

## Implementation of “Home Based Education” for Children with Special Needs in District Bilaspur, Himachal Pradesh: An Evaluative Study

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### ABSTRACT

In the present study the investigator evaluated the implementation of Home-based Education in inclusive education for multiple disabled children of CWSN in relation to some variables like physiological changes, educational status of special educators, district Coordinators of Samagra Shikha (SS), and parents. Government is investing a huge amount in the welfare/betterment of children with special needs, so it is important to know the implementation status of Home-Based Education in District Bilaspur, Himachal Pradesh. Whether the special educators are properly doing their assigned duties? What factors are influencing their duty chart? What about the coordinators job? What challenges they are facing in implementing the HBE? How to measure the skills of CWSN in HBE? What are the perceptions of their parents about this scheme? Whether they are satisfied with the services of special educators? By analyzing these factors, it may be possible to suggest the Government remedial measures and effective implementation of HBE at grass root levels in order to realize the objective of universalization of Elementary education and free and compulsory education to the age groups between 6-14 years along with inclusive education without any bar.

**Keywords:** Home Based Education (HBE), Children with Special Needs (CWSNs), Special Educators, Samagra Shikha (SS).

Inclusive education means that all students in a school, regardless of their strength or needs in any area, become part of the school community. They are included in the feeling of belongingness among other students, teachers and support staff. The school has a duty to educate children with disabilities in general education classrooms.

The role of government in a democratic system with regards to home-based education is encouragement, information and support, not the domination as far as education of CWSN is concerned. The Persons with Disabilities (Equal Opportunities, disabled without creating room for dicey situation Protection of Rights and Full Participation) Act, Government of India, 1995 (hereafter, PWD Act) also provide for the relevant provisions in this regard though not specific to ‘home based education’. Even the RTE Act (2009) as originally passed

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in 2009 and the RTE Amendment Act (2010) by the Parliament also did not have any provision for approved by the Parliament in the year 2012, “home-based education” for disabled children. Though the Government of India launched *Sarva Shiksha Abhiyan* (SSA) for Universalization of Elementary Education aiming at providing useful and relevant elementary education in the age group of 6-14 years by 2010 yet this goal cannot be accomplished in isolation of Children with Special Needs (CWSN). SSA has adopted a more pragmatic approach in implementing the programme of inclusive education wherein its framework clearly states that “SSA will ensure that every child with special needs, irrespective of the kind, category and degree of disability, is provided education in an appropriate environment. SSA will adopt zero rejection policy so that no child is left out of the education system. It will also support a wide range of approaches, options and strategies for education of children with special needs”. Inclusive education in SSA is a more expansive concept which stresses upon providing education to CWSN in an environment most appropriate to their learning needs may be from a regular school, bridge courses to prepare CWSN for schools or home-based education.

### ***Home Based Education***

Heralded as “New paths in Inclusion” HBE has a central place in SSA, and 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. (SSA, 2006: 5)*

Even though the government is highly supportive of this endeavor, the rationale for HBE is based on a very fuzzy account. SSA (2006: 6) notes that, “Although, no evaluation/impact assessment studies are available to gauge the efficacy of HBE programmes, research highlights the following advantages...” the document lists these as “parents become effective teachers”, “progress in overall development” etc. However, the ‘*research*’ evidence this document draws upon is not stated (or even referenced).

The justification put forth for HBE argues that children attending these provisions will never respond to the demands of an academic curriculum and require alternatives, and they also need the support of a peer group that is more like they are. The same document however purports the aim of HBE as “school preparedness and preparation for life”. These inherent contradictions remain overlooked in the rationale and aims of the home based programme.

Home Based Education is an important mechanism of service delivery in inclusive education as initiated by SSA. Generally 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 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. A severely intellectually disabled child will be a child who would not be able to perform two or more of the Toileting, Feeding, Communication, Motor Skills, Basic social skills, and Self grooming functions independently, which a non-disabled child of that age group could do. Research findings reveal that inclusion is best determined by the individual needs of the child wherein some CWSN can be included in regular schools by giving them high level of support resources whereas the others might have been granted pre-integration Programme in form of home based education. Still some CWSN with severe

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disabilities would require an Educational Programme with intensive specialized support which is normally beyond the preview and scope of any formal school in current situations. Home-based education is in its growing stage in India and cannot be even considered as an alternative to schooling. Yet it can prove to be a remedial measure to be used in exceptional situations. Though home-based education is a relatively controversial topic for many educators and policy makers as many critiques are not in its favour it is violating the philosophy and vision of inclusive education yet keeping in view its significance it can bring desirable results in specific situations.

