.4% of teachers have chosen option “a” and “c”, which implies that though malar level students dominate they also discipline thereby helping arumbu level students but this number is remarkably low.
- 21.4% have chosen option ”a “ and option “b” Malar level students dominate in learning corners and they have been instructed by teachers to do so, which implies that in a multi grade classroom, malar level students use learning corner predominantly rather than others and teachers are motivating peer learning and group learning which may help in learning and for disciplinary purpose too.
- 6.8% teachers have chosen options “Malar level students dominate in learning corners” , they have been instructed by teachers to do so and they also discipline arumbu level students . So it is found out malar level students predominate because they have been instructed by teachers thereby motivating peer learning and group learning which may help in learning and for disciplinary purpose too.
- 20.5% teachers have told that malar level students predominate and discipline other students on their own which is a good trend .These students have developed leadership Qualities and also help other students to learn.
- 31.6 % teachers have reported that malar level students streamline arumbu level students but are not predominating in learning corners which is very significant and a healthy behaviour.
- As a cumulative analysis it is found out **all** malar students are participating in activities of learning corner. They play a vital role in learning either by learning themselves or by streamlining other students. So it can be concluded that learning corner are well utilised and malar level students participation is commendable.

QUESTION6. # What is role of teacher when students are using learning corner?

(This Question is marked # which is a multi-select Question that allows respondents to select multiple answer options . This type of Question is commonly used to gather information on preferences, opinions, or behaviors that may have multiple possible answers).

A	As a Guide

B	Teacher gives complete freedom
C	Students should get prior permission from teacher
D	Teacher gives instruction to specific students before using learning corner.(example: malar level students, class / group leader)

Analysis shows that 35.9 % have chosen option “a” , 42.4% have chosen option “a” and “b”, 11% have chosen option “b”, 5.1% have chosen option “a”, “d” , 2.14% have chosen option “a” ,”b” and “c” , 2.14% have chosen option ”a” and “c” .1.14% have chosen option “a” ,”b” and “d” ,

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Interpretation

1. 35.9% of teachers have responded that teachers act as a guide for students in learning corner.
2. 42.4% of teachers reveal that teachers act as a guide and give students complete freedom in learning corner.
3. 5.1% of teachers have said that they act a guide but students must get prior permission before using learning corner.
4. 2.14% of teachers have told that they act as a guide, but students should get prior permission and after that they are given complete freedom in learning corner.
5. 2.14% teachers have told that they act as a guide and students are given complete freedom.
6. As a **summative,** all teachers have said that they act a guide during participation in learning corner, few teachers need their students to get prior permission and many give complete freedom. Few teachers also revealed that they instruct specific students which coincides with Question 5- few students are instructed to dominate in learning corner. It can therefore be concluded that learning centres are vibrant and peer learning, group dynamics, disciplinary activities also take place. Hence it can be concluded that learning corner are well utilised .

QUESTION4. # _____is required for complete utilisation of learning corner by teacher

(This Question is marked # which is a multi-select Question that allows respondents to select multiple answer options . This type of Question is commonly used to gather

information on preferences, opinions, or behaviors that may have multiple possible answers).

A	Enough time	b	Teaching learning materials
c	Enough fund	d	**Enough space**

Analysis shows that 41.8 % have chosen option "a" , 14.5% have chosen option "a" and "b", 9.4% have chosen option "a", "b" and "d", 14.5% have chosen option "b" , 3.4% have chosen option "a" and "c" , 8.55% have chosen option "a" and "d" .3.4% have chosen option ,"b", "c" and "d" and 3.4% have chosen "d".

Interpretation

1. 41.8% teachers have responded that time is not sufficient which reveals that though they wanted to do they either have time management challenges or they have to still upscale their skills.
2. 14.5% teachers need more time and teaching learning materials .They do not have time to prepare teaching learning materials.
3. 9.4% of teachers do not have sufficient time, teaching learning material and space is also a constraint.
4. 14.5% of teachers feel that teaching learning materials is not enough. Though Government have given almost all in THB and preparing teaching learning material has been reduced ,they may feel as a challenge due to multigrade and handling of many subjects .
5. 3.4% of teachers need more time,**space** and fund too for better utilisation which implies they may face challenges in time management skills,space limitation and preparation of cost effective materials.
6. 3.4% teachers have space constraint which is due to smaller classrooms, makeshift classrooms which may be a temporary issue.
7. As a summative, teachers need more time management skills,multi tasking skills, alternate strategies for effective utilisation. Space limitation exists in many schools which definitely makes learning corner usage a challenge

QUESTION8. A teacher is unable to use learning corner excellently. Reason is --

A	No guidance	b	Lack of procedure

C	Lack of freedom to choose from THB	d	Lack of already prepared Teaching learning material

Analysis shows that 54.3 % have chosen option “c” , 26.5% have chosen option “d” ,8.5% have chosen option “a” and 5.98% have chosen option “b” .

Interpretation

1. Since 54.3% of teachers have chosen “lack of freedom to choose from THB”, this should be addressed. THB in the third term does not have any specific instruction regarding learning corner though it was detailed in THB for second term. Based on representation and grievances expressed in telegram app, changes were brought in and specific instructions regarding learning corners were not given in THB. Hence it could be concluded that responses obtained from teachers was a reflection of second term THB and not third term THB.
2. 26.5% of teachers have said that learning corners in their classroom would be excellently maintained if already prepared Teaching learning material was available. This will be represented but its noteworthy to point out that many TLMs are available in THB itself which should be insisted to teachers.
3. 8.5% of teachers require guidance in establishing learning corners. This will be represented and suitably transacted.
4. 5.98% of teachers require proper procedure. Such teachers should be identified through observation and school visits by visiting and monitoring officials.

QUESTION **9. Why should a teacher know entirely about learning corner?**

a	For students to use in their free time	b	For group learning
c	To prepare a environment suitable for activity	d	To keep teaching materials

Analysis shows that 80.3 % have chosen option “c” , 10.3% have chosen option “b” ,5.18% have chosen option “a” and 3.4% have chosen option “d” .

