

**OPINION OF PARENTS AND CHANGATHIKOOTTAM ON
THE EFFECTIVENESS OF KOOTTUKOODAN
PUSTHAKACHANGATHI PROJECT BY
SSA KOZHIKODE DISTRICT**

**Dissertation Submitted to the University of Calicut in
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MASTER OF EDUCATION**

Submitted by

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DECLARATION

I, **Muhammed Niyas A.S.**, do hereby declare that this dissertation entitled **“OPINION OF PARENTS AND CHANGATHIKOOTTM ON THE EFFECTIVENESS OF KOOTTUKOODAN PUSTHAKACHANGATHI PROJECT BY SSA KOZHIKODE DISTRICT”** has not been submitted by me for the award of a Degree, Diploma, Title or Recognition before.

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CERTIFICATE

I, **MOHAMMED SAREEF.**, do hereby certify that the dissertation entitled **“OPINION OF PARENTS AND CHANGATHIKOOTTM ON THE EFFECTIVENESS OF KOOTTUKOODAN PUSTHAKACHANGATHI PROJECT BY SSA KOZHIKODE DISTRICT,”** is a record of bonafide study and research carried out by **MUHAMMED NIYAS A.S.** under my supervision and guidance, has not been submitted by her for the award of any Degree, Diploma, Title or Recognition before.

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INTRODUCTION

- **Introduction of the Study**
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Inclusive education is an approach that seeks to address the learning needs of all children, youth and adult with specific focus on those who are valuable meaning marginalized and excluded. The principle of inclusive education was adopted at Salamanca world conference on special education needs (UNICEF 1994) and was selected at the Dakar world education forum (UNESCO 2004). Inclusion is seen as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning community, understanding diver's needs of children in the education system and how responsive is the education system to meet these needs of learners in a given community.

It is a broader concept which ensures education for all children, young people and adults, who are disabled, non disabled and disaffected, been able to learn together in regular education setting from childhood to adulthood or in community education settings, with appropriate network of support throughout the world, children with special needs (CWSN) was neglected till the 18th century. Many social reforms globally began to address this issue in order to establish fraternity, equality and liberty. As the world was beginning to experience the success of planning children with disabilities in regular schools, in 1971 the planning commission of India, included its plan a program for integrated education (IE). The government launched the IEDC (integrated education for disabled children) scheme in December 1974 the process of integration is synonymous with “combining, blending, fusing”- Mcaus, grouping all individuals together. integration does not

emphasize providing unique support for each individual within the group but rather treating the group as a whole. But this was a big challenge as every individual learns differently.

Along with the other parts of the world, India too witnessed the emergence of special school for individuals with special needs. This is based on the concept of segregation. The word segregation literally means “setting apart” or separating individuals, that is students with disabilities are educated in separate environment. The national curriculum Framework for school education (NCF SE 2000) recommended inclusive schools for all without specific reference to pupils with special education needs as a way of providing quality education. According to NCFSE; segregation or isolation is good neither for learners with disabilities nor for general learners. Social requirement is the learners with special needs should be educated along with the other learners in inclusive school which are cost effective and have sound pedagogical practices.

The Government of India is constitutionally committed to ensuring the right of every child to basic education, and also has created numerous policies around special education since the country's independence in 1947 the most important being person with disabilities Act (PWD Act 1995) for equal opportunities, protection of rights and full participation. The act further emphasis the right to education. According to the act disability has been defined based on an evolving and dynamic concept. The two types of disabilities have been increased from existing 7 to 21 and the central government will have the power to add more type of disabilities. The 21 disabilities are given below,

1. Blindness
2. Low vision
3. Leprosy caused person
4. Hearing impairments (Deaf and hard of hearing)
5. Loco motor disability
6. Dwarfism
7. Intellectual disability
8. Mental illness
9. Autism spectrum disorder
10. Cerebral palsy
11. Muscular dystrophy
12. Chronic neurological condition
13. Specific learning disability
14. Multiple dystrophy
15. Speech and language disability
16. Thalassemia
17. Heukophilia
18. Sickle Cell disease
19. Multiple disability including deaf and blindness
20. Acid attack victim
21. Parkinson's disease

National Council of Educational Research and Training (NCERT) joined hands with UNICEF and launched Project Integrated Education for Disabled

Children (PIED) in the year 1987, to strengthen the integration of learners with disabilities into regular schools. An external evaluation of this project in 1994 showed that not only did the enrolment of learners with disabilities increase considerably, but the retention rate among disabled children was also much higher than the other children in the same blocks. In 1997 IEDC was amalgamated with other major basic education projects like the DPEP (Chadha, 2002) and the Sarva Shiksha Abhiyan (SSA) (Department of Elementary Education, 2000). According to National Sample Survey Organisation (NSSO), 2002 the enrolment ratio per 1000 disabled persons between the ages of 5–18 years in ordinary schools is higher in the rural areas (475) than it is in the urban areas (444).