Government of Himachal Pradesh is committed to accomplish the objectives of Samagra Shiksha and adhered to the approach of **inclusion** in implementing programmes for Children with Special Needs with a strong belief that achieving education for all without the inclusion of these children is not a reality.

**Rationale of Study:** Government is expending a lot of money in the betterment of children with special needs (CWSNs). So, it is mandatory to know the status of children with special needs covering under Home based Education programme.

### **REVIEW RELATED LITERATURE**

Ali (2016) conducted a study on An Investigation in to the Implementation of “Home Based Education” for CWSN Provided by Inclusive Education Resource Persons of SSA in Mahabubnager District.” A sample of 89 Children with special needs covered under Home based education Programme was taken for the study purpose. Results of the study reveal that IERPs providing training through HBE to Multiple disable children were majority dependent, sometimes and few were good and independent in performing Self-help skills, Fine motor skills, Gross motor skills, Visual tracking skills, Visual motor skills, Eye hand coordination skills, Visual discrimination, Auditory perception skills, Kinaesthetic perception skills, Tactile perception skills, Communication –Receptive skills, Communication - expressive skills, writing skills, Reading skills, Self-concept skills, Play & Social behavior, Number skills, colours identifying skills, Money concept, Fruits identifying skill, vegetables identifying skill, 22 Shapes identifying skill, Measurement skills, Dance and Music skills. Results also reveal that majority of Inclusive Education Resource persons responded that they have prepared Mandal level action plan, identified the children required for the Home based Education, interacted with the family members regarding CWSN children in regard to life skills, social skills, Educational activities ,physiotherapy etc, interacted with school teachers and Headmasters where CWSN were identified, recorded the CWSN progress in the school report card, identified NGO working in the areas of IE and prepare action plan for HBE for the services of NGOs, identified the volunteers with the help of NGOs , interacted with the parents of CWSN, given skill based training to parents and volunteers, conducted medical camps and awareness camps, acting as an ambassador of IE and attended any national training on IE.

Reddi and Devi (2016) conducted a study on Problem of Children with Special needs (CWSNs) in accessing the Education: Role of Barrier Free Environment –A case study of India. The study covered a sample of CWSNs (300), teachers (90), parents (150), heads of the schools (30), home based 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 CSWN. The findings of study revealed that majority of students are attending schools

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regularly and the difficulty faced by the students in classrooms seating arrangements, friendly toilets, drinking water etc. Majority of teachers accepted that they have undergone training to teach the special children. The training received is of short duration ranging from 5 days to 3 months. Some of the prominent courses attended by them are early intervention, special schools, special education, Diploma in Braille training etc. On the whole, the training received is short duration and need to retrain them to become proficient in the field. Parents of CWSNS felt that the students were able to understand the instruction of the teachers, support the children in their studies, makes the learning easy by using teaching aids, encouraging the students to mingle with the other section of the students without any reservations, teachers are taking special interest on the CWSN, using innovative teaching methods, taking special classes and also uses the special teaching aids. The type of support extended by the teachers to the CWSN as viewed by the parents shows that the teachers are dedicated to the teaching of the CWSN, uses visual aids, focuses on special students, preparing and purchasing Braille books suitable to the blind and low vision, prepares and uses audio-visual aids in the curriculum transactions, assigns the copy writing, prepare model papers, provides notes to the students, conducts examinations, trained as special teacher, creates friendly atmosphere.

Julka (2015) interviewed, 62 parents of children enrolled under the HBE interventions in the States of Rajasthan, Uttarakhand, Goa and Karnataka on issues like parents' satisfaction with the programme, the problems faced by them in rearing up and educating their CWD at home, the benefits they derived and the suggestions they can make regarding the improvement of the programme for better development of their child. Analysis revealed that although parents welcomed the interventions being provided and were also coping with the problems after consulting the resource teacher/ volunteer/caretakers, they felt that the training given to them or also to the resource provider was not adequate, the financial and other provisions were not sufficient, the frequency of visits of the resource provider needed to be increased and the child should get the opportunity of going to a school after building up the basic skills. The parents also had very low expectations from their child and showed a lot of pessimism in spite of the interventions.

