

# CASE STUDY ON PRASANTHI SCHOOL FOR CHILDREN WITH SPECIAL NEEDS

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## **DECLARATION**

I, **JIJIMOL. K. SUKUMARAN**, do hereby declare that this dissertation entitled “**CASE STUDY ON PRASANTHI SCHOOL FOR CHILDREN WITH SPECIAL NEEDS**” has not been submitted by me for the award of Degree, Diploma, Title or Recognition before.

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## **CERTIFICATE**

I, **Dr. Afeef Tharavattath**, do hereby certify that this dissertation entitled “**CASE STUDY ON PRASANTHI SCHOOL FOR CHILDREN WITH SPECIAL NEEDS**” is a record of bonafide study and research carried out by **JJIMOL. K. SUKUMARAN**, under my supervision and guidance. The report has not been submitted by her for the award of any Degree, Diploma, Title or Recognition before.

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*Farook Training College*

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## **INTRODUCTION**

- *Need and significance of the study*
- *Statement of the problem*
- *Operational Definition of key terms*
- *Objectives of the study*
- *Methodology*
- *Scope and Limitations of the study*
- *Organization of the report*



Education is an important medium of acquiring skills and knowledge. Education begins at home. It brings positive changes in human life. World is constantly changing and it requires a society that is well versed in understanding the problems deriving from culture differences and tolerance of one another's beliefs and perceptions. Education is equally important for all: men, women, and children. Among this importance is given to the child education as they are considered the future of any nation. In about all the major countries child education is taken as the key aspect. The education for school children helps in improvement of child's imagination, creativity, vocabulary and general knowledge. The aim of early education is to develop the mind of an infant. So the imaginations that he attains at primary level stick to him forever and he thinks in the same way throughout his life. Creativity is the key aspect of development. Early child education helps in making a child creative. He is to discover the world and thus he tries to create such ways to make his dreams come true. An infant mind is empty and lacks words to show his emotions and feelings. The child education focuses on the improvement of the vocabulary of the infant mind so that he can exist successfully in the world. Moreover, child education provides general knowledge to the children.

### **Education for special need children**

India is one of the few countries world over where the education of children with special needs doesn't fall within the purview of human resource development ministry. It is generally the burden of the omnibus ministry of social justice and empowerment, the prime focus of which is rehabilitation, not education. In fact, till

today it does not have education as part of its agenda and the issue of education of children with disabilities remains imperceptible, hidden from the public domain, a private problem for families and NGOs to deal with. It's time that governmental agencies as well as mainstream institutions woke up to the reality that segregation of children with challenging needs is morally unjustifiable and a violation of human rights. Indeed there is no other way to provide education to 36 million disabled children.

### ***Historical perspective of special education in India***

Special schools were started for those who could not meet the demands of mainstream schools. In India, special education as a separate system of education for disabled children outside the mainstream education system evolved way back in 1880s. The first school for the deaf was set up in Bombay in 1883 and the first school for the blind at Amritsar in 1887. In 1947, the number of schools for blind increased to 32, for the deaf 30 and for mentally retarded 3. There was rapid expansion in the number of such institutions. The number of special schools rose to around 3000 by the year 2000 (Department of Education, 2000). The Govt. of India in the 1960s designed a scheme of preparing teachers for teaching children with visual impairment. Similar schemes for teaching children with other disabilities were gradually developed. However, the quality of the trained teachers was in question because of lack of uniform syllabi of various courses, eligibility criteria for admission to these courses and also due to large extent of non-availability of teacher educators and literatures in the field. Therefore, in 1980s the then ministry of

Welfare, Govt. of India, realized the crucial need of an institution to monitor and regulate the HRD programmes in the field of disability rehabilitation.

However, these special schools have certain disadvantages which became evident as the number of these schools increased. These institutions reached out to a very limited number of children, largely urban and they were not cost effective. But most important of all, these special schools segregated Children with Special Needs (CWSN) from the mainstream, thus developing a specific disability culture.

### ***Special education***

Though there is right to education for all, there are some children who are not able to attain education as others do, this is due to the developmental delay, which means the students who are emotionally, physically, socially, mentally delayed. And this is the reason they are placed behind their peers. Due to these special requirements students' needs cannot be met within the traditional classroom environment. The Individuals with Disabilities Act (IDEA) defines Special Education as "specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability," The umbrella term of Special Education broadly identifies the academic, physical, cognitive and social-emotional instruction offered to children who are faced with one or more disabilities. Special Education programs and services adapt content, teaching methodology and delivery instruction to meet the appropriate needs of each child.

**Under the IDEA, these disabilities are categorized into the following areas:**

***Autism Spectrum Disorder (ASD)***

Autism spectrum disorder is a complex neurobehavioral condition that includes impairments in social interaction, developmental language and communicable skills combined with rigid, repetitive behaviours.

***Multiple Disabilities***

Children with multiple disabilities are those with concomitant impairments such as intellectual disability + blindness or intellectual disability + orthopedic impairment(s). This combination causes severe educational needs that cannot be met through programs designed for children with a single impairment.

***Speech/Language Impairment***

It is a condition in which the ability to produce speech sounds that are necessary to communicate with others is impaired. Speech or language impairments refer to communications disorders such as stuttering, impaired articulation or language/voice impairments that have an adverse effect on a child's educational performance.

***Intellectual Disability***

Intellectual disability is defined as a significantly below average functioning of overall intelligence that exists alongside deficits in adaptive behavior and is manifested during the child's developmental period causing adverse effects on the child's educational performance.

### ***Specific Learning Disability***

Specific learning disability refers to a range of disorders in which one or more basic psychological processes involved in the comprehensive/usage of language — both spoken and written — establishes an impairment in one's ability to listen, think, read, write, spell and/or complete mathematical calculations. It includes conditions such as perceptual disabilities, dyslexia (also dyscalculia, dysgraphia), brain injury, minimal brain dysfunction and developmental aphasia. Specific learning disabilities do not include learning problems that are the result of visual, auditory or motor disabilities, intellectual disability, emotional disturbance or those who are placed at an environmental/economic disadvantage

### ***Traumatic Brain Injury (TBI)***

Traumatic brain injury refers to an acquired injury to the brain caused by external physical forces. This injury is one that results in a partial or complete functional disability and/or psychosocial impairment and must adversely affect the child's educational performance. TBI does not include congenital or degenerative conditions or those caused by birth-related trauma. TBI applies to injuries that result in impairments in one or more of the following areas: Cognition, Reasoning, Psychosocial behavior Language, Abstract thinking, Physical functions, Memory, Judgment, Information processing Attention, Problem-solving, Speech.

### ***Visual Impairment (including Blindness)***

Visual impairment, which includes blindness, refers to impairment in one's vision that, even after correction, adversely affects a child's educational

performance. The term “visual impairment” is inclusive of those with partial sight and blindness.

### ***Deaf; Hearing Impairment***

Deafness means a child’s hearing impairment is so severe that it impacts the processing of linguistic information with or without amplification and adversely affects a child’s educational performance. Hearing impairment refers to an impairment (fluctuating or permanent) that adversely affects a child’s educational performance.

### ***Deaf-Blindness***

Deaf-blindness refers to concomitant visual and hearing impairments. This combination causes severe communication, developmental and educational needs that cannot be accommodated through special education programs solely for those children with blindness or deafness.

### ***Developmental Delay***

Developmental delay is a term designated for children birth to age nine, and is defined as a delay in one or more of the following areas: cognitive development, physical development, socio-emotional development, behavioral development or communication.

### ***Emotional Disturbance***

Emotional disturbance refers to a condition that exhibits one or more of the following characteristics both over an extended period of time and to an exceptional

degree that adversely affects a child's educational performance:  
An inability to learn that cannot be explained by intellectual, sensory or health factors.

An inability to build and/or maintain satisfactory interpersonal relationships with peers and teachers  
Inappropriate types of behavior or feelings under normal circumstances  
A general pervasive mood of unhappiness/depression  
A tendency to develop physical symptoms or fears associated with personal or school problems  
Emotional disturbance does not apply to children who are socially maladjusted unless they are determined to have an emotional disturbance as per IDEA's regulations

### ***Orthopedic Impairment***

Orthopedic impairment(s) refer to severe orthopedic impairments that adversely affect a child's academic performance. Orthopedic impairment(s) include those caused by congenital anomalies and diseases, as well impairments by other causes (i.e. Cerebral Palsy).

### **Need for Rehabilitation**

Rehabilitation is a process that assists people with various disabilities to develop or strengthen their physical, mental and social skills. Rehabilitation for people with disabilities cannot be accomplished by only one sector or type of service. Health education, vocational and social services all contribute to the rehabilitation process.

Institution-based rehabilitation services may be provided in a residential setting, or in a hospital where disabled people receives special treatment or short term intensive therapy. The institution based approach focus on person's disability and gives little attention to person's family and community, or to their relevant social factors.

Community-based rehabilitation (CBR) is characterized by the active role of people with disabilities, their families and the community in the rehabilitation process. In CBR, knowledge and skills for the basic training of disabled people are transferred to disabled adults themselves, to their families and to the community members.

Currently, education for children with severe disabilities is pre-dominantly provided in special schools. Infants and young children with mild disabilities and other pervasive developmental disorders require access to early intervention services, including early detection and identification, with support and training to parents and families to facilitate the maximum development of the full potential of their disabled children. It is possible only through the team effort of a group of professionals, parents of disabled children and more importantly the disabled people/children themselves. CBR activity has a major role here. They create awareness among the parents of the disabled children about the medical care, need and availability; deliver knowledge about habitation methods to other similar institutes who need it and also educate the community to accept disability and help them to identify it as early as possible.



In many cases special education can be considered to be the most appropriate form of education for some children with severe disabilities. Involvement of parents and the local community in community schools further strengthens the process.

### **Need and significance of the study**

Bringing up a child is hard enough for any family. But for the parent of a child with special needs, worries about their future can be overwhelming. Not only is it three times more expensive to raise a child with a disability, but parents often lack the financial and professional support necessary. These disabled children are exceptional children, waiting to be taught with suitable methods and materials in a suitable environment and with a right spirit.

Special education need children often need to learn some of the most basic aspects of living, including eating, toileting and dressing. Some persons do not know how to play and others need to learn to get along with peers and to develop friendship. They also need help in developing their language. Some individuals are mute, some children's aggression will be directed outward against his parents, or teachers in the most primitive form of biting, scratching and kicking. Some spent hours alone in seemingly meaningless ritualistic play. Teaching appropriate leisure and recreational skill help individuals with severe disabilities to interact socially, maintain their physical skills and become more involved in community activities.

### ***Indian scenario:***

Till 1990s ninety percent of India's estimated 40 million children in the age group- four-sixteen years with physical and mental disabilities are being excluded

from mainstream education. The overwhelming majority of them are vagabonds not out of volition but because of callous school managements and over-anxious parents of abled children in a travesty of humanity and social justice. They have consistently discouraged children with disabilities from entering the nation's classrooms. Social justice and equity which are dominant sentiments of the Constitution of India demand that India's 35 million physically challenged, if not the 5 million mentally challenged, children should be given preferential access into primary and secondary schools. Fewer than five percent of children who have a disability are in schools. Remaining nine-tenths of them are excluded.

Against this backdrop of continuous neglect, there is an urgent need to find ways for developing potential of this large proportion of challenged children.

### ***Funding for special education***

Many states have cut special education funding due to budget shortfalls and tough economic conditions, which is incredibly unfortunate since these are often the students in the most need. Due to this and financial problems in several families they are not able to educate their children. So as to overcome these problems to an extent it is important to explore more about special schools which help these parents and provide education to differently abled children.

There are various organizations engaged in providing different skill training, treatment and therapy for children with severe disabilities. But there are very few institutions taking special care to train and provide skill training and treatment to the special need children at free of cost, which help many parents who are unable to

meet the needs of their disabled child. Effectiveness of the effort can be evaluated only through a study conducted on the various aspects of the task undertaken.

### ***Special Education Institution- Role***

Many charitable institutions and rehabilitation centers for disabled children are carrying out an important social obligation. They are trying to mitigate the sufferings of a section of society neglected and condemned by a group. These institutions have another important role to play. In fact, for all children with challenges, a spell in a special school may be considered as an unavoidable and helpful transition phase before absorption in a mainstream school. Every educational institute has a philosophy towards achieving their objectives, so do the Prasanthi School for children with special needs. This philosophy forms the basis of course curriculum and requires the provision of providing secure, caring and stimulating environment which stimulates emotional, intellectual, physical, and social growth.

The investigator found that only few institutions in Kerala that provides training, care and treatment for children with special needs, so the investigator felt the need to conduct a case study of Prasanthi School for children with special needs.

### **Statement of the problem**

The present study is entitled as **“A CASE STUDY ON PRASANTHI SCHOOL FOR CHILDREN WITH SPECIAL NEEDS.**

## **Operational definition of key terms**

### **Case Study**

Case study is an in-depth study about a particular case and it involves the very careful and complete observation of a person, a situation or an institution.

“Case study is a method of exploring and analyzing the life of a social unit, be that a person, a family, institution, culture, group or even entire community”.

- Mrs. P.V.Young.

Case study is a deep description and interpretation of a bounded system which is a single unit which can be “fenced” in by time and place. -Merriam (2009)

### **Prasanthi School for children with special needs**

Prasanthi School is an institution caring, providing services and supporting children with challenges, situated at Pantheerankavu, Calicut, under Navajyothi Charitable Trust.

### **Children with Special Needs**

Children with special needs are children who has been determined to require special attention and special necessities that other children do not.

## **Objectives of the study**

1. To study the history of Prasanthi Special School.
2. To study the aims and objectives of Prasanthi Special School.

3. To study the role and functions of Principal, teachers, and other non-teaching staffs in planning and implementation of activities of Prasanthi Special School.
4. To study the administration facilities of Prasanthi Special School.
5. To study the curriculum and various teaching-learning process of Prasanthi Special School.
6. To study the problems faced by the teacher of Prasanthi Special School.
7. To study the facilities offered by the school for special need children.
8. To study the counseling's and training services given to parents of special need children.
9. To study the achievements and factors responsible for the achievement of Prasanthi Special School.

### **Methodology**

Case study method was used for the present study. As a qualitative study the investigator aims at analyzing complete process and procedures of Prasanthi School for children with special needs that provides secure, caring and stimulating environment which stimulates emotional, intellectual, physical, and social growth. To gather valid and reliable information about the institution, its functioning, activities and remedial programmes given to children to develop their basic skills, the case study method is found to be most appropriate.

### **Tools used**

The following Tools are used for collecting relevant data for the present study.

- 1) Observation Schedule
- 2) Interview Schedule
- 3) Questionnaire
- 4) Checklist
- 5) Literary Sources

### **Scope of the Study**

The findings of the study will help the parents of special need children in enrolling them in a school with free of cost. It would help the special need children in learning their activities of daily life under the guidance and training of special educators of Prasanthi School, by using appropriate teaching – learning methods in classrooms. To make aware about the facilities provided for special need children in Prasanthi School. Special care, attention, love, patience, hard work towards the special need children in special school like Prasanthi School helps, number of students to enroll in normal schools.

### **Limitations of the Study**

The present study was conducted as a part of M.Ed. course, so the investigator had to complete it in a short period of time. The researcher felt difficulty in meeting each and every parent of special need children. Investigator was not able to observe all activities directly due to limited time. Investigator was not able to

collect data from students because of their practical difficulties. The investigator collected data mainly through interview, questionnaire, checklist, observation, and literary sources which causes subjectivity in research. The data collected through interview of principal had a little change as it was collected from vice principal because on starting date of data collection the vice principal was in charge of principal and after few days the new principal was appointed, and as the vice principal had more experience in Prasanthi school and knows the history of Prasanthi school the data was collected from them.

### **Organization of report**

#### **Chapter I**

Presents a brief introduction to the problem, its need and significance, statement of the problem, operational definitions of the key terms, objectives of the study, methodology, tool employed, scope and limitations of the study.

#### **Chapter II**

It presents conceptual overview and review of related studies.

#### **Chapter III**

Describes in details the objective, design, participation, instruments for the study, data collection procedure, used.

#### **Chapter IV**

It deals with the analysis of the data collected for the study.

## **Chapter V**

Presents a summary of the study, major findings and conclusion, educational implications of the study and suggestions for further research in the area.