Interpretation

1. Its gratifying to note that 80.3% of teachers understand the objective of establishing learning corner in classrooms.
2. 10.3% of teachers use learning corners for group learning in classroom.Though the precise objective is not met, it is worthy to note that learning corners are used for learning purpose.
3. 5.18% of teachers use learning corners for engaging students even during free time which implies either that students use it even in their free time or use it only during free time which is apprehensive.

4. 3.4% of teachers use learning corners to keep teaching materials. This implies that teachers after using it for teaching learning purpose keep it there for active engagement with students. It would also imply that unavailability of storage space has coerced them to keep it here which needs to be addressed.

QUESTION 10. **Which is correct regarding learning corner?**

a	To develop a specific skill among students	b	To upscale students into multi-talented competent person
c	To transact a specific activity in the best method	d	To use free time entirely

Analysis shows that 48 % have chosen option “b” , 9.4% have chosen option “a ” , 5.13% have chosen option “c” and 0.84% have chosen option “d” .

Interpretation

1. It’s worthwhile to note that 48% of teachers understand the objective of establishing learning corner in classrooms and are involved in upscaling students into multi talented during which they too metamorphosis into multi talent individuals.
2. 9.4% of teachers use learning corner to develop a specific skill which apparently is found in all learning corner particularly in Arts and crafts.
3. 5.13% of teachers use specific apt learning corner to transact a specific activity which could be puppetry, Quiz.
4. 0.84% of teachers coerce students to use learning corner in their free time which implies that free time is also used for indirect learning .

QUESTION 11. The learning corner that is more involved in learning Language among students is -------.

A	All learning corners	B	Only few learning corners
C	Only during few times	D	There is no evidence for this.

Analysis shows that 59 % have chosen option “a” , 38.5% have chosen option “b ” and 2.56% have chosen option “c” .

Interpretation

4. It’s worthwhile to note that 59% of teachers use all learning corners to teach language which suggests that all learning corners are being utilised in language classes.
5. 38.5% of teachers use few learning corners only during language teaching which is also evident from the responses obtained to QUESTION 2 wherein almost all teachers prefer and prioritise using song, story and activity corners. This conventional belief

exists in almost all language classes and awareness of using other corners effectively should be insisted.

6. 2.56% of teachers use learning corners few time only for language teaching which should be addressed since it been proved that language teaching is done best using learning corners with activity, song, story and puppetry.

QUESTION 12.# ------are Learning corners which aid in learning language among students.

(This Question is marked # which is a multi-select Question that allows respondents to select multiple answer options. This type of Question is commonly used to gather information on preferences, opinions, or behaviors that may have multiple possible answers).

a	Story	b	Song
c	activity	d	reading

Analysis shows that 26.23 % have chosen option “a”, “b”, “c” and “d”, 20% have chosen option “a”, ”b” and “d”, 15.2% have chosen option “b” and “d”, 15.5% have chosen option “b” , 11% have chosen option “c” and “d” ,5% have chosen option ”a” ,3.4% have chosen option ,”b”,4.24% have chosen “b” and “d” .

Interpretation

1. 26.23% of teachers have said that story, song, activity and reading corners aids in learning language in classroom.
2. 20 % of teachers have said that story, song and reading corners aids learning language in classroom .
3. 15.5% of teachers have said that song corner aids learning language in classroom
4. 11% of teachers have said that song and reading corners aids in learning language in classroom
5. 5% of teachers have said that story corner only aids learning language
6. 3.4% of teachers said that song corner aids learning language in classroom
7. 4.24% of teachers said that song and reading aids learning language in classroom.
8. As summative 51.23% of teachers said that story corner predominates, 26.5 % of teachers have revealed that song corner predominates in aiding learning language.
9. As the subsequent corner that aids, 53.9% of teachers have said that song corner and 15.24% have said that reading corner aids in learning language.

10. Hence it is understood that story, song learning corners are used the most whereas other learning corners which can also be used is not as intended.

QUESTION 13. # -----are Learning corners which aid in learning mathematics among students.

(This Question is marked # which is a multi-select Question that allows respondents to select multiple answer options . This type of Question is commonly used to gather information on preferences, opinions, or behaviors that may have multiple possible answers).

a	Puppetry	b	Questionuiz
c	activity	d	song

Analysis shows that 43.5 % have chosen option "c", 21.4% have chosen option "b" and "c", 22.1% have chosen option "b" ,"c" and "d", 13.% have chosen option "b" .

Interpretation

1. 43.5% of teachers have said that activity corner aids the most in learning mathematics
2. 21.4 % of teachers have told that activity and Quiz corner aids the most.
3. 22.1% of teachers have said that Quiz, activity and song corner aids in learning maths
4. 13% of teachers have said that Quiz corner is predominantly aids in learning maths
5. As a conclusion it could be inferred that **activity corner predominantly** aids learning maths followed by Quiz and song. Though puppetry corner has many avenues it is unfortunately not chosen by any teacher which needs to be addressed.

QUESTION14. # When do students mostly like learning corner?

(This Question is marked # which is a multi-select Question that allows respondents to select multiple answer options . This type of Question is commonly used to gather information on preferences, opinions, or behaviors that may have multiple possible answers).

A	While entering classroom	b	When new materials are placed
C	When linked with lesson	d	When materials connected with lesson is kept

Analysis shows that as a **first priority** 14.5% of teachers observed that students mostly like learning corner when they enter the classroom,53.8% of teachers observed that students mostly like learning corner when new materials are placed, 28.2% of teachers

observed that students mostly like learning corner when it is linked with lesson and a meagre 4.6% like it when materials connected with lesson is kept. Analysis also shows that 5.1 % of teachers observed that students mostly like learning corner **only** when they enter the classroom, 12.8% of teachers observed that students mostly like learning corner **only** when new materials are placed, 23% of teachers observed that students mostly like learning corner **only** when it is linked with lesson and a meagre 4.6% like it **only** when materials connected with lesson is kept.

Interpretation

1. On a **cumulative analysis** 68.2% of teachers have observed that learning corners are mostly liked by students when they enter the classroom and when new materials are placed which infers that when students are fascinated, they enter into learning process . Hence learning corner can be used as excellent snare for students to start into learning process joyfully without burden of learning.
2. 23% of teachers observed that students like it only when it is linked with lesson. Though the number is low, it is noteworthy to observe that learning corner when linked with lesson will definitely enhance the learning process.
3. Hence placing of new materials however small/ insignificant it may be, it will make a difference and so teachers should be instructed to change it in a daily basis.
4. It may also be inferred that care should be taken to place materials relevant to the lesson.