Das (2018) conducted study on Education of the differentially able at secondary level and role of RMSA: A study with special reference to Kamalpur development block of Assam. Twelve differently able students and their guardians have been selected out of thirteen differently able students as per U-DISE record from the four secondary schools of the Kamalpur Educational Block. Fourteen numbers of teachers and four Head Teachers of the respective schools and one Resource Person (Special Educator) were interviewed for collection of the data. All the guardians of the differently able in the study are found to be in favor of inclusive education. But around 50% of the teachers are not found to be in favor of it. According to 89% of the teachers in the study, the differently able students are motivated for vocational training but 66% of the guardians of the differently able denied about it. 94% of the teachers and 58% of the guardians in the study area advocated for the necessity of special curriculum for the differently able according to the degree of disability. In the study area there has been found lack of awareness among the teachers and guardians about provisions of legal aid of Persons with Disability Act, reservation, rehabilitation, provision of special and residential schools and remedial measures for controlling disabilities.

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## Objectives of the Study

Following were the objectives of the study as:

1. To study the Physiological changes taking place observed in children with Special Needs during Home Based Education (HBE).
2. To know the opinions of parents on Home Based Education.
3. To know the opinions of special Educators on Home Based Education.

## Operational Definitions

**Home Based Education:** HBE is operationally defined by the SSA (SSA, 2006) 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. HBE 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.

## METHODS

### Sample

The study was conducted on a sample of 10 Special Educators, 61 CWSN children, 45 parents randomly.

### Tools

The following tools were used for the data collection purpose as:

1. Evaluation checklist for observing progress of Home Based Education of Children with special needs.
2. Interview schedule for Special Educators.
3. Interview schedule for parents Children with Special needs.

### Collection of data

After selecting the sample and deciding the tools and techniques for data collection, the data was collected from the target schools. A good rapport was established with subjects and assurance was given that their responses would be kept confidential and used for research purpose only. The subjects were told about the purpose of the study and necessary directions were given to them. The tools were administered personally and difficulties, if any, encountered by the respondents in filling the questionnaires were solved on the spot. Enough care was taken to see that each item of the tool was answered consciously and with the understanding of the items. No time was fixed for responding to the items of the questionnaires. The respondents were told that they should not leave any item of the questionnaire un attempted.

### Statistical Analysis

In order to draw meaningful conclusions from raw scores, frequency counts were calculated and converted into percentages. Therefore, simple percentage method was used for analyzing data and drawing conclusion.

## RESULTS

*Table 1: Self Help Skills*

Self-Help Skills	Dependent(N)	Sometimes(N)	Good(N)	Independent(N)
Eating	27	19	10	5
Drinking	25	21	9	6

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Toileting	33	18	6	4
Brushing	31	18	7	5
Bathing	37	14	7	3
Undressing	36	13	7	5
Dressing	36	14	7	4
Grooming	26	19	9	7

As seen from the above table it is clear that despite special educators providing training through HBE to Multiple disable children 27 children in eating ,25 in drinking,33 in toileting ,31 in brushing,37bathing,36 undressing 26 in grooming are dependents. Very less progress is seen to attain independence in self-help skills

**Table.2: Fine motor skills**

<b>Fine motor skills</b>	<b>Dependent(N)</b>	<b>Sometimes(N)</b>	<b>Good(N)</b>	<b>Independent(N)</b>
Catching a ball/ring	26	20	8	7
Throwing a ball	22	20	11	8
Throw ball in box	29	17	7	6
Loop on polls	38	12	7	4
Rolling skipping rope	38	12	7	4
Pushing a swing	37	11	8	5
Making pinch pottery	40	9	7	5
Kneading Atta to shape	36	11	9	5
Stamping on paper	28	17	6	8
finger painting	32	13	10	6
threading	40	11	7	3
Pulling/pushing toys	21	16	14	10

As seen from the above table it is clearly noticed that majority of the children are still dependent and doing motor work sometimes. So more and more training and concentration is required.

**Table. 3: Gross motor skills**

<b>Gross motor skills</b>	<b>Dependent(N)</b>	<b>Sometimes(N)</b>	<b>Good(N)</b>	<b>Independent(N)</b>
walking	36	22	11	3
climbing	36	20	8	5
Climbing up and down slopes	33	20	9	8
Hoping on alternate feet	38	17	7	6
Skipping using both feet	39	16	7	6
Jumping from height	39	17	6	5
sliding, Creep under	38	18	6	5
Kicking a stationary ball	27	26	10	8
Kicking a moving ball	30	24	10	5
Peddling tricycle	37	19	6	5

As seen from the above table it is clearly noticed that majority of the children cannot be performed the gross motor activities independently.

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**Table.4 : Visual tracking skills**

<b>Visual tracking skills</b>	<b>Dependent(N)</b>	<b>Sometimes(N)</b>	<b>Good(N)</b>	<b>Independent(N)</b>
<b>Following a path</b>	27	14	11	9
<b>Tracing</b>	28	20	8	5
<b>Dot to dot joining</b>	28	17	9	7
<b>Colouring within lines</b>	28	18	9	6

As seen from the table that majority of the students were dependent upon others in performing the visual tracking activities.

**Table.5: Visual motor skills**

<b>Visual motor skills</b>	<b>Dependent(N)</b>	<b>Sometimes(N)</b>	<b>Good(N)</b>	<b>Independent(N)</b>
Paper tearing	22	16	14	9
Making a crease	33	15	8	5
pasting	31	13	9	8
Folding	33	18	5	5
Working with scrap	22	16	14	9
Glue, gum, favicol etc	31	13	9	8

As seen from the above table it is evident that visual motor activity dependents are more and independents are less.

**Table.6: Eye hand coordination skills**

<b>Eye hand coordination skills</b>	<b>Dependent(N)</b>	<b>Sometimes(N)</b>	<b>Good(N)</b>	<b>Independent(N)</b>
Threading	34	12	10	5
Beading	36	16	6	3
lacing	35	13	7	6
buttoning	36	16	6	3
Buckling zips	32	14	10	5
Using keys	37	11	8	5
Pouring from one to another container	31	17	7	6
Stuffing toys	34	15	8	4
Use paint brush	32	18	6	5

It is evident from the above table that independent task performer in eye hand coordination activities were very few as compare to dependent one.

**Table.7: Visual discrimination**

<b>Visual discrimination</b>	<b>Dependent(N)</b>	<b>Sometimes(N)</b>	<b>Good(N)</b>	<b>Independent(N)</b>
Part of whole	30	18	8	5
What is missing	33	20	5	3
Match two halves	34	15	7	5
Same colour shape objects	33	13	12	3
What is same	33	15	8	5
More	32	13	11	5

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less	26	17	11	7
Big	29	15	11	6
small	27	13	11	10
Short	26	17	9	9

As seen from the above table it is evident that visual discrimination activities dependents are more and independents are less.

**Table.8: Auditory perception skills**

<b>Auditory perception skills</b>	<b>Dependent(N)</b>	<b>Sometimes(N)</b>	<b>Good(N)</b>	<b>Independent(N)</b>
Listening to sounds	24	14	13	10
imitate	24	15	14	8
Differentiate sounds	21	15	13	12
Identify objects by sound	21	16	14	10
Clap 1 to 3 times	22	15	13	11
Listen to rhyme repeat song	30	16	9	6
Identify musical instruments and sounds	31	14	10	6

As it is seen from the above table it is clear that Dependent and sometimes task performers are more. Whereas good and independents are less.

**Table.9: Kinesthetic perception skills**

<b>Kinesthetic perception skills</b>	<b>Dependent(N)</b>	<b>Sometimes(N)</b>	<b>Good(N)</b>	<b>Independent(N)</b>
Body concept & awareness	26	19	13	3
Ground level walk between two lines	29	18	10	4
Pathways chalks or rope paint	34	17	6	4
Raised level-walking board steps	32	21	5	3
ramps	32	14	9	6
Right & left	37	14	7	3
Backward	32	13	9	7
Forward	32	13	9	7

The above table depicts that in kinesthetic perception also dependent and sometime performers are more in number.

