



## **SCERT, KERALA & FAROOK TRAINING COLLEGE, KOZHIKODE**

### **Young Scholars' Enrichment Programme**

**An Evaluation of Home Based Education for Children  
With Special Needs in Malappuram District**

**Nisha Venugopal M.**

Study Report submitted Under the Young Scholars Enrichment  
Programme Jointly conducted by SCERT, Kerala &  
Farook Training College, Kozhikode

**FAROOK TRAINING COLLEGE, KOZHIKODE**  
**2022-2024**

**Dr. Jayaprakash R. K.**

Director,

SCERT, Kerala

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## **CERTIFICATE**

I, **Dr. Jayaprakash R.K.**, do hereby certify that this study report entitled **AN EVALUATION OF HOME BASED EDUCATION FOR CHILDREN WITH SPECIAL NEEDS IN MALAPPURAM DISTRICT** is a record of bonafide study and research carried out by **Nisha Venugopal M.** of M.Ed. Programme (2022–2024) under the supervision and guidance of **Dr. Niranjana K.P.**, Assistant Professor, Farook Training College, Kozhikode, as the part of *Young Scholars' Enrichment Programme* jointly conducted by **SCERT, Kerala & Farook Training College, Kozhikode**

Place: Trivandrum

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Principal,  
Farook Training College, Kozhikkode

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I, **Prof (Dr.) T. Mohammed Saleem**, do hereby certify that this study report entitled **AN EVALUATION OF HOME BASED EDUCATION FOR CHILDREN WITH SPECIAL NEEDS IN MALAPPURAM DISTRICT** is a record of bonafide study and research carried out by **Nisha Venugopal M.** of M.Ed. Programme (2022–2024) under the supervision and guidance of **Dr. Niranjana K.P.**, Assistant Professor, Farook Training College, Kozhikode, as the part of *Young Scholars' Enrichment Programme* jointly conducted by *SCERT, Kerala & Farook Training College, Kozhikode*

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## DECLARATION

I, **Nisha Venugopal M.**, solemnly declare that study report entitled as '**AN EVALUATION OF HOME BASED EDUCATION FOR CHILDREN WITH SPECIAL NEEDS IN MALAPPURAM DISTRICT**', is an original work done by me under the supervision and guidance of **Dr. Niranjana K.P.**, Assistant Professor, Farook Training College Kozhikode, under *Young Scholars' Enrichment Programme* jointly conducted by *SCERT, Kerala & Farook Training College, Kozhikode*.

Farook College

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.07.2024

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# Chapter I

## INTRODUCTION

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- *Need and Significance of the Study*
- *Statement of the Problem*
- *Definition of key Terms*
- *Objectives of the Study*
- *Design of the Study*
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Education serves as a vital mechanism for fostering learning and acquiring a spectrum of knowledge, skills, values, beliefs, and habits. Education enables to transcend individual development by encompassing the ability to navigate life's challenges, achieve success, and cultivate self-assurance. Through education, individuals not only acquire practical knowledge but also internalize values, beliefs, and moral principles essential for leading meaningful lives. Recognized universally as a fundamental right, education is enshrined in laws and policies worldwide, affirming every child's entitlement regardless of disabilities. Moreover, education is recognized as a cornerstone for societal progress, as it empowers individuals to enhance their social and economic standing, thereby contributing to the advancement of nations. The 86<sup>th</sup> Amendment of the Indian Constitution recognizes education as a fundamental right for every citizen under Article 21A. Complementing this, the Right to Free and Compulsory Education Act (RTE 2009) ensures free and compulsory education for all children aged 6 to 14 years in India, including those Children with Special Needs. Thus, education, encompassing those with different abilities, plays a pivotal role in the human resource development of any nation.

Inclusive education, as advocated for at the Salamanca World Conference on Special Education (UNESCO, 1995), is an approach aimed at meeting the educational requirements of all individuals, with particular attention to those who have been marginalized and excluded. Globally, the neglect of Children with Special Needs (CWSN) persisted until the 18<sup>th</sup> century, prompting numerous social reforms worldwide to promote ideals of fraternity, equality, and liberty in education (NCERT, 2021). As the world began witnessing the effectiveness of integrating

children with disabilities into regular schools, the Planning Commission of India incorporated a program for integrated education (IE) into its plans in 1971. In December 1974, the government initiated the Integrated Education for Disabled Children (IEDC) scheme which involves the amalgamation and inclusion of all individuals, emphasizing a collective approach rather than tailored support for each person (Sanjeev & Kumar, 2007). However, this posed a significant challenge due to the diverse learning styles of individuals.

As per the Office of Chief Commissioner for Persons with Disabilities (<http://www.ccdisabilities.nic.in/resources/disability-india>), the 2001 Census revealed that over 21 million people in India live with some form of disability, while the 2011 Census reported that out of a population of 1.21 billion, approximately 2.68 crore individuals are 'disabled,' accounting for 2.21 percent of the total population. The National Policy for Persons with Disabilities (2006) acknowledges the valuable contribution of individuals with disabilities to the nation and aims to establish an inclusive environment that ensures equal opportunities, upholds their rights, and fosters their full integration into society. Consequently, it is our ethical responsibility to ensure equitable access to education for the differently abled population.

Inclusive Education (IE) is an approach towards educating the children with disability and learning difficulties with that of normal ones within the same roof which brings all students together in one classroom and community, regardless of their strengths or weaknesses in any area, and seeks to maximize the potential of all students (Singh, 2016). The efforts of the Government of India over the last five decades have been towards providing comprehensive range of services towards

education of children with disabilities. In 1974, the centrally sponsored scheme for Integrated Education for Disabled Children (IEDC) was introduced to provide equal opportunities to children with disabilities in general schools and facilitate their retention.

SSA, had embraced a zero-rejection policy (SSA 2006) where no children with any kind of special needs and disabilities would be denied or contradicted of the right to education. However, these might include special schools, Education and Guarantee scheme and Alternative and Innovative Education or even home-based education. Under the scheme of SSA (2006), the project of Home Based Education was established for children with special needs. Home based education is defined as the education of children with severe intellectual /physical disabilities, who can be educated in the combination of home-based and alternate educational settings to enable them to achieve independent living skills. Home based education aim at school preparedness and preparation for life. Alternate educational settings provide opportunities for learning of social skills, vocational skill and implementation of life skill (SSA, 2006).

### **Need and Significance of the Study**

Several surveys and research have shown that a significant portion of Children with Special Needs (CWSN) are denied their educational rights because of the extent of their disabilities, which might prevent their inclusion in a standard classroom environment (NCERT, 2021). The Government of India conducted many programmers to support children with severe disabilities and protect their right to education, one of which is Home Based Education project (SSA, 2004) which offers tailor-made learning experiences aligned with a student's pace and

learning approach, granting the flexibility to deeply explore subjects. This approach nurtures strong parent-child bonds in a safe and supportive learning atmosphere and facilitates personalized teaching that addresses individual learning requirements and strengths, assisting students with disabilities to excel academically (Shahi, 2023).

Furthermore, home based education establishes a comforting environment, mitigating potential challenges commonly encountered in traditional classrooms. Consequently, it enhances self-confidence for students grappling with social interactions or physical limitations (Punia & Sharma, 2014). Home Based Education (HBE) provides a personalized, flexible learning environment for children with special needs by offering personalized attention, a customized curriculum, and flexibility in learning pace. HBE reduces stress and anxiety, making it easier for children to adapt to their environment and allows for a more holistic approach to therapy and skills, enhancing the child's development (Duvall et al., 1997)

Sankhyan (2023) indicated that the parents and special educators opined that those various skills of children with special needs such as self-help skills, motor skills, perception skills, communication skills, writing, reading, self-concept, play and social behavior, number concept etc. were showed remarkable progress through home-based education. Cook et al. (2013) identified the challenges of home based education such as difficult to make curriculum decisions, managing finances, accessing special education services, facilitating socialization opportunities, and finding connections with other parents for support. Miltenberger et al. (1988) reported that the children in home based education who were provided training with behavioral skills marked changes in behavioral and emotional problems. Rose (2022) indicated that the special

Anganwadi project introduced by Kerala Social Security Mission is effective for holistic development of differentially abled students.

Therefore, by reviewing the literature, it is evident from the research findings that any project or any experiment for CWSN students is beneficial for the development of their personal and social skills as well as the authorities face certain difficulties while implementing the projects. Hence, the investigator decided to make an evaluation of the Home Based Education project for CWSN in Malappuram district from the perspectives of special educators and parents related to home based education. The results of the study will be helpful for the authorities to take necessary measures to overcome the difficulties in the implementation of home based education which in turn will be beneficial for the CWSN.

### **Statement of the Problem**

According to Right of Children Education to Free and compulsory Act (2009), every student of 6 to 14 years of age should be provided free and compulsory Education. The concept home based education has grown in popularity and use in inclusive education setting has emerged of serving to the differently abled children so that Children with Special Needs (CWSN) are not deprived of their right to education and which can be a key driver of inclusive growth. To achieve inclusive growth, the Government of India promotes a socialistic pattern and implements various projects in which every person regardless of physical or mental capacities, is required to contribute to the system. SSA has took imitative for Home Based Education project for Children with Special Needs who are unable to attend the school. Keeping this in mind, the present study has sought to explore the mechanism of home based education

prevailing in our society and its role in inclusive growth. Additionally, in order to make the project more effective it is necessary to understand the present status, strengths and weaknesses of home based education implemented in our society. Thus, the present study is entitled as '**AN EVALUATION OF HOME BASED EDUCATION FOR CHILDREN WITH SPECIAL NEEDS IN MALAPPURAM DISTRICT**'.

### **Definition of Key Terms**

The key terms used in the statement of problem are discussed in this section.

#### **Evaluation**

According to Good (1973) the term evaluation is the judgement of merit sometimes based solely on measurements, critical incidents, subjective impressions, and other kinds of evidence weighed in the process of carefully appraising the effects of an educational experience. Evaluation involves assessing the processes and outcomes of educational programs to improve effectiveness and inform decision-making.

In the present study, the term evaluation refers to assessing the processes and outcomes of Home Based Education project for Children with Special Needs provided by SSA in Malappuram District.

#### **Home Based Education**

SSA (2004) defined home based education as the education of children with severe intellectual/physical disabilities, who can be educated in the combination of home based and alternate educational settings to enable them to achieve independent living skills.

## **Children With Special Needs**

Children with Special Needs (CWSN) are children who have some sort of disability that prevents them from accessing resources related to health, education, and other social and economic aspects (Roy, 2020).

In the present study Children with Special Needs refers to those children with learning disabilities who are unable to attend the formal school due to their disabilities and are provided training and education in home based setting.

## **Objectives of the Study**

The objectives of the study are

1. To identify the educational activities included in Home Based Education for children with special needs in Malappuram district.
2. To identify the facilities available in Home Based Education for children with special needs in Malappuram district.
3. To identify the strengths of Home Based Education for children with special needs in Malappuram district.
4. To identify the problems faced by special educators in implementing Home Based Education for children with special needs in Malappuram District.
5. To identify the problems faced by parents in Home Based Education for children with special needs in Malappuram District.
6. To collect suggestions from special educators and parents to overcome difficulties in implementing Home Based Education for children with special needs in Malappuram district.

## **Design of the Study**

As the study rooted in qualitative approach, the study adopted survey method for collecting the required information with respect to Home Based Education from the special educators and parents for children with special needs in Malappuram district. The technique used for collection of the required information is interview technique.

## **Sample**

The population of the study comprised of the parents of differently abled students and special educators in Home Based Education project for children with special needs in Malappuram district. The sample for the study comprised of 16 teachers and 32 parents of differently abled students in Home Based Education project under Block Resource Centre (BRC) Kuttippuram, in Malappuram District. Purposive sampling technique was used while collecting the data from the sample.

## **Tools used for Data Collection**

The investigator prepared the semi-structured interview schedules for collecting necessary information from the respondents with the help of the supervising teacher.

- Interview Schedule on Home Based Education for Special Educators (Nisha & Niranjana, 2023)
- Interview Schedule on Home Based Education for Parents (Nisha & Niranjana, 2023)

## **Data Analysis**

Narrative analysis of responses of special educators and parents of children with special needs in Home Based Education project to the questions on interview schedule was carried out by the investigator to understand the present status, strengths and weakness of Home Based Education in Malappuram District.

## **Data Collection Procedure**

Initially the investigator sought permission from the authorities to conduct the study on Home Based Education project in Malappuram district. In the first phase of data collection the investigator contacted the Block Project Coordinator (BPC) at Kuttipuram BRC, to understand about functioning of Home Based Education project in Malappuram district. The interview conducted with the block project coordinator helped the investigator to develop interview schedule on Home Based Education for special educators and parents of children with special needs. It also helped the investigator to collect information regarding the special educators and parents in Home Based Education under the jurisdiction of Kuttipuram, BRC. After collecting the information regarding the number of special educators and details of parents in Home Based Education of children with special needs, the investigator gathered the required information by conducting semi-structured interview with 16 special educators and 32 parents under the jurisdiction of Kuttipuram, BRC. Before administering the interview schedule the investigator briefed the purpose of the study to special educators and parents and ensured that the information collected will be used only for the study purpose.

## **Scope and Delimitations of the Study**

The government of India has implemented various programs to support children with severe impairments and uphold their right to education, one of which is Home Based Education through the SSA (Sarva Shiksha Abhiyan) initiative. The study aims to evaluate the effectiveness of Home Based Education project for children with special needs of SSA in Malappuram district. The study analyzes the effectiveness of Home Based Education Project through the responses collected from special educators and parents of children with special needs in Home Based Education under the jurisdiction of Kuttipuram, BRC. For the purpose of collecting necessary information from the respondents the investigator developed two interview schedules such as Interview Schedule on Home Based Education for Special Educators and Interview Schedule on Home Based Education for Parents. This study will help the authorities to understand the strengths and weaknesses of Home Based Education and enable the authorities to formulate necessary reforms to address the deficiency of Home Based Education under BRCs in Malappuram district as well as in other districts. The findings of this research will pave the way for informed reforms that address the existing gaps in Home Based Education Project of SSA across Malappuram district. By amplifying the voices of special educators and parents, this study lays the foundation for enhancing Home Based Education by improving the learning experiences of children with disabilities.

Even though utmost care was taken to make the research study flawless, the study has some delimitations. This groundbreaking study investigates only the perspectives of special educators and parents of children with special needs in Home Based Education, providing a comprehensive assessment of its implementation. Other

stakeholders, such as SSA project coordinator of Malappuram district and other coordinators in various BRCs, perspectives are not considered by the investigator due to time limit. Another delimitation of the study is that the sample for the study confined only to special educators and parents of children with special need in Home Based Education under the Kuttipuram Block Resource Centre (BRC) due to the time constraints.

## **Organization of the Report**

The report is organized in five chapters. The details included in each chapter are as follows.

### **Chapter 1**

This chapter provides a brief introduction of the study, including need and significance of the study, statement of the problem, definitions of key terms used in stating the problem, objectives of the study, brief outline of methodology used, scope, and delimitations of the study, as well as report organization.

### **Chapter 2**

This chapter deals with the theoretical overview of children with special needs and home based education. It also deals with the review of related studies to home based education and other projects applicable to children with special needs.

### **Chapter 3**

This chapter deals with the methodology of the study, describes the details of interview schedule used for collecting information, selection of sample, data collection procedure, and techniques used for data analysis.

## **Chapter 4**

This chapter deals with the details of the qualitative analysis of data collected from special educators and parents of children in home based education and interpretation of the analysis.

## **Chapter 5**

This chapter deals with the summary of study along with major findings of the study, educational implication of the study and suggestions for further research under area of consideration.

## Chapter 2

### **REVIEW OF RELATED LITERATURE**

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- *Theoretical Overview of Home-Based Education and Children with Special Needs*
- *Review of Related Studies on Home-Based Education and Children with Special Needs*

Literature review plays a crucial role in all stages of the research process and facilitate problem definition, identification of variables, formulation of objectives and hypotheses, and linking the problem to methodology (Mohammed & Adham 2021). Additionally, literature review enables the researcher to understand about the design of data collection instruments, selection of appropriate statistical techniques, discussion of findings, and formulation of recommendations. This chapter summarizes the current state of knowledge on home based education which helped to create an understanding of the subject by discussing the findings presented in the published works.

The literature review is presented under the following headings:

- Theoretical overview of home based education and children with special needs.
- Review of related studies on home based education and children with special needs

## **Theoretical Overview of Home Based Education and Children with Special Needs**

The theoretical framework explains the theory behind the research problem under study by incorporating background literature related to key concepts in the home based education.

### **Children With Special Needs: Meaning and Definition**

World Health Organization (2001) defined disability as disability is any restriction or lack (resulting from an impairment) of ability to perform in a manner or within the range considered normal for a human being. Children with special needs

(CWSN) are those who have a disability of some kind and need special assistance and care and type of these children's disabilities determines their special needs who needs frequent medical testing, hospital stays, equipment, and accommodations for disabilities (Khushaboo & Dua, 2002). Children with Special Needs (CWSN) are children who have some sort of disability that prevents them from accessing resources related to health, education, and other social and economic aspects (Roy, 2020).

Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act (1995) classifies persons with disabilities as blindness, low vision, leprosy-cured person, hearing impairment, loco-motor disability, mental retardation and mental illness. In India, the Persons with Disabilities (Equal Opportunities, Protection of Rights, and Full Participation) Act (1995) ensures that people with disabilities have equal rights and the act defines disability as blindness, low vision, leprosy-cured and hearing impairment; locomotor disability, mental retardation, and mental health disorder. National Trust Act (NTA) (1999) include disability categories such as autism, cerebral palsy, mental retardation and multiple disability.

The Right of Person with Disabilities Act (RPWD) (2016) categories disabilities of individuals into categories such as loco-motor disability, leprosy cured persons, Cerebral Palsy (CP), dwarfism, muscular dystrophy, acid attack victims, blindness, low vision, Hearing Impairment (HI), speech and language disability, Intellectual Disability (ID), Specific Learning Disabilities (SLD), Autism Spectrum Disorder (ASD), mental illness, chronic neurological conditions, multiple sclerosis, Parkinson's disease, hemophilia, thalassemia, sickle cell disease, Multiple Disabilities (MD) including deaf-blindness.

## **Policy Recommendations on Children with Special Needs**

Under this section a brief outline of policy recommendations on Children with Special Needs are provided.

The Kothari Commission (1964-66) was the first to examine concerns of universal access and participation and emphasized a single school system for all children, regardless of caste, creed, community, religion, economic position, or social rank. In the National Education Policy (1968) recommended expanding educational facilities for physically and mentally handicapped children, as well as developing an "integrated programme" to allow them to attend regular schools. National Policy on Education (NPE) (1986) highlighted the fundamental issue of equality by stating that priorities for meeting the needs of children with disabilities. The goal should be to integrate the physically and intellectually handicapped into the general community as equal participants, to prepare them for normal growth, and to empower them to confront life with courage and confidence.

The centrally sponsored scheme of Integrated Education for Disabled Children (IEDC) (1974) of Government of India recognized the importance of integrating children with disabilities in 1974, when the Union Ministry of Welfare started the project. This initiative was transferred in 1982 to the Ministry of Human Resource Development's Department of Education. The centrally sponsored scheme of Integrated Education of Disabled Children provides educational opportunities for disabled children in common schools in order to facilitate their retention in the school system, as well as to place such children who have previously been placed in special schools in common schools after acquiring functional communication and daily

living skills. The NPE was followed by the POA in 1992 recommended a practical principle for children with exceptional needs which proposed that a disabled child who can attend a general school be educated at a general school rather than a special school. Even children who are first accepted to special schools to learn additional curriculum skills should be transferred to ordinary schools once they have mastered daily living abilities, communication skills, and fundamental academic skills.

Rehabilitation Council of India Act (1992) was passed by Parliament in September 1992 made amendments by assigning responsibility to RCI for standardizing curricula, keeping a central rehabilitation register of all certified experts and workers working in the fields of rehabilitation and special education, and regulating and monitoring services provided to people with disabilities. The Persons with Disabilities (Equal Opportunities, Protection of Rights, and Full participation on) Act (1995) is a comprehensive act that addresses seven disabilities, including blindness, low vision, hearing impairment, locomotor impairment, mental retardation, leprosy cure, and mental illness. Chapter V (Section 26) of the Act, which deals with education, stipulates that the competent governments and local authorities should:

- Ensure that every child with a disability has access to free education in an appropriate environment till he attains the age of eighteen years;
- Endeavour to promote the integration of students with disabilities in the normal schools;
- Promote setting up of special schools in governments and private sector for those in need of special education, in such manner that children with disabilities living in any part of the country have access to such schools,

- Endeavour to equip the special schools for children with disabilities with vocational training facilities.

National Trust Act (1999) supports individuals with autism, cerebral palsy, mental retardation, and multiple disabilities and aims to protect as well as to promote the rights of people with disabilities who have been marginalized more than others. Though the National Trust Act of 1999 does not specifically address the education of children with special needs, one of its primary goals is to promote programme that foster inclusion and independence by creating barrier free environments, developing functional skills for the disabled, and promoting self-help groups. The government established the Project for Integrated Education for the disabled (PIED) (1987) to implement the provisions for impaired children in collaboration with MHRD and UNICEF. The policy aims to ensure that children with disabilities receive the same education as their peers. The success of PIED prompted the inclusion of the Integrated Education of the Disabled (IED) component in DPEP, an initiative introduced by the Indian government in 1994 to promote elementary education. IEDs are currently being used in 242 districts across 18 states as part of DPEP. In these states, almost 6.21 lakh children with special needs have been enrolled in conventional schools with proper support services.

The National Curriculum Framework (NCF) (2005) emphasizes the importance of creating an inclusive and meaningful curriculum for children, requiring a shift in how we view learners and the learning process. Attending to curriculum to determine the classroom culture and approach to the teaching-learning processes is thus a crucial component of the teacher's work in encouraging inclusivity

in their engagement with students. The Rights of the Persons with Disabilities Act (2016) contributes to protect the rights and dignity of people with disabilities in different aspects such as educational, social, legal, economic, cultural and political.

The important features of RPWD act 2016 are the following:

- Children should be admitted to schools without any discriminations, equally providing them education and opportunities for sports and other recreational activities
- Constructing buildings, campus and others with various facilities
- Providing accommodation that are required according to the individual's needs
- Providing the required support, that helps to maximize the academic and social development, in harmony with the goal full inclusion. Lines for establishments to make sure the accessibility of infrastructure and services.

### **Projects for Children with Special Needs**

Some of the projects implemented for empowering Children with Special Needs are discussed under this section.

#### ***Changathikoottam***

Project called Changathikoottam (friends' group) was carried out in 2018-19 to help bedridden child with their academic activities and socialization. Samagra Shiksha Kerala (SSK), through this project ensures that the project aims at encouraging disabled students to boost up their skill and abilities by socializing with

their peers or a group of friends. Changathikootam an organization or community committed for assisting and bringing together people with disabilities. This organization may concentrate on a range of events, plans, or projects designed to improve the lives of people with disabilities by providing assistance, advocating for their rights, fostering social interactions, and fostering a sense of community. The bedridden youngsters showed a noticeable shift when their friends began to come on special occasions and holidays. The ideas of resource bedrooms and virtual classrooms were developed as an extension of Changathikootam, taking into account the needs of the children and their parents. The purpose of the resource bedroom is to give classmates and resource teachers a place to interact with the bedridden child

Samagra Shiksha Kerala (n.d.) Inclusive Education.

### ***Parental Education Programme***

Parental Education Programme under Samagra Shiksha Kerala offered academic support to assist their children in learning. If parents are offered academic support at various levels, they can assist their children in the learning process. Parents can identify their children's short comings Samagra Shiksha Kerala (n.d.).

The objectives of the programme are;

- To share the experience of the parents.
- To improve skill of CWSN children.
- To give academic support to parents.
- To empower the parents to handle the children scientifically.
- To give training to the parents to help CWSN in their academic activities.

### ***Setting up and Strengthening of Autism Centers***

SSK currently operates 50 autism centers throughout Kerala, with teachers who have received specialized training in the field of autism. Over 2435 students receive instruction from 50 different sites. These centers will provide advanced study materials, building renovations, the establishment of a library and reading room, interest access, current technological devices, and so on. Autism Centers must be established in all BRCs, which requires the opening of 118 additional centers Samagra Shiksha Kerala (n.d.). The objectives of autism centers are:

- Learning activities can be made effective using advanced ICT
- To scaffold children who face difficulties in learning.
- To help students, at the time of training, to overcome the problems they face daily.
- To develop each center as resource centers for the area in which it is located.

### ***Concept of Home Based Education***

The Sarva Shiksha Abhiyan (SSA) ensures that every child with special needs, regardless of the type, category, or degree of disability, receives meaningful and quality education. To achieve this, SSA has adopted a zero-rejection policy, which guarantees that no child with special needs is denied the right to education. Home based education is vital mode of provision in inclusive education, as established by SSA. In general, home based education refers to the education of children with significant intellectual/physical disabilities who can be educated in a combination of home based and alternative educational settings in order to attain

independent living skills. Home based education attempts to prepare students for school as well as life. Alternative educational settings allow for the development of social and occupational skills, as well as the application of life skills. A severely intellectually handicapped kid is one who is unable to independently perform two or more of the following functions: toileting, feeding, communication, motor skills and basic social skill.

Home based education is a major mode of service delivery in inclusive education, as pioneered by SSA and aims to help child for school preparedness and preparation for life. In general, home based education refers to the education of children with significant intellectual/physical disabilities who can be educated in a combination of home based and alternative educational settings in order to attain independent living skills. Home based education attempts to prepare students for school as well as life and alternative educational settings allow for the development of social and occupational skills, as well as the application of life skills (Sankhyana, 2023). The objectives of Home Based Education project under SSK (2006) are:

- To impart education at home to those CWSN who cannot go school regularly
- To give training in educational activities
- To give therapy and individualized training
- To enhance the creativity of disabled children
- To ensure social interaction of disabled children
- To give proper guidance for getting government allowances like pension, scholarship

## **Review of Related Studies on Home Based Education and Children with Special Needs**

Under this section, review of related studies on the concept of home based education and other projects for children with special needs was discussed by the

Punia and Sharma (2014) analyzed the reflection on home based education on school preparedness and preparation for life. The study discussed about the alternative educational settings provide opportunities for learning of social skills, vocational skills and implementation of life skills. The results of study indicated that inclusive growth of any country which enhances its competitive strength is an encompassing term and very rightfully includes its economic and educational growth. Results also indicated that home based education is an important mechanism of service delivery in inclusive education as initiated by Government of India.

Julka (2015) analyzed the reflection on home based education program by the Sarva Shiksha Abhiyan for children with special needs in the states of Rajasthan, Uttarakhand, Goa, and Karnataka. Sample of the study comprised of 62 parents in the states of Rajasthan, Uttarakhand, Goa and Karnataka who were interviewed on issues like parents 'satisfaction with the programme. The results indicated that even if the parents face problems in rearing up and educating their child with disabilities at home, majority of the parents are satisfied with the home based education as it helps in the overall development of their child.

Ali (2016) investigated the implementation of home based education for CWSN provided by inclusive education resource persons of SSA in Mahbubnagar district of Telangana. Sample of the study comprised 21 IERPs, 89 CWSN children,

81 parents and 10 MEOs, as well as 10 oral officers. Random sampling was employed for the purpose of sampling. The results of the study indicated that in the opinion of parents and special educators', various skills of children with special needs such as a self-help skill, motor skills, perception skills, communication skills, writing, reading, self-concept, play and social behavior and other skills the progress very low. Thus, the results indicated that the implementation of home based education is not effective for the multiple disorder children.

Devi and Reddy (2016) analyzed the problems of Children with special Needs (CWSNs) in accessing the education and also analyzed the role of barrier free environment. The study discussed about the state of Andhra Pradesh in India to find out the extent of accessibility of education to the CWSN in normal schools, The study covered a sample of CWSNs (300) teachers (90), parents (150), heads of schools (30) home based education, problems of the teachers (30) and tried to identify the problems of the CWSNs in accessing the education, problems of the teachers in tackling with the children, parents opinions towards the efforts of the schools in making education to be accessible to their CWSN. The tools employed were a schedule for schools with CWSN, a teacher questionnaire, schedule for CWSN parents, questionnaire for home-based teachers, and observation inventory for investigators. The findings of study indicated that Andhra Pradesh has implemented a number programs for the welfare of the differently abled viz., homes for the CWSN, pre and post matric scholarships, corporation, economic rehabilitation, pensions, subsidy in petrol/diesel purchases, special incentives for marrying the differently abled people, residential bridge centers, home based training, support NGOs, free and

compulsory education, special schools, reservations in education and employment, integrated education centers, relaxations in payment of examination fee. The results also indicated that majority of students, parents and teachers opined that the students with disabilities do not face any problem in mingling with the normal students. However, a minority of the students have experienced problems such as not able to hear, speak, compete with others, not able to write, difficult to remember and understand quickly etc.

Mondal and Majumder (2020) evaluated the effects of state initiatives on educational inclusion from Indian Perspective. The total number of respondents considered for the study was 90 children with special needs of India. The result of the study indicated that the special needs education in India has high aims in creating an inclusive community with reference to children with disabilities. The results also indicated that inclusiveness is not completely seen in social, economical and cultural aspects of the special needs of children and the efforts of the state government are not enough in providing appropriate education. The structural changes are needed both at teaching methodology and valuing the child.

Vasu and Anoop (2021) analyzed the attitude of CWSN and their parents on the white board adaptation classes by Samagra Shiksha Kerala in the district of Idukki. The study was carried out on a sample of 140 children with special needs and 140 parents of children with special needs from all the fourteen districts in Kerala. Results indicated that as per the opinion of parents, the whiteboard classes are maintaining above average standard considering the factors like selection of classes, regularity, quality of audio and video, interest level of children, appropriateness of

the activities, support by the resource teachers, parental support, local availability of resources, and learning level of children. From the analysis of the responses of CWSN, it is also evident that selection of classes, regularity of watching classes, video and audio quality, interest of the children, suitability of learning strategies, responses to the activities, feedback by the teachers and parental help are above average level.

Rose (2022) analyzed the opinion of parents and teachers on special Anganwadi project by Kerala social security mission in Kozhikode district. The sample of the study comprised of 25 teachers and 150 parents of differently abled students in various special Anganwadi of Kozhikode district. The result of the study indicated that majority of parents and teachers are satisfied with the working of the special Anganwadi's on various dimensions such as disposal of the project, confidence among parents and compliance to RPWD act. Along with that parents as well as teachers provided creative suggestions for the holistic development of special Anganwadi project on various factors such as academic factor, basic infrastructural facilities, treatment of differently abled, social factor and system related factors. Thus, from the response of parents and teachers, it is evident that the special Anganwadi project introduced by Kerala Social Security Mission is effective.

Sankhyan (2023) evaluated the implementation of home based education for children with special needs in Bilaspur. Sample of the study included 10 special educators, 61 CWSN Children, and 45 parents chosen at random. The results of the study indicated that in the opinion of parents and special educators' various skills of children with special needs such as self-help skills, motor skills,

perception skills, communication skills, writing, reading, self-concept, play and social behavior, number concept etc. showed remarkable progress through home-based education.

## **Conclusion**

Educating CWSN is a crucial element of the SSA and it is essential to understand various projects undertaken by SSA for Children with Special Needs as well the effectiveness of the projects. From the review of related studies, the investigator found several studies related to projects for Children with Special Needs and on home based education have been done over years. The home based education project had come in to exist mainly to improve the lives of the children those who are not able to go to schools. It is evident from the review of related studies that any project for Children with Special Needs is beneficial for their development. Even though various studies are conducted in the area of home based education in other parts of the country, studies related to Kerala context is missing. Majority of the studies indicated the effectiveness of home based education and other projects, some studies indicated that the projects failed to bring improvements for Children with Special Needs. Thus, the investigator analyzed the effectiveness of Home Based Education Project in Malappuram district with an expectation that the results would be helpful to bring necessary improvements to Home Based Education project in our state.

## Chapter 3

### **METHODOLOGY**

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- *Objectives of the Study*
- *Design of the Study*
- *Sample Selected for the Study*
- *Tools Used for Data Collection.*
- *Data Collection Procedure*
- *Techniques of Data Analysis*

Methodology refers to all of the procedures and techniques used by the researcher to fulfil the aims of the study. The suitability of the approach, as well as the instruments and techniques used to gather and analyze data, are critical to the success of any research. This chapter deals with a concise and precise description of the approach used for gathering the required data and the techniques employed in their analysis, bearing in mind the purpose of research. The study aims to evaluate the effectiveness of Home Based Education for Children with Special Needs through the experiences of special educators and parents involved in Home Based Education under BRCs of Malappuram District. The methodology of the study is discussed under the following headings.

- Objectives of the Study
- Sample Selected for the Study
- Tools Used for Data Collection
- Data Collection Procedure
- Techniques of Data Analysis

## **Objectives of the Study**

The objectives of the study are

1. To identify the educational activities included in Home Based Education for children with special needs in Malappuram district.
2. To identify the facilities available in Home Based Education for children with special needs in Malappuram district.
3. To identify the strengths of Home Based Education for children with special needs in Malappuram district.
4. To identify the problems faced by special educators in implementing Home Based Education for children with special needs in Malappuram District.
5. To identify the problems faced by parents in Home Based Education for children with special needs in Malappuram District.
6. To collect suggestions from special educators and parents to overcome difficulties in implementing Home Based Education for children with special needs in Malappuram district.

## **Design of the Study**

The study adopted qualitative research as it aims to evaluate the effectiveness of Home Based Education for Children with Special Needs through the experiences of special educators and parents involved in Home Based Education under BRCs of Malappuram District. In order to collect required information from the special educators and parents, the investigator adopted survey method and technique used for

collecting the data is interview. In the first phase of the study the investigator interviewed the Block Project Coordinator of the Home Based Education Project to have a better understanding of the project and to prepare the interview schedule.

### **Sample Selected for the Study**

Purposive sampling technique was employed for selecting the sample. Purposive sampling is a methodical approach where participants or cases are intentionally selected to provide valuable insights that cannot be obtained through other means (Maxwell, 1996). In purposive sampling, the researcher deliberately includes specific instances or individuals in the sample based on their relevance and potential to provide critical information. The population of the study comprised of the parents of differently abled students and special educators in Home Based Education for children with special needs in Malappuram district. The sample for the study comprised of 16 teachers and 32 parents of differently abled students in Home Based Education under Block Resource Centre (BRC) Kuttipuram, in Malappuram District.

### **Tools Used for Data Collection**

The investigator used interview schedule to collect the responses of the special educators and parents of Children with Special Needs in Home Based Education. Semi-structured interview schedule was used for collecting data, as it enables the investigator to probe in to a particular aspect at the time of interview. The investigator prepared the following semi-structured interview schedules for collecting necessary information from the respondents with the help of the supervising teacher.

- Interview Schedule on Home Based Education for Special Educators  
(Nisha & Niranjana, 2023)
- Interview Schedule on Home Based Education for Parents (Nisha & Niranjana, 2023)

The detailed description of the semi structured interview schedule used for collecting data are given under this section in the following headings.

- Planning of the Interview schedule
- Preparation of the Interview schedule
- Finalization of the Interview schedule
- Validity of the Interview schedule

### **Planning the Interview Schedule**

The first step in the development of an interview schedule is the planning of the interview schedule. The researcher analyzed the policies of CWSN and the Home Based Education Project. Based on the review of related literature, the researcher decided to construct an interview schedule in order to collect information from special educators and parents of Children with Special Needs in Home Based Education in Malappuram district. As an initial step in the construction of the interview schedule, the investigator contacted and discussed about the problem under study with the Block Project Coordinator of Kuttipuram BRC. The discussion with the coordinator facilitated to understand about the Home Based Education project and the implementation of the project. Based on the inputs from the interview and information gathered by analyzing the existing literature in home based education, it

was decided to develop a semi-structured interview schedule to collect relevant information from the respondents separately for the special educators and parents. As the investigator has to probe into the concept under study, semi- structured interview would help to investigate on the aspects which need in-depth understanding. The investigator also decided to prepare the interview schedule on the dimensions such as educational activities, facilities, strengths, problems of Home Based Education and suggestions for improving Home Based Education.

### **Preparation of the Interview Schedule**

As the study rooted in qualitative research, to collect responses from the respondents semi -structured interview schedule was used. The draft semi-structured interview schedule was prepared on the basis of the dimensions identified after discussing with the Block Project Coordinator, such as educational activities, facilities, strengths, problems of Home Based Education and suggestions for improving Home Based Education. The items in the interview schedule were prepared on the basis of the identified dimensions of Home Based Education. Thus, the semi-structured interview schedule on Home Based Education for special educators consisted of 15 items and for parents consisted of 14 items. Dimension-wise distribution of items in draft Interview Schedule on Home Based Education for Special Educators and Interview Schedule on Home Based Education for Parents are given in Table 1.

**Table 1**

*Dimension-wise Distribution of Items in Draft Interview Schedule on Home Based Education*

Sl. No	Dimensions	Items for Special Educators	Items for Parents
1	Educational activities of Home Based Education	1,2,8,9	1,9
2	Facilities of Home Based Education	4,5,6	4,5,6,7,8,11,12
3	Strengths of Home Based Education	10 ,12,13	3
4	Problems of Home Based Education	3,11,14	2,3,10
5	Suggestions for Improving Home Based Education	7,15	14
Total		15	14

The description of dimensions is given below:

#### ***Educational Activities of Home Based Education***

Under this dimension items to understand the educational activities provided in Home Based Education are included in the interview schedule. Interview Schedule on Home Based Education for Special Educators consisted four items and Interview Schedule on Home Based Education for Parents consisted of two items under this dimension.

Eg: For Special Educator

What are the learning activities given to the children in Home Based Education?

For Parents

What are the learning activities available to children with special needs?

### ***Facilities of Home Based Education***

Under this dimension items to understand the facilities such as basic facilities, learning materials, provisions for socialization, government support and digital resources provided in Home Based Education are included in the interview schedule. Interview Schedule on Home Based Education for Special Educators consisted of three items and Interview Schedule on Home Based Education for Parents consisted of seven items under this dimension.

Eg: Special Educator

What are the facilities available to children in Home Based Education?

Parents

Are the learning materials provided by the BRC suitable for the Home Based Education? What all materials are made available by BRC?

### ***Strengths of Home Based Education***

Under this dimension items to understand the strengths of Home Based Education are included in the interview schedule. Interview Schedule on Home Based Education for Special Educators consisted of three items and Interview Schedule on Home Based Education for Parents consisted of one item under this dimension.

Eg: Special Educator

What are the benefits of Home Based Education?

Parents

Is it possible for children to improve their skills through the learning activities they receive? If so, in what all ways?

### ***Problems of Home Based Education***

Under this dimension items to understand the problems of Home Based Education are included in the interview schedule. Interview Schedule on Home Based Education for Special Educators consisted of three items and Interview Schedule on Home Based Education for Parents consisted of three items under this dimension.

Eg: Special Educator.

What are the problems faced while imparting learning activities to children?

Parents

What are the challenges you face while getting the children do the learning activities?

### ***Suggestions for Improvement of Home Based Education***

Under this dimension items for collecting suggestions for improving Home Based Education are included in the interview schedule. Interview Schedule on Home Based Education for Special Educators consisted of two items and Interview Schedule on Home Based Education for Parents consisted of one item under this dimension.

Eg: Special Educator

What are the suggestions to improve the present Home Based Education?

Parents

What are the suggestions to improve Home Based Education?

## Finalization of the Interview Schedule

Many revisions of constructed interview schedules were done before finalization. The draft interview schedules were given to the Block Project Coordinator and experts in the field of education to make the interview schedule more authentic. Interview Schedule on Home Based Education for Special Educators and Interview Schedule on Home Based Education for Parents were modified on the basis of suggestions given by the Block Project Coordinator and experts in the field of education. Thus, the final Interview Schedule on Home Based Education for Special Educators consisted of 15 items and Interview Schedule on Home Based Education for Parents consisted of 14 items. The details regarding the dimensional distribution of the items in final Interview Schedule on Home Based Education for Special Educators and Interview Schedule on Home Based Education for Parents are presented in Table 2.

**Table 2**

*Dimension-wise Distribution of Items in Final Interview Schedule on Home Based Education*

Sl. No.	Dimensions	Items for Special Educators	Items for Parents
1	Educational activities of Home Based Education	1,2,8,9	1,9
2	Facilities of Home Based Education	4,5,6	4,5,6,7,8,11,12
3	Strengths of Home Based Education	10,12,13	3
4	Problems of Home Based Education	3,11,14	2,3,10
5	Suggestions for Improving Home Based Education	7,15	14
Total		15	14

The final Interview Schedule on Home Based Education for Special Educators and Interview Schedule on Home Based Education for Parents (both Malayalam and English) are given in Appendices I, II, III and IV.

### **Validity of the Interview Schedule**

Validity is that quality of a data gathering instrument or procedure that enables it to measure what it is supposed to measure (Best & Kahn, 2001). The content validity and face validity of the interview schedules i.e., Interview Schedule on Home Based Education for Special Educators and Interview Schedule on Home Based Education for Parents were ensured. The investigator ensured the validity of prepared interview schedules by discussing with the Block Project Coordinator, special educators in Home Based Education and experts in the field of education.

### **Data Collection Procedure**

Initially the investigator sought permission from the authorities to conduct the study on Home Based Education Project in Malappuram district. In the first phase of data collection the investigator contacted the Block Project Coordinator (BPC) at Kuttipuram BRC, to understand about functioning of Home Based Education Project in Malappuram district. The interview conducted with the block project coordinator helped the investigator to develop interview schedule on Home Based Education for special educators and parents of children with special needs. It also helped the investigator to collect information regarding the special educators and parents in Home Based Education under the jurisdiction of Kuttipuram BRC. After collecting the information regarding the number of special educators and details of parents in Home Based Education of children with special needs, the investigator gathered the required information by conducting semi-structured interview with 16 special

educators and 32 parents under the jurisdiction of Kuttipuram BRC. Before administering the interview schedule the investigator briefed the purpose of the study to special educators and parents and ensured that the information collected will be used only for the study purpose.

### **Techniques of Data Analysis**

Qualitative analysis was adopted in the study for analyzing the collected data from the special educators and parents of Children with Special Needs in Home based Education. Narrative analysis for responses on Interview Schedule on Home Based Education for Special Educators and Interview Schedule on Home Based Education for Parents were carried out in order to evaluate the effectiveness of Home Based Education project in Malappuram district. Narrative analysis is an umbrella term for a family of methods that share a focus on stories (Riessman, 2008). Narrative analysis, also referred to as narrative inquiry, is based on the premise that people experience and understand their lives in storied forms, connecting events in a manner similar to a story with a beginning, middle, and end point representing a person's past, present, and future (Josselson, 2011; Sarbin, 1986).

## Chapter 4

### **ANALYSIS AND INTERPRETATION**

- *Educational Activities of Home Based Education*
- *Facilities of Home Based education*
- *Strengths of Home Based Education*
- *Problems of Home Based Education*
- *Suggestions for improving Home Based Education*

This chapter focuses on the accurate analysis and interpretation of the collected data, a crucial step in research. The study employed a qualitative approach in data analysis as it enables the exploration of abstract concepts, theories, and meanings. The responses of special educators and parents of Children with Special Needs in Home Based Education was collected by using a semi-structured interview to evaluate the Home Based Education in Malappuram district. Narrative analysis of data collected from special educators and parents of children in Home Based Education through interview was undertaken by the investigator in order to analyze the objectives of the study.

The objectives of the study are

1. To identify the educational activities included in Home Based Education for children with special needs in Malappuram district.
2. To identify the facilities available in Home Based Education for children with special needs in Malappuram district.
3. To identify the strengths of Home Based Education for children with special needs in Malappuram district.
4. To identify the problems faced by special educators in implementing Home Based Education for children with special needs in Malappuram District.
5. To identify the problems faced by parents in Home Based Education for children with special needs in Malappuram District.
6. To collect suggestions from special educators and parents to overcome difficulties in implementing Home Based Education for children with special needs in Malappuram district.

Data collected from 16 special educators and 32 parents through semi-structured interview schedule was analyzed by using narrative analysis. The results of narrative analysis are presented in this section under the following headings.

- Educational Activities of Home Based Education
- Facilities of Home Based education
- Strengths of Home Based Education
- Problems of Home Based Education
- Suggestions for improving Home Based Education

### **Educational Activities of Home Based Education**

Educational activities provided in Home Based Education for Children with Special Needs are identified by the investigator through the narrative analysis of the responses collected from special educators and parents. The educational activities are described under the following headings.

### **Category of Children with Special Needs in Home Based Education**

In order to know the category of Children with Special Needs handled by teachers in Home Based Education, the investigator collected data regarding the category of children with special needs from 16 special educators in BRC Kuttipuram and analyzed the collected data. The results of analysis indicated that children with various disabilities who are unable to attend school but educable are included in Home Based Education. Special educators are dealing with those students with disabilities such as cerebral palsy, intellectual disabilities, loco motor disability, autism, and multiple disability. Among the students in Home Based Education, eight

of them are categorized as severe, 16 as moderate, six as mild and one among them is suspected ID.

### **Learning Activities**

By analyzing the responses of the special educators, it is evident that the games and activities are imparted to children in Home Based Education in such a manner as to provide personal attention for each and every one of them. The motor skill development activities are imparted to all of them in accordance with their level. The learning activities and goals for these students are set on the basis of their knowledge level. Learning activities such as coloring, scrubbing, matching the pictures, identifying the objects, enjoying the songs, and singing a song are included. Children are also provided with training in reading and writing of Malayalam and English letters as well as basic Arithmetic. If a child is able to cope up with school subjects i.e. high educable child, he/she is provided with support to master school subjects. Training in using pen, handling with blocks, pearl added to thread, crafting is given for developing five motor skills of children. Training in “Daily living activity” is provided to the children such as to wear their own dress, brush their teeth, and bathing on their own.

By analyzing the responses of the parents, it is evident that children are taught in such a way that they understand properly as the activities are based on their level. Children are taught using cards, pictures, Malayalam and English letters, arithmetic cards, placing sticks, drawing shapes, coloring pictures, reading and writing, writing on boards, body parts, and identify fruits. They are taught the concept of big and small using materials. Puzzles are used to enhance the child’s creativity. Cartoons and

games are also included for the children. The progress of the child's learning activities is intimated by the teacher regularly. Changes are brought about in the child who was unaware of the same through the 'Daily living activity'. The child was able to identify the picture on his own. Even though speaking skills of most children are also developed, some children find it difficult to cope up with speaking skill of their age.

### **Individual Educational Plan**

From the responses of the special educators, it is evident that Individual Educational Plan (IEP) is prepared for each child based on the level of the students. The cognitive, physical and academic development of children with special needs are taken into consideration while preparing the IEP. IEP is also provided according to the strengths and weaknesses of the children. Reading, ADL (Activities of Daily Living), pre-writing, physical education, social skills, art, craft, development of other skills are all enhanced by IEP. Goal of IEP is set according to the interest of the children. The curricular and co-curricular aspects are taken into account in IEP.

### **Interpretation**

The analysis of data collected from 16 special educators and 32 parents of Children with Special Needs in Home Based Education under BRC Kuttipuram revealed that the special educators are handling with children in various disabilities, including those with severe, moderate, and mild disabilities who are unable to attend the school. From the responses of the special educators, it is concluded that Home Based Education provides personalized attention to children through games and activities tailored to their level of knowledge. Activities include coloring, scrubbing, matching pictures, identifying objects, singing songs, reading and writing Malayalam

and English letters, and basic arithmetic. High-educable children receive support to master school subjects. Additionally, children are trained in using pen, handling blocks, pearls, and crafting. Daily living activities include dressing, brushing teeth, and bathing. Parents reported that children are taught using various activities based on their level, including cards, pictures, letters, puzzles, cartoons, and games. Regular teacher feedback helps children to develop skills, but some struggle with speaking. Special educators create Individual Educational Plans (IEPs) for children with special needs, considering cognitive, physical, and academic development, strengths, weaknesses, and curricular and co-curricular aspects. Thus, it is evident that Home Based Education project ensures each child's unique needs are met by promoting overall development and learning by considering cognitive and psycho-motor development.

### **Facilities of Home Based Education**

Based on the analysis of responses of the teachers it is evident that various facilities are provided to the children in Home Based Education such as basic facilities, learning materials, government schemes and for social interaction.

The special educators responded that as a part of the basic facilities, they are provided with instruments for therapy, wheelchair, white boards, models of body parts, numbers and letters, puzzles, electronic tab for educable children, lamps for economically backward children by the BRC. Medical camps are also held by the BRC. Government provides scholarships, pension and transport allowance to children with special needs and local panchayath provides CWSN with learning aids as well.

From the responses of the special educators, it is evident that, facilities for social interaction are also made sure for the students in various ways. The child in Home Based Education is made part of school art festival, religious classes, Onam celebration, Eid celebration, Christmas celebration along with exchange of gifts and so on to enhance their social interaction. Get together of all the stakeholders of Home Based Education is also held. Motivation classes and field trips are provided to the children. The special educators and classmates of CWSN who are admitted to school also come to visit the children one time a year and for their birthdays. 'Dhwani' programme with the presence of a doctor is conducted. The family receives all the aids required for the treatment of the children. 'Changathikooottam' project is implemented for enhancing their social interaction. Even though various opportunities for social interaction are given to CWSN not all children are able to participate in all such programmes.

Special educators reported that the 'Changathikooottam' project is highly beneficial to the children as it enhances the social interaction. The children feel happy when they speak to their peers. Different celebrations and prize distributions for the children enhances their creative skills. The children who do not attend schools and especially those with severe disabilities feel very happy during such social programmes. Children feel excited when they listen to songs. The "changhaathikooottam" project is held in January and many people like the panchayath members, special educators of CWSN who are enrolled in schools and their classmates participate in this which in turn useful to build self confidence among the students.

The responses of the parents were also analysed to understand the facilities of Home based Education.

The analysis of the responses of the parents revealed that BRC provides the children with building blocks, pencils, slate, boards, exercise ball, other toys, music speakers and all those materials are made available as per the learning requirement of the children. Child Protection (CP) chair, bed, special toilets for children with special needs are also provided. Even though most of the parents reported that BRC provides basic facilities and learning materials some parents reported that facilities are not available for their children.

Parents of CWSN reported that classes are provided regarding the goals of Home Based Education by the BRC. These goals are also clearly stated by the special educators who meet the children once every week. A counselling regarding the ways to take care of CWSN is given by the special educators to the parents. Still, majority of the parents do not get counselling with regard caring of CWSN and are not made aware of the goals of Home Based Education.

By analysing the responses of parents, it is evident that the special educators provide classes to the parents as to how to train the children to do the 'Daily living activity' on their own and insists the parents not do it for children. The parents are also given awareness to deal with children with love and not to scold them. Special educators insist parents to send the children one day of every week to school and service of a doctor to orient parents about the care of CWSN once a year as well.

Parents of CWSN responded that BRC provides speech therapy, physiotherapy and behavioral therapy to the children. Some children are provided therapy three times a week too. Physiotherapy boosts confidence, help to regain balance and

strength, improve mental and social well-being, improve posture and aid in the children's gross motor skills. It also enhances participation in various activities. Some children do not need such therapy. But some children are unable to avail such therapy due to travel expenses and the lack of trainers.

From the responses of the parents, it is evident that the children receive a scholarship from the government according to their disability with an amount of Rs. 28,500, Rs. 22,000 or Rs. 15,000 per year. The family chosen by the BRC receives Rs. 4000 rupees as an aid. At the same time, some parents reported that they are not receiving any aids from the Government as they lack proper identity proof.

Parents of CWSN reported that the special educators who visit once a week give counselling to the parents with regard to the ways to train the children. Parents are advised to support, care and love the children while training them. The special educator gives training to children with the help of the learning kit provided by the BRC. The special educator also advises to make the children write by sitting on the floor and white boards, help them to put beads on threads, to motivate them to do coloring activity and do all their basic daily activities on their own. Some parents reported that they do not receive any classes from special educators with regard to training of children.

### **Interpretation**

By analyzing the responses of special educators, the investigator arrived at the conclusion that the Home Based Education (CWSN) provides children with basic facilities, learning materials, government schemes, and social interaction opportunities. BRCs provide therapy instruments, wheelchairs, and other items for educable children and economically backward children. Medical camps are held by the BRC, and the government offers scholarships, pension, and transport allowances

to children with special needs. Social interaction is enhanced through school art festivals, Religious festival celebrations classes, and exchange of gifts. Motivation classes and field trips are provided, and special educators and classmates visit children annually. The "Changathikoottam" project enhances social interaction and creative skills, especially for children with severe disabilities. These programs help to build self-confidence among students and ensure their participation in various social programs.

From the analysis of responses of parents, the investigator concluded that BRC provides basic facilities such as building blocks, pencils, slate, boards, exercise balls, and music speakers. However, some parents reported that these facilities are not available for their children. Special educators provide classes on the goals of Home Based Education and counselling on how to take care of CWSN. Special educators also provide classes on how to train children for daily living activities and advice parents to deal children with love. BRC also provides speech, physiotherapy, and behavioural therapy to children, but some children are unable to access therapy due to travel expenses or lack of trainers. The government provides scholarships for children with disabilities, but some parents do not receive aid due to lack of identity proof. Parents of CWSN receive weekly counseling from special educators on child training methods, using learning kits and activities. However, some parents do not receive classes on these methods

### **Strengths of Home Based Education**

In order to understand the strengths of Home Based Education, the responses were collected from the special educators and parents of CWSN were subjected to narrative analysis.

From the responses of the special educators, it is clear that family support plan is provided through counselling. Motivation classes are also given to the family members. Doctors and nurses are included in the family support plan. An Individual Family Support Plan (IFSP) is provided which describe the roles of mothers, fathers and siblings. Parents of children with special needs might be of those who face many hurdles. The mothers often feel depressed as they are not able to go out and celebrate different occasions. So, Home Based Education meet up is implemented for the parents and children of special needs in Home Based Education. An Individual Family Support Plan is chosen for each family and counselling is provided so as to bring the child to the forefront. Awareness classes are given regarding ADL skill, Individualized Education Plan, therapy, learning activities and social interaction. The special educator identifies the strengths and weaknesses of the children and intimates the parents. Counselling is provided by the special educator to overcome the weaknesses. Such counselling changes the perception of the parents who feel that the children cannot do anything and helps the parents to bring the children to the mainstream.

Special educators reported that the goals of Home Based Education such as to impart education at home to those CWSN who cannot go school regularly, to give training in educational activities to give therapy and individualized training and to provide guidance for getting allowances from government was achieve to a great extent. Proper training is provided to the parents regarding the education of the children with special needs and therapy is given by special therapists.

The strengths of Home Based Education identified by the parents of CWSN are it helped to enhance skills, both cognitive and psycho motor, through the learning

activities imparted by the special educator. The children are able to identify English alphabets and Malayalam letters and select them in particular. The children could also identify the different pictures given and enabled the children to write letters, draw pictures and do basic calculations also. The children could comprehend the different body parts, able to write on boards and also to focus on things. Some children were able to do their daily activities on their own and drastic changes notices in developing the daily living activities. The children were able to do the activities on their own even in the absence of the special educators.

### **Interpretation**

The strengths of Home Based Education summarised from the responses of special educators and parents are special educators provide family support plans, motivation classes, and Individual Family Support Plans (IFSPs) for families with children with special needs. These plans help parents to overcome hurdles and bring the child to the forefront. Home Based education meets up are implemented, focusing on awareness classes, ADL skills, individualized education plans, therapy, learning activities, and social interaction. Special educators identify strengths and weaknesses of children, addressing them and helping parents to bring their children to the mainstream. Parents of CWSN found Home Based Education is helpful to enhance cognitive and psychomotor skills through special educator activities. Children identified English alphabets, Malayalam letters, and pictures, wrote letters, drew pictures, and did basic calculations. They comprehended body parts, wrote on boards, and focused on tasks. Some children could perform daily activities independently.

## **Problems of Home Based Education**

Narrative analysis of responses of special educators and parents for the responses of problems in Home Based Education are carried out by the investigator.

By analyzing the responses of the special educators, it is evident that the children forget what they learned as the special educator visits them only once a week. The activities create strain for the children and if that is a hyper active child, it is very difficult to make the child sit in one place and make them do the activities. The IEP cannot be implemented correctly and require more duration to complete the IEP if the child falls sick. Certain concepts can be easily inculcated while some other concepts cannot be inculcated easily among the children. Some children dislike the learning activities and they are reluctant to participate in activities. Special educators also pointed that major problem faced is lack of concentration among the children, difficulty in speaking and lack of continuous therapies.

Lack of interest among the parents of CSWN is another challenge. The irrational beliefs among the grandparents, as they see the child as a curse to the family, plays as an obstacle in providing counselling to parents in Home Based Education. Special educators reported that even though majority of objectives of Home Based Education Project were achieved, the objectives such as to enhance the creativity of disabled children and to ensure social interaction of disabled children is hard to achieve in its true sense.

Problems of Home Based Education were analyzed from the perspective of parent of CWSN and the responses are subjected to narrative analysis.

From the responses of the parents of CWSN, it is evident that the parents feel mental stress and strain as the special educators are not professional counsellors.

Some parents are unable to reach for counselling sessions due to economic difficulties and difficulty in availing proper transportation facilities. Parents of CWSN reported that they fail to practice the activities for their children as suggested during the counselling. Parents are worried about the future of the children and are tensed as they feel that the society does not accept the children even though good home environment is provided.

From the responses of the parents, the main problem is that the children do not listen to the parents and are reluctant to do the activities but they are comfortable with the special educators. The children show violent behavior towards the parents when they try to train them and it is difficult for parents to train them in reading and writing. Lack of training for parents effects the functioning of Home Based Education. Another problem of Home Based Education identified by the parents include the fact that the special educator does not visit the children as per schedule of visit of the children which in turn affects the learning of the children. Sometimes parents found it difficult to avail benefits from the government, like scholarships and pensions due to complicated procedures in relation to government procedures. Parents pointed out that lack of learning materials, lack of classes using technology, lack of recorded videos and lack of toys also affect the child's learning. Even though therapy is free, the travelling expense affects adversely.

Parents also mentioned that poor social interaction and lack of proper trainers affects the development of the children. Children go to school only when there is a programme at school and the loud noise sometimes create stress among the children. Hence, the children are not much interested in participating in school based programmes. Another problem mentioned by the parents is that the misbehavior of

other children to CWSN when they are at school and the children with special need feels scared of the other children in the school. The Children with Special Needs feel embarrassed sometimes to mingle and interact with other children in the school. Parents also pointed that no changes or skill development was noticed among children with severe disability.

### **Interpretation**

From the responses of special educators, it is concluded that the Home Based Education lacks a proper evaluation system, leading to isolation, lack of peer influence, communication issues, and confidence issues among children. The weekly class schedules are unsystematic, and special educators may feel unsafe while visiting homes. Health issues also impact the weekly classes, and proper learning materials are lacking. CSWN faces challenges due to lack of interest among parents and irrational beliefs among grandparents. Despite achieving most objectives, enhancing creativity and ensuring social interaction for disabled children remains challenging.

From the responses of parents, it is concluded that Parents of CWSN experience mental stress due to special educators not being professional counsellors, economic difficulties, and transportation issues. Parents fail to practice recommended activities, worry about their children's future, and feel societal rejection of their children despite good home environments. Parents reported that children in Home Based Education struggle with obedience and reluctance to participate in activities, often showing violent behaviour. Lack of training for parents, non-compliance with schedules by special educators and difficulties in obtaining government benefits like scholarships and pensions also impact the children's learning. Additionally, lack of learning materials, technology-based classes, recorded videos, and toys also

negatively impact the child's learning experience. Parents reported poor social interaction and lack of proper trainers' impact children's development. School programs and loud noise create stress among CWSN, making children less interested in participating in school activities as well as the misbehaviour from other children and fear of CWSNs contribute to their disinterest. No skill development is observed in children with severe disabilities.

### **Suggestions for Improving Home Based Education**

By analyzing the responses of the special educators, it is evident that special educators are of the suggestion that it is better to train the children with special needs through Home Based Education than in regular schools as school education. If the Home Based Education is implemented in a systematic way, children with special needs also can reach the level of the normal children in schools. It is very important for the supportive intervention from the special educator, parents, head masters, peers and society in order for the Home Based Education to be successful.

Special educators suggested that a volunteer system should be implemented in Home Based Education to deal with the CWSN. Also, the classes should be scheduled and conducted in a continuous manner. Live classes and technology based sessions should be provided to children with special needs. More training should be provided to the special educator to handle with the CWSN in Home Based Education. The projects like 'changathikoottam' are organized only as a special event, special educators suggested that it could be conducted more often for the betterment of Home Based Education which in turn helps in improving social skills of CWSN. As the travel expenses of the special educators is high while visiting the children with special needs at their homes, the government should bear the travel expenses of the special

educators in such occasions. Also, the activities for learning should be supported with more learning activities to enhance the academic skills of children with special needs. The ratio of the special educator and the Children with Special Needs in Home Based Education should be 1:1. Parents should concentrate on training in 'Activities of Daily Living' among the children with special needs and should provide a separate study room for the children with special needs as well as facilities for virtual classrooms. The homes of Children with Special needs in Home Based Education should be equipped with the necessary therapy instruments. Special educators suggested that it would be beneficial to implement continuous education instead of once-a-week sessions in Home Based Education under the government or the SSK project.

The suggestions given by the parents for improving Home Based Education include providing of study materials for children for the betterment of their education and a systematic schedule of curricular as well as co-curricular activities should be provided to them. The duration of the visit of the special educator should be increased from once a week to at least thrice a week. ICT classroom environments should be provided for children with special needs to make learning process easier and more interesting. The scholarships and pensions by the government should be provided systematically. Even though the scholarships are provided according to their disability, it should be distributed equally to all children with special needs. Similarly, only a few children get a tab for learning and government should ensure that all children in Home Based Education should be provided with tabs. Parents suggested that more learning materials and therapy facilities should be ensured by BRC as well special therapists for all types therapies should be appointed. The travel expenses for therapies and medication of CWSN should be borne by the government. Video classes should be provided for better understanding of the learned concepts to educable

children. Parents should be provided with more training for the ways to train their children in 'daily living activity' and academic activities.

### **Interpretation**

Home Based Education is a policy that aims to educate all children with special needs who are unable to attend normal schools. Home Based Education can help children with special needs integrate into the mainstream. HBE is not a substitute for traditional school education. Continuous education and learning activities are critical in educating CWSN. So, for the HBE to be successful, it must be properly executed. Special educators suggested that Home Based Education (HBE) is more effective than regular schools for training children with special needs (CWSN). They suggested a volunteer system, continuous classes, live classes, and technology-based sessions. They also suggested more training for special educators, frequent 'changathikoottam' events, and government support for travel expenses. They also suggested a 1:1 ratio between special educators and children with special needs, focusing on daily living activities and academic activities. Separate study rooms should be provided in Home for CWSN and provisions for virtual classrooms, and therapy instruments should be provided by government. Special educators also suggested continuous education instead of weekly sessions under government or SSK projects. Parents suggested to improve Home Based Education by providing study materials, a systematic schedule of curricular and co-curricular activities, increasing special educator visits, providing ICT classroom environments, and distributing government scholarships and pensions equally. They also suggested more learning materials, therapy facilities, and special therapists for all types of therapies. The government should cover travel expenses for therapies and medication, and parents should receive more training in daily living and academic activities.

## Chapter 5

### **SUMMARY, CONCLUSION & SUGGESTIONS**

- *Study in Retrospect*
- *Major Findings of the Study*
- *Conclusions*
- *Educational Implication*
- *Suggestions to Further Research*

The chapter provides an overview of the significant aspects of the various stages of the study such as in retrospect, major findings of the study, conclusion, educational implications and suggestions for the further research.

## **Study in Retrospect**

This section tries to make a retrospective study of different stages of the present study such as restatement of problem, variable of the study, objectives of the study and methodology used for the study.

### **Restatement of the Problem**

The present study is entitled as:

AN EVALUATION OF HOME BASED EDUCATION FOR CHILDREN  
WITH SPECIAL NEEDS IN MALAPPURAM DISTRICT

### **Objectives of the Study**

The objectives of the study are

1. To identify the educational activities included in Home Based Education for children with special needs in Malappuram district.
2. To identify the facilities available in Home Based Education for children with special needs in Malappuram district.
3. To identify the strengths of Home Based Education for children with special needs in Malappuram district.
4. To identify the problems faced by special educators in implementing Home Based Education for children with special needs in Malappuram District.

5. To identify the problems faced by parents in Home Based Education for children with special needs in Malappuram District.
6. To collect suggestions from special educators and parents to overcome difficulties in implementing Home Based Education for children with special needs in Malappuram district.

### **Design of the Study**

As the study rooted in qualitative approach, the study adopted survey method for collecting the required information with respect to Home Based Education from the special educators and parents for children with special needs. The technique used for collection of the required information is interview technique.

### ***Sample***

The population of the study comprised of the parents of differently abled students and special educators in Home Based Education for children with special needs in Malappuram district. The sample for the study comprised of 16 teachers and 32 parents of differently abled students in Home Based education under Block Resource Centre (BRC) Kuttippuram, in Malappuram District. Purposive sampling technique was used while collecting the data from the sample.

### ***Tools used for Data Collection***

The investigator prepared the following semi-structured interview schedules for collecting necessary information from the respondents with the help of the supervising teacher.

- Interview Schedule on Home Based Education for Special Educators (Nisha & Niranjana, 2023)
- Interview Schedule on Home Based Education for Parents (Nisha & Niranjana, 2023)

### ***Data Analysis***

Narrative analysis of responses of special educators and parents of children with special needs in Home Based Education to the questions on interview schedule was carried out by the investigator to understand the present status, strength and weakness of Home Based Education in Malappuram District.

### **Major Findings of the Study**

**The findings of the study are:**

#### **Educational Activities of Home Based Education**

- Special educators are handling with children in various disabilities, including those with severe, moderate, and mild disabilities who are unable to attend the school.
- Home Based Education provides personalized attention to children through games and activities tailored to their level of knowledge.
- Educational activities include colouring, scrubbing, matching pictures, identifying objects, singing songs, reading and writing Malayalam and English letters, and basic arithmetic.
- High-educable children receive support to master school subjects.

- Children are trained in using pen, handling blocks, pearls, and crafting.
- Training on daily living activities include dressing, brushing teeth, and bathing are provided.
- Children are taught using various activities based on their level, including cards, pictures, letters, puzzles, cartoons, and games.
- Regular teacher feedback helps children to develop skills, but some struggle with speaking.
- Special educators create Individual Educational Plans (IEPs) for children with special needs, considering cognitive, physical, and academic development, strengths, weaknesses, and curricular and co-curricular aspects.
- Home Based Education project ensures each child's unique needs are met by promoting overall development and learning by considering cognitive and psycho-motor development.

### **Facilities of Home Based Education**

- Home Based Education (CWSN) provides children with basic facilities, learning materials, government schemes, and social interaction opportunities.
- BRCs provide therapy instruments, wheelchairs, and other items for educable children and economically backward children.
- Medical camps are held by the BRC, and the government offers scholarships, pension, and transport allowances to children with special needs.
- Social interaction is enhanced through school art festivals, religious celebrations, and exchange of gifts.
- Motivation classes and field trips are provided, as well as special educators and classmates visit children annually.

- The "Changathikootam" project enhances social interaction and creative skills, especially for children with severe disabilities. The project helps to build self-confidence among students and ensure their participation in various social programs.
- BRC provides basic facilities such as building blocks, pencils, slate, boards, exercise balls, and music speakers.
- Special educators provide classes on the goals of Home Based Education and counselling on how to take care of CWSN.
- Special educators provide classes on how to train children for daily living activities and advice parents to deal children with love.
- BRC also provides speech, physiotherapy, and behavioural therapy to children, but some children are unable to get therapy due to travel expenses or lack of trainers.
- The government provides scholarships for children with disabilities, but some parents do not receive aid due to lack of identity proof.
- Parents of CWSN receive weekly counselling from special educators on child training methods, using learning kits and activities.

### **Strengths of Home Based Education**

- Special educators provide family support plans, motivation classes, and Individual Family Support Plans (IFSPs) for families with children with special needs.
- Family support plans help parents to overcome hurdles and bring the child to the forefront.

- Home Based Education meets up are implemented, focusing on awareness classes, ADL skills, individualized education plans, therapy, learning activities, and social interaction.
- Special educators identify strengths and weaknesses of children and helping parents to bring their child to the mainstream.
- Home Based Education enhances cognitive and psychomotor skills through special educator activities.
- Children identified English alphabets, Malayalam letters, and pictures, and are able to write letters, draw pictures, and basic calculations.
- Children comprehended body parts, able to write on boards, and focused on tasks.
- Some children could perform daily activities independently as a result of training received from BRC.

### **Problems of Home Based Education**

- Home Based Education lacks a proper evaluation system, leading to isolation, lack of peer influence, communication issues, and confidence issues among children.
- The weekly class schedules are unsystematic, and special educators may feel unsafe while visiting homes.
- Health issues also impact the weekly classes, and proper learning materials are lacking.
- CSWN faces challenges due to lack of interest among parents and irrational beliefs among grandparents.

- Despite achieving most objectives, enhancing creativity and ensuring social interaction for disabled children remains challenging.
- Parents of CWSN experience mental stress as special educators not being professional counsellors, due to economic difficulties, and transportation issues.
- Parents fail to practice recommended activities, worry about their children's future, and feel societal rejection of their children despite of good home environments.
- Children in Home Based Education struggle with obedience and reluctance to participate in activities by showing violent behaviour.
- Lack of training for parents, non-compliance with schedules by special educators and difficulties in obtaining government benefits like scholarships and pensions also impact the children's learning.
- Lack of learning materials, technology-based classes, recorded videos, and toys also negatively impact the child's learning experience.
- Poor social interaction and lack of proper trainers' impact children's development.
- School programs and loud noise create stress among CWSN which make children less interested in participating in school activities as well as the misbehaviour from other children and fear of CWSNs contribute to their disinterest.
- Parents reported that no skill development is observed in children with severe disabilities.

- Some parents reported that their children are even deprived of the basic facilities and are unable to access therapy facilities due to economical and transportation facilities.

### **Suggestions for Improving Home Based Education**

- Continuous education and learning activities are critical in educating Children with Special Needs. So, for the Home Based Education to be successful, it must be properly executed.
- Home Based Education (HBE) is more effective than regular schools for training children with special needs (CWSN).
- A volunteer system, continuous classes, live classes, and technology-based sessions should be incorporated in Home Based Education.
- More training for special educators, frequent 'Changathikoottam' events, and government support for travel expenses are required for efficient funding of Home Based Education.
- A 1:1 ratio of special educators and children with special needs, focusing on daily living activities and academic activities should be maintained.
- Provision for maintaining separate study rooms to children at home and therapy instruments should be provided by government.
- Continuous education instead of weekly sessions under government or SSK projects should be incorporated to CWSN in Home Based Education.
- Home Based Education should be improved by providing study materials, a systematic schedule of curricular and co-curricular activities, increasing

special educator visits, providing ICT classroom environments, and distributing government scholarships and pensions equally.

- More learning materials, therapy facilities, and special therapists for all types of therapies, should be provided.
- The government should cover travel expenses for therapies and medication, and parents should receive more training in daily living and academic activities.

## Conclusions

By analyzing the responses of special educators and parents of Children with Special Needs in Home Based education it was found that Home Based Education is effective in bringing CWSN to mainstream in Malappuram district. Results of the study also indicated that cognitive and psycho-motor skills of CWSN can be improved through Home Based Education. The study revealed that children with special needs in Home Based Education under BRC Kuttipuram provide personalized attention through games and activities tailored to their knowledge levels. Activities include colouring, scrubbing, singing, reading, writing, and basic arithmetic. High-educable children receive support to master school subjects. Regular teacher feedback helps to develop skills, while special educators create Individual Educational Plans (IEPs) considering cognitive, physical, and academic development.

The study found that Home Based Education (CWSN) offers children basic facilities, learning materials, government schemes, and social interaction opportunities. BRCs provide therapy instruments, wheelchairs, medical camps, scholarships,

pensions, and transport allowances. Social interaction is enhanced through art festivals, religious festivals, motivation classes, and field trips. These programs build self-confidence and encourage participation of CWSN in social programs. The investigator found that BRC provides basic facilities like building blocks, pencils, and music speakers, but some parents reported lack of access to learning resources. Special educators offer orientation on goals of Home Based Education, counselling, and therapy, but travel expenses or trainer shortages affect therapy needs of the CWSN. Government scholarships for disabled children are not accessible to some parents. Parents receive weekly counselling on child training methods.

Home Based Education, as described by special educators and parents, offers family support plans, motivation classes, and Individual Family Support Plans (IFSPs) for families with children with special needs. It focuses on awareness classes, ADL skills, individualized education plans, therapy, learning activities, and social interaction. Parents found that Home Based Education helps to enhance cognitive and psychomotor skills, with some children performing daily activities independently.

Special educators report issues with Home Based Education, including isolation, lack of peer influence, communication, and confidence issues. Unsystematic class schedules, health issues, and lack of learning materials further hinder progress of children in Home Based Education. Despite achieving objectives, creativity and social interaction remain challenging. Parents of children with severe disabilities (CWSN) experience mental stress, economic difficulties, and transportation issues due to special educators not being professional counsellors. They struggle with obedience, participate

in social activities and societal rejection. Lack of training, non-compliance with schedules, and difficulties in obtaining government benefits also negatively impact children's learning experience. Loud noise, and misbehavior contribute to disinterest among CWSN in coping with school environment.

Home Based Education (HBE) is a policy aimed at educating children with special needs who cannot attend normal schools. It is not a substitute for traditional school education and requires continuous learning activities. Special educators suggest a volunteer system, continuous classes, live classes, technology-based sessions, more training for special educators, frequent 'Changathikootam' events, government support for travel expenses, and a 1:1 ratio between special educators and children with special needs. Parents suggested measures for improving Home Based Education by providing study materials, a systematic schedule of curricular and co-curricular activities, increasing special educator visits, providing ICT classroom environments, and distributing government scholarships and pensions equally. They also suggested more learning materials, therapy facilities, and special therapists for all types of therapies. The government should cover travel expenses for therapies and medication, and parents should receive more training in daily living and academic activities.

### **Educational Implications**

Home Based Education is very beneficial for Children with Special Needs who cannot go to school due to their difficulties. Home Based Education for children with special needs ensures their learning outcomes, social development and overall well-being. Home Based Education caters to a child's individual needs and learning style. Through Home Based Education, the child is able to enhance academic

progress and self-confidence as well the child also learns basic living activities. Learning activities that develop the child's thinking skills are provided and the peer group interaction fosters social interaction and peer support through the project. An IEP (individualized education plan) is prepared for each child according to their level which helps to tailor the learning activities in accordance with the needs and abilities of the children.

Personalized learning strategies are necessary, as evidenced by the effectiveness of Home Based Education in improving cognitive and psychomotor skills. This entails adapting games and activities, such colouring, scrubbing, singing, reading, writing, and simple math, to the child's level of understanding and giving them individualized attention. Thus, more personalized learning strategies should be incorporated to enhance the unique skills and abilities of CWSN in Home Based Education. IEPs that take academic, physical, and cognitive development into account should continue to be emphasized, developed and implemented by special educators. To make sure that these plans continue to meet the changing needs of every child, they should be updated on a regular basis based on ongoing assessment and input.

Increasing the frequency of visits by special educators to at least three times per week, as requested by parents, could provide more regular support and supervision, improving CWSN's educational outcomes in Home Based Education. Incorporating ICT tools and surroundings can improve learning engagement and accessibility. This includes offering tablets and other digital resources to all children enrolled in Home Based Education programs. It is essential to ensure the availability of therapeutic equipment, wheelchairs, medical camps, and transportation allowances. Furthermore,

providing a wider selection of therapy facilities and specialized therapists for all types of therapies can help CWSN to meet its diversified needs.

Continuous training programs for parents on child training methods and daily living activities can help them to better assist their children's learning. Similarly, special educators require continual professional development to address difficulties including isolation, lack of peer influence, and communication problems. Creating a more systematic schedule for both educational and extracurricular activities help to provide structure and predictability, which is advantageous to CWSN. This includes frequent motivation workshops, social interaction chances, and 'Changathikottam' activities to help students improve their social skills and self-confidence. Sufficient educational equipments and materials, such as building blocks, pencils, music players, and video lectures, can improve student learning and help children to understand concepts more clearly.

Fostering engagement in social programs, art exhibitions, religious celebrations, and educational excursions can aid with the social and self-esteem development of CWSN. Using the Home Based Education framework to create opportunities for peer connection can help to reduce feelings of loneliness. To reduce some of the financial strains on families, it is important to guarantee the equitable and systematic distribution of government pensions and scholarships. Financial stress can also be decreased by paying for therapy and medication-related travel expenditures. Providing parents with mental health care and counselling can assist them in managing the strain and difficulties that come with raising children with severe disabilities. These families can also benefit from simpler access to

government subsidies and financial aid. In short, the Home Based Education program has the potential to be more successful in integrating CWSN into the community, improving their abilities, and offering a friendly and inclusive learning atmosphere.

### **Suggestions for Further Research**

Based on the findings of the study, the investigators suggest some areas of research for further analysis.

- Comparative study of Home Based Education for children with special needs in various states
- Developing a module for enhancing social skills of CWSN in Home Based Education
- Experimental study on techniques for enhancing social skills and cognitive skills of CWSN in Home Based Education can be undertaken
- A comparison of Home Based Education project with other projects of Samagra Siksha Kerala can be undertaken
- Curriculum for CWSN in Home Based Education can be developed
- Experimental study on effectiveness of multilevel learning strategies for developing cognitive skills of CWSN can be undertaken
- A need analysis of CWSN in Home Based Education in Kerala can be undertaken

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## **APPENDICES**

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**Appendix I**  
**FAROOK TRAINING COLLEGE**  
Research Centre in Education  
**INTERVIEW SCHEDULE FOR ON HOME BASED EDUCATION FOR  
SPECIAL EDUCATORS (Malayalam)**

**Dr. Niranjana K.P**  
Assistant Professor

**Nisha Venugopal. M**  
M.Ed. Student

**Personal Data Sheet**

Name of Teacher : \_\_\_\_\_

BRG : \_\_\_\_\_

Gender : \_\_\_\_\_

1. ശൃംഗാരിഷ്ഠിത വിദ്യാഭ്യാസത്തിൽ ഏതെല്ലാം തരത്തിലുള്ള വിദ്യാർത്ഥികളും മായാണ് നിങ്ങൾ ഇടപെടുന്നത്?
2. കൂട്ടികൾക്ക് നൽകുന്ന പഠന പ്രക്രിയകൾ ഏതെല്ലാം?
3. കൂട്ടികൾക്ക് പഠനപ്രക്രിയകൾ നൽകുന്നോൾ നിങ്ങൾ അഭിമുഖീകരിക്കുന്ന പ്രശ്നങ്ങൾ എന്താക്കേയാണ്?
4. ശൃംഗാരിഷ്ഠിത വിദ്യാഭ്യാസത്തിൽ കൂട്ടികൾക്ക് ലഭിക്കുന്ന സാമ്പത്തികരാജ്യങ്ങൾ എന്താക്കേയാണ്?
  1. അടിസ്ഥാനസാമ്പത്തികരാജ്യങ്ങൾ
  2. പഠന സാമഗ്രികൾ
  3. ഗവൺമെന്റിന്റെഅനുകൂല്യങ്ങൾ
  4. ഡിജിറ്റൽ വിഭവങ്ങൾ
5. സാമൂഹിക ഇടപെടലുകൾക്കുള്ള എന്തെല്ലാം സാഹചര്യങ്ങളാണ് കൂട്ടികൾക്ക് നൽകുന്നത്?
6. ചങ്ങാതിക്കൂട്ടം പ്രോജക്ട് വഴി കൂട്ടികളുടെ സാമൂഹിക ഇടപെടലുകൾ മെച്ചപ്പെടുത്താൻ സാധിക്കുന്നുണ്ടോ? ഉണ്ടെങ്കിൽ എങ്ങനെയെല്ലാമാണ്?
7. സ്കൂൾ വിദ്യാഭ്യാസത്തിന് ബദലായി ശൃംഗാരിഷ്ഠിത വിദ്യാഭ്യാസം നൽകുന്ന തിനെ കുറിച്ച് നിങ്ങളുടെ അഭിപ്രായം എന്താണ്?

8. ഓരോ കൂട്ടിക്കും IEP തയ്യാറാക്കുന്നുണ്ടോ? ഉണ്ടക്കിൽ കൃത്യമായി അത് നടപ്പിലാക്കാൻ സാധിക്കുന്നുണ്ടോ?
9. IEP തയ്യാറാക്കുന്നോൾ കൂട്ടിയുടെ ഏതെല്ലാം മേഖലകളാണ് പരിഗണിക്കാറുള്ളത്?
10. ഗൃഹാധിഷ്ഠിത വിദ്യാഭ്യാസത്തിൽ ഭാഗമായി കൂടുംബാംഗങ്ങൾക്ക് നൽകുന്ന കൗൺസിലിങ്ങിൽ പ്രക്രിയകൾ എന്തൊക്കെയാണ്?
11. കൗൺസിലിംഗ് നടത്തുന്നോൾ അഭിമുഖീകരിക്കുന്ന പ്രശ്നങ്ങൾ എന്തൊക്കെയാണ്?
12. ഗൃഹാധിഷ്ഠിത വിദ്യാഭ്യാസത്തിൽ ലക്ഷ്യങ്ങൾ നേടിയെടുക്കാൻ സാധിക്കുന്നുണ്ടോ? ഉണ്ടക്കിൽ ഓരോ ലക്ഷ്യവും എത്രതേതാളം നേടിയെടുക്കുന്നുണ്ട്?
  - To impart education at home to those CWSN who can't go to school regularly.
  - To give training in educational.
  - To give therapy and individualized training.
  - To enhance the creativity of disabled children
  - To give proper guidance for getting government allowance like pension, scholarship.
13. ഗൃഹാധിഷ്ഠിത വിദ്യാഭ്യാസത്തിൽ നേടുന്നും എന്തൊക്കെയാണ്?
14. ഗൃഹാധിഷ്ഠിത വിദ്യാഭ്യാസം നടപ്പിലാക്കുന്നോൾ നിങ്ങൾ അഭിമുഖീകരിക്കുന്ന പ്രശ്നങ്ങൾ എന്തെല്ലാമാണ്?
  1. അക്കാദമിക്
  2. സാമൂഹികപരം
  3. വ്യക്തിപരം
  4. മറ്റുള്ളവ
15. നിലവിലെ ഗൃഹാധിഷ്ഠിത വിദ്യാഭ്യാസം മെച്ചപ്പെടുത്താനുള്ള നിർദ്ദേശങ്ങൾ എന്തൊക്കെയാണ്?

## Appendix II

### FAROOK TRAINING COLLEGE

Research Centre in Education

#### INTERVIEW SCHEDULE ON HOME BASED EDUCATION FOR PARENTS (Malayalam)

**Dr. Niranjana K.P**  
Assistant Professor

**Nisha Venugopal M**  
M.Ed. Student

#### Personal Data Sheet

Name of the Parent :

BRCA : :

Gender : :

Name of the Student :

Nature of Disability :

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1. കൂട്ടികൾക്ക് ലഭിക്കുന്ന പഠനപ്രവർത്തനങ്ങൾ എത്രല്ലാമാണ്?
2. കൂട്ടികളെക്കാണ് പഠന പ്രവർത്തനങ്ങൾ ചെയ്തിപ്പിക്കുന്നോൾ നിങ്ങൾ അഭിമുഖീകരിക്കുന്ന പ്രശ്നങ്ങൾ എത്രാക്കേയാണ്?
3. കൂട്ടികൾക്ക് ലഭിക്കുന്ന പഠന പ്രവർത്തനത്തിൽ അവരുടെ കഴിവുകൾ മെച്ചപ്പെടുത്താൻ സാധിക്കുന്നുണ്ടോ? ഉണ്ടക്കിൽ എത്രല്ലാം രീതിയിൽ?
4. BRC യിൽ നിന്നും ലഭ്യമാകുന്ന പഠനസാമഗ്രികൾ ഗൃഹാധിഷ്ഠിത വിദ്യാഭ്യാസ ത്വിന് ഉതകുന്നതാണോ? എത്രല്ലാം സാമഗ്രികളാണ് ലഭ്യമാകുന്നത്?
5. ബി ആർ സി യിൽ നിന്നും ഗൃഹാധിഷ്ഠിത വിദ്യാഭ്യാസവുമായി ബന്ധപ്പെട്ട് കൗൺസിലിംഗ് ലഭ്യമാകുന്നുണ്ടോ? കൗൺസിലിങ്കിൽ ഗൃഹാധിഷ്ഠിത വിദ്യാഭ്യാസത്തിന്റെ ലക്ഷ്യങ്ങളെ കുറിച്ച് വ്യക്തത വരാറുണ്ടോ?
6. നിങ്ങളുടെ മകനെ/മകളെ പരിപാലിക്കുന്നതുമായി ബന്ധപ്പെട്ട് കൗൺസിലിംഗ് നൽകാറുണ്ടോ?
7. നിങ്ങളുടെ കൂട്ടികൾ ലഭ്യമാകുന്ന തെരാപ്പികൾ എത്രല്ലാമാണ്?  
മേൽപ്പറഞ്ഞ തെരാപ്പി നിങ്ങളുടെ കൂട്ടികൾ എത്രതേതാളം ഘലപ്പേഡമാണ്?
8. നിങ്ങളുടെ മകൾ അബ്ലൂഷിക്കിൽ മകൾക്ക് തെരാപ്പികൾ നടത്തുവാൻ BRC വഴി ലഭ്യമാകുന്ന സഹകര്യങ്ങൾ എത്രല്ലാം?

9. കൂട്ടിയുടെ പഠന പുരോഗതി സ്വപ്പഷ്യത്ത് എധ്യുക്കേറ്റർ നിങ്ങളെ കൃത്യമായി അറിയിക്കുന്നുണ്ടോ?
10. സ്കൂളിലെ മറ്റു കൂട്ടികളുമായി ശൃംഗാരിഷ്ഠിത വിദ്യാഭ്യാസത്തിലെ കൂട്ടികൾ ഇടപെടാൻ അവസരം ലഭിക്കുന്നുണ്ടോ? മറ്റു കൂട്ടികളുമായി ഇടപഴക്കുന്നോൾ അനുഭവപ്പെടുന്ന ബുദ്ധിമുട്ടുകൾ ഏതെല്ലാം ആണ്?
11. ശൃംഗാരിഷ്ഠിത വിദ്യാഭ്യാസത്തിൽ ഗവൺമെന്റിൽ നിന്ന് ലഭ്യമാകുന്ന ആനുകൂല്യങ്ങൾ എന്തൊക്കെയാണ്?
12. കൂട്ടികളുടെ പഠന പ്രവർത്തനവുമായി ബന്ധപ്പെട്ട് നിങ്ങൾക്ക് ലഭിക്കുന്ന പരിശീലനങ്ങൾ എന്തൊക്കെയാണ്?
13. ശൃംഗാരിഷ്ഠിത വിദ്യാഭ്യാസത്തിൽ നിങ്ങൾ അഭിമുഖീകരിക്കുന്ന പ്രശ്നങ്ങൾ ഏതെല്ലാം?
14. ശൃംഗാരിഷ്ഠിത വിദ്യാഭ്യാസം മെച്ചപ്പെടുന്നതിനുള്ള നിങ്ങളുടെ അഭിപ്രായങ്ങൾ എന്തൊക്കെയാണ്?

**Appendix III**

**FAROOK TRAINING COLLEGE**

Research Centre in Education

**INTERVIEW SCHEDULE FOR ON HOME BASED EDUCATION FOR  
SPECIAL EDUCATORS (ENGLISH)**

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**Dr. Niranjana K.P**  
Assistant Professor

**Nisha Venugopal. M**  
M.Ed. Student

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**Personal Data Sheet**

Name of Teacher :

BRCA :

Gender :

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1. What type of students do you handle with in Home Based Education?
2. What are the learning activities given to children in Home Based Education?
3. What are the problems you faced while imparting learning activities to children?
4. What facilities are available to children in Home Based Education?
  - Basic facilities
  - Learning materials
  - Benefits from government
  - Digital resources
5. What facilities are available to children for social interaction?
6. Is it possible to improve children's social interactions through the 'changathikootam' project? If so, in what all ways?
7. What is your opinion on providing Home Based education as an alternative to regular school education?
8. Is IEP prepared for each child? If so, can it be implemented properly?
9. Which areas of the child are considered while preparing IEP?
10. What is the process for counselling families as a part of Home Based education?
11. What are the problems faced while counselling the parents ?

12. Are the goals of Home Based education achieved completely?
13. What are the benefits of Home Based Education?
14. What are the problems you face while implementing Home Based Education?
15. What are some suggestions to improve the present Home Based Education?

## Appendix IV

### FAROOK TRAINING COLLEGE

Research Centre in Education

#### INTERVIEW SCHEDULE ON HOME BASED EDUCATION FOR PARENTS (English)

**Dr. Niranjana K.P**  
Assistant Professor

**Nisha Venugopal M**  
M.Ed. Student

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#### Personal Data Sheet

Name of the Parent :

BRCA : :

Gender : :

Name of the Student:

Nature of Disability:

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1. What are the learning activities available to children with special needs?
2. What are the challenges you face while getting the children do the learning activities?
3. Is it possible for children to improve their skills through the learning activities they receive? If so, in what all ways?
4. Are the learning materials provided by the BRC suitable for the Home Based Education? What all materials are made available by BRC?
5. Does the BRC provide counselling regarding Home Based Education? Does the counselling clarify the objectives of the Home Based Education?
6. Is counselling provided with regard to taking care of your son/daughter?
7. What are the therapies available for your child?
8. What are the facilities made available by BRC for therapy of your son/daughter?
9. Does the special education accurately inform you about your child's progress in learning?

10. Do the children in Home Based Education get opportunity to interact with other children in schools? what are the difficulties experienced by the children with special needs while interacting with other children?
11. What are the benefits available from the government in Home Based Education?
12. What are the trainings you receive related to the children's learning from BRC?
13. What are the problems faced in Home Based Education?
14. What are suggestions to improve Home Based Education?