QUESTION15. Mottu level students like learning corner.Comment

a	Yes. It facilitates his learning
b	Yes. They while away their time
c	No. There is no connection between learning corner and lesson
d	No. They do not use it.

Analysis reveals that 88% of teachers observed that mottu level students like learning corner since it facilitates their learning. 3.4% of teachers observed that mottu level students like learning corner since they can spend their time leisurely. 8.54% of teachers observed that mottu level students do like learning corner since there is no connection between it and lesson.

Interpretation

1. Though mottu level students are in lower classes(mostly class1) and lower than arumbu and malar level, learning corner is utilised by nearly 88% which is really

appreciate. It is significant since students are in a learning environment which by itself is a good beginning.

2. A very low number only while away their time in learning corner, but may turn out to be bigger if not addressed in the initial stage.

QUESTION16. There is increase in attendance of students due to learning corners.

A	Yes. Students who do not show interest towards studies are now regular in attending class.
B	Yes. Absenteeism among students who are interested in studies have decreased
C	No. No change is observed
D	No. Noticeable improvement is not found

Analysis shows that 42.6% of teachers observed that there is an increase in attendance and students who do not show interest towards studies are now regular in attending class. 14.1% of teachers observed that there is an increase in attendance and absenteeism among students who show interest towards studies has decreased. 3.4% of teachers observed that there is no change due to learning corners . 3.41% of teachers observed that there is no noticeable improvement due to learning corners.

Interpretation

1. 89.1% of teachers have observed that there is a positive influence of learning corner in classroom which states that objective of establishing learning corners has been achieved in these schools. There is a remarkable influence of learning corners on students who do not show interest towards studies which implies that absenteeism can be reduced by making learning corner more attractive and beneficial.
2. 6.81% of teachers have stated that learning corners do not have any effect on students .Though the number is small this needs to addressed.

QUESTION 14.# ---------takes place in learning corner.

(This Question is marked # which is a multi-select Question that allows respondents to select multiple answer options . This type of Question is commonly used to gather information on preferences, opinions, or behaviors that may have multiple possible answers).

A	Self learning	B	Group learning
C	Pair learning	D	Teaching

Analysis shows that 11.1% of teachers responded that self -learning ONLY takes place, 30% of teachers responded that Group learning ONLY takes place, 5.98% teachers responded that Pair learning ONLY takes place and only 4.4% responded that teaching ONLY takes place.

It also reveals that 11.1% teachers responded that self- learning, group learning occurs, 16.23% responded that self -learning, group learning and pair learning occurs, 1.4% responded self -learning and teaching occurs, 3.3% responded that group learning, pair learning and teaching occurs.

Interpretation

1. Since only 4.4 % teachers responded teaching ONLY takes place and 3.3% responded that teaching occurs along with group learning and pair learning it is inferred that learning corner is predominantly student centric and NOT teacher centric which is highly gratifying.
2. 30% of teachers have responded that Group learning occurs, learning center is not only a place for learning but also for developing 21st century skills like team building, communication.

QUESTION18. When will teacher plan on establishing learning corner?

A	Before class start
B	During teaching as and when the situation requires
C	Will scrupulously follow instructions
D	Will not limit to a defined boundary.

Analysis shows that 60.4% of teachers plan on establishing learning corner before classes starts. 23% of teachers plan during teaching and as and when the need arises.12.8% of teachers scrupulously follow instructions given in THB.

Interpretation

1. 60.4% of teachers plan on establishing learning corner before classes start which infers that teachers are considering learning corner as an important part on learning process.
2. 23% of teachers plan during teaching and as and when the need arises which infers that they are efficient in refurbishing learning corner which also infers that those materials are already available in the premises.

3. 12.8% teachers scrupulously follow instructions which infers the results are bound to happen and learning will definitely occur.
4. It is unfortunate to notice that no teacher is delimiting boundaries to exemplify learning corner which may be due to lack of time or sufficiency in the current status of learning corner.

QUESTION 19. Sequence learning corners based on their utility by teachers.

a	During motivation	b	During teaching of lesson
c	After completion of teaching of lesson	d	For assessment

Analysis shows that 43.3% of teachers use learning corner in the following order: During motivation, during teaching, after completion of teaching and assessment.

35.3% of teachers use learning corner in the following order: during teaching, during motivation, after completion of teaching and assessment.

8.54% of teachers use learning corner in the following order: during teaching, assessment, during motivation, after completion of teaching.

2.56% of teachers use learning corner in the following order: motivation, during teaching, assessment and after completion of teaching.

Interpretation

1. These results show that learning corner is used during any one of the transactional process.
2. 51.2% of teachers use it primarily for motivation which infers that they need to explore it utility which is far grater than just motivation
3. 44% of teachers use it primarily during teaching process which is to be applauded.
4. The last in the seQuestionuence is assessment which also needs to be explored.

QUESTION **20. When do students mostly use learning corners?**

a	During breaks	b	After class hours
c	During teaching	d	All time possible

Analysis shows that 60.4% of teachers observed that students use learning corners mostly during breaks,23% responded that students use it mostly after class hours and 12.8% observed that they use it during teaching process.

Interpretation

1. These data infers that students use learning corner mostly during break and only 12% during teaching which infers that they are not using it when lesson is being taught and do so after it during break. It can be assumed that students constructively spend time during breaks.
2. 23% of students use it during teaching which infers that activities are coined so that students are engaged in learning and so student centric learning occurs in classroom but this is relatively low which needs to be addressed.

Based on these elaborate analysis it is established that majority of Teachers, Students use learning corner. It can also be concluded that Quiz corner and puppetry corner are not mostly established.

Hence Hypothesis 1,"There are learning corners in all schools" is accepted

4.8 HYPOTHESIS 2: There exist no challenges in forming learning corners with respect to size of the classroom.

In order to attempt to find factors that influence utilization of learning corners classroom size which extrapolates to size of learning corner was observed and recorded and Questions that elicited.

Questions have been asked in Questionaries to elicit challenges in forming learning corner with respect to classroom. Based on the percentage of responses obtained for each option analysis has been done and results obtained**.**

QUESTION4.# On what basis will a teacher form a learning corner?

A	Based on lesson	b	Based on available teaching materials
C	**Based on space available**	d	Sometimes it is chosen without any specific objective

Analysis shows that 64% have chosen option "a" , 2.5% have chosen option "a" and "d", 15.4% have chosen option "a " and option "b", 6.8% have chosen option "a", "b" and "c", 2.5% have chosen option "a", "b" and "d", 3.4% have chosen option "a" and "c", 4.3% have chosen option "b" , 1.1 % have chosen option "b" and "c".

Interpretation

This detailed analysis based on multi selection, has revealed that:

10. 64% of teachers form a learning corner based **only** on the content which is very significant . This implies that 64% of teachers form learning corner based **only on**

relevance and not arbitrary. This also prove that learning corners are changed based on lesson, learning corners are helpful in transacting thee concept of the lesson which is very appreciative.

11. 2.5% of teachers form learning corner based on lesson and few times without any specific objective . It is worthy to note that this is a small number but they too prioritise forming based on lesson and as a second priority form arbitrarily.
12. 15.4% of teachers form learning corner based on lesson and based on available teaching learning materials. It is significant to note that teachers prioritise based on lesson and then on available teaching learning materials.
13. 6.8% of teachers form learning corner based on lesson , available teaching learning materials and based **on space available**. From this data it is found that 6.8% of teachers have space limitation and **face challenge in forming learning corner due to limited space** but still prioritise based on lesson and then on available teaching learning materials.
14. 2.5% of teachers form learning corner based on lesson, available teaching learning materials and few times without any specific objective. It is worthy to note that this is a small number but they too prioritise first based on lesson , second priority is based on available teaching learning materials and last priority few times arbitrarily.
15. 3.4% of teachers form learning corner based on lesson and based on space available. From this data it is found that 3.4% of teachers have space limitation and **face challenge in forming learning corner due to limited space** but still prioritise based on lesson and then on available space.
16. 4.3 % of teachers form learning corner based **only** on available teaching learning materials. Though this number is less, it is important to create awareness on forming learning corner based on lesson rather than on available materials.
17. 1.1 % of teachers form learning corner based on available teaching learning materials and based on space available. From this data it is found that 1.1% of teachers have space limitation and **face challenge in forming learning corner due to limited space** but still prioritise based on available teaching learning materials .
18. **On a cumulative basis** it can be seen that 94.6 % of teachers form a learning corner based on lesson which is very significant, **11.3% of teachers face challenges in forming a learning corner due to space limitation.** Only 5% of teachers form a learning corner based **only** on available teaching learning material which is to be noted and suitable measures to be taken.24.4% of teachers form learning corners based on

available material as a second priority which implies that if they are unable to form based on lesson, they will use available material to form a learning corner which is apprehensive.

QUESTION4. # _____is required for complete utilisation of learning corner by teacher

A	Enough time	b	Teaching learning materials
C	Enough fund	d	**Enough space**

Analysis shows that 41.8 % have chosen option "a" , 14.5% have chosen option "a" and "b", 9.4% have chosen option "a", "b" and "d", 14.5% have chosen option "b" , 3.4% have chosen option "a" and "c" , 8.55% have chosen option "a" and "d" .3.4% have chosen option ,"b", "c" and "d" and 3.4% have chosen "d".

Interpretation

- 41.8% teachers have responded that time is not sufficient which reveals that though they wanted to do they either have time management challenges or they have to still upscale their skills.
- 14.5% teachers need more time and teaching learning materials .They do not have time to prepare teaching learning materials.
- 9.4% of teachers do not have sufficient time, teaching learning material and space is also a constraint.
- 14.5% of teachers feel that teaching learning materials is not enough. Though Government have given almost all in THB and preparing teaching learning material has been reduced ,they may feel as a challenge due to multigrade and handling of many subjects .
- 3.4% of teachers need more time,**space** and fund too for better utilisation which implies they may face challenges in time management skills, **space** limitation and preparation of cost effective materials.This may be due to smaller classrooms, makeshift classrooms which may be a temporary issue.
- As a summative, teachers need more time management skills, multi tasking skills, alternate strategies for effective utilisation. **Space limitation** exists in many schools which definitely makes learning corner usage a challenge.

Analysis of responses obtained from Pearson Correlation analysis

		Total number of students in three classes	Handling classes by teachers	Class Room Size	Q total
Total number of students in three classes	Pearson Correlation	**1**	**.083**	**.218***	**.148**
	Sig. (2-tailed)		.342	.018	.112
	N	114	114	114	114
Handling classes by teachers	Pearson Correlation	**.083**	**1**	**.083**	**-.051**
	Sig. (2-tailed)	.342		.346	.588
	N	114	114	114	114
Questionarrie Total	Pearson Correlation	**.148**	**-.051**	**.160**	**1**
	Sig. (2-tailed)	.112	.588	.085	
	N	114	114	114	114

From this analysis it infers that there is significant positive correlation between Classroom size and total number of students in the classroom.

Interpretation

1. Since there is a correlation between classroom size and total number of students in the classroom, it is evident that both are associated with each other and if one changes the other also changes.

4.9 HYPOTHESIS 3: There exist no challenges in forming learning corners with respect to strength of students in the classroom.

In order to attempt to find factors that influence utilization of learning corners with respect to strength of students in classroom Pearson correlation analysis was conducted between total number of students in classes 1,2&3 and other influencing factors such as responses from teachers through Questionaries regarding learning corners.

Data analysis from Pearson Correlation analysis

		Total number of students in three classes	Handling classes by teachers	Class Room Size	Questionarrie total
Total number of students in three classes	Pearson Correlation	**1**	**.083**	**.218***	**.148**
	Sig. (2-tailed)		.342	.018	.112
	N	114	114	114	114
Handling classes by teachers	Pearson Correlation	**.083**	**1**	**.083**	**-.051**
	Sig. (2-tailed)	.342		.346	.588

	N	114	114	114	114
Class Room Size	Pearson Correlation	**.218***	**.083**	**1**	**.160**
	Sig. (2-tailed)	.018	.346		.085
	N	114	114	114	114
Questionarrie Total	Pearson Correlation	**.148**	**-.051**	**.160**	**1**
	Sig. (2-tailed)	.112	.588	.085	
	N	114	114	114	114

From this analysis it is inferred that there is significant positive correlation between Classroom size and total number of students in the classroom.