## **REVIEW OF RELATED LITERATURE**

- *Theoretical overview*
- *Related studies*
- *Conclusion*

## **REVIEW OF LITERATURE**

A Research project begins with a thesis, usually consisting of a statement or an equation, which then needs to be analyzed through the research. Even before a thesis can take shape, one needs to undertake a lot of reading and go through a lot of past work already available. Those works that remain significantly relevant for the research are usually included as Review of Literature. Every piece of ongoing research needs to be connected with the work already done, to attain an overall relevance and purpose. The review of literature thus becomes a link between the research proposed and the studies already done. It tells the reader about aspects that have been already established or concluded by other authors, and also gives a chance to the reader to appreciate the evidence that has already been collected by previous research, and thus projects the current research work in the proper perspective.

A large part of review of literature actually needs to be done even before the research project is formalized. This is essential to make sure that you are not repeating the work that someone has already done earlier. Sometimes, if the research proposed has already been undertaken earlier, then it provides an option of modifying the work by adding a new perspective or altering some of the methods of research to obtain a perspective that will be different from earlier works and thus more valuable. Occasionally, a research work may be an exact repetition of the work done earlier, but with a different set of data or sources of facts, and purpose of the research may just be to see if the results with a new set of data are similar to earlier works or otherwise. In other words “Extensive use of library and literature is

essential in preparing graduate term papers, seminar reports and in planning and carrying out the kind of researches involving special field problems for thesis and dissertations”.

The present research is an attempt to evaluate the functioning of Prasanthi School for children with special need. This chapter consists of two parts.

- Theoretical overview
- Review of related studies

### **Theoretical overview**

#### **Case study**

“Case study research method is an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidences are used.” (Yin 1984). Case study research, through reports of past studies, allows the exploration and understanding of complex issues. It can be considered as a robust research method particularly when a holistic, in-depth investigation is required. Recognized as a tool in many social science studies, the role of case study method in research becomes more prominent when issues with regard to education (Gulseen & Kubat, 2006), sociology (Grassel & Schrimmer, 2006) and community based problems (Johnson, 2006), such as poverty, unemployment, drug addiction, illiteracy, etc. were raised. By including both quantitative and qualitative data, case study helps explain both the process and outcome of

phenomenon through complete observation, reconstruction and analysis of the cases under investigation (Tellis, 1997).

### ***Category of case study***

There are several categories of case study. Yin (1984) notes three categories, namely exploratory, descriptive and explanatory case studies.

*Exploratory case study:* It is set to explore any phenomenon in the data which serves as a point of interest to the researcher.

*Descriptive case study:* Descriptive case study may be in a narrative form (McDonough & McDonough 1997). The challenge of descriptive case study is that the researcher must begin with a descriptive theory to support the description of the phenomenon.

*Explanatory case study:* It examines the data closely both at surface and deep level in order to explain the phenomenon in the data.

### ***Special Education***

According to individual difference, there are many factors specific to each individual which are related to his/her learnings, academic achievement and development. Some individuals can learn very fast but some cannot learn very fast but with suitable teaching-learning inputs they can learn the prescribed tasks, may be over a relatively longer time span. These individuals have special learning needs due to their learning problems arising out of physical or psychological deficit. These special learning needs have given rise to the component of education known as

Special Education. Special education, therefore, is that component of education which employs special instructional methodology, instructional materials, and learning-teaching aid managerial competencies to meet educational needs of persons with disability.

### ***Special needs children***

A special needs children are children who has been determined to require special attention and specific necessities that other children do not.

Special needs: four main categories of special needs:

1. Behavioural, emotional and social development needs.

- ADHD
- Emotional Behavior Disorder (EBD)
- Oppositional Defiant Disorder
- Disruptive Behavior Disorder
- Attachment Disorder
- Temper Tantrums
- Obsessive Compulsive Disorder

2. Cognition & Learning.

- Specific Learning Difficulty (SpLD) – Dyslexia, Dyscalculia, Dyspraxia.
- Moderate Learning Difficulty (MLD) – numeracy and literacy, speech or language delay, low self-esteem or concentration or under developed social skills.

- Severe Learning Difficulty (SLD) – significant intellectual or cognitive impairments. Mobility, communication, perception or co-ordination difficulties.
  - Profound & Multiple Learning Difficulty (PMLD) – physical disabilities or sensory impairment.
3. Communication & Interaction Needs.
- Speech, Language and Communication Needs (SLCN).
  - Autistic Spectrum Disorder (ASD)
4. Physical & Sensory Needs
- Visual Impairment (VI)
  - Hearing Impairment (HI)
  - Multi-Sensory Impairment (MSI)
  - Physical Disability

### ***Special schools***

Special schools are those schools which provide appropriate special education for students who have special educational needs due to severe learning difficulties, physical disabilities or behavioural problems. Special schools may be specifically designed, staffed and resourced to provide special education. Students attending special schools generally do not attend any classes in mainstream school.

### **International policies for the special education**

#### **United Nations Educational, Scientific and Cultural Organization (UNESCO) and the Education for the CwD**

In 1946, the general conference adopted a resolution to introduce special

education into UNESCO's regular programme. UNESCO thus joined the other United Nations (UN) Specialized agencies in the rehabilitation field, namely International Labour Organization (ILO) which takes care of the vocational aspects of rehabilitation and WHO which takes care of medical aspects. In 1994, UNESCO, the UN's Education Agency, published the Salamanca Statement, a declaration on the education of CwD, which called for inclusion to be the norm, representatives of ninety two governments including India and twenty five international organizations agreed on it. UNESCO's statement is unequivocal in asking the international community to endorse the approach of inclusive schooling: 'We call upon all Governments, and urge them to adopt as a matter of law or policy the principle of inclusive education, enrolling all children in regular schools, unless there are compelling reasons for doing otherwise.'

**Education for All Handicapped Children (EFAHC) Act (1975),  
United States (US)**

The EFAHC Act now called as Individuals with Disabilities Education Act (IDEA, 2004), became law in 1975, and is referred to as Public Law (PL) 94-142. In US the fourteenth amendment to US constitution guarantees equal protection for all citizens under law. Civil rights movements in 1950s, and 1960s for the handicapped resulted in legislation guaranteeing that the CwD can no longer be denied appropriate educational services. PL 94-142 is said to be landmark legislation. The major features of the law are:

- Free, appropriate public education to be provided for all CwD.

- School system to provide protective safeguards to protect the rights of CwD and their parents.
- Handicapped to be educated with non-handicapped to the maximum extent possible.
- An Individualized Education Programme (IEP) to be developed and implemented for each child with disability, and
- Parents of handicapped children to play an active role in the process used to make any educational decision about their CwD.

#### **The Warnock Committee Report (1978), United Kingdom (UK)**

British parliament appointed the Warnock Committee to review the educational provisions for the children and Youth with Disability (YwD) in England, Scotland and Wales. The Committee recognized a continuum of special education needs from mild to severe and profound, in a single school population.

#### **UN standard rules on the equalization of opportunities for PwD (1993)**

These Rules set an international standard for policy making and action covering PwD. They give powerful support for the development of inclusive education for CwD worldwide. In order to implement inclusive education, countries should have a 'clearly stated policy' that is understood at a school level and in the wider community. States should recognize principles of equal educational opportunities for children, young people and adults with disabilities, in integrated settings. Rule 6, covering education, says that states should ensure that the education



of PwD is an integral part of the education system and it call for:

- Buildings to be accessible,
- Interpreter and other support services,
- Parents and organizations of PwD to be involved in the education process,
- A flexible curriculum plus additions and adaptations for SwD, and ongoing teacher training.

### **History of Special Education Policies and programmes in India**

During more recent times, systematic efforts took place in providing educational and vocational opportunities to individuals with disabilities in India.

#### ***Pre--Independence***

##### **Gurukul System**

Archeologists discovered evidence of inclusion of people with disabilities in India from 2000 or more years ago in the form of adapted toys made accessible for children with disabilities. These small pieces of evidence are part of the “Gurukul” system of education that existed in India for centuries. Although there is not much documentation about students with disabilities in this system, the structure is seemingly inclusive.

##### **British Period**

- Due to inflexible nature of British rule, least importance was given to special education. The earliest document regarding British-style education in India dates back to 1835 was “Minute of Macaulay,” but information regarding the

education of disabled were not included in this. Pre-Independence, the limited services for people with disabilities arose largely out of the private sector or from non-governmental organizations, which were often religious.

- In 1869 the first special school for people with disabilities in India was a school for the blind, which was opened by Jane Leupot, with support of the Church Missionary Society.
- In 1883 a school for the deaf was opened in Bombay.
- In 1887 Christian missionaries opened a school for the blind in Amritsar.
- During the 1800s, all of the special schools for people with disabilities accommodated people with physical disabilities; it was not until 1918 that the first school for people with intellectual disabilities was established. All of these schools exemplify the type of special education services offered during the 1800s and 1900s: specialized and segregated. By 1900, special schools were springing up throughout the country. Until the 1970s, these schools were the primary method of service delivery for children with disabilities. Most were for children who were blind or visually impaired, and the majority was funded by nongovernmental organizations or private funders.
- Gandhiji attempted to reverse British influence over Indian education by introducing what he named “basic education. Gandhi’s idea of education catered to marginalized populations because it focused on handicrafts, which favored the lower castes and people with disabilities, many of whom were used to working with their hands and hadn’t previously done much academic work. Gandhi

introduced this plan in 1937. Although his plan influenced governmental policy for over 30 years, it ultimately failed.

- 1909 marks the first piece of attempted legislation regarding inclusion and education in India. Gopal Krishna Gokhale, “professor of English literature, mathematics, and political economy, served, for example, on the Poona Municipal Council, the Bombay Legislative Council, and finally, the Imperial Legislative Council, “introduced a bill under the Indian council act of 1909 to make primary education compulsory. This bill, if it passed, would have provided funding for compulsory education for all. However, it was voted down. The policies and actions by the government of India regarding inclusive special education in the 1940s contradicted each other entirely.
- 1944: The Sargent Report by the Central Advisory Board of Education suggested children with disabilities should be entirely main streamed. Yet both the action and lack of action by the government of India in the 1940s completely contradicted this suggestion. Throughout the 1940s, the government of India began setting up segregated workshops and trade schools separate from those for students without disabilities to teach children with disabilities skills to enter the workforce. In addition, this decade was marked by a large increase in the amount of money given to voluntary organizations to establish special schools. Most of these segregated schools were expensive and located in urban areas, further marginalizing people with disabilities in rural areas.

### ***Post--Independence***

Creating Policies for Education, India gained independence from Britain in

the 1947. The constitution of India (1950), Article 41, states the 'Right to Education and Work' and Article 45 on 'Free and Compulsory Education for All Children up to the Age of 14 Years'. Part IX, Article 45 of the Constitution states, the state shall endeavor to provide, within a period of ten years from the commencement of this constitution, for free and compulsory education for all children until they complete the age of fourteen years. The significance of Article 45 was reaffirmed in 1993 with the Supreme Court's Unnikrishnan judgment, also known as the case "Unnikrishnan vs. The state of Andhra Pradesh. In this case, the court ruled that Article 45 must be read in conjunction with Article 21 of the constitution, which states that "No person shall be deprived of his life or personal liberty except according to procedure established by law. By requiring these two articles to be read in conjunction, elementary education is now considered imperative for life and personal liberty in India. A clause was added to India's constitution to this affect; however, it was not added until December 2002. The 86th amendment to the constitution, section 21A reads, "The State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine. Although many viewed this amendment as positive, others criticized the age restrictions. In addition, many thought that the type of education (inclusive, segregated, or other) should be specified within the law.

The 1960s marked an important change in how special education was organized and funded in India. The Ministry of Education split, and a new branch called the Ministry of Social Welfare was created. The Ministry of Social Welfare was given the responsibility for the "weak and vulnerable" sections of society. They

largely focused on rehabilitation, and not as much on education. Instead of supporting the current education system, the Ministry of Social Welfare began giving out grants to nonprofits that provided education for children with disabilities, inadvertently preventing inclusion of these children within the public or mainstream sector. The split of these two ministries has never been reversed, and is still this way at present.

### **The Kothari Commission**

The Indian Education Commission widely known as the Kothari Commission was the first statutory body which highlighted the issue of children with disabilities in the Plan of Action in 1964 (Alur, 2002; Puri & Abraham, 2004). The commission directed to move education for persons with disability from that of charity mode to one of the rights mode, hoping that at least 5% of the persons with disabilities should have received education by 1986.

Scholar **Mithu Alur** cites a couple of major roadblocks that prevented the plan of action of the Kothari Commission from being implemented. The first is the previously mentioned split in 1964 within the Ministry of Education and the simultaneous creation of the Ministry of Social Welfare, and the Ministry of Social Welfare's subsequent policy of assistance to voluntary organizations. The shift in responsibility meant shifting the responsibility for the "education, training and rehabilitation" of people with disabilities, and went directly against the Kothari Commission's report and recommendations of inclusive, or at least integrated schooling. As a result, the majority of education related services for people with disabilities came out of the voluntary sector, via grants given out from the Ministry

of Social Welfare. This “middle man” takes away any responsibility the state or central government would have to the child if they were providing the educational opportunity, removing accountability.

The second policy that Alur cites as preventing the plan of action of the Kothari Commission from being successfully implemented is The Integrated Child Development Scheme (ICDS) of 1974. Created by the Ministry of Human Resource Development, the ICDS reaches out to “vulnerable populations” of the population to provide services such as pre-5 year old schooling & early intervention, including health care, nutrition and pre-school facilities. ICDS does not include people with disabilities under that category. Since nothing was specified regarding the need of anganwadi workers, the social workers who implement this scheme on the ground, to specifically reach out and children with disabilities, children with disabilities were not included in early intervention efforts, which would have then funneled them into mainstream schooling.

#### **The Integrated Education of Disabled Children Scheme (IEDC), of 1974**

The ministry of welfare launched the scheme for Integrated Education for Disabled Children (IEDC) to overcome some of the difficulties faced by the special education system in the country, particularly, limited coverage and a lack of qualified and trained teachers (Dasgupta, 2002). The program provided children with disabilities “financial support for books, school uniforms, transportation, special equipment and aids,” with the intention of using these aids to include children in mainstream classrooms. However, the government of India realized that providing structural changes to the classroom, such as adapted equipment, would not

be enough to integrate children with disabilities into the classroom. Although it was encouraged and partly funded by UNICEF, fifty percent of the funding was supposed to go through the state governments. The responsibility was transferred to the Department of Education in 1992. Despite the fact that this scheme was supposed to be nation-wide, it was implemented in only 10 out of 29 of the states in India.

**Sharma, an Indian scholar**, found three major problems with the IEDC.

- Lack of training and experience that the teachers had.
- Lack of orientation among regular school staff about the problems of disabled children and their educational needs.
- Lack of availability of equipment and educational materials.

“By 1979-80, only 1,881 children from 81 schools all over the country had benefited from this program.” This program stressed that students with mild to moderate disabilities needed to be integrated, but not moderate to severe. Therefore, it was not fully inclusive, and created tensions between mainstream and segregated special education schools.

### **The International Year for the Disabled Persons (IYDP), 1981**

India was one of the signatories to the resolution IYDP, 1981 endorsing the objectives set forth in the resolution of the general assembly. It was visualized to:

Form a national policy for the disabled. To provide a network of services with focus on the rural handicapped. To set up national institutes. To establish

special education cells in state council of educational research and training (SCERT), states institutes of education (SIE).

### **The Community Based Rehabilitation (CBR) 1985**

The community based rehabilitation was launched in 1985 to promote integration. Though it was not a new concept in India, the CBR programme is made more structured with funds allocated and local village leaders empowered.

### **The National Policy on Education of 1986 and its Plan of Action**

The National Policy on Education (NPE) was created in 1986. Continuing in the spirit of the 1974 IEDC, the NPE states that children with “mild” disabilities should be included in mainstream classrooms, whereas children with “moderate to severe” disabilities should be placed in special schools. Many were upset that this policy contradicted Article 45 of the constitution, which lists equality in education as a fundamental right for all, and not just those with “mild” disabilities. The policy also included a provision regarding teacher training for all mainstream education teachers, by “including a compulsory special education component in pre-service training of general teachers. Although this policy was created in 1986, it was not implemented until the Plan of Action was created in 1992.