**Table.10: Tactile perception skills**

<b>Tactile perception skills</b>	<b>Dependent(N)</b>	<b>Sometimes(N)</b>	<b>Good(N)</b>	<b>Independent(N)</b>
Textures rough & smooth	35	11	10	5
Hardness-pressure	31	13	9	8
Temperature-hot/cold/wet/dry	29	17	10	5
Weight-light/heavy	31	19	8	3



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The above table indicates that in tactile perception skills majority of CWSN are in dependent and sometimes as compare to good and independent.

**Table11: Communication –Receptive skills**

<b>Communication – Receptive skills</b>	<b>Dependent(N)</b>	<b>Sometimes(N)</b>	<b>Good(N)</b>	<b>Independent(N)</b>
Obeys commands	30	19	8	4
Listen to give me	28	20	8	5
Turning head to name	31	17	9	4
Knows the names of friends and teachers	28	19	9	5
	26	21	8	6

The above table shows that in communication-receptive skills CWSNs were majority in dependent and sometime performers are more in number.

**Table12: Communication - expressive skills**

<b>Communication - expressive skills</b>	<b>Dependent(N)</b>	<b>Sometimes(N)</b>	<b>Good(N)</b>	<b>Independent(N)</b>
Can indicate or name common object	28	17	10	6
Name common objects	29	19	9	4
Bye	27	20	8	6
Namaste	29	21	7	4
Says thank you	30	20	7	4

The above table indicates that in communication-expressive skills majority of CWSN are in dependent and sometimes as compare to good and independent.

**Table13: Writing skills**

<b>Writing skills</b>	<b>Dependent(N)</b>	<b>Sometimes(N)</b>	<b>Good(N)</b>	<b>Independent(N)</b>
Pincer grasp	31	21	5	4
Rolling papers	30	17	9	5
Cutting with scissor	33	16	7	5
Scribbling with chalk/crayon	30	18	8	5
Circles	31	17	9	4
Dots	30	18	8	5
Lines	28	17	10	6
Own name	30	19	7	5

The above table indicates that in writing skills majority of CWSN are in dependent and sometimes as compare to good and independent.

**Table14: Reading skills**

<b>Reading skills</b>	<b>Dependent(N)</b>	<b>Sometimes(N)</b>	<b>Good(N)</b>	<b>Independent(N)</b>
Right side of the book	31	17	7	6
Looking at the picture	29	19	8	5
Turning page	27	18	11	5

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Left to right	31	17	9	4
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The above table indicates that in reading skills majority of CWSN are in dependent and sometimes as compare to good and independent.

**Table15: Self concept skills**

Self concept skills	Dependent(N)	Sometimes(N)	Good(N)	Independent(N)
Father’s name	30	17	9	5
Mother Name	28	17	12	4
Family Members	28	17	10	6
Teacher Name	30	19	8	4
Home address	31	16	9	5
School Name & address	31	14	10	6
Telephone numbers	34	19	6	2

The above table shows that in self concept skills majority of CWSN are in dependent and sometimes as compare to good and independent.

**Table16: Play & Social behavior**

Play & Social behavior	Dependent (N)	Sometimes(N)	Good(N)	Independent(N)
Play with self	23	17	12	9
Play with toys appropriately	24	14	13	10
Follow rules	31	14	9	7
Takes turns	31	14	9	7
Can share toys/food	26	18	11	6
Puts away toys after playing	28	17	10	6
Knows objects belonging to self and others	29	14	10	8

The above table shows dependents are more in expressing social behaviour and play.

**Table 17: Number skills**

Number skills	Dependent(N)	Sometimes(N)	Good(N)	Independent(N)
One to ten	27	20	9	5
Ten to twenty	29	18	9	5
Twenty to thirty	31	18	8	4
Thirty to fifty	27	23	7	4
Fifty to hundred	31	19	6	5

The above table shows dependents are more in number skills.

**Table18: Colours identifying skills**

colours identifying skills	Dependent(N)	Sometimes(N)	Good(N)	Independent(N)
Red	28	17	9	7
Yellow	32	13	9	7
Green	29	18	9	5
Blue	26	21	10	4

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Black	28	21	8	4
Brown	29	20	7	5
Pink	26	21	9	5

As seen from the above table dependents and sometimes performers are more rather than good and independents in identifying colours.

**Table 19: Money concept**

Money concept	Dependent(N)	Sometimes(N)	Good(N)	Independent(N)
25 Paise	28	22	7	4
50 paise	27	22	7	5
1 rupees/coins	28	22	6	5
5 rupees/coins	29	23	6	3
10 rupees	28	20	9	4
20 rupees	29	22	8	2
50 rupees	28	23	8	2

As seen from the above table dependents and sometimes performers are more rather than good and independents in money concept.

**Table 20: Special Educators interview schedule:**

Sr. No.	Question	NO. of respondents (No )		NO. of respondents (Yes )	
		No.	%age	No.	%age
1	Have you prepared school level action plan?	0	0	10	100
2	Have you identified the children required for the Home based Education?	0	0	10	100
3	Have you interacted with the family members regarding CWSN children in regard to life skills, social skills, Educational activities ,physiotherapy etc?	0	0	10	100
4	Have you interacted with school teachers and heads where CWSN were identified?	0	0	10	100
5	Have you recorded the CWSN progress in the school report card?	0	0	10	100
6	Have you identified NGO working in the areas of IE and prepare action plan for HBE for the	0	0	10	100

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	services of NGOs?				
7	Have you identified the volunteers with the help of NGOs?	0	0	10	100
8	Have you interacted with the parents of CWSN?	0	0	10	100
9	Have you given any skill based training to parents and volunteers?	0	0	10	100
10	Have you conducted medical camps and awareness camps?	0	0	10	100
11	Are you acting as an ambassador of IE?	0	0	10	100
12	Have you attended any state training on IE ?	0	0	10	100
13	Have you attended any national training on IE ?	7	70	3	30

Above table indicates that all the 10 special educators have prepared the school level plan, identified the children required for the Home based Education, interacted with the family members regarding CWSN children in regard to their life skills, social skills, educational activities ,physiotherapy etc, interacted with school teachers and heads where CWSN were identified, recorded the CWSN progress in the school report card, identified NGO working in the areas of IE and prepare action plan for HBE for the services of NGOs, interacted with the parents of CWSN, provided skill based training to parents and volunteers, conducted medical camps and awareness camps, acting as an ambassador of IE and attended state and national level training on IE.

**Table 21: Parents interview schedule:**

Sr. No.	Question	NO. of respondents (No )		NO. of respondents (Yes )	
		No.	%age	No.	%age
1	Are you attended any medical camp for the betterment of your CWSN Child?	5	11.11	40	88.89
2	Is the government providing any financial help?	7	15.55	38	84.45
3	Are you provided any assistive devices for your CWSN child?	13	28.88	32	71.12
4	Are you creating IE friendly atmosphere for your CWSN child in your home?	10	22.22	35	77.78
5	Are you feeling cursed being born the CWSN Child?	35	77.78	35	22.22
6	Is the society	8	17.77	37	82.23

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	accepting your CWSN child and supporting you?				
7	Are you satisfied by the HBE given by the IERPS?	13	28.88	32	71.12
8	Is there any improvement in the health and skills of your CWSN child by the HBE provided by IERP?	9	20	36	80

*Table.21. indicates*

1. **88.89% of the parents responded that they have attended the medical camps for the betterment of their child.**
2. 84.45% accepted that government is providing financial help to their child.
3. 71.12% responded that they have received assistive devices for their CWNS chilts.
4. 77.78% accepted that they have created IE friendly atmosphere for their CWSN child in home.
5. 22.22% parents accepted that they have feeling cursed being born the CWSN Child.
6. 82.23%parents have accepted that the society accepting their CWSN child and supporting them.
7. 71.12% parents responded that they were satisfied by the Home-Based Education provided by the special Educators.
8. 80% parents have accepted that there was improvement in health and skills of their child by the Home-Based Education provided by the Special Educators.

**Open Ended Questions**

- Q. N.1. Who identified your child’s CWSN Problem?  
Answer: 100% parents responded that CESNs were identified by the special educators.
- Q.N.2. Is he regularly visiting your home to conduct Inclusive activities provided in the HBE? If yes explain some activities?  
Answer: 100% parents of CWSNs responded as Yes.
- Q.N.3. Who has given the training to CWSN child?  
Answer: 100% parents of CWSNs responded as Special Educators

**Findings:** Following were the major findings of the study as:

**In Physiological Changes the major findings were as:**

1. In Self-help skills assessment, the independent performers were more than the dependent performers.
2. In fine Motor skills the dependent and sometime performers were more when compared to good and independent performers.
3. In the gross motor skills dependents were more in number in compare with other groups such as sometimes, good and independent performers.
4. In visual tracking skills Dependents and sometime performers were more in number in comparison with independent performers.
5. In visual motor skills dependent and sometime performers were more than independent performers.

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6. In eye hand coordination skills dependent and sometime performers were more than independent performers.
7. In visual discrimination category dependent and sometime performers were more than independent performers.
8. In Auditory perception skills dependent and sometime performers were more than independent performers.
9. Under Kinaesthetic perception skills dependent and sometime performers were more than independent performers.
10. In tactile perception skills dependent and sometime performers were more than independent performers.
11. In the communication – receptive skills dependent and sometime performers were more than independent performers.
12. In the communication – expressive skills dependent and sometime performers were more than independent performers.
13. Under writing skills dependent and sometime performers were more than independent performers.
14. In Reading Skills dependent and sometime performer’s more than independent performers.
15. In concept skills dependent and sometime performers were more than independent performers.
16. In Play & social behaviour dependent and sometime performers were more than independent performers.
17. In colors identify skill dependent and sometime performers were more and good and independent performers were very less.

**Special Educators Interview Schedule Major Findings were as follow:**

1. 100% of the special educators were preparing action plan at school level and attending the duty of HBE assigned regularly.
2. 100% of the special educators were identifying multiple disorder children for HBE in the district.
3. 100% of the special educators were interacting with family members to conduct IE activities.
4. 100% of the special educators were interacting with Headmasters and school teachers to give awareness of IE activities and seeking cooperation of the school officials for implementation of HBE.
5. 100% of the special educators were recording CWSN progress in report cards.
6. 100% of the special educators were t working with NGOs.
7. 100% special educators were interacting with CWSN parents to help their wards.
8. 100% special educators were giving skill based training in HBN to their parents as they visit the home only once in week on Saturdays.
9. 100% of the special educators were participating in medical and awareness camps whenever the SSA taking initiative.
10. 100% of the special educators were acting as ambassadors of IE to implement HBE and IE activities in the district

**Parents Interview Schedule Major Findings were as follow:**

1. 88.89% of the parents responded that they have attended the medical camps for the betterment of their child.
2. 84.45% accepted that government is providing financial help to their child.

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3. 71.12% responded that they have received assistive devices for their CWSN chil.
4. 77.78% accepted that they have created IE friendly atmosphere for their CWSN child in home.
5. 22.22% parents accepted that they have feeling cursed being born the CWSN Child.
6. 82.23% parents have accepted that the society accepting their CWSN child and supporting them.
7. 71.12% parents responded that they were satisfied by the Home-Based Education provided by the special Educators.
8. 80% parents have accepted that there was improvement in health and skills of their child by the Home-Based Education provided by the Special Educators.

### CONCLUSION

As per assessment conducted with the help of checklist the skills such as self-help skills, motor skills, perception skills, communication skills, writing, reading, self-concept, play and social behavior, number concept, colors identification, time concept, fruits, vegetable, shapes, money, measurement, dance & music, vocational training, behavioral problem and other skills progress recorded is very less. The dependents are 49.65%, sometime performers are 27.89%, good 14.31% and independent performers are 9.5%. This clearly indicates that the present implementation of HBE is not sufficient for the Multiple disorder children. The SSA efforts have created a system but the multiple disorder children need more training for progress of their skills which meet their daily life routine. More and more awareness camps should be conducted with regard to IE. Awareness programs should be conducted for educating the people to make them to know that CWSN is not contagious diseases. It is the genetic disorder and cousin marriages, it can happen in anybody's family. So, it is our duty to cooperate and help CWSN by accepting without inhibitions. It is found out during the investigation 30% of the special educators have not get training at national level. Hence it is the duty of SSA to arrange trainings at national levels for special educators.

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***Conflict of Interest***

The author(s) declared no conflict of interest.

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