There exists a negative correlation between Total number of students in a classroom with the responses obtained , handling teachers and responses obtained from Questionarrie about learning corners.

Interpretation

1. Since there is a correlation between classroom size and total number of students in the classroom, it is evident that both are associated with each other and if one changes the other also changes
2. There exists a negative correlation between Total number of students in a classroom with the classes handled by teachers which infers that if number of students increase classes handled by teachers will decrease and hence functioning and utilisation of learning corners will increase.
3. There exists a negative correlation between Total number of students in a classroom with the responses obtained from Questionaries which infers that positive responses and hence better functioning and utilisation of learning corner will increase with decrease in total number of students.

Hence Hypothesis 3 "There exist no challenges in forming learning corners with respect to strength of students in the classroom" is Rejected.

Conclusion

This chapter descripes the different statistical techniques used for the study and also mentioned analysis and interpretation of data. Summary of findings and conclusion will be given in the next chapter V

5. Summary and Conclusion

5.1. Introduction

The most important part of any research is its finding. The finding leads the investigator in drawing conclusions and in offering appropriate suggestions and recommendations. This is a summary of the research work, including the statement of the problem, objective of the study, sampling procedure, methodology and conclusion of the study and suggestion and recommendations.

The Summary and Findings section is most important part of the research report, because it reviews all the information that has been presented in its previous sections. This section includes a brief restatement of the problem, a description of the procedure followed and discussion of finding and conclusions of the study.

5.2. Summary of the study

Summary of the study is presented in the following paragraphs:

The methodology section outlines the approach and techniques used in conducting the research on the Status and Utilisation of Learning corners in Ennum Ezuthum Classrooms . It begins with an introduction emphasizing the importance of research methodology and suitable operational steps for successful research. The research design is

identified as mixed , qualitative and quantitative, aiming for a comprehensive exploration of the program's effectiveness through polyangulation of findings.

The selection of the sample involves the use of various techniques, including stratified random sampling and purposive sampling, to ensure representation and diversity among Heads of schools, primary school teachers and students. The sampling strategy aims to minimize bias, enhance the credibility of results, and provide valuable insights for educational policies.

The construction of research tools involves the development of five assessment tools for Heads of school, Primary schools teachers handling classes 1,2 and 3 and representative students following a thorough literature review and expert validation. The data collection methods include surveys aligned with the program's objectives and curriculum.

Quantitative data analysis techniques, such as descriptive and inferential statistics, were employed to analyze the collected data. The validation and reliability of the research tools are established through methods such as content validity, test-retest reliability, and Cronbach's alpha.

A pilot study was conducted to test the logistics and gather information before the main study, ensuring methodological rigor and higher quality research. The study's design is summarized, highlighting the nature of research, variables, tools used, sample sizes, and data analysis methods.

Planning and implementation involve the development of research instruments, pilot study, validation, data collection, and analysis. The primary data collection process involves administration of tools to Heads, teachers and students studying classes 1,2 and 3 in primary and middle schools in 102 Government schools in Katpadi block.

In summary, the methodology section provides a detailed overview of the research approach, sample selection, tool construction, data collection, analysis techniques, validation processes, and execution of the survey, ensuring a systematic and rigorous investigation into the status and utilization of Learning corners in Ennum Ezuthum Classrooms.

In the data collection and analysis phase, a total of 572 samples were gathered from all 102 government schools of katpadi block in Vellore District. This sample comprised 102 heads teachers, 336 students, and 134 teachers handling classes 1,2 and 3.

To ensure representation, a random sample of 10% of schools from each of the 08 blocks was selected.All schools were from Rural location, schools equally chosen from low strength Multi grade-multi level schools and monograde classroom schools. Extreme care was taken to obtain proportionate representation from all blocks, multi grade multi level classrooms and mono grade classrooms

Data collection was conducted by the investigator along with DIET faculties and Block Resource Teacher Educators (BRTEs). Teachers responded to a questionnaire consisting of 20 statements and interview with the external observer, while students answered interviews on a validated interview schedule and Heads of school answered interview with the observer.

Following data collection, the investigator analyzed the responses to derive findings. Elaborate analysis of Questionaries, interview schedule with respect to dimensions namely 1.Status and utilization 2. Level of students and Subjects were extensively analysed. Hypotheses aimed at studying the challenges arising due to size of the classroom and number of students in the classroom was analysed. Individual analysis of status and utilization of each learning corner was studied using all the tools. This analysis aimed to provide a comprehensive understanding of the sampled population contributing to the overall research objectives.

5.3. Findings of the study

As per the statistical data, the following are the main findings of the study:

Functioning of learning corners

1. The duration of functioning learning corners varied from 30 minutes to 50 minutes
2. There is no constraint of using any one specific learning corner for any specific content.
3. There is a permanent place only for activity learning corners. Other corners mostly do not have a permanent place. They exist only when used.
4. Difference in utility based on various levels such as malar,arumbu and mottu is observed in few schools.
5. In most of the schools, song corner, story corner and reading corner was found .It contained all the materials as suggested by THB which needed minimum space.
6. Arts and craft corner existed with crayons, colour pencils. But when they were used up, this corner ceased to exist.

Optimistic trends in establishing Learning corner

1. It's gratifying to note that several teachers understand the objective of establishing learning corner in classrooms and are involved in upscaling students into multi -talented during which they too transform into multi talented individuals
2. Few teachers use learning corners for group learning in classroom. Though the precise objective is not met, it is worthy to note that learning corners are used for learning purpose and for experiential learning.Few teachers encourage students to use it even in their free time.
3. Majority of teachers have observed that learning corners are mostly liked by students when new materials are placed which infers that when students are fascinated, they enter into learning process. Hence learning corner can be used as excellent snare for students to start into learning process joyfully without burden of learning.
4. Many teachers have observed remarkable influence of learning corners on disinterested students. Hence absenteeism can be reduced by making learning corner more attractive and beneficial.
5. All teachers agree that learning corner helps to increase students' involvement, required for better understanding of concepts.
6. Teachers have observed that learning corner helps **Malar** level students to improve learning, reading, creating stories, rhymes, uses with interest. They are involved more in puppetry, activity, Reading, arts and crafts learning corners.
7. Teachers have noticed that learning corners helps **Mottu level students** to improve reading, in identification of letters, words and sentences which are used more in reading, story learning corners, writing and creating own sentences in activity learning corner .

   Teachers have observed that students understand concepts and in-depth learning takes place in activity learning corner where **Arumbu level students** use letter cards, sequencing letters, sees pictures and reads sentences. Song and Story learning corner is useful for remembering sequences particularly when there is coherence and continuity in story.

Teacher's suggestions to make learning corners more functional

- Preparation of more TLM and using them.
- Increasing usage of students' work book and by making all students participate
- Preplanning, choosing apt learning corners and exhibiting students' creations. When students work is exhibited, they involve more in making crafts. More exhibits make learning corners more vibrant.
- Introducing new TLMs, of varied colour and attractive.

Self- learning in learning corner

1.In **activity** corner in Maths- "I learn quantities" addition, subtraction activities are done by students themselves.

2. While using **Story** corner students are able to create innovative stories, they look at pictures and construct stories with names of animals

3.While using **Reading** corner students read on their own through which their confidence grows which is also observed in slow learners

4. During situation that is difficult to control, when students are coerced into using it by themselves in **arts and craft** corner, they drew sea organisms that are not given in textbook and exhibited them. This showed that there is calming effect on them. Students use trial and error method to draw tricolour national flag.

Utility of Learning corner by students

- Story, puppetry, song- helps in creativity among students and students act while narrating story.
- In reading corner, students read by themselves and in groups, every day to improve vocabulary and form simple sentences. On repeatedly observing words written on walls they imbibe those words.
- In Arts and crafts corner students are interested in painting and drawing . They also do projects in all subjects. Models are made of clay. Formative assessment is done in this corner.
- Students enjoy seeing dolls and puppets, mimic sounds of animals, birds and role play it.
- Story, song plays a huge role and is used by home-based CWSN students though it is not done through using learning corners.

Role of Teacher in learning corner

Many teachers act as guide and few facilitate which implies that teacher's role in learning corner is focused on student centric learning. Few teachers need their students to get prior permission and many give complete freedom.

Establishing Learning Corner

1. Majority teachers establish learning corner based on lesson which is very significant, very few teachers form a learning corner based **only** on available teaching learning material which is to be noted and suitable measures to be taken.

2. Few teachers form learning corners based on available material as a second priority which implies that if they are unable to form based on lesson, they will use available material to form a learning corner which is apprehensive.
3. Many teachers plan on establishing learning corner before classes start which infers that teachers are considering learning corner as an important part on learning process.
4. Few teachers plan during teaching and as and when the need arises which infers that they are efficient in refurbishing learning corner which also infers that those materials are already available in the premises.

Efficacy in subjects

- Majority teachers use **story, song** learning corners to teach language mostly.
- A**ctivity corner** predominantly aids learning maths followed by quiz and song. Though puppetry corner has many opportunities it is unfortunately not chosen by any teacher which needs to be addressed.
- In Language Tamil learning it has helped students in in -depth learning and reinforcing. Language skills have increased. All activities correlate with the lesson and enhances learning

Challenges in functioning of learning corner:

Time constraint:

1. Many teachers have responded that time is not sufficient which reveals that though they wanted to do they either have time management challenges or they have to upscale their skills.
2. In particular time seems to be a significant factor in establishing puppetry corner.

Availability of Teaching learning materials

1. Few teachers have said that learning corners in their classroom would be excellently maintained if already prepared Teaching learning material was available. This will be represented but its noteworthy to point out that many TLMs are available in THB itself which should be insisted to teachers.
2. Few teachers due to multigrade and handling of many subjects are unable to prepare materials.
3. Placing of new materials however small/ insignificant it may be, it will make a difference and so teachers should be instructed to change it in a daily basis. It may also be inferred that care should be taken to place materials relevant to the lesson.

Space as a constraint

Few teachers need more time, **space** and fund too for better utilisation which implies they may face challenges in time management skills, space limitation and preparation of cost effective materials. Space **constraint** is due to smaller classrooms, makeshift classrooms in few schools which may be a temporary issue. As a conclusion it is found that, 11.3% of teachers face challenges in forming a learning corner due to space limitation.

Challenges in Specific corners

1. Most of the teachers require assistance in establishing puppetry learning corner that can be provided through videos, tutorials or through any other mode.
2. Most of the teachers believe that arts and crafts is only for creativity and learning does not happen. This notion is seen in most places which needs to be addressed. Once they are convinced that learning can take place here through many opportunities they might change their belief.
3. Puppetry, arts and crafts learning corner is challenging since arts and crafts is suitable for few lessons only. Mostly arts and craft learning corner used for clay making, drawing pictures in science and make shapes in maths

5.4 Recommendations

- There are few teachers who require guidance in establishing learning corners, and proper procedure. Such teachers should be identified through observation and school visits by visiting and monitoring officials.
- Awareness and possibilities of using learning corners efficiently should be insisted since scope of learning corner is huge and when used efficiently can overarch learning process.
- Mostly quiz is conducted as a whole classroom activity which dilutes into a question-and-answer session. The role and rules of conducting quiz has lost its importance which is to be restored.
- Teachers of class One feel that learning corner are not beneficial particularly Mottu level, its therefore imperative to specifically address class One handling teachers.
- Teachers need more time management skills,multi tasking skills, alternate strategies for effective utilization.
- Alternate space construction for establishing learning corners can be discussed during training programs, visits based on their specific constraints.
- If solutions to questions such as, how can the centers become more meaningful? How can the teacher ensure that students stay on task? How can centers become more challenging,

especially for gifted students who complete tasks quickly? are pursued , learning through learning corners will be ensured and enhanced

- Objective of learning corner, steps to be followed in instructions in learning corner, follow-up activity, which allowed students to share their ideas through discussion, and show their knowledge and new understanding of action words in a new way, differentiated instruction should be imbibed into classroom teaching learning process
- Based on the theories of Multiple Intelligences, learning styles, and brain -based learning, teachers can also develop learning center activities that accommodate the specific abilities, interests, and needs of diverse learners. Along with differentiating activities, teachers should incorporate a critical thinking component into each activity.

1.1 Educational Implications

Ennum Ezhuthum Pedagogy is level-based, student-centric, and designed so that learning outcomes are delivered in a customized, engaging manner with enriched learning materials. The approach integrates life skills such as communication, collaboration, wellness, and other holistic attributes to lay a strong foundation for the child's personality. Hence learning corners should also be considered as a integral part of classroom where child centric learning will definitely commence.

Learning centers are an opportunity to reinforce classroom instruction and engage students in meaningful tasks where they can demonstrate learning. Effective learning centers should to be directly related to the curriculum, provide students with activities that reinforce classroom instruction, give students an opportunity to practice new skills, and challenge students to think more deeply about the concepts or skills through critical thinking. The critical thinking component is crucial, as young students will not build value or meaning from the learning center activities unless they are encouraged to use higher level thinking skills to apply, analyze, or evaluate content. In order to support the classroom instruction, the learning centers should be planned along with the classroom instruction.

The learning centers should have clear objectives and easy to follow steps to meet curricular goals. By incorporating critical thinking components, the learning

centers are more likely to keep the students engaged and allow them to gain a deeper understanding of the concepts and skills being practiced.

Learning centers 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.

In order for all learners to have successful learning experiences at the centers, the activities must be differentiated to meet the needs of diverse learners. Teachers must keep in mind students' talents, interests, abilities, and needs when developing learning centers. Students should be set up for success, but also challenged by the activities in order to keep them engaged. Just as important as the actual learning center, was the follow-up activity, which allowed students to share their ideas through discussion, and show their knowledge and new understanding of action words in a new way.

5.6 Suggestions for further research

The following suggestions are made by the investigator for the teachers to pursue further investigation.

1. **Longitudinal Study on Program Sustainability**: Conduct a longitudinal study to assess the long-term sustainability and effectiveness of the Ennum Ezuthum program . This study could track students' academic performance over several years to evaluate the persistence of program benefits and identify any potential decline in impact over time.
2. **Comparative Analysis Across Different Program Components**: Conduct a comparative analysis to assess the relative effectiveness of different components of the Ennum Ezuthum program, such as parental involvement initiatives, integration of environmental science, or onsite support for teachers. This could involve examining variations in program outcomes based on the degree of implementation or emphasis on specific program elements.
3. **Exploration of multi grade multi-level, mono grade Learning Strategies**: Investigate learning strategies to maximize learning within the Ennum Ezuthum program to understand how teaching approaches and classroom dynamics may impact these classrooms differently. This research could explore innovative

pedagogical techniques tailored to address multi grade, mono grade-specific learning preferences and challenges.

4. **Examination of variations in Learning corners**: Explore the possibilities of sprouting alternative learning corners and spaces factor based on resources, on student engagement within the Ennum Ezuthum program. This research could help identify disparities in effectiveness across diverse schools and inform targeted interventions to address learning gaps.
5. **Investigation into differentiated instruction in classrooms**: Students of varied learning styles co-exist in Classrooms. This research can investigate the scope of differentiated instruction in classroom primarily in primary classes and trigger learning in their optimum learning style.
6. **Exploration of challenges in establishing learning corner:** If solutions to questions such as, how can the centers become more meaningful? How can the teacher ensure that students stay on task? How can centers become more challenging, especially for gifted students who complete tasks quickly? Why the centers were not more focused on reinforcing certain concepts and skills that were being taught in class, such as in science, math, health, or writing are investigated, learning through learning corners will be ensured and enhanced.
7. **Exploration of upscaling to child centric learning**: Investigate the challenges existing in construction of child centric classrooms physically, academically , emotionally and of a healthy mental state in Ennum Ezhuthum classrooms.
8. **Exploration of Innovative Assessment Methods**: Explore innovative assessment methods to measure learning in learning corners within the Ennum Ezuthum program. This could involve the development and validation of alternative assessment tools that capture a broader range of student competencies, such as critical thinking, creativity, and problem-solving skills.

1.1 Conclusion

In conclusion, this research project has provided valuable insights into the status and utilisation of learning corners in Vellore District. Through a systematic methodology that included qualitative and quantitative analysis and sampling techniques, this study aimed to comprehensively explore the effectiveness of the learning corners in various dimensions.

The findings of the study highlight several key points. Learning corners have been established in all schools indicating its intended utilization. In particular its utility is commendably high in Languages and in few corners such as activity, song, story and reading.

Moreover, the majority of respondents expressed their futuristic contribution for the establishment of intended Learning corners of Ennum Ezuthum classrooms, indicating overall positive sentiment towards its implementation. The effectiveness of program elements such as various learning corners, teachers' hand book, Teaching learning materials provided in handbook, evident from the findings, expresses high levels of agreement on their utility and utility.

However, the study also reveals areas for further improvement and research. For instance, while there is utilisation in large classrooms with mono grade classes exploring learning corners such as Puppetry and Quiz is still of apprehension. Conviction of learning through learning corners as a viable alternative for peer, group learning is to be understood making group dynamics a mode of learning. Though space constraints are of concern, there are alternative ways of establishing learning corners that needs to be strengthened. Effectiveness of Level based students usage is negotiated with malar level students dominating and there are varying opinions on the effectiveness of level-based teaching and in the resolution of learning among various levels. Additionally, challenges in establishing learning corners in schools with large student populations, smaller classrooms and effectively using them warrant further exploration.

Onsite support and scaffolding through mentoring and monitoring , cluster school exchanges, exposure to best learning corners could be possible ways of maximize learning through existing learning corner. Strong belief in learning only though teaching should be replaced by learning through learning environment, peer, group , hands on experiential learning.

Moving forward, suggestions for future research include conducting longitudinal studies to assess program sustainability, qualitative investigations to understand implementation factors, and comparative analyses to evaluate different program components. Exploring multi level, multi grade based learning strategies, and innovative assessment methods are also recommended to deepen understanding and inform targeted interventions.

Overall, this research contributes to the ongoing dialogue on educational interventions aimed at learning through learning corners. By addressing the findings and recommendations outlined in this study, educators, policymakers, and researchers can work towards enhancing the effectiveness and inclusivity of programs like Ennum Ezuthum, ultimately fostering a more equitable and enriching learning environment for all students.

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Appendix

1. **Photos**

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<tr><td>Tool development workshop</td><td>Discussion with Teachers</td></tr>
<tr><td>  </td><td> 
</td></tr>
<tr><td>Observing classroom</td><td>Observing Maths in story learning corner</td></tr>
</table>


Activity corner Maths


STORY CORNER
story corner Tamil


PUPPET CORNER
Puppetry corner - social


Art & Craft corner Tamil

Tools for Research Project

DISTRICT INSTITUTE OF EDUCATION AND TRAINING

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This Interview schedule is for obtaining responses regarding Learning Corners in Ennum Ezuthum classroom.

Interview Schedule for Heads of School

Instructions to Interviewer:

1. It is recommended to record their answers.
2. If the questions are not understood by Heads of school its recommended to use alternative sentences for better clarity**.**
3. At the end of the interview, the answers should be shown to them for conformity.

These information will be used only for this project purpose by the Researcher
Dr.G.Madhusudhana, Senior Lecturer, DIET, Ranipet

Name of the Interviewer and Designation		Name of school on visit: Date of Visit:	
Class type (monograde, multigrade)		Roll /Present	Standard 1: Standard 2: Standard 3:
Details of Headmistress/Master			
Name		Gender	
Years of Experience as HM		Years of Experience as HM in this school	

Date of SMC meeting last conducted		Handling classes	

1. How many learning corners are there in all (1,2&3) classrooms **today**?
2. Which Learning Corner is used the most by teachers? (Give specific example).Why?
3. In which subject(activity) Learning Corner is used the most by teachers? Why?
4. Which Learning Corner is used the most by students? (Give specific example)
5. Challenges in forming Learning Corner are:
   (Mention the Learning Corner and elaborate)
6. Draw your school (any one class) Learning Corner.

Door

Blackboard 

Additional Comments:

DISTRICT INSTITUTE OF EDUCATION AND TRAINING
RANIPET

This Interview schedule is for obtaining responses regarding Learning Corners in Ennum Ezuthum classroom.

<u>Interview Schedule for teachers</u>

Instructions to Interviewer

It is recommended to record their answers.

If the questions are not understood by teacher it's recommended to use alternative sentences for better clarity**.**

At the end of the interview, the answers should be shown to them for conformity.

These information will be used only for this project purpose by the Researcher

Dr.G.Madhusudhana, Senior Lecturer, DIET, Ranipet

<table>
<tr><td>Name of Interviewer and designation</td><td></td><td>Name of school on visit
Date of visit</td><td></td></tr>
<tr><td>Class type (monograde/ multigrade)</td><td></td><td>Roll /Present</td><td></td></tr>
<tr><td>Area of classroom</td><td>Length--------m</td><td>Breadth--------m</td><td>--------square meter</td></tr>
<tr><td colspan="4">Details of Teacher</td></tr>
<tr><td>Name of teacher</td><td></td><td>Subjects on the day</td><td></td></tr>
<tr><td>Class/classes</td><td></td><td>Name of Lessons and unit number (As per lesson plan)</td><td></td></tr>
<tr><td>Name of existing Learning corners in classroom</td><td></td><td>Name of learning corners in usage</td><td></td></tr>
<tr><td>Number of students (Malar)</td><td><table><tr><td>T</td><td>E</td><td>M</td></tr></table></td><td>Number of students (Arumbu)</td><td><table><tr><td>T</td><td>E</td><td>M</td></tr></table></td></tr>
<tr><td>Number of students (Mottu)</td><td><table><tr><td>T</td><td>E</td><td>M</td></tr></table></td><td>Number of CWSN students</td><td></td></tr>
</table>

1. How many learning corners are in the classroom today?.....
2. Which Learning Corner do you use the most? Why?
3. In which subject(activity) is Learning Corner most used?Why?
4. Explain the usage of Learning Corner by Malar/Mottu/Arumbu students?
5. Which Learning Corner is rarely used? Why?
6. Challenges **you face** in forming Learning Corner.
7. While using Learning corner which did you feel to be more useful? why and how?
8. What differences exist between students in using Learning Corner? (any specific level dominating, any specific level staying for long, not using it for learning, not using it at all, based on their achievement, CWSN students)
9. What can **you do** to make Learning Corners more functional?
10. According to you which Learning Corners are not necessary? Why?
11. Mention the Learning corners most used in Tamil, English, EVS and Maths subjects class-wise.
12. How do you ensure engagement of your students in Learning Corners?

13. Do you think that Learning Corners leads to learning? Give specific examples.
14. Share your experiences in Arts and crafts corner
15. Share your experiences in puppetry corner
16. Is any learning corner used for Revision/Recall after Teaching of lesson is complete? If yes. Give specific examples.
17. Which learning corner is useful for learning/motivation of learning by CWSN students? Share your experiences.
18. Which learning corner has encouraged self- learning by students? Share specific example
19. Share the comments/ appreciation received from Parents, SMC members/Public about Learning corner and its role in learning.

Let the teacher to draw their visualised Learning Centres.

Door

Blackboard 

Additional Comments

Signature of the Interviewer

Signature of Teacher
Signature of HM with seal and date

DISTRICT INSTITUTE OF EDUCATION AND TRAINING
RANIPET

This Interview schedule is for obtaining responses regarding Learning Corners in Ennum Ezuthum classroom.

Interview Schedule for student

Instructions to Interviewer:

It's recommended to record their answers.

If the questions is not understood by student it's recommended to use alternative sentences for better clarity**.**

These information will be used only for this project purpose by the Researcher
Dr.G.Madhusudhana, Senior Lecturer, DIET, Ranipet

Name of Interviewer and designation		Name of school on visit Date of visit	
Details of Student			
Name of Student		Class	

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