### **Project Integrated Education for Disabled (PIED), 1987.**

In 1987, to fulfill the provisions for disabled children in the NPE (1986), the government launched the Project for Integrated Education for the Disabled (PIED). It was a joint venture of MHRD and UNICEF. It states ‘wherever feasible, the education of children with motor handicaps and other mild handicaps will be in



common with that of others'. The ideology of which integrated education is based is reflected in a unitary system of education and the approach rests on the fundamental principle of education, "all children are special"

### **Programme of Action (POA), 1992**

The 1992 Program of Action (POA), created to implement the 1986 NPE, broadens the 1986 definition of who should be included in mainstream schooling, that "a child with a disability who can be educated in the general school should not be in the special school." It says that once children with disabilities acquire basic living skills, which would be learned in resource rooms or special schools, that they should be mainstreamed. The POA does not define what constitutes basic living skills. The POA envisioned and expected that schools across India would "accept responsibility by sharing their resources with other institutions. However, rather than including, or even integrating children with disabilities into their programs, these schools would open "resource centers for the underprivileged," providing children with disabilities learning resources after typical school hours, but not during the normal school day, eliminating the possibility of inclusion for these students.

### **The Rehabilitation Council of India (RCI) Act, 1992.**

The year 1992 was also the year of the Rehabilitation Council of India (RCI) Act. The RCI Act provided standards for rehabilitation professionals; one type of rehabilitation professional being special education teachers. This act is important because it establishes consequences for teaching without a license. Teachers without a license could face imprisonment for up to one year, be fined Rs.1000, or both.

### **The People with Disabilities Act (1995)**

Possibly one of the most important pieces of legislation to date in India regarding people with disabilities is the 1995 People with Disabilities Act (PDA). This is to ensure the full participation of persons with disabilities in nation building activities. The act provides preventive and promotional aspects of rehabilitation. The PDA strives to address all major aspects of the education sector that pertains to students with disabilities. It states that children with disabilities have the right to access education in a “free and appropriate environment, until they are 18 years of age, “promoting integration into normal schools. The PDA is supposed to provide transport facilities, remove architectural barriers, supply free books and other study materials, grant scholarships, restructure curriculum, and modify the examinations system for the benefit of children with special needs.

The act also addresses teacher training, for special educators and mainstream educators, by requiring adequate teacher training programs to train teachers to work with students with disabilities. Another extremely important part of this act was the clause that requires all parts of the country, urban and rural, to have facilities that accommodate students with disabilities and ensure that they are in school. People with Disabilities Act functioned as a catalyst for several other development projects around inclusion and disability. The government of India started collaborating with the UN and World Bank to put the People with Disabilities Act into action. One major initiative that was born out of the PDA was the District Primary Education Program (DPEP). A joint venture between the Indian Government’s Department of

Education and the World Bank, the goal of the District Primary Education Program was “education for all” by the year 2000.

### **The District Primary Education Program (DPEP)**

DPEP towards universalization of primary education including children with special needs been implemented in number of districts. As many of the initiatives in India regarding education and children with disabilities, the DPEP focused on inclusion of children with mild to moderate disabilities. Following the People with Disabilities Act, important parts of the initiative included Teacher trainings through the District Institutes of Education and Training (DIETS) curriculum modifications, resource room, teacher support and integration or inclusion. The effectiveness of this program is debatable. The World Bank states that by the year 2006, the DPEP was implemented in 23 districts in 3 states; Rajasthan, Orissa & West Bengal, and that 600,000 children with disabilities were enrolled & mainstreamed.

### **National Trust act, (1999)**

Indian Parliamentary passed an act entitled National Trust for the welfare of persons with autism, cerebral palsy, mental retardation and multiple disability. Though the National Trust Act of 1999 does not directly deal with the education of children with special needs, one of its thrust areas is to promote programmes, which foster inclusion and independence by creating barrier free environment, developing functional skills of the disabled and promoting self-help groups.

### **Sarva Shiksha Abhiyan**

“Education for All”. SSA has been operational since 2000-01 in partnership with state governments to achieve the goal of Universalization of

Elementary Education. This adopts a ZERO rejection policy and uses an approach of converging various existing schemes and programmes. It covers the following components under education for children with disability –

- Early detection and identification, Functional and formal assessment, Education placement, Aids and appliances, Support services, Teacher training, Resource support, Individual Educational Plan (IEP), Parental training and community mobilization, Planning and management, Strengthening of special schools, Removal of architectural barriers, Research, Monitoring and evaluation, Girls with disability.

### **The Right to Education Bill**

The RTE Act, 2009: After a continual demand of making the education a fundamental right from all corners, the government made the 86th Amendment of the Constitution of India (2002). The 86th Amendment introduced new Article 21A, making the right to education of children from 6 to 14 years of age a fundamental right. Article 51A (K) was added to Part IV-A of the Constitution as a fundamental duty of parents to provide opportunities for education to their children aged between 6 and 14. The Right of Children to Free and Compulsory Education Act, 2009, commonly known as RTE Act, 2009 was finally passed by the parliament on the 26th August, 2009 (notified on February 16, 2010 to come into effect from April 1, 2010). This act puts the responsibility of ensuring enrolment, attendance and completion on the government. The RTE Act tries to safeguard the rights of the children belonging to the disadvantaged groups and the weaker sections, protect them from any kind of discrimination and ensure their completion of elementary

education. As per Amendment in the RTE Act (2010), children with disabilities have been included in the definition of child belonging to disadvantaged group in the Section 2(d) of the RTE Act. The landmark step mentioned in this Act that Section 12(1/C) mandates for private unaided and specified category schools to admit at least 25% of its entry level class from children belonging to weaker and disadvantaged groups.

### **Related studies**

Brophy (1982) through his case study on deaf children suggests that effective teachers of young children provide for smaller group instruction in which the teacher can more frequently interact and monitor students' performance.

Scott (1983) conducted a case study on the teaching of the hearing impaired found that teachers of the hearing impaired rated competencies in individualizing instruction as the most important competencies for teaching.

Veena (1985) conducted a study to find out the management and practices of homemakers with a disabled member in the family. The sample consisted of five families from each group, orthopedically handicapped, blind, deaf mute, mentally retarded, and cerebral palsy groups. The results indicated that the nature and extent of disability of the disabled member affected the problem faced by the family. The main problem that worried most of the homemakers was care and attention of the disabled in the future.

Dutta (1985) in a study on adjustment problem among 51 mentally retarded boys attending regular and special schools in comparison with control group of

normal boys revealed that the higher the degree of neuroticism among the retarded indicated a higher level of social isolation, rejection. Labeling and stigma and family stress which increased with failures and repeated frustration.

Subramanian (1987) conducted an analysis of conditions of the blind schools in Kerala with regard to the infrastructure facilities, staff and students. The study reveals that the hostel facilities and availability of teaching aids are sufficient in schools for blinds in Kerala. The number of integrated students are very less when compared to the regular students, and the number of girls studying in schools are less than that of boys. The study also reveals that the graduate teachers and percentage of blind teachers in the blind schools are found to be very less than what is desirable.

Narayan (1988) studied the impact of mentally retarded children on the families. The study explored the nature and type of problem experienced by parents and siblings of mentally retarded children in the day-to-day living. The results showed that mentally retarded coming from rural and non-nuclear families posed much less problems to mothers. Mothers of mentally retarded kids were prone to anxiety and depression. The presence of a retarded child often but not always hindered the social and routine activities of the family. The mentally retarded child invariably shows severe health problem as well as temperamental problem.

Tangri and Varma (1992) reported that mothers of mentally handicapped children have higher social burden than those of physically handicapped children. Same researchers reported that mothers of female mentally handicapped children

more often reported burden because of disruption in family leisure and effect on mental health. Majority of mothers rated the overall burden as moderate to severe.

Vinita Krishnan (1992) studied the instructional strategies for teaching mentally handicapped. Instructional strategies such as motivation, shaping, prompting, chaining, were suggested for teaching mentally retarded.

Gilgun (1994) labelled case study as ‘uncontrolled’ and the result of the ‘new impossibility of ascribing causation in a single case where no pretest is available and few variables are measured at posttest’. She acknowledged that case study research is valuable for other characteristics than causation, such as interpretability, but she cautioned that ‘process research’ in social work was not well understood and did take more time to carry out.

Reddy (2000) studied the role performance of special education teachers. In this the role performance of teachers dealing visually impaired, hearing impaired, mentally retarded, and orthopedically handicapped were studied. He also investigated the problem faced by these teachers in organization, teaching and providing guidance and counseling. The result of the study showed that the performance of special school teachers are better on guidance and counseling.

Jeena (2000) investigated the practices of training and attitude of special educators towards people with mental handicap. Most of the special educators indicated early intervention as the most preferred area of training in special education. They agreed that people with mental handicap are burden for the family and do not contribute to the society but in spite of that parents can love them.

Treder and David (2000) studied the relationship between teacher effectiveness and teacher attitude towards issues related to inclusion. The study reexamined the results of a study which indicated that more effective teachers were less willing to include students with special needs in their classrooms.

Annakodi (2003) studied the techniques of teaching self-help skills to intellectually disabled children. Thirty intellectually disabled children, 15 boys and 15 girls of moderate trainable category between the age group of 10 to 15 years from two different special school were selected as sample for the study. Prompting, imitation and shaping technique was used to teach six self-help skills language. Prompting technique was more effective in teaching self-help skills among children with intellectual disability.

Reddy and Sujathamalini (2004) studied the strategies for development of special competence among disabled pupils. They explained that psycho-educational perspective is the foundation for crisis intervention and lifespan interview technique, reality therapy, the self-control curriculum and social learning therapy helps students to develop positive feelings and internal control over their behavior.

Smitha, N.R. and Suchatha Acharya (2004) studied the attitude of teachers towards inclusive education for the disabled. The investigation revealed that teachers have unfavorable attitude towards inclusive education.

Kowsalya and Venkatlakshmi (2005) studied the influence of intervention program on self- concept of mild intellectually disabled children. The study revealed that the intervention program had positive influence on the self-concept. It was



found that the self-concept of mild intellectually disabled can be fostered through awareness, encouragement, motivation, stimulation and practice. The study highlights the need for emphasizing and fostering the physical, academic, social, emotional, intellectual, and moral domains of self-concept in mild intellectually disabled children which in turn helps them to develop an awareness of self.

Pavan John Antony (2009) in his study identifies the social cultural and educational attitude towards disability in the state of Kerala. Parents of children with disabilities, living in different socio-economic status and possessing different educational qualifications participated in the study. Qualitative data collected through in-depth interviews and observations were used for the research. Findings reveal that families and children with disabilities belonging to upper, middle and lower class face common challenges. They were unaware of their rights related to disability and inclusive education.

Wade.W.Fish (2010) in his study 'The IEP Meeting: Perceptions of Parents of Students Who Receive Special Education Services' investigated parental perceptions of IEP meeting among 51 parents of students who receiving special education services from 1 family support service agency. The majority of parents responded favourably that their overall IP meeting experiences had been positive. Most of the parents agreed that they had a clear understanding of the IEP process and special education law..

Richard. P. Hastings and Suzanna Oakford (2010) in their study examined the impact of special needs category and student teacher's training on their attitudes towards inclusion were explored. results showed that student teachers were more

negative about the impact of children with emotional and behavioural problems on other children, teachers, and the school environment than they were about children with intellectual disabilities. There was little support for the effects of training background or student teacher's previous experience of special needs on their attitudes.

Flach, Patricia (2012) in her thesis 'A Qualitative Investigation of Teaching For Success: Educating children with Special Needs in General Education' studied specific conditions, events that effectively educate young children with special needs in inclusive setting. The study revealed seven major factors enhancing learning environment such as cooperative open minded class teachers, acceptance of differently abled children by their peers, creativity in resolving conflicts; cooperation among those involved in delivery of services, adequate, quality of professional development, involvement of general education teachers in planning and assessing students with special needs and adequate time in teacher's schedules for preparation, collaborative problem solving and team meeting.

P. Renuka (2014) conducted a study to examine the relationship between teachers' awareness of disabilities and their attitude towards inclusion of children with disabilities. Awareness test was used to collect the data. The study revealed that teachers awareness on disability was satisfactory and the teachers attitude was more favourable towards inclusion of children with locomotor disability, less favourable towards inclusion of children with hearing and visual disabilities and unfavourable towards children with intellectual disabilities in general schools.

T. Nagavalli and P.Fidelis Pauline Juliet (2014) in their study “ Screening and identification of dyscalculic fifth standard children in Salem” investigated the difficulties experienced by the dyscalculic children in five dimensions namely visual perception and processing, sequencing process, abstraction, memory disabilities and motor disabilities using survey method. they found that the children had poor number sense, weak long term memory, weak short term memory, working memory difficulties and sequencing difficulties

Mary Sheba Jose and Binny J Abraham (2015) conducted an ‘A Case Study on Manovikas- a School for Special Children, regarding the mode of functioning of the special school, especially the vocational and therapeutic programmes provided for the students who had intellectual disabilities. The study revealed that well managed special schools have a pivotal role in assisting intellectually challenged students to lead self- sufficient lives of their own.

Meghan. M. Burke and Robert .M. Hodapp (2016) in their study ‘The Nature, Correlates, and Conditioning of Parental Advocacy in Special Education’ examines parent’s advocacy activities. Higher level of advocacy were found among parents who enacted their procedural safeguards, reported less satisfactory partnerships with schools, and were less satisfied with educational services. Parents engaging in the highest levels of advocacy described negative experiences, with schools refusing services, acting disingenuously, lacking trained personnel, and communicating poorly. Conversely, parents engaging in lesser amounts of advocacy reported positive experiences, were satisfied, and felt that their IEP teams were collaborative.

Najma Unnisa (2016) in a study “ Awareness about Hearing Impairment in Teacher-Trainees found that there exists significant difference in the level of awareness of hearing impairment among all the methodologies teacher – trainees, with the level of awareness of science methodology teachers being more than social studies and mathematics methodology teacher- trainees.

### **Conclusion**

From the literature scanning done, it was found that a number of studies were conducted in India as well as other countries on special schools. And nearly all the studies have revealed the importance of the special schools. The facilities provided for the children with special needs are mentioned in the studies. Many studies suggested the importance of curriculum for special schools and following this may special schools have framed and implemented a regular curriculum, so that the special need children will be able to learn and attend normal schools. Along with this the studies recommended about the teacher training programmes for the special education teacher. Support from government is one of the most important thing, is also suggested in many studies, as the government provides necessary funding and other services for normal schools, similarly the special schools should also be taken into account.

## **METHODOLOGY**

- *Methodology adopted for the study*
- *Objectives of the study*
- *Sample selected for the study*
- *Tools and techniques used for data collection*
- *Description of the tool*
- *Data collection procedure*
- *Consolidation of data*

# **METHODOLOGY**

## **Introduction**

Methodology is the procedure or technique adopted in a research study or investigation. Methodology is a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically. In it we study the various steps that are generally adopted by a researcher in studying his research problem along with the logic behind them. It is necessary for the researcher to know not only the research methods or techniques but also the methodology. In the present study researcher used qualitative research. The main purpose of qualitative research is to provide in-depth description and understanding of the human experience, human phenomena, human interaction or human discourses. In qualitative research it is up to the researcher to bring “understanding, interpretation and meaning to mere interpretation” (Lichtman, 2009). The researcher describe various steps of the plan to be adopted in solving a research problem, such as the manner in which the problems are formulated, the definition of terms, the choice of subjects for investigation, the validation of data gathering tools, the collection, analysis and interpretation of data, and the process of inference and generalizations. The decision about the method depends upon the nature of the problem selected and the kind of data necessary for its solution. (Sukhiya 1974).the validity and reliability of the findings too depend upon the method adopted and hence methodology occupies a very important place in any type of research study.

This chapter deals with the methodology followed in the research entitled, “a case study on Prasanthi School for children with special needs”. Case study research is extensively used in education as it is a basic form of qualitative inquiry (Gall, Gall & Borg, 2007). In the present study the researcher conducts a careful and complete analysis of administrative, infrastructural, and academic activities, achievements, method of teaching and learning of an educational institution for differently abled children named “Prasanthi school for children with special needs” based on the vision, mission, aims and objectives formulated by the founders.

**The methodology adopted for the study is described under the following headings.**

1. Method adopted for the study
2. Objective of the study
3. Tools and techniques used for the study
4. Description of tools
5. Sample selected for the study
6. Data collection procedure
7. Consolidation of data

#### **Method adopted for the study**

Case study method is used for the present investigation. Case study is a deep description and interpretation of a bounded system which is a single unit which can be “fenced” in by time and place (Merriam 2009). It is the method of exploring and analyzing the life of a social unit- be that a person, a family, an institution, a cultural group or even an entire community. Case study excels at bringing us to an

understanding of a complex issue or object and can extend experience or add strength to what is already known through previous research. Case studies emphasize detailed contextual analysis of a limited number of events or conditions and their relationships. It is used to examine contemporary real-life situations and provide the basis for the application of ideas and extension of methods.