Children with special needs (CWSN) are noted in Sarva Shiksha Abhiyan (SSA) include all the children with disabilities to provide appropriate education to them. There may be children with severe disabilities who may not be able to reach the schools, as education is there right, it is only appropriate that the education reaches their doorsteps.

Inclusion means the process of educating children with special educational need (SEN) alongside their peers in mainstream schools. The feasibility of inclusion of such children in schools, however, has been an issue that has been discussed and debated extensively at various national and international fora. To make inclusive education possible, and to better accommodate students with different learning abilities, the present education system, educational structure, and educational practices need to become more flexible, more inclusive, and more collaborative.

Need and Significance of the Study

The present study aims to discuss about the educational scenario of Kerala. Kerala is the most socially developed state in India having good indicators of human development and physical quality of life index with high life expecting a low birth rate, low infant mortality higher than usual (for India) rates of literacy and almost Universal School attendance. The state has achieved its 'total literacy status' (of adult) during the 1990's. Unlike other parts of India, Kerala is a social welfare state providing free schooling, healthcare, financial support for unemployment people etc. here education is considered as an important factor in ensuring a higher social status and better economic life for its citizens.

The Integrated Education for Disabled Children component of the District Primary Education Programme was initiated in 1994, and has been implemented in six districts. Now special education programmes are working under the SSA regime. UNICEF further reports that in the Malappuram district (the largest; predominantly Muslim population) of Kerala, which has 22,000 teachers and 800,000 children in classes 12. There are 14,146 children with special needs who have been identified and enrolled in normal schools. This is cited as one of the five best models of inclusive education in India.

Recently a new concept is introduced in order to take inclusive education to a higher level. That is, 'Home Based Instruction (HBI)'. This is aimed at students who are unable to reach schools due to their severe multiple disabilities, there for Home Basic instruction is generally found viable for children. In HBI, a special teacher known as itinerant teacher, visit to the home of the student and appraises the child

and the environment to which he lives. Teaching strategies are taught through demonstration by the teacher to the family member who is identified as a trainer in the family. Some children will require therapy for speech and motor aspects and it will be co-ordinated by the itinerant teacher.

Itinerant teacher are formally trained persons, provide direct services and supports to children with visual impairment and autism as specified by the goals and objectives in their Individual Education Plans (IEP). Academic skills, communication skills, cognitive development, social development, adaptive skills, motor skills, and behavioural support are some of the categories addressed.

The ultimate aim of the project introduced by SSA Kozhikode is to provide library at home to all Children with Special Needs (CWSN) in Kozhikode district. In the first step, SSA Kozhikode was successful in setting up a library of 100 books to 360 bed-ridden children of the district. In the coming years SSA Kozhikode aims to provide 11,000 home libraries for CWSN. The extended works include creative writing, programmes associated with reading, presentations, extended reading etc. Even the aim is to lead the parents of CWSN to the world of literature. SSA Kozhikode is successful in the distribution of 36000 books, 360 book shelves, I-pad for those who can't read, Tablets, DVD Players etc. Virtual Classroom facility is also provided in some schools of the district. The virtual classroom offers the bedridden children to attend the classes through the electronic devices. Many bedridden children were unable to read the library books alone. Some of the parents are not able to help their child in reading. These children were also lacking friendship and the company of other children of the same age group.

SSA Kozhikode implemented the project ‘*Koottukoodaan Pusthakachangaathi*’ to help bedridden students to overcome the felt reality and the concept was delivered to all ‘Block Resource Centres’ of SSA. The project implemented with the help of “*Changaathikkoottam*”- a student’s group, serve as a companion of each target child. *Changaaathikkottom* a malayalam word, “Changaathi” means “friend” and “koottam” means “group”. “*Changathikkoottam*” – a group of friends who spare their time with the bed-ridden during holidays and free time. 1450 children are thus engaged in serving their companion. Every team of *Changathikkoottam* (friends group) consists of 2 to 3 members, who visits the bed-ridden in holidays and make their companion.

Children with disabilities have specific needs based on the type and severity of disabilities. Children with vision impairment, hearing impairment, locomotor disabilities, mental retardation or specific learning disabilities have to be addressed based on their needs. Educational arrangements at national, state, district, block and school levels are to be made by the government to include children with disabilities.

In the present scenario the education for differently able and bedridden students is to be encouraged through inclusive education. Inclusive education is a new approach to educate the children with disabilities and learning difficulties with that of normal ones within the same roof. It brings all students together in one classroom and community regardless of their strengths or weaknesses in any area and seeks to maximize the potential of all students. It is one of the most effective ways in which to promote an inclusive and tolerant society. It is known that 73 million children of primary school age were out of school in 2010, down from a high

of over 110 million out-of-school children in the mid-1990s, according to new estimates by the UNESCO Institute for Statistics (UIS). The idea of inclusion is further supported by the United Nations Standard Rules on Equalization of Opportunities for Persons with Disability Proclaiming Participation and equality for all. Inclusive Education is defined as a process of addressing the diverse needs of all learners by reducing barriers to, and within the learning environment. It means attending the age appropriate class of the child's local school, with individually tailored support (UNICEF 2007). Inclusive education is a process of strengthening the capacity of the education system to reach out to all learners. SSA Kozhikode takes special attention for the activities and projects regarding inclusive education apart from general educational programme. They focus on home base education for bedridden children. Most of their activities emphasize to uplift such children, the kids need social and emotional backup for entering into the limelight of the society.

The project provided library books to all Children with Special Needs in Kozhikode district. By making books as companions of the bedridden children aimed to free them from the mood of loneliness and make them enthusiastic through the energy of friendship. The project also focused on the empowerment of parents of CWSN with the feeling of a supportive social status.

Though the project implemented by SSA is of scientific and social relevance, the effectiveness of the project not studied in a systematic way.

In this context a study seems significant to answer some relevant questions,

1. Any changes observed by the parents on the children after the completion of project?
2. Experience of the bedridden children with *Changathikkottom*.
3. Experience of *Changathikkottom* friends.
4. Suggestions to improve the quality of the project.

The present study includes evaluation of the effectiveness of '*Koottukoodaan Pusthakachangaathi*' project by analysing new tools regarding the opinion of the parents of the targeted child and the students of the "*Changathikkoottam*". also by studying the effectiveness of the project in the distinct of Kozhikode, there can be further studies to evaluate the scope of the same project throughout the state and even globally.

Statement of the Problem

The present study is stated as OPINION OF PARENTS AND CHANGATHIKKOOTTAM ON THE EFFECTIVENESS OF KOOTTUKOODAAN PUSTHAKACHANGAATHI PROJECT BY SSA IN KOZHIKODE DISTRICT.

Variables for the Study

The variable in the study "Opinion on the Effectiveness of *Koottukoodaan Pusthakachangaathi* Project".

Definition of Key Terms

1. Opinion

The term opinion according to Webster's dictionary is view or appraisal formed in the mind about particular matters.

2. Effectiveness

The term effectiveness according to Webster's dictionary is quality of being able to bring about an effect.

3. *Changathikkoottam*

A team of 2 or 3 students who are trained to visit and support the bedridden students at their home.

4. *Koottukoodaan Pusthakachangaathi*

Name of the project by SSA Kozhikode to provide library books to all children with special needs in Kozhikode District.

Objectives of the Study

1. To find out the opinion of parents about the project "*Koottukoodaan Pusthakachangaathi*".
2. To find out the opinion of *Changathikkoottam* about the project.
3. To evaluate the effectiveness of the project in Kozhikode District.
4. To provide required suggestions to extend the project to other Districts.

Methodology

1. Sample

50 Parents and 100 student members of *changathikkoottam* included in the project.

2. Tool

Two opinionnaire prepared by the investigator are used as the tool for collecting the data.

3. Statistical Techniques

Data was analyzed and interpreted using percentage analysis.

Scope and Limitations of the Study

The study has been intended to evaluate the effectiveness of Koottukoodaan *Pusthakachangaathi* Project by SSA in Kozhikode District using opinionnaire among the parents of bedridden and students from *changathikkoottam*. The study was conducted on 50 parents and 100 students from *changathikkoottam* of Calicut districts. Due representation was given to URC Nadakkavu, URC South and Balussery Block Resource Centres (BRC).

The study tries to find out whether the project implemented effectively in the three BRC's of Kozhikode district. The study was based on social behavior, self confidence in learning, mental health, improvement in physical health, interest in schooling, involvement with peer group, and interest towards reading and social

awareness of bedridden students based on parental and peer group opinion. Even though precaution was undertaken to make the study as accurate as possible, certain limitations have crept to the study. The following are some limitations which the investigator could not consider due to the limitation of time, geographical differences and other practical reasons.

1. The study was conducted in three BRC's of Kozhikode districts assuming that these are representatives of all BRC's in Kozhikode. More general and stable results would have obtained from the study if it were taken from all the BRC's of Kozhikode districts.
2. The sample study was limited to 50 parents and 100 students only.
3. Opinion from bedridden students could have studied. But only Parents and Chaghaathikkoottam was studied.

Organization of the Report

The report of the study is presented in five chapters. The details incorporated in each chapter are as follows.

Chapter I: Presents a brief introduction of the study, need and significance of the study, statement of the problem, definition of key terms, variables for the study, and objectives of the study. Methodology, scope and limitations of the study and organization of the report.

Chapter II: Presents the review of related literature which includes theoretical overview and review of related studies.

Chapter III: Presents the methodology of the study, details of variables, tools used. Selection of sample procedure for data collection, scoring techniques used for analysis and statistical technique used.

Chapter IV: Brings out the details of statistical analysis of the data and discussion of the result.

Chapter V: Deals with summary of the study, major findings, educational implications of the study and suggestions for further research in this area.

**REVIEW OF
RELATED LITERATURE**

- **Introduction**
- **Theoretical overview**
- **Review of Related Literature**

REVIEW OF RELATED LITERATURE

Research is the process of solving problems and finding facts in an organised way. Research is done by applying what is known and building on it. Additional knowledge can be discovered by proving existing theories and by trying to better explain observations. In this chapter the researcher summarizes the current state of knowledge of the topic. It creates an understanding of the topic for the reader by discussing the findings presented in recent research papers. A review of the related literature must precede any well planned research study. Hence, a careful review of the research journal, books, dissertations, theses and other sources of information on the problem to be investigated is one of the important steps in the planning of any research study. Studies on children with special needs and inclusive education are conducted decades before, the researcher goes through some of these studies and a brief review is given below.

Theoretical Overview

The theoretical framework introduces and describes the theory that explains why the research problem under study exists. The background literature related to the relevant concepts in this research study is included. Theoretical overview serves the purpose of stating as clearly and as concisely as possible the state of knowledge in the area in which the researcher proposed to work. Once this has been done, it is to see what must be done to find the major gaps in the present knowledge.

Inclusive Education

Inclusive education means that all students attend and are welcomed by their neighbourhood schools in age-appropriate, regular classes and are supported to learn, contribute and participate in all aspects of the life of the school. It is about how we develop and design our schools, classrooms, programs and activities so that all students learn and participate together. Inclusive education is about ensuring access to quality education for all students by effectively meeting their diverse needs in a way that is responsive, accepting, respectful and supportive. Students participate in the education program in a common learning environment with support to diminish and remove barriers and obstacles that may lead to exclusion.

Inclusive education is carried out in a common learning environment; that is, an educational setting where students from different backgrounds and with different abilities learn together in an inclusive environment. Common learning environments are used for the majority of the students' regular instruction hours and may include classrooms, libraries, gym, performance theatres, music rooms, cafeterias, playgrounds and the local community. A common learning environment is not a place where students with intellectual disabilities or other special needs learn in isolation from their peers.

Much of the movement is related to legislation that students receive their education in the least restrictive environment (LRE). This means they are with their peers without disabilities to the maximum degree possible, with general education the placement of first choice for all students (Alquraini & Gut, 2012).

Children with disabilities are often overlooked in policymaking, limiting their access to education and their ability to participate in social, economic and political life. Worldwide, these children are among the most likely to be out of school.

Right to Education Act (RTE)

The Right of Children to Free and Compulsory Education Act or Right to Education Act (RTE) is an Act of the Parliament of India enacted on 4 August 2009, which describes the modalities of the importance of free and compulsory education for children between the age of 6 to 14 years in India under Article 21A of the Indian Constitution. India became one of 135 countries to make education a fundamental right of every child when the act came into force on 1 April 2010.

Legislation and Policy

The Constitution of India (26 November, 1949), clearly states in the Preamble that everyone has the right to equality of status and of opportunity. The Article 41 of the Directive Principles of the Indian Constitution supports the right to work, education and public assistance in certain cases including disablement. Further, Article 45 commits to the provision of free and compulsory education for all children up to the age of 14 years. Based on this, the Constitution (86th Amendment) Act 2002 has been enacted by the parliament making education a fundamental right of all children in the age group of 6-14 years. Moreover the 93rd Amendment to the Constitution of India (now renumbered as the 86th), passed by the Lok Sabha on November 28, 2001, makes it mandatory for the government to

provide free and compulsory education to “all children of the age of 6-14 years”, with its preamble clarifying that “all” includes children with disabilities as well. