

3. An Exploratory Study of Home Based Practices

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3	Topic of Research:	An Exploratory Study of Home Based Practices
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ABSTRACT

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 to them to achievement living skills. Home-based education aims at school preparedness and preparation for life. Alternate educational settings provide opportunities for learning of social skills, vocational skills and implementation of life skills. The objectives of the present study were to assess how the tribal and poor background effect the provisions and other factors related to the family, teachers and community members of a CWD under the HBE programme and to analyze views and perspectives of resource teachers, parents and community members regarding the implementation of home based practices over the years and about the provisions especially after its inclusion under the RTE Act 2009. A purposive sample of 5 students was selected who were living in the remote Scheduled Tribe dominated areas and from slums of Maharashtra after exploration of 20 students receiving home based education. A focused literature review was conducted to provide a policy and legislative context for the supports available for CWD under HBE in Maharashtra. Various SC/ST concentrated districts visited and out of 20 children visited, 5 were selected for deeper case studies. Case Study, semi structured interview schedule and observation checklist were formulated utilizing question designed to elicit description of the participants' experience for parents, teachers and community. Data was also collected through focus group discussions, observations and from secondary sources. All five children appeared to be in poor health, malnourished, badly dressed. They were living in serious unhygienic conditions and prone to multiple infections. All these children were enrolled in regular schools post RTE Act 2009 and got promoted to higher classes because of no detention policy.. They had multiple disabilities and facing difficulties in sitting, walking, speaking, eating and even going to toilet they required intense one to one early interventions and pervasive support. They were found to be dependent on family members for their daily living and were found to be neglected. They had no access to resource support because of their severity of disability, immobility and distant resource centres. The findings tend

to suggest that educational practices for children under HBE need to be addressed better by the Government and NGOs for improving quality.