This social unit is usually referred as case. Case study is intensive in nature and aims at studying everything about anything. It depends on our perception and gives us a clear insight into life. It also enables the researcher to trace out the natural history of the social unit, its relationship with social factors and the force involved in its surrounding environment. Here the researcher conduct the study on “Prasanthi school for children with special needs” and traced the history, assessed the functioning, activities and various training programmes offered. The investigator also studied the remedial programmes offered to differently abled children of the institute to develop their basic skills. In short the complete process and procedures were explored. Six steps that were used for case study are:

- Determination and defining the research questions
- Selection of the cases
- Determination of data gathering and analysis techniques
- Preparation for collecting the data
- Collecting data in the field
- Evaluating and analyzing the data
- Preparing the report step



### **Determination and defining the research questions**

The first step in case study research was to establish a firm research focus to which the researcher can refer over the course of study of a complex phenomenon or object. The researcher established the focus of the study by forming questions about the situation or problem to be studied and determined a purpose for the study. The research object in a case study is often a program, an entity, a person, or a group of people. Each object is likely to be intricately connected to political, social, historical, and personal issues, providing wide ranging possibilities for questions and adding complexity to the case study. The researcher investigated the object of the case study in depth using a variety of data gathering methods to produce evidence that leads to understanding of the case and answers the research questions. Case study research generally answers one or more questions which begin with "how" or "why." the questions are targeted to a limited number of events or conditions and their inter-relationships. To assist in targeting and formulating the questions, researchers conducted a literature review. This review established what research has been previously conducted and leads to refined, insightful questions about the problem. Careful definition of the questions at the start pinpoints where to look for evidence and helps determine the methods of analysis to be used in the study. The literature review, definition of the purpose of the case study, and early determination of the potential audience for the final report guide how the study will be designed and conducted, and publicly reported.

### **Selection of the cases**

The researcher selected the Prasanthi School for children with special needs

as a case. The researcher selected the Prasanthi School for children with special needs as a single case.

### **Determination of data gathering and analysis techniques**

Good case studies use different research tools and techniques to increase validity. The researcher selected interview schedule, observation schedule as technique and questionnaire, as tool. Other than the tools and techniques, the researcher gathered data from primary and secondary sources. Data gathered is normally largely qualitative, but it also in quantitative form. The researcher used the designated data gathering tools systematically and properly for collecting the evidence. Throughout the design phase, researcher ensured that the study is well constructed to ensure construct validity, internal validity, external validity, and reliability. By selecting the most appropriate measurement tool the researcher ensured construct validity. Internal validity demonstrates that certain conditions lead to other conditions and requires the use of multiple pieces of evidence from multiple sources to uncover convergent lines of inquiry. To ensure internal validity the researcher strived to establish a chain of evidence forward and backward. External validity reflects whether or not findings are generalizable beyond the immediate case or cases; the more variations in places, people, and procedures a case study can withstand and still yield the same findings, the more external validity. Case study involves two levels of analysis and increases the complexity and amount of data to be gathered and analyzed. A key strength of the case study method involves using multiple sources and techniques in the data gathering process. The researcher

determined in advance that what evidence to be gather and what analysis techniques to be use with the data to answer the research questions.

### **Preparation for collecting the data**

As case study research generates a large amount of data from multiple sources, systematic organization of the data is important to prevent the researcher from becoming overwhelmed by the amount of data and to prevent the researcher from losing sight of the original research purpose and questions. Researchers prepared databases to assist with categorizing, storing, and retrieving data for analysis. Guide trained the researcher to understand how to gather data using multiple tools and techniques. The program covered protocols for case study research, including time deadlines, formats for narrative reporting and field notes, guidelines for collection of documents, and guidelines for field procedures to be used. Investigators need to be good listeners who can hear exactly the words being used by those interviewed. Qualifications for investigators also include being able to ask good questions and interpret answers. Good investigators review documents looking for facts, but also read between the lines and pursue collaborative evidence elsewhere when that seems appropriate. Investigators need to be flexible in real-life situations and not feel threatened by unexpected change, missed appointments, or lack of office space. Investigators need to understand the purpose of the study and grasp the issues and must be open to contrary findings. Investigators must also be aware that they are going into the world of real human beings who may be threatened or unsure of what the case study will bring.

### **Collection of data in the field**

The researcher collected and stored multiple sources of evidence and comprehensively and systematically, in formats so that it can be referenced and stored so that converging lines of inquiry and patterns can be uncovered. Researcher carefully observed the objects of case study and identified causal factors associated with the observed phenomenon. The researcher used field notes and databases to categorize and reference data so that it will be readily available for subsequent reinterpretation. Researcher records stories, illustrations etc. That can be used for later reports. The researcher entered some data into database and physically stored other data, and with that the researcher also documents, classifies and cross references all evidences so that it can be efficiently recalled for sorting and examination over the course of the study.

### **Evaluating and analyzing the data**

The researcher examined raw data using many interpretation for finding linkages between the research object and the outcomes with references to the original research questions. Throughout the evaluation and analysis process, the researcher remained open to new opportunities and insights. The case study method with its use of multiple data collection methods and analysis techniques, provides researcher with opportunities to triangulate data in order of strengthen the research findings and conclusions. The case study method, with its use of multiple data collection methods and analysis techniques, provides researchers with opportunities to triangulate data in order to strengthen the research findings and conclusions. The tactics used in analysis force researchers to move beyond initial impressions to

improve the likelihood of accurate and reliable findings. Researcher categorized, tabulated, and recombined data to address the initial propositions or purpose of the study, and conducted cross-checks of facts and discrepancies in accounts. Focused, short, repeat interviews are also used to gather additional data to verify key observations or check a fact. Specific techniques include placing information into arrays, creating matrices of categories, creating flow charts or other displays, and tabulating frequency of events. Researcher used the quantitative data that has been collected to corroborate and support the qualitative data which is most useful for understanding the rationale or theory underlying relationships. Another technique is to use multiple investigators to gain the advantage provided when a variety of perspectives and insights examine the data and the patterns. When the multiple observations converge, confidence in the findings increase.

### ***Preparation of the report***

Case studies report the data in a way that transforms a complex issue into one that can be understood, allowing the reader to question and examine the study and reach an understanding independent of the researcher. The goal of the written report is to portray a complex problem in a way that conveys a vicarious experience to the reader. Case studies present data in very publicly accessible ways and may lead the reader to apply the experience in his or her own real-life situation. Researcher paid particular attention for displaying sufficient evidence to gain the reader's confidence that all avenues have been explored, clearly communicating the boundaries of the case, and giving special attention to conflicting. During the report preparation process, researcher critically examined the document looking for ways

the report is incomplete. The researcher used representative audience groups to review and comment on the draft document. Based on the comments, the researcher rewritten and made revisions.

### **Objectives of the study**

1. To study the history of Prasanthi special school.
2. To study the aims and objectives of Prasanthi special school.
3. To study the role and functions of principal, teachers, and other non-teaching staffs in planning and implementation of activities of Prasanthi special school.
4. To study the administration facilities of Prasanthi special school.
5. To study the curriculum and various teaching-learning process of Prasanthi special school.
6. To study the problems faced by the teacher of Prasanthi special school.
7. To study the facilities offered by the school for special need children.
8. To study the counseling's and training services given to parents of special need children.
9. To study the achievements and factors responsible for the achievement of Prasanthi special school.

### **Sample selected for the study**

The most important aspect of a study is the selection of sample.

- Principal of Prasanthi school for children with special needs
- Teaching and non- teaching staffs of Prasanthi school for children with special needs

- Parents of the special need children of Prasanthi school for children with special needs
- As the present study is an in-depth study of an institution rendering services to the disabled, everyone and everything related with the institution is a sample.

### **Tools and techniques used for the study**

For a well-constructed research programme, valid and reliable data are necessary. Suitable and reliable tools must be employed for collecting such data. Hence it is highly necessary for a research worker to find out and decide the sources of data relevant to the study. The present study is intended to evaluate the whole programs of Prasanthi School for special need children. The study was conducted among the teachers and principal of Prasanthi School for special need children. The investigator used tools such as observation schedules, interview schedules, questionnaire, checklist and literary sources and documents for collecting relevant data. In addition data were collected through field notes and informal talk with volunteers, alumni sponsors, well-wishers and supporters of the institution.

### **Description of tools**

The researcher prepared observation schedules, interview schedules, questionnaire and checklist and literary sources with the help of the supervising teacher. The researcher visited the official website of Prasanthi school for special need children and collected the basic information about the institution. A book named Navajyothiyude Charithram...Prsanthiyudeyum.. Was provided by the supervising teacher to know about the Prasanthi School for special need children.

And based on the above sources the interview schedule, questionnaire, checklist, literary sources and observation schedules were prepared and submitted to supervising teacher for correction. After the correction all the items were arranged based on the component. The final tools were prepared with necessary instructions for respondents. It was then typed and necessary copies were taken.

Following are the tools and techniques adopted by the investigator for collecting necessary data

- Interview
- Questionnaire
- Observation
- Literary sources

### **Interview**

Interview is a process of collecting data through face to face verbal interaction. Interview is a dynamic, interpersonal experience, is carefully planned to accomplish a particular purpose. Interview is a close face to face conversation or dialogue between the interviewer and interviewee. Or it is a social process between interviewer and interviewee.

### ***Procedure for constructing interview schedule***

The steps followed are given below:

### ***Preliminary draft***

As a preliminary step for the preparation of the interview schedule for the



study, the investigator went through the literature and studies connected the area under the study, refer journals, thesis, and books and consulted with the guide and experts in the field. The questions and various aspects to be included in the interview were decided and questions were prepared accordingly.

### ***Expert evaluation of questions***

The questions are subjected to expert's evaluation to indicate whether the item were clearly stated and easily understood and also to suggest necessary modifications, if any.

### ***Interview schedule for the principal and parents***

The researcher prepared two interview schedule for the principal of the institution to gather detailed information regarding the functioning of the institution and for the parents of the special need children of the institution. Interview schedule for the principal contained 30 items and interview schedule for parents contained 17 items.

### ***Techniques for interview***

Although the interview as a research tool can be modified according to the needs of the research situation, there are some techniques that need to be considered. These techniques deal with three steps:

- Preparation for the interview
- Conduct of the interview
- Recording of the data.

### ***Preparation for the interview***

It is necessary to plan for the interview carefully if it is to be effective in obtaining the required information. The researcher with help of guide prepared a preliminary draft of interview schedule for the study. The researcher prepared two interview schedules- one for the principal and the other for the parents. Then subjected for experts evaluation. Based on that, the final copy was prepared.

### ***Conducting and recording of the interview***

The investigator visited the Prasanthi School for special need children, near Pantheerankavu at Calicut for conducting the interview with the principal and parents of special need children. The principal offered the researcher all possible help. After establishing a good rapport with him, the investigator asked the questions one by one. The response of each items were carefully recorded and were subjected to further analysis.

Questions were of structured type, the interviewer had to adopt unstructured pattern occasionally to derive worthwhile information. Responses of each question were recorded carefully for further analysis. At the close his interview, the interviewer expressed sincere thanks for his participation and co-operation. Then the researcher interviewed some parents. After establishing a good rapport with parent, the investigator asked the questions one by one with each parents. The response of each items were carefully recorded and were subjected to further analysis. Questions were of structured type, the interviewer had to adopt unstructured pattern occasionally to derive worthwhile information.

Table 1

*The dimension wise distribution of items in the interview schedule for the principal*

Sl No.	Dimensions	Item number	Total
1.	Related to school	4, 6, 10, 11, 12, 13, 17, 20, 22, 29	10
2.	Related to student	1, 5, 9, 14, 15, 30	6
3.	Related to infrastructure	19,	1
4.	Related to teacher/ management	2,3, 16, 18, 28	5
5.	Related to result based on evaluation	25, 26, 27	3
6.	Related to medical facilities	7, 21, 24,	3
7.	Related to parent	8, 23,	2

Interview schedule for the parents of the special need children contained 17 items.

Table 2.

*The dimension wise distribution of items in the interview schedule for the parents of the special need children*

Sl. No.	Dimensions	Item number	Total
1.	Related to school	1,2,3,4, 13, 17	6
2.	Related to student	5,6,7,8,	4
3.	Related to teacher/	11, 15, 16	3
4.	Related to medical facilities	10	1
5.	Related to behavioural changes	12	1
6.	Related to education	9, 14,	2

### **Observation**

In the present study the investigator use the observation technique. Observation is way of gathering data by watching behavior, events, or noting

physical characteristics in their natural setting. Observations can be overt or covert. The benefit of covert observation is that people are more likely to behave naturally if they do not know they are being observed. But typically we conduct overt observations because of ethical problems related to concealing our observations.

Observations can also be either direct or indirect. Direct observation is when a person watch interactions, processes, or behaviors as they occur. Indirect observations are when a person watch the results of interactions, processes, or behaviors.

### **Planning for observations**

#### **Determine the focus**

Investigator thought about the evaluation questions to be answer through observation and selected a few areas of focus for the data collection. The focus areas were interactions between students and teachers, and teachers' knowledge, skills, and behaviors.

#### **Design a system for data collection**

Once investigator focused the evaluation questions about the specific items for which the data has to be collected and then determined how the necessary information has to be collected. There are three primary ways of collecting observation data. These three methods can be combined to meet the data collection needs.

### ***Recording sheets and checklists***

These are the most standardized way of collecting observation data and include both preset questions and responses. These forms are typically used for collecting data that can be easily described in advance. The researcher prepared observation checklist for the data collection.

Observation checklist is a list of questions that an observer will be looking to answer when they are doing specific observation of classrooms, school campus and other facilities of the school.

### ***Observation guides.***

Researcher listed the interactions, processes, or behaviors to be observed with space to record open-ended narrative data.

### ***Field notes.***

These are the least standardized way of collecting observation data and do not include preset questions or responses. Field notes are open-ended narrative data that can be written or dictated onto a tape recorder. The researcher noted each and everything possible in a field note and also recorded the information.

### ***Select the sites.***

Selected an adequate number of sites to help ensure they are representative of the larger population and will provide an understanding of the situation observed by the investigator. The selected sites were classrooms, assembly hall, co-curricular activity area, therapy rooms for therapy session observation etc.

***Time the observations appropriately.***

Programs and processes typically follow a sequence of events investigator scheduled the observations for observing the components of the activity that will answer the evaluation questions. This requires advance planning.

**Questionnaire**

There are four steps involved in the development of a questionnaire:

1. Determined the questions to be asked
2. Decided which questions to use
3. Decided on question wording
4. Length and ordering of the questions

***1. Determined the questions to be asked***

Issues and questions were determined through a combined process of exploring the literature and thinking creatively.

Table 3

*Process generating the focus for individual question.*

Sl. No.	Issue	Question focus
1.	Related to school	<ul style="list-style-type: none"> <li>• Skills acquired from school</li> </ul>
2.	Related to student	<ul style="list-style-type: none"> <li>• Personal record</li> <li>• Talented students</li> <li>• Student interaction with others</li> </ul>
3.	Related to teaching activities	<ul style="list-style-type: none"> <li>• Activities to acquire academic skills</li> <li>• Teaching household skills</li> <li>• Difficulties in teaching</li> <li>• Implementation of novel activities</li> <li>• Train to speak, write, spell</li> <li>• Special method for curriculum transaction</li> <li>• Organization of physical activities</li> <li>• Vocational, social, emotional, intellectual development</li> <li>• Encouragement of abilities</li> <li>• Arrangement of trips</li> <li>• Strategies for encouragement of student participation</li> </ul>
4.	Related to health services	<ul style="list-style-type: none"> <li>• Sufficient services provided</li> </ul>
5.	Related to physical facilities	<ul style="list-style-type: none"> <li>• Easy access to classrooms, toilets etc.</li> <li>• Special facilities</li> <li>• Available equipments</li> </ul>
6.	Related to parents	<ul style="list-style-type: none"> <li>• Support to parents</li> </ul>

From the issues given in the Table 3, the researcher generates the focus for individual question and then designed in detail.

**2. *Decided which questions to use:***

Researcher decided to use open ended questions. Open ended questions consists of questions that allow respondents to answer in their own word. So the researcher left a blank section for the respondent to write in an answer.

**3. *Decided on question wording***

- Researcher made concise and unambiguous question
- Researcher avoided double questions
- Researcher avoided questions involving negatives
- Researcher avoided leading questions

**4. *Length and ordering of the questions***

- Researcher kept the questions short as much as possible.
- Researcher grouped out the questions into specific topic, to make it easier to understand and follows.
- Researcher made a correct layout and spacing in the questionnaire.

Questionnaire for the teachers of the special need children contained 20 items.



Table 4

*The dimension wise distribution of items in the questionnaire for the teachers of the special need children*

Sl. No.	Dimensions	Items	Total
1.	Related to school	1	1
2.	Related to student	11, 15, 20	3
3.	Related to teaching/ activities	2, 3, 4, 5, 6, 8, 9, 10, 16, 18, 19	11
4.	Related to health services	17	1
5.	Related to facilities	7, 13, 14,	3
6.	Related to parents	12	1

### Literary sources

Literary sources include materials such as books, magazines, newspapers, proforma for details of staff, building plan, brochure, school diary, and the content of all other verbal materials which can be either spoken or printed. Since it is not possible to collect all relevant details by observation and interview method alone, the investigator made use of the literary sources to supplement it for gathering information on Prasanthi special school's history, performance and school activities. The investigator searched through the primary and secondary sources for gathering general information regarding the school and its activities. Articles, reports, interviews telecasted through TV channels and statements published in journals were also taken in to account. While documenting data, information from books, journals, magazines etc. Were used as in historical research method. Internal and external criticism were applied to establish validity and reliability of the data obtained.

### **Primary sources**

Primary sources are eye witness accounts. They are reported by an actual observer or participant in an event. Primary sources of educational data includes records of institution, periodicals, annuals, catalogues, curriculum guides, records of programmes, certificates, pictures, drawings, diaries, teacher and pupil personal files, samples of student work and recordings.

**The investigator examined the following primary sources for the purpose of the present investigation.**

1. Attendance register of students.
2. Attendance register of skill trainers.
3. Register of students accommodated in hostel.
4. Records maintained by the administrator regarding the movement of students.
5. Letters from the department of income tax, regarding allotment of pan number, registration and exemption for donations to Prasanthi files of annual maintenance contract.
6. Files of donation.
7. Records of training staff's appointment, monetary transactions, expenditure, and statement of income.
8. Files of grant from government of India.
9. Details of payment received from local bodies towards reimbursement of tuition fees & transportation fees.
10. Record of noon meal scheme for children.

11. Speech therapy timetable.
12. Physiotherapy timetable.
13. Handbooks for parents and trainers published by teachers of Prasanthi School for special need.
14. Case record of students.

### **Document analysis**

Document analysis is perhaps the important tool in any social researches. The researcher could collect some important data from certain documents of the institution, which could not be collected by other means.

The documents analyzed by the researcher are:

Website of Prasanthi admission register teacher's register school annual report brochure of Prasanthi.

### **Secondary sources**

Secondary sources are accounts of an event not naturally witnessed by the investigator. They are the reports who relate the testimony of an actual witness of, or participant in an event. The writer of the secondary source was not on the scene of the event but merely reported what the person who was there said or wrote. Secondary sources of data are usually of limited worth for research purpose because of the error that may result when information passes from person to another.

**The following materials were collected to obtain necessary data for the study.**

Newspaper clippings, documentaries, interview responses by the head

master, teachers & students, books and souvenirs about Prasanthi school, articles published by professionals and experts for collecting more information about Prasanthi school for children with special needs the investigator visited the official website. It contains the details about the information of Prasanthi school for children with special needs, aims of organization, different activities etc.

### **Criticism of data**

After identifying the data, the investigator must learn to read them correctly as a basic for developing sound ideas of the past, which in turn may help in interpreting present trends and possibility in predicting future events. For this the investigator subjected his data to rigorous evaluation, which is known as criticism of data.

#### (1) External criticism

External criticism establishes the authenticity or genuineness of data. It aims at determining whether the document is true or not. The main purpose of external or lower criticism is the establishment of historical truth. It is therefore aimed at the document (or other source) itself rather than the statements it contains with analytic forms of the data rather than the interpretation or meaning of them in relation to the study. It therefore sets out to uncover frauds, forgeries, hoaxes, inventions or distortions. To this end, the tasks of establishing the age or authorship of a document may involve tests of factors such as signatures, handwriting, script, type, style, spelling and place – names.

Investigations in the field of educational history are less likely to encounter deliberate forgeries than in, say, political or social history, though it is possible to find that official documents, correspondence and autobiographies have been 'ghosted', that is, prepared by a person other than alleged author or signer. For the present study, investigator went through the primary and secondary sources for establishing the genuineness of historical truth with respect to Prasanthi School. Actual observation of documents revealed that they are reliable, original and authentic.

## (2) Internal criticism

After the authenticity of the historical data has been established, there exists still the problem of evaluating their accuracy or worth. Although they may be genuine there can be a chance of bias distortions of truth, etc. Many documents in the history of education tend to be neutral in character, though it is possible that some may be in error because of these kinds of observer characteristics. A particular problem arising from the questions posed by traverse is that of bias. This can be particularly acute where life histories are being studied. The chief concern here, as Plummer reminds us, resides in examining possible sources of bias which prevent researchers from finding out what is wanted and using techniques to minimize the possible sources of bias. The investigator evaluated the documents by comparing each of them with the statement of other authors and publications. Analyzed the document and tried to establish the validity, credibility and consistency of the document.

### **Data collection procedure**

The investigator had got prior permission from the principal of the school for collecting data. From 7<sup>th</sup> November onwards for a month, the researcher visited the school campus and collected data. The principal, teacher, non-teaching staff, parents and all others whole heartedly cooperated with the researcher while collecting data. The researcher personally discussed with the teachers and parents. As PTA meeting were convened separately for each class, it was convenient for the researcher to approach the parents and get their opinion. The parents were happy to talk with the researcher as if they found an outlet for expressing their anxiety, fears, and tensions about the future of their children. The researcher walked round the campus and observed the functioning of the school. The significant events were jotted down in the notepad. The principal of the institution gave details about the origin and past history of Prasanthi School for children with special needs. The principal gave necessary documents regarding admission of students, service of teachers etc.

### **Consolidation of data**

The data collected using observation schedule, interview, questionnaire, literary sources and documents were consolidated on the basis of selected objectives. The data were organized, quantified, and tabulated in the consolidated sheet for analysis. After establishing the authenticity and validity of the data, they are interpreted by subjecting them to close examination from various aspects of the problem under study. Consolidation is necessary to find a solution to the problem.

## **ANALYSIS AND INTERPRETATION**

- *Objectives of the study*
- *History of Prasanthi School for special need children*
- *Facilities provided*
- *Curricular and co- curricular activities*
- *Counseling and training services*
- *Achievements of Prasanthi school for children with special needs*

## **ANALYSIS AND INTERPRETATION**

This chapter deals with the analysis of collected data and interpretation of their results. The data collected were analyzed with reference to the objectives of the study. In this study, data has been collected from various sources such as headmaster, teachers and parents with the help of separate observation, interview schedules and literary sources. Additional information was collected through document analysis and from the website of the institution.

### **Objectives of the study**

1. To study the history of Prasanthi Special School.
2. To study the aims and objectives of Prasanthi Special School.
3. To study the role and functions of Principal, teachers, and other non-teaching staffs in planning and implementation of activities of Prasanthi Special School.
4. To study the administration facilities of Prasanthi Special School.
5. To study the curriculum and various teaching-learning process of Prasanthi Special School.
6. To study the problems faced by the teacher of Prasanthi Special School.
7. To study the facilities offered by the school for special need children.
8. To study the counseling's and training services given to parents of special need children.
9. To study the achievements and factors responsible for the achievement of Prasanthi Special School.



The analysis of the data has been described under various sections such as:

History of Prasanthi School for special need children

Vision, mission, aims and objectives

Administrative facilities

Infrastructural facilities

Curricular and co- curricular activities

Counseling and training services

Achievements of Prasanthi school for children with special needs

Factors responsible for the achievements

Contributions of Prasanthi school for children with special needs

### **History of Prasanthi School for children with special needs.**

A firm footed institution, Prasanthi School for children with special needs is situated at Pantheerankavu, is a unit under Navajyothi charitable trust, a nonprofit organization formed in 2000 in Kozhikode. Navajyothi charitable trust consists of 17 trustees, most of them are doctors. Managing trustee and founder of the trust Dr. Ramakrishnan Palat started the trust upon finding that there were not any institutes for children with special needs in Kozhikode, which were accessible to the financially backward sections.

Dr. Ramakrishnan Palat, a retired professor of government arts and science college Meenchanda, took initiation to start such school for special need children at free of cost for those parents who are not able to educate their child due to lack of money, and the reason behind this decision is an incident which they come across

when they were working as a professor in the government arts and science college, Meenchanda. One of their student was absent for about two weeks and when he inquired about it, nobody knows the reason. Then Palat sir with their lab attender decided to visit that student's home after class. They searched her home and after reaching there they saw a small house made of four bamboo legs and a plastic sheet around it which was almost torn out. When they asked that student about her leave, they came to know about her life and the problems in her life. Only the source of income for that house was her mother, who was a laborer in road construction and will get a small amount for it. And that student was absent because the only dress she was having was torn out and she had no other dress to wear and attend classes. With a small income her mother was not able to buy a new pair, even that money is not enough to buy food for them. By hearing and observing the condition of that student they asked her to come to class the very next day itself and they decided to help her. When they were to leave from there, they heard a strange sound and they searched for it and the view they saw was so pathetic. They saw two children were tied to a tree and they were of 6-8 years of age. The plates were also kept near to them in which they used to eat. They had a small intellectual problem which made them different from other children, they play, run, at sometimes used to hug peoples passing from there, which make the people anger and they angrily suggested either to tie them, send them to mental asylum or they will take strict action against it. When the Palat sir suggested them to admit them in special schools, the mother replied, these special schools are asking high cost for their education and her income is not even enough for feeding them then how could she admit them in special schools. By hearing this the sir didn't replied anything, their mind was fully

engaged in sorting out solution for those mothers who are not able to admit their differently abled child in special school. And they dedicated the rest of their life after their retirement in 2000 to these special need children. (Palat, 2011).

At first Palat sir decided it with their wife professor Seetha Ramakrishnan, their colleague professor C P Vathsala, their friend Sreekumar, Bhaskaran and soon they formed the trust called Navajyothi trust. In this way the Navajyothi took birth with six students, one teacher, one ayah, and for all this a single room. They had only one bench, in which at one end the sir itself used to sit and at the other side the teacher and student. Palat sir referred many books related to mental problems and intellectual problems and spent more time in front of internet to know more about the differently abled children. The first sponsor for this trust was Bhaskaran by providing four benches to them. At first the institute was running in Dr. S Menon Smaraka Mandhiram under the ownership of women's Indian association, Chalappuram. To raise this institution Palat sir faced so many ups and downs. Gradually with the help of the trust members and other helping hands Navajyothi trust established for learning centers for differently abled children. As there were other institutions, special schools named Navajyothi in Kozhikode itself, the trust decided to continue the name Navajyothi charitable trust and the institutions under the trust were named as Prasanthi. Hence the Prasanthi School for children with special need took birth. After that one of their classmate Latheef sponsored a house in Karaparamba for them, as they were giving Rs 3000 rent in Chalappuram building. They shifted there after doing some modifications in Karaparamba house.

When Dr. Krishnakuamr taught about the autism and suggested that it need

different place and different practices, and by God's grace the rotary club functionaries took up the responsibility o built a small building in 5 cent place at Manari. And then it was known as Prasanthi Rotary Centre for Autism which was the first autism center in Malabar. Twelve students with autism were admitted there. Palat sir bought five cent place more which is near the autism Centre and build there two floor building in which one is for the students facing learning disabilities and named the institution , Prasanthi Centre for slow learners. And Prasanthi special play school for those children who may suffer from disabilities in future between the ages of 2-5 years. Four teachers and four ayahs were appointed there. Therefore the Prasanthi is running four units. Students raise in Prasanthi Centre for slow learner and they shifted to Manari, and fortunately they got a ground floor for rent near the same school, where they shifted the director's room, office, and three classrooms. As the rent in Karaparamba raised to 3500, and there is a need that Navajyothi should have their own place. In search of place they finally liked a place near Pantheerankavu, with the help of trustees, parents that place was bought. Just near that place another 35 cent lace was on sale and Palat sir bought it from which 10 cent was bought by trust and finally the trust owned a place in Pantheerankavu. And soon the two architect draw out a plan for building which was perfect for special schools they made a plan. The whole building was made from bricks with all facilities. The cost was high, it was around 75 lakhs, the trust decided to start the work step by step, because of financial limitations. At first they dig the well which costs around 1 lakh. For this they were supported by MLA V.K.C Mammadkoya by sponsoring 50000, gradually many other donations were given to them from various sources. Many people, supported them (Palat, 2011).

The students coming to Prasanthi School were from low financial background, and obviously this Prasanthi School is running for those students who are from financially low background. After digging the well the next step is to start construction work for which they need huge amount, and the first sponsor for this was Srimati Girija Menon who sponsored 3 lakh and gave one lakh on the spot. Soon the foundation work started. Dr. Radha Govind Professor (Retd), Medical College, sponsored 3 lakhs in two installments in the memory of her father and our former chief minister Sri C Achudha Menon. And Palat sir with their sister sponsored for a room where the woods were sponsored from their sister's estate. Altogether they had 11 lakhs.

With the leadership of Mujeeb the Prasanthi successfully step forward and number of children raised more than 100 and more than 30 employees were there. They successfully send many students to normal schools from there. In 2009 they left the building in Karaparamba and almost 7 classrooms, office room, Principal's room, kitchen, dining hall, toilets, and bathrooms were built at Pantheerankavu. And in June 2009 they shifted to their own building in Pantheerankavu. One of the major achievement is to become a member of central government institutions – National Trust. Then Prasanthi turned into registered and affiliated institution. (Jisha, interview 2016)

A seminar hall was constructed in the first floor which was inaugurated by Kozhikode M P Sri Raghavan. Along with that they sponsored 2 lakhs for tarring the road in the way to Prasanthi. Till that time there was no fixed salary for employees, for which the trust soon took step and prepared a pay scale which was approved on

June 2010 onwards. During this period Prasanthi got financial support of 10 lakhs from government also. (Palat, 2011).

In summer they faced problem of water scarcity and soon it was solved by Seetha and her alumni by digging a bore well. Still the construction work was not completed and there was a need of more financial support to complete upper floor and by God's grace an organization named round table 69 in which one of the architect of Prasanthi was a member decided to construct half portion of the upper floor of around 12 lakhs expense. And the second half construction was financially supported by Raju Menon. In this way the building was constructed with the help of many well-wishers of Prasnthi. And with several helping hands the Prasnthi was stepping forward.

***Board of trustees***

Dr. Ramakrishnan Palat, M.Sc., Ph.D., B.Ed.

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### **Administration Facilities**

An excellent administrative system is inevitable for the success of any institution. The researcher could collect information regarding the various aspects of the administration of Prasanthi School for special need children from the Headmaster, teachers and also through direct observation and document analysis. Main features of the Administration system are discussed under various headings.

The Headmaster is the administrative head of the institution. The working of the school is a combined endeavor of the headmaster, teachers, students, ayahs and parents. Their task begins the very moment a child reaches the campus. The students reach the school either in the school bus or in private vehicles. As all children are disabled the teachers and ayahs have to support them to reach the class. Some physically handicapped children are carried in the wheel chair. Everyone in the institution see to that the child is comfortable and happy in the school.

### **Admission of students**

Admission to Prasanthi School for special need children is open to all disabled children, irrespective of caste, creed, sex or religion. Though the age limit

for admission is fixed as 3-18. Disabled above 15 are usually admitted to the vocational class. Children are put into various classes considering their age and ability level. Classes are divided into preschool, primary, preprimary, secondary pre-vocational, autism spectrum disorder, care group. These are further divided into divisions A, B, C, D. At present there are a total of 137 students. At the time of admission, counseling is given to the parents to convince them about the peculiarities of the institution.

Table 5

*Shows class wise and gender wise distribution of students*

Class	Age (From-To)	Total number of students	Girls	Boys
Preschool A	3-6 years	5	3	2
Preschool B	3-6 years	5	3	2
Pre- primary A	5-9 years	7	2	5
Pre –primary B	5-8 years	8	3	5
Pre-primary C	7-11 years	8	1	7
Primary A	8-13 years	9	4	5
Primary B	8-13 years	8	4	4
Primary C	8-12 years	9	5	4
Primary D	7-13 years	9	3	6
Secondary A	9-12 years	9	4	5
Secondary B	7-14 years	8	1	7
Secondary C	11-16 years	9	-	9
Secondary D	10-14 years	9	1	8
Autism spectrum disorder	6-14 years	7	2	5
Care group	11-18 years	7	4	3
Pre – vocational A	12-18 years	10	-	10
Pre –Vocational B	12-17 years	10	-	10
Total number of classes= 17		Total number of students = 137	Total number of girls= 50	Total number of boys =87

The total number of students in the institution are 137 among which the boys are greater in number compared to girls. The total number of classes are 17. (Teacher's questionnaire 2016)



Table 6

*Shows total strength of disabilities in the children*

Class	Disabilities					Severe	Mild
	CP	MR	DS	Autism	LD		
Preschool A	1	4	-	-	-	-	5
Preschool B	-	-	4	1	-	1	4
Pre- primary A	3	3	-	1	-	-	7
Pre –primary B	2	3	1	2	-	2	6
Pre –primary C	2	3	2	1	-	1	7
Primary A	-	5	3	1	-	-	9
Primary B	-	5	2	1	-	-	8
Primary C	1	6	-	2	-	1	8
Primary D	1	8	-	-	-	-	9
Secondary A	-	6	1	2	-	1	8
Secondary B	1	4	2	1	-	-	8
Secondary C	1	4	-	4	-	4	5
Secondary D	1	3	-	1	4	-	9
Autism spectrum disorder	-	-	-	7	-	2	5
Care group	1	4	-	2	-	7	-
Pre – vocational A	1	7	1	1	-	-	10
Pre – vocational B	-	3	5	2	-	-	10
Total	15	68	21	29	4	19	118

CP- cerebral palsy

DS- Down syndrome

MR- mental retardation

LD- learning disability (Teacher's questionnaire 2016)

**Fees:** The institution doesn't collect any fees from students.

**Appointment of Teachers:** Only those who are qualified as per the requirements of Rehabilitation Council of India are appointed as teachers. They should have either Special Education Degree (B.Ed.) or DSE (MR). For vocational classes those who are skilled in the particular field such as Bookbinding, Screen-printing, File making,

Crafts etc. Are appointed. Teachers are appointed purely based on their qualifications.

Table 7

*The proforma for details of teaching and non- teaching staffs*

Sl. No.	Name	Male/ Female	Designation	Qualification	Year of experience
1	Jose P V	M	Principal	BA, B.Ed.	4
2	Jisha A M	F	Vice principal	BA, DSE (MR)	13
3	Baby Mini C	F	Special Teacher	PDC, DSE(MR)	11
4	Sujatha K	F	Special Teacher	BA, B.Ed. SE	10
5	Thankamani T P	F	Special Teacher	M.Com, B.Ed., B.Ed. SE	2
6	Rajitha K	F	Special Teacher	BA, D.Ed. SE(MR)	1.5
7	Saranya M V	F	Special Teacher	+2, D.Ed. SE (MR)	2
8	Liya T	F	Special Teacher	+2, D.Ed. SE (MR)	-
9	Mohija P	F	Special Teacher	+2, D.Ed. SE (MR)	1.5
10	Jini P	F	Special Teacher	B.Com, bed SE	8
11	Ramya	F	Special Teacher	BA D.Ed. SE (MR )	1.5
12	Haseena K V	F	Graduate trained Teacher	BA, TTC	2
13	Surya Kala M	F	Trained Teacher	+2, TTC	11
14	Subeena	F	Graduate Teacher	BA	10
15	Sheeja K	F	Graduate Teacher	BA, PPTTC	6
16	Bijisha P	F	Teacher cum Nurse	+2 ,ANM	4
17	Majrooh T P	M	Physio Therapist	BSc, BPT	9
18	Anargha Uday	F	Speech Therapist	BASLP	1.5
19	Jasir P K	M	Accountant	M.com, Tally	4

Sl. No.	Name	Male/ Female	Designation	Qualification	Year of experience
20	Jaya Prakasan P	M	Driver	VII, Valid Driving License	7
21	Santhosh Kumar K	M	Driver	IX , Valid Driving License	1.5
22	Vilasini p	F	Cook	SSLC (failed)	15
23	Vinodini P P	F	Ayah	SSLC	13
24	Rajeev S R	M	Office Assistant (special employee)	SSLC (failed)	9

### **Infrastructural Facilities**

Facilities can profound impact on both teachers and students outcomes. With respect to teachers, school facilities affect teacher recruitment, retention, commitment and effort. With respect to students school facilities affect health, behavior, engagement, learning, and growth in achievement. Thus infrastructural quality is an important predictor of teacher retention and student learning. The physical and emotional health of students and teachers depend on the quality of infrastructural facilities. (Jasir, unstructured interview 2016)

The researcher used observation schedule to mark the availability and absence of various facilities in the institution.

Table 8

*The infrastructural facilities*

SL. NO.	Facilities	Present /Absent	Number	Measurement
1	Classrooms	Present	15	300x300cm
2	Toilets	Present	15	150x250cm
3	Library	Not separate	-	-
4	Office room	Present	1	300x300cm
5	Seminar Hall	Present	1	1333x400cm
6	Counsellors room	Present	1	300x300cm
7	Therapy room	Present	1	300x380 cm
8	IT Room	Present	1	300x380cm
9	Kitchen & Dining hall	Present	1	1333x400cm
10	Ramp	Present	1	-
11	Well	Present	1	-
12	Wheel chair	Present	9	-
13	Dining chair	Present	75	-
14	Dining table	Present	15	-

Table 9

*Outdoor facilities*

Sl. No.	Facilities	Present/ absent	Number
1.	Playground	Present	1
2.	Equipments	Present	
	• Volleyball	Present	7
	• Handball	Present	5
	• Football	Present	6
	• Shuttle bat	Present	10
	• Shot put	Present	2
	• Ring	Present	10
3.	Stage	Present	1
4.	Garden	Present	1
5.	Ground	Present	1
6.	Swings	Present	4

Prasanthi School for special need children have two buildings. The details regarding infrastructural facilities as mentioned above is of old building.

Table 10

*The infrastructural facilities of new building which is named as Malarwadi was constituted in 2015 (Jasir, unstructured interview 2016)*

Sl. No.	Facilities	Measurement
1.	Classroom	363x353 cm
2.	Kitchen	367x363cm
3.	Palat sir's room	350x353cm
4.	Toilet	123x183cm
5.	Wash	198x363cm
6.	Lobby	571x280cm
7.	Bay seating	263x263cm
8.	Dining spillover	240x310cm
9.	Passage	183 cm wide
10.	Pantry	303x183cm
11.	Store	153x160cm
12.	Ramp	122cm

The infrastructural facilities provided in the institution are very hygienic and safe. Prasanthi School for children with special need is functioning in a building complex at Pantheerankavu, Calicut. 15 rooms are used as classrooms. The school has separate yoga and dance therapy hall, separate therapeutic departments such as speech therapy and physiotherapy. The administrative block consist of a well-structured rooms. The classrooms are of 300x300cm. They are equipped with 3-4 benches and desks, two shelves in most of the classes in which belongings of every children are kept. Every classroom has one clock. In primary classes the walls of the classroom are painted with pictures of houses, animals etc. In each class a goal chart is hanged which is a part of curriculum. Each classrooms had a blackboard, and good ventilation. Necessary toys, equipments, teaching learning materials are provided for each classes. The pre-primary classes have baby chairs and toys to attract small children. The care group have attached toilet. In addition each floor has a toilet and bathroom. A separate block is provided for kitchen and dining hall. The spacious dining hall has enough seating capacity to accommodate all children at same time. The IT room has modern innovative gadgets like LCD projector, computers, and other accessories. The building is equipped with necessary protections like ramp structure for upstairs to create a barrier-free environment. This building is provided with no lift facility. The school library is not fully developed. A few psychological books are available in the collection. Two Malayalam newspapers are available in the school. The school has a spacious yard in front of it. A few items for recreation are also there. Like sports, music which consists of sports equipments like shuttle bat, football, volleyball, rings, handball etc. and music system, harmonium, table, keyboard etc. For drinking water, there is a well and a bore well

too. Adequate ventilations and lights are provided in each and every room. School provides wheel chairs, assistive aids etc. to the disabled students. (Jasir 2016)

### **Discussion**

The school has required land area as per the government norms. The school has enough toilets for boys and girls. All the classrooms are well furnished and well equipped with proper ventilation and lights, along with that each class have pictures, painting on wall which motivate children as some of the pictures are drawn by the children itself. Though there is a library but not separate and well managed with many more necessary books. As a resource full library develops the teaching learning methods for teacher and students, there should be a rich library with essential books related to special schools, special students, psychology, etc. The preschool have well managed rooms with a play room for children which help them to walk, move, play and enjoy. The school has a bore well and well of its own for taking drinking water.

### **Curricular and Co-Curricular Activities Curricular activities**

The academic year of the Prasanthi School for Special Need Children is the same as the normal schools. The school opens in the month of June and closes for summer vacation on March 31<sup>st</sup>. The working time of the school is from 10:00 am to 3:30pm. Classes of each period having one and half hour duration. At 11:30 am eta break is provided. 12:00am to 1:00 pm another class hour. Then 1:00pm to 2:00pm lunch break and then 2:00 pm to 3:30 pm last hour. Curricular subjects were different for different classes. Actually at first goals are set for three

months for each student of each class by their class teacher. These goals are set based on their current academic level. Here goals are set on a particular work or task that a child have to achieve and is not able to do so. The teachers set a goal for three months and give continuous practice on the goal and also with that instructions for parents are also given regarding the decided goal, so that they can also help the child to achieve the goal at home. After three months of practicing the child is evaluated by the other class teachers and if the child successfully completes the task, the goal is considered to be achieved. Following the next goal is set for the child. While setting the goal parents also suggest the required change or need of the child to be achieved. If a child fails to perform the task for which he was trained for last three months, then the same goal is set again for the child for another three months. From preschool to secondary classes the curricular activities vary, even from child to child it is different. In preschool the students are given work in the form of puzzles of animal pictures, bead pinning, teaching numerical, teaching basic needs like toileting, eating food, arranging rings from bigger to small etc. They often have a play room where a slider to slide and a basket with full of colorful balls of various sizes are there, which helps them to recognize the different colors, sizes and counts. In preprimary and primary classes goals are set for activities of daily living such as buttoning , unbuttoning, brushing, distinguishing big and small, concepts about house, vegetable, animals, naming themselves, learning their residential address, learning their peer names, toileting, understanding simple commands, etc. Step by step the progress in children are observed by class teacher. Other these activities of daily living , some letters, two words a day, shapes identifying, teaching numerical,



alphabets, along with that speaking the same is taught under the preset goals. For each class there are two days for computer hour in a week.

In secondary classes the teacher write a sentence and student try to copy the same, fill ups, blocks writing, picturing, etc. are the task given. In secondary classes they are taught English, Hindi, Malayalam, mathematics. (Teacher’s questionnaire 2016)

**Method of teaching**

Table 11

*Whole method of teaching and learning is based on Individualized Education Plan (IEP).*

<i>Step I Assessment</i>		<i>Step II Individualized Program</i>		<i>Step III Evaluation</i>	
<i>IA</i>	<i>IB</i>	<i>IIA</i>	<i>IIB</i>	<i>IIIA</i>	<i>IIIB</i>
Current level of the child to know the already learnt skills.	What is the present level of functioning in adaptive behavior?	The goals to be achieved by child is set by teachers and parents.	To reach the overall goals teacher set specific behavioral objectives, that is to be achieved by child.	Teacher uses specific methods to help the child to attain the goals and teaches for three months with same goal.	After three months, child is evaluated by other teacher to test whether the goals are achieved or not.

The school have no regular curriculum prescribed by the State Government. Instead the teachers and parents together set a goal for three months for each child that vary from child to child. Goals can be set and decided according to the needs of children with special needs. Method of communication is used total communication.

Special methods, techniques and strategies are used by the teachers for transacting the curriculum in an effective way. As they are differently abled they are taught by different methods. The teachers of Prasanthi School were very friendly, loving, and all above that they have a lot of patience to manage and cooperate with these students. They work hard to make these children able to achieve their goal. They used different strategies to teach them. The classes were preprimary, primary, secondary, pre vocational, autistic spectrum disorder, and care group. In every class the strength is around 8-9 students. In each classes the teachers used to work hard for the children. The teachers plan short term objectives for each child and each child have different objectives to be achieve. They set these objectives as goals for three months and split every huge task by task analysis method, individual education programme, all these methods help to attain the curricular objectives. Finally these are evaluated to check whether the child had attained the goal or not. If the child achieves the goal then the next goal is set for next three months and if the child fails to achieve the goal then the same objective is set as goal again for three months.

Task analysis, modeling, prompting etc. are used along with the strategies like simple to complex, known to unknown to develop social skills the students are trained in actual situations, self-introduction, wishing others, greeting, sharing, etc. are trained in real situation. To develop communication skill group therapy and playtime were arranged. (Teacher's questionnaire 2016)

### **Discipline**

In Prasanthi School for children with special need where children with various disabilities like cerebral palsy, autism, downs syndrome, and other

behavioral problem, it is really difficult to enforce discipline. Even though they show some kind of discipline like standing in queue at assembly, for food time, they greet teacher, parents, visitors, they often thank the helping hands for them. There are some children in care group and some other classes who are hyperactive and aggressive at time, may hurt teachers, still there will no corporal punishments or any other scolding to them, because they are really unknown about their own doings. Instead the teachers take more care of such students with love and their 100% cooperation. In many case to reduce the anger and aggressive behavior the students are given therapies like yoga therapy, given time to play, music, dancing and other similar activities. All children with their class teachers assemble at seminar hall at morning for assembly, there they maintain 3 lines, they pray together, they do exercise daily at there, and in a line they disperse from there. The hardworking of teachers and ayahs plays a major role to make the children able to do their works.

### **Uniform and identity card**

The school insists on uniform for all students. In preschool navy blue skirt and blue, white and grey striped shirt for girls, navy blue trousers and blue, white and grey striped shirt for boys. In preprimary maroon skirt and white and maroon checks shirt with overcoat for girls, maroon trousers and white and maroon checks shirt for boys. In secondary classes maroon salwar and white and maroon checks kameez with overcoat for girls, maroon pant and white and maroon checks shirt for boys. For teachers at preschool they have blue and light grey checks coat, and ayahs have blue and dark grey checks coat. In preprimary to secondary the teachers have plain grey checks and principal have white coat. All students are provided

with an identity card bearing the student's name, photo, and contact address with phone number. All students should wear this identity card when they come to school.

### **Co-curricular Activities**

The institution lays greater importance in promoting co-curricular activities. The co-curricular activities conducted here are dance, music, keyboard, drawing, painting, yoga, meditation, sports and games, gardening, etc. The students of this institution took participation in 100m race in Special Olympics Bharat National Meet at Delhi and won two silver medal and one bronze medal. These types of co-curricular activities are helping for the betterment of talents of these students.

### **Cultural Activities**

The school provides platform for students to unravel their talents. The school celebrates Onam, Eid, Christmas and each child's birthday and also annual day celebrations etc. Then tenth anniversary programme was conducted which was inaugurated by MLA U.C. Raman, chief guest was film star Pakru. As a part of this 10<sup>th</sup> anniversary celebration a one year programme was planned for it. It included two days camp for anganavadi employees, a survey to find out all differently abled children under Perummanna Panchayath, seminar for the siblings of disabled children, drawing competition, district level high school quiz competition, medical camp, employees meet, publication of soverneri as a part of anniversary programme.

### **Picnics and Outings**

For the disabled everyone and everything around them is a teacher. In order

to provide direct experience for these children the school arranges picnics and outings. Excursions to distant places are arranged during the vacation time so that parents and sibling can accompany them. Besides, the teachers spare no opportunity to give sensual experience to these children. They take these children to children's park, circus, museums, beach etc. The school bus is used to organize field trips, educational tours and excursions.

### **Sports and games**

Students are given practice in both indoor and outdoor games. It helps to increase their endurance, channelize their energy in conservative manner. Students are given time to play in outdoor games such as football, volleyball, shuttle badminton. (Teacher's questionnaire 2016)

### **Parent Teachers Association**

PTA is the strength of this institution. An efficient and effective participation of the parents in the daily working of the school helps a lot for the smooth working of it. The school conducts class-wise meetings of parents regularly which immensely help both the teacher and parents to understand and solve problems of the students as a part of curriculum a goal is set of the children, and these goals are met only by the help of parents and teachers. Three months training is given to achieve that goal and it is evaluated by other teachers' ant that time the parents are requested to attend the meeting of their ward. So mainly it is comfortable to conduct class wise meeting with the children parent and class teachers. General body meeting is also conducted. The needs of parents for their children is discussed, important trainings, counseling

programmes are given to parents. Along with that seminars are conducted by doctors and experts of medical college Kozhikode to make the parents aware about the welfare programmes of differently abled children, and reservations for them. (Interview, parents 2016)

### **Transport facility**

The school has one school bus and a van to bring the children to the school and back home. The safety of the students is the primary concern. For this a volunteer accompanies the students in the to and fro journey. The route of the school bus is drawn up based on the demand and convenience of the students.

### **Sponsors and Benefactors**

The main sponsors are the trust members, parents, well-wishers etc. Some parents celebrate the birthday of their children and other happy occasions of their family by sponsoring the mid-day meal for the children.

### **Discussion**

Prasanthi School for special need children is a firm footed institution. An urge to help has flourished into a lesson in perseverance, compassion, and success. The teachers are well qualified and experienced. They are so much attached to these children. The researcher could meet a few teachers who had got better opportunities of job but who didn't leave this institution as they felt that serving the disabled, though a difficult task, gave them more mental satisfaction. The teachers and ayahs together took care for these children very well. Ayahs are doing hard work in keeping the personal hygiene of students. And one of the solid

achievements of this school is that in past years more than 25 students from Prasanthi School for special need children have been incorporated into mainstream schools. They have got admission in schools which refused them earlier. Some of them were employed at the institution itself, while some employed outside.

**Counseling and Training Services Counseling Programs:**

The parents having differently abled children are under constant stress. The school provides guidance and counseling services to siblings and parents. Talking with parents reduces the anxieties and feelings of guilt experienced by almost all parents of children with disabilities. Counseling is given to the family members to accept the limitation and disability of the child. Parents are advised how to deal with common problems like temper tantrums, teaching toilet training to child, food eating, brushing, buttoning, dressing etc. Family group therapy is provided to help siblings and parents to mingle with differently abled child. They are advised to cope with problems in communication, adjustment and to build up better relationship among family members. The siblings may feel embarrassed to bring their friends home. These things have to be dealt with. Acceptance of the differently abled child in the family will help to overcome the shame and embarrassment within and outside the family. Parents are asked to provide home training to the children to eat, clean and dress up. The main purpose of counseling services is to educate parents, make them sensitive to their children's needs, and involve them as a co-therapist in making the child self-reliant.

### **Home Visit**

Parents play a special role in the special need children. The oneness of parents and teachers make the children to stand upon. The teachers visit the child's home and meet every member at home and make sure that every member helps the child at home. The important instruction is given to them, based on the student's current level, at how to train them at home etc. Teachers visit two or three times in a year. This is an opportunity for the teachers to interact with the parents and give necessary guidance for them about the follow up activities to be done at home. It is mandatory that teachers should visit student's home at least once in a year Moreover they visit students when they are ill or hospitalized. Teachers keep in touch with parents over the phone also. (Interview- Parents 2016 & Questionnaire for Teachers 2016).

### **Awareness Programmes**

There are several awareness programmes organized by Prasanthi School.  
(Mindscape, 2011)



Table 12

*Awareness programmes organized by PSS.*

Date	Venue	Topic	Faculty	Person participated
Nov 8-10, 2002	Prasanthi School Chalappuram	Identification of children with mental retardation Special education Mental retardation causes & prevention Learning disability Session 1 Session 2 Session 3	Dr. P. Krishnakumar (Child Psychiatrist) Sri. M.K.Jayaraj Sri. Mujeeb Rahman MP (Principal, Prasanthi School)  Dr.Sreekumaran Namboodhiri Sri. Pradeepkumar Sri .VV Joseph	Normal school teachers
Apr 18, 2003	Prasanthi School Chalappuram	Behavior problems in mentally retarded children	Dr. PN Suresh Kumar (Director IMHANS)	Parents and special teachers
Apr 19-20, 2003	Prasanthi School Chalappuram	Autism spectrum disorders	Smt. Swapna V Thampi	Parents trainers, social workers
Apr 23, 2004	Prasanthi School Karaparamba	Developmental delay common illness	Dr. Lulu Mathews (Head Of Dept. Of Pediatrics, Medical College Calicut)	Parents and public
Jan 17-19, 2005	Prasanthi School Karaparamba	Autism spectrum disorders	Smt. Swapna V Thampi	Parents ,trainers and social workers
Apr 16, 2005	Prasanthi School Karaparamba	Epilepsy  Yoga therapy	Dr. Lulu Mathews 9 Head of Dept. of Pediatrics, Medical College) Yogacharya Unniraman Master	Parents and trainers

Date	Venue	Topic	Faculty	Person participated
Apr 23, 2005	Prasanthi School Karaparamba	Vocational rehabilitation of mentally retarded.	Sri. M.K Jayaraj (AWH)	Parents and trainers
		Speech therapy	Sri. Balakrishnan, Smt. Sandhya (ICONS, Shornur)	
Feb. 24, 2006	Prasanthi School Karaparamba	Early intervention	Sri. Shihab (PGDEI)	Special teachers
		Behavior intervention in mentally retarded children	Dr. Rajini (Clinical Psychologist)	
		Occupational therapy	Smt. Anupama Naomi Joseph (Occupational Therapist)	
Feb 25, 2006	Prasanthi School Karaparamba	Psychology of teaching	Dr.Ramakrishnan Palat (Director, Prasanthi school)	Special teachers
		Mental retardation	Sri. Mujeeb Rahman M.P(Principal, Prasanthi School)	
Apr 8 , 2006	Prasanthi School Karaparamba	Developmental delay	Dr. P. Krishnakumar (Child Psychiatrist)	Parents, trainers, social workers
		Behavior problems in mentally retarded children	Dr. T.P Ashraf (Medical College, Calicut)	
Mar 17, 2007	Prasanthi School Karaparamba	Behavior modification in mentally retarded	Dr. Sandeep (Clinical Psychologist)	Parents and public

Date	Venue	Topic	Faculty	Person participated
		children.		
		Aids for mentally retarded children	Sri. Asokan (Manager Kerala State Handicapped Welfare Corporation, Calicut)	
Jan-Apr, 2008	Prasanthi School Karaparamba	Training for palliative care students.	Dr. P. Krishnakumar Dr. Ramakrishnan Palat Dr. P. Sreekumaran Sri. Mujeeb Rahman M P	6 palliative care students
Jan14-16, 2008	Calicut Bullion Dealers Association Hall, Chalappuram	Autism spectrum disorders	Smt. Swapna V Thampi	Parents trainers, social workers
Oct 23,2008	Prasanthi School Karaparamba	Parents role in training of mentally retarded children	Dr. P Krishnakumar ( Director IMHANS)	Parents and special teachers
		Rehabilitation of mentally retarded children Welfare schemes for mentally retarded children	Dr. Geetha Govindaraj (Medical College, Calicut)  Sri. Mujeeb Rahman MP (Principal Prasanthi School)	
Dec 4-5, 2009	Prasanthi School Pantheerankavu	Autism spectrum disorder	Smt. Swapna V Thampi	Parents, trainers, social workers
Jan 21-22, 2010	Prasanthi S Pantheerankavu	Developmental delay	Dr. P Krishnakumar	Selected 100

Date	Venue	Topic	Faculty	Person participated
	Cool		(Director , IMMHANS)	anganavadi workers
		Mental retardation- Identification assessment and training	Sri. Mujeeb Rahman MP (Principal Prasanthi School)	
Apr 6, 2010	Prasanthi School Pantheerankavu	Seminar for siblings	Dr. P Krishnakumar Sri. Mujeeb Rahman	Siblings of mentally retarded
Jan 4-7, 2011	Prasanthi School, Pantheerankavu	Endosulfan affected person's trainers training.	Dr. P Krishnakumar Sri. Mujeeb Rahman	23 persons sent by state Govt.

### Physiotherapy

In order to deal with the physical demands of the disabled, the institute possesses a physiotherapy unit with all sophistication. The school has a qualified physiotherapist who strives to enhance the capacity of the children towards functional independence. Children with physical ailments are being trained here.

The session starts at afternoon from 2:00 pm to 3:30 pm. Time table is set for the children in need. For each child 20 minute training is allotted. Stretching, passive movements, active assisted movements, gat trained movements, motor movements, fine movements are the methods used there. Muscle stimulator, physio ball etc. are the mainly used equipments. The treatment given is mainly based on Sensory-Development Theory. (Majrooh, 2016)

### **Speech Therapy**

Most of them have speech problems and many of them suffer communication problems. Speech therapy is helpful to such students. With the help of a qualified speech therapist, the school offers speech therapy intervention facilities to the children. (Anargha 2016)

### **Yoga Therapy**

Yoga practice benefits the children by improving their mental ability, motor co-ordination and also social skills. Physically handicapped children restore some degree of functional ability after practicing yoga. Although the differently abled children might not be able to practice all the poses, there are many postures that are especially beneficial for them. Even trying to attain a particular posture has the same benefit as attaining the final position. Depending upon the type of handicap most of these postures can be modified for them. In fact the yoga helps them to coordinate the activities of mind, body and emotions. It reduces the distracted state of mind thereby helping them to focus and concentrate, improves the activities of day today living to the degree which could never otherwise be achieved. It improves one's ability and helps one to rely on their own selves making them independent. It helps them develop their social relationships, reduces the frequency of violent emotional upsets, reduces the negative traits and tendency to cause injuries to self and others, and develops a positive outlook improving self-confidence, self-sufficiency and sociability. It improves inter-personal relationships, improves their loco motor skills and psycho-motor coordination, reduces obesity, controls dribbling, helps in disappearance of facial tics, reduces hyperactivity, improves appetite and sleep,

improves overall health, increases immunity and reduces aggression, reduces dependency of drugs. (Jisha, interview 2016)

### **Dance Therapy**

Teachers identify children having hidden talents for dance at the primary level itself. Such children are provided constant practice in dance. Dance has a therapeutic effect also. It improves their motor skills and social interaction. It has also been observed that children who practice dance improve the ability to read, focus and participate in classroom setting. It improves circulation of blood, flexibility of muscles and joints, relieves anxiety and prevents depression. Dance therapy helps in improving the harmony between body and mind, giving a sense of wellbeing, building self-confidence and improving self-esteem. This is especially beneficial for children who have problems for communication. It improves their mood. Dance is a creative outlet for children to express themselves in a safe environment.

### **Behavior Modification Therapy**

Most of the children have behavioral problems. Acceptable behaviors are reinforced and unacceptable ones are discouraged. The teachers apply many behavior modification techniques to change behavior. All behaviors are modifiable and small classes make individual attention possible by providing Yoga, physical exercises etc.

Table 13

*The various training /therapies available in the institution and their periodicity*

Sl. No.	Training/Therapy	Availability of full time resource persons	Frequency of training/Therapy
1.	Special education	Yes	Daily
2.	Physiotherapy	Afternoon	Daily
3.	Speech therapy	Yes	Daily
4.	Yoga therapy	Yes	Daily
5.	Exercise	Morning	Daily

### **Achievements of Prasanthi School For Special Need Children**

#### **Major achievements**

The institution has gained several achievements to its credit with the collective efforts of students, teachers, ayahs and parents.

- In 2004, kidset award for best social activist procured by Dr. Ramakrishnan Palat (Director, Prasanthi special school)
- Kerala government award for the best institution of Kerala in the field of handicapped in 2005 for Prasanthi special school.
- In 2006-07 vocational excellence award by rotary club of Calicut mid-town for Dr. Ramakrishnan Palat (Director, Prasanthi special school)
- In district special school youth festival – Snehotsavam 2003, Prasanthi school for children with special needs won the championship. Winners got V. Moideenkoya Haji Memorial trophy and A. M Ussan Kutty Haji Memorial trophy.

- In 2007 award for the institution presenting best activities for handicapped welfare activities by social welfare department was procured by Prasanthi School for children with special needs.
- In 2009 lions club of Calicut silver hills distinguished service award was procured by Dr. Ramakrishnan Palat (Director, Prasanthi special school).
- Eminent novelist P. V Thampi's monumentally instituted award for best special school teacher was first procured by Mujeeb Rahman, Principal, Prasanthi School for children with special needs in 2009.
- All Kerala special school association award for the best special school won by Prasanthi School for children with special needs in 2007.
- The students of this institution took participation in 100 m race in Special Olympics Bharat National Meet at Delhi and won two silver medals and one bronze medal.
- The Navajyothi charitable trust under which Prasanthi School for children with special need is established in the year 2013-14. Received spandanam award for the best organization working in the field of autism, cerebral palsy, mental retardation and multiple disorders.
- More than 25 students of Prasanthi School for Children with Special Needs were incorporated in normal mainstream schools where earlier they were rejected.
- Some of the children are employed at the institution itself, while others are working outside.
- The school has mainstreamed 17 children to normal school.



### **Factors Responsible For the Achievements.**

The PSS has got several achievements in the field of special education.

The following are the factors responsible for this. This is only because of the dedication, sincerity and hardworking of director, trustees, principal and teachers. The parents and public are also take initiative and active involvement in all activities.

All the programs are pre-planned and organized in a better way for development of the school. Love and affection play a major role in shaping differently abled children suitable for social integration. For academic skills need based training is provided to the students. The senior students and passing out students help the junior students and they also give a helping hand to another institution. By giving a service, they also motivate the society.

### **Conclusion**

As the right for education is equal for all without any discrimination, so the differently abled children should also be given opportunities to acquire education. And likewise Prasanthi School for Special Need Children is working for free of cost many more such institutions should also be established to educate the differently abled children, and at least it is necessary to make aware about this institution to those parents who are still suffering because of lack of financial support to educate their differently abled child.

## **SUMMARY, FINDINGS AND SUGGESTION**

- *Study In Retrospect*
- *Objectives of the study*
- *Methodology of the study*
- *Major Findings*
- *Conclusions*
- *Educational Implication*
- *Suggestions for Further Research*

## **SUMMARY, FINDINGS AND SUGGESTIONS**

This chapter provides an overview of the significant aspects of various stages of the study, Restatement of the problem, Objectives of the study, Methodology, Findings and Conclusions, Educational implications, suggestions for further research.

### **Restatement of the problem**

This study is entitled as “A CASE STUDY ON PRASANTHI SCHOOL FOR CHILDREN WITH SPECIAL NEEDS”

### **Objectives of the study**

1. To study the history of Prasanthi Special School.
2. To study the aims and objectives of Prasanthi Special School.
3. To study the role and functions of Principal, teachers, and other non-teaching staffs in planning and implementation of activities of Prasanthi Special School.
4. To study the administration facilities of Prasanthi Special School.
5. To study the curriculum and various teaching-learning process of Prasanthi Special School.
6. To study the problems faced by the teacher of Prasanthi Special School.
7. To study the facilities offered by the school for special need children.
8. To study the counseling's and training services given to parents of special need children.

9. To study the achievements and factors responsible for the achievement of Prasanthi Special School.

### **Methodology of the study**

The methodology used for the present study is given briefly under the following headings.

#### **Sample of the study**

The most important aspect of a study is the selection of sample.

- Principal of Prasanthi school for children with special needs
- Teaching and non- teaching staffs of Prasanthi school for children with special needs
- Parents of the special need children of Prasanthi school for children with special needs
- As the present study is an in-depth study of an institution rendering services to the disabled, everyone and everything related with the institution is a sample.

#### **Tools**

The researcher made use of the following tools for the study

1. Observation Schedule
2. Interview Schedule
3. Questionnaire
4. Literary Source
5. Checklist

### **Findings and conclusions**

The important findings of the study are presented below.

- Prasanthi School for children with special needs is situated at Pantheerankavu, is a unit under Navajyothi charitable trust, a nonprofit organization formed in 2000 in Kozhikode.
- Managing trustee and founder of the trust Dr. Ramakrishnan Palat started the trust upon finding that there were not any institutes for children with special needs in Kozhikode, which were accessible to the financially backward sections.
- Dr. Ramakrishnan Palat, a retired professor of government arts and science college Meenchanda, took initiation to start such school for special need children at free of cost for those parents who are not able to educate their child due to lack of money, and the reason behind this decision is an incident which they come across when they were working as a professor in the government arts and science college, Meenchanda.
- At present there are a total of 137 students. The vision, mission, aims and objectives of Prasanthi school is to train and educate children who are differently abled and make them able to live in the society with grace and self-respect and also to convert them into useful contributors of the society.
- The institution doesn't collect any fees from students.

- The infrastructural and outdoor facilities provided in the institution are very hygienic and safe.
- There are different types of facilities such as Yoga, Physiotherapy, Dance therapy, Speech therapy, Behaviour modification therapy, music therapy. All internal and outdoor facilities give barrier free environment to students.
- The building is equipped with necessary protections like ramp structure for upstairs to create a barrier-free environment.
- The school provides different types of curricular activities : in preprimary and primary classes goals are set for activities of daily living such as buttoning , unbuttoning, brushing, distinguishing big and small, concepts about house, vegetable, animals, naming themselves, learning their residential address, learning their peer names. In secondary classes they are taught English, Hindi, Malayalam, mathematics.
- The school has parent teacher association, volunteers, self-help group, transport facilities, sponsors and benefactors.
- The school provides co-curricular activities like yoga, painting, drawing, sports and games etc. Love and affection play a major role in shaping these hearing impaired and visually impaired children suitable for social integration. For academic skills need based training is provided to the students.

- The school provides guidance and counseling services to students, siblings and parents.
- Last five years the school has got hundred percentage results.
- Last eight years this institution is the champion in district sports meet for special education.
- The factors affecting the improvement of this institution were co-operation, involvement, dedication and participation of teachers.
- Parents provide their whole hearted support and active involvement in all programs of this institution and also sincerely said that management and public were the back bone of this institution.
- The senior students and passing out students help the junior students and they also give a helping hand to this institution. By giving a service, they also motivate the society.
- Prasanthi School adopted modern facilities and innovative technologies in the field of special education, this method can be successfully imitated to other special educational institution.

### **Conclusion**

Disability is not anybody's fault. The disabled has every right to live a dignified life. No child should be denied the equality in opportunity that education entices because of factors far beyond their control. Education will surely open a magic door of vocation to them. Time has proved that disability is only a matter of

perception. With patience, perseverance and guidance they can achieve a lot. For this, they need support, help and above all love and affection from the lucky non-disabled fellow beings. Prasanthi School with its dedicated staff, parental support and divergent training programs gives rhythm to lives of hundreds of special need children. It is hoped that this study will bring to light the selfless and dedicated work that Prasanthi is doing to the less privileged group of our society. This will in turn make the others too conscious of their duties towards this group and motivate them to extend a helping hand to raise them from their helplessness.

### **Educational implications**

- The government as well as the school management should be aware of the latest trends and developments happening in the educational scenario of the disabled and try to implement those changes in the institution.
- The government should enhance the allowances to the institutions for children with special needs considering the current needs of the students.
- The government should take necessary steps to provide uniform and study materials to these children free of cost.
- Subsidized medical benefits should be provided to the children with special needs
- In service courses to the teachers of the schools for children with special need should be conducted periodically.
- Special curriculum and syllabus should be followed for the school for children with special need



- Special schools with hostels should be provided as far as possible at District headquarters, for severely handicapped children.
- There was lack of awareness among the parents of children with special needs about the rights and privileges of the special need children. Proper awareness programs should be introduced to the parents.
- Government should arrange necessary travelling facilities for the children with special needs.
- Adequate arrangements should be made for vocational training to the disabled.
- A special school directorate should be established and all special schools should be made under the directorate in order to ensure the better management and functioning of such schools.

### **Suggestions for further research**

The present study brings to light a number of new areas to be covered by further study to get a more complete picture of the area under investigation.

- A similar study can be conducted on other institutions for children with special needs.
- A comparative study can be conducted about the functioning of schools for children with special needs.
- The impact of integrated education for disabled children in school for children with special need in Kerala can be studied.

- A study can be conducted on the problems faced by the teachers of special schools in Kerala.
- A study can be conducted on the problems faced by ayahs of special schools in Kerala.
- A critical study can be conducted on the instructional strategies of special schools in Kerala.
- Job satisfaction of teachers working in the special schools of Kerala can be studied.
- Involvement of PTA in the programs of special schools in Kerala may be studied.
- A study can be conducted about the problems faced by the children with special needs in Kerala.
- A comparative study can be conducted on the performance of children with special needs enrolled in normal schools and special schools.
- A study can be conducted on the stress of parents having special need children.
- A study can be conducted to know about the availability of educational facilities for children with special needs in Kerala.

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# **APPENDICES**

**APPENDIX I**  
**FAROOK TRAINING COLLEGE**  
**INTERVIEW SCHEDULE OF THE PRINCIPAL**

**Dr. Afeef Tharavattath**  
**Assistant Professor**  
**Farook Training college**

**Jijimol. K. Sukumaran**  
**M.Ed. Student**  
**Farook Training college**

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**PERSONAL INFORMATION**

Name of the School :  
Year of Establishment :  
Name of the Principal :  
Educational Qualification :

Following are some of the questions regarding the Prasanthi School for children with special needs. You are requested to provide the possible responses for the given questions. Your responses are highly valuable. Confidentiality of the responses are here by ensured and the information you provide will be used only for research purposes.

1. How many students are enrolled in this institution? :
2. Total number of teaching staffs in this school. :
3. Total number of non-teaching staffs in the school. :
4. Number of classes in the Prasanthi Special School. :
5. Enrollment of students in each class. :
6. What about the enrollment procedure? :
7. Do you take any child having threatening medical conditions? :



8. Do you sign any agreement from parents that entitled the children to study until a particular age/ until age 18? :
9. Which type of students are more in number; severe, mild, moderate? :
10. What are the aims and objectives of Prasanthi Special School? :
11. What about the curriculum of Prasanthi Special School? :
12. What are the special programmes offered for special need children? :
13. How many speech therapists and occupation therapists are available here? :
14. What is the total strength of boys here? :
15. What is the total strength of girls here? :
16. Who are the members of administrative body? :
17. How much is the area of the school building and school compound? :
18. Who are the helping hands to build up Prasanthi Special School? :
19. Are there ramps available for those students who have walking difficulty? :
20. What are the co-curricular activities provided for the students? :
21. What is the health services provided here? :
22. Whether the mid-day meal is available here for children. :
23. Do you conduct counseling for parents of special need children? :
24. Do you provide routine medical checkup for all students? :
25. What are the achievements of Prasanthi Special School? :

26. What are the factors responsible for the achievements responsible for Prasanthi Special School? :
27. Does this institution receive any awards? Which are they? :
28. Do the teacher of Prasanthi Special School get refresher training every. :
29. Does this institution provide the environment essential for maximum development of the abilities and capacities of special education? :
30. Do the children go for the field trips/ visits? :

**APPENDIX II**  
**FAROOK TRAINING COLLEGE**  
**QUESTIONNAIRE FOR TEACHERS**

**Dr. Afeef Tharavattath**  
**Assistant Professor**  
**Farook Training College**

**Jijimol. K. Sukumaran**  
**M.Ed. Student**  
**Farook Training College**

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**PERSONAL INFORMATION**

- Name of the School :  
Year of Establishment :  
Name of the teacher :  
Date of joining :  
Class in charge :  
Educational qualification :  
Experience :

Following are some of the questions regarding the Prasanthi School for children with special needs and the children with special needs. You are requested to provide the possible responses for the given questions. Your responses are highly valuable. Confidentiality of the responses is here by ensured and the information you provide will be used only for research purposes.

1. Which are the skills acquired by these children from this school?

.....  
.....

2. Do you train students to acquire simple academic skills like learning to recognize common symbols, signs, use of coins and currencies etc.?

- (a) Yes (b) No

3. Do you teach them necessary household skills like dusting, sweeping, washing utensils etc.

- (a) Yes (b) No

4. Do you face difficulty in teaching the special need student? If yes, what are they?

- (a) Yes (b) No

.....  
.....

5. Do you implement novel activities to attain the curricular objectives? If yes, which are they?

- (a) Yes (b) No

.....  
.....

6. Do you train them to speak, spell and write their name?

- (a) Yes (b) No

7. Do the students have easy access to classrooms, toilet rooms, library, laboratories etc.?

- (a) Yes (b) No

8. Which special method you adopt for the transaction of curriculum.

.....  
.....

9. Do you organize physical activities like yoga, physical education, meditation, etc.?

- (a) Yes (b)No

10. How do you develop the special need children's vocational, social, communicational, emotional, intellectual skills?

.....  
.....  
.....  
.....  
.....

11. Do you keep the personal record of each child up to date?

(a) Yes (b) No

12. Do you support the parents of these children? If yes, how?

.....  
.....

13. What are the special facilities provided for the special need children?

.....  
.....

14. Do all equipments are available here based on the needs of special children?

(a) Yes (b) No

15. Are there different talented students present in your class? If yes, what are they?

.....  
.....

16. What are the activities provided to encourage their abilities?

.....  
.....

17. Do the sufficient services provided for each and every child?

(a) Yes

(b) No

18. Do you arrange visits or trips for students?

(a) Yes

(b) No

19. What are the strategies to encourage and enhance the students to participate in classroom activities?

.....  
.....

20. How they interact with outsider or other children when you go to other schools, or other areas?

.....  
.....

**APPENDIX III**  
**FAROOK TRAINING COLLEGE**  
**CHECKLIST**

**Dr. Afeef Tharavattath**  
Assistant Professor  
Farook Training College

**Jijimol. K. Sukumaran**  
M.Ed. Student  
Farook Training College

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**PERSONAL INFORMATION**

Name of the School :

Year of Establishment :

Which of the following infrastructural facilities available here:

Sl. No.	Facilities	Responses	
		Yes	No
1.	Library	Yes	No
2.	Laboratories	Yes	No
3.	Separate toilet blocks for girls and boys	Yes	No
4.	Drinking water facilities	Yes	No
5.	Auditorium	Yes	No
6.	Playground	Yes	No
7.	Transportation facilities	Yes	No
8.	ICT facilities	Yes	No
9.	Ramps available	Yes	No
10.	Art room	Yes	No
11.	Music room	Yes	No
12.	Rest room	Yes	No
13.	Office room	Yes	No
14.	Benches & desks	Yes	No
15.	Lighting	Yes	No

**APPENDIX IV**  
**FAROOK TRAINING COLLEGE**  
**OBSERVATION SCHEDULE**

**Dr. Afeef Tharavattath**  
**Assistant Professor**  
**Farook Training College**

**Jijimol. K. Sukumaran**  
**M.Ed. Student**  
**Farook Training College**

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**PERSONAL INFORMATION**

Name of the School:

Year of Establishment:

- 1) School building :
- 2) Number of blocks :
- 3) Number of classrooms :
- 4) Playground :
- 5) Classroom seating arrangement :
- 6) Teacher pupil ratio :
- 7) Classroom facilities :
- 8) Method of teaching :
- 9) Behavior of students in classroom :
- 10) Approaches of teachers towards students :
- 11) Services provided there :
- 12) Facilities provided there :



- 13) Programmes conducted :
- 14) Group activities conducted :
- 15) Health services provided :
- 16) Observe the skills of the children. :
- 17) Evaluation and assessment techniques. :
- 18) Classroom atmosphere, hygiene :
- 19) Working time :
- 20) Number periods :
- 21) Lunch break :
- 22) Physical education :
- 23) Music, arts :
- 24) Library facilities :
- 25) Laboratories :
- 26) Yoga & meditation classes :
- 27) Speech therapies and other therapies :
- 28) Sanitation and drinking water facilities :
- 29) Mid-day meal facilities :
- 30) Attendance method :

**APPENDIX V**  
**FAROOK TRAINING COLLEGE**  
**INTERVIEW SCHEDULE FOR PARENTS**  
**(English version)**

**Dr. Afeef Tharavattath**  
**Assistant Professor**  
**Farook Training College**

**Jijimol. K. Sukumaran**  
**M.Ed. Student**  
**Farook Training College**

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Name of the School :

Name of the Parent :

Name of the Place :

Name of the student :

Class of the student :

1. What are the reasons for admitting your ward in this school? :
2. What are activities your child able to do independently after joining this school? :
3. What change happened to your child after coming out this school? :
4. Does your child express interest in coming school? :
5. Does your child express difficulty while travelling with other passengers? :
6. Does your child go outside to play with other student? :
7. Does your child take participation in school programmes? :

8. Does your child like to sit and have meals with others? :
9. What are facilities provided by this school for your child's education? :
10. What are services provided by this school for your child's health? :
11. Does your child express interest and love towards their teachers? :  
Or scared of them?
12. Does your child express anger when others take their belongings? :
13. What is the counseling services provided for you from the school? :
14. Do the school conducts PTA meeting? :
15. Do the teachers aware you about your child's abilities? :
16. Do the teachers aware you about your child's problems? And do they :  
tell you how to solve the problem?
17. What are the peculiarities of this school when you compared with :  
other school?

**APPENDIX VI**  
**FAROOK TRAINING COLLEGE**  
**INTERVIEW SCHEDULE FOR PARENTS**  
**( Malayalam version)**

**Dr. Afeef Tharavattath**  
**Assistant Professor**  
**Farook Training College**

**Jijimol. K. Sukumaran**  
**M.Ed. Student**  
**Farook Training College**

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Name of the School :

Name of the Parent :

Name of the Place :

Name of the student :

Class of the student :

1. നിങ്ങളുടെ കുട്ടിയെ ഈ സ്കൂളിൽ ചേർത്തതിന്റെ കാരണം എന്തെല്ലാം?
2. ഈ സ്കൂളിൽ ചേർത്തതിനു ശേഷം നിങ്ങളുടെ കുട്ടിക്ക് എന്തെല്ലാം കാര്യങ്ങൾ സ്വയം ചെയ്യാൻ സാധിക്കുന്നുണ്ട് ?
3. ഇവിടെ വന്നതിനു ശേഷം നിങ്ങളുടെ കുട്ടിയുടെ സ്വഭാവത്തിൽ ഉണ്ടായ മാറ്റങ്ങൾ എന്തെല്ലാം?
4. വീട്ടിൽ നിന്ന് സ്കൂളിലേക്ക് വരുമ്പോൾ കുട്ടി ഉൻമേഷം കാണിക്കാറുണ്ടോ?
5. മറ്റുള്ള യാത്രക്കാരുടെപ്പോലെയോ യാത്ര ചെയ്യുമ്പോൾ കുട്ടി അസ്വസ്ഥത കാണിക്കാറുണ്ടോ?
6. മറ്റുള്ള കുട്ടികളോടൊപ്പം പുറത്ത് കളിക്കാൻ പോകാറുണ്ടോ?
7. സ്കൂളിലെ പരിപാടികളിൽ കുട്ടി പങ്കെടുക്കാറുണ്ടോ?
8. കുട്ടി എല്ലാവരോടൊപ്പം ഇരുന്ന് ഭക്ഷണം കഴിക്കാറുണ്ടോ?
9. ഈ സ്കൂളിൽ നിന്ന് കുട്ടിക്ക് പഠനത്തിൽ എന്തെല്ലാം സഹായങ്ങൾ ലഭിക്കുന്നുണ്ട്?
10. ഈ സ്കൂളിൽ നിങ്ങളുടെ കുട്ടിക്ക് ആരോഗ്യ കാര്യങ്ങളിൽ എന്തെല്ലാം സഹായങ്ങൾ ലഭിക്കുന്നുണ്ട്?
11. കുട്ടി അധ്യാപകരോട് ഇഷ്ടം കാണിക്കാറുണ്ടോ? അതോ പേടിയാണോ?

12. കുട്ടിയുടെ സാധനങ്ങൾ മറ്റുള്ളവർ ഉപയോഗിക്കുമ്പോൾ ദേഷ്യം കാണിക്കാറുണ്ടോ?
13. സ്കൂളിൽ നിന്നും നിങ്ങൾക്ക് എന്തെല്ലാം വിധത്തിലുള്ള കൗൺസിലിങ്ങാണ് ലഭിക്കുന്നത്?
14. പി.ടി.എ. മീറ്റിങ്ങിന് നടത്താറുണ്ടോ?
15. നിങ്ങളുടെ കുട്ടിയുടെ കഴിവുകൾ നിങ്ങളെ അധ്യാപകൻ അറിയിക്കാറുണ്ടോ?
16. നിങ്ങളുടെ കുട്ടിയുടെ പ്രശ്നങ്ങൾ എന്തെല്ലാം എന്ന് അറിയിക്കാറുണ്ടോ? അത് പരിഹരിക്കാനുള്ള മാർഗ്ഗങ്ങൾ പറഞ്ഞു തരാറുണ്ടോ?
17. ഇതു പോലുള്ള മറ്റ് സ്കൂളുമായി താരതമ്യം ചെയ്യുമ്പോൾ ഈ സ്ഥാപനത്തിനുള്ള പ്രത്യേകതകൾ എന്തെല്ലാമാണ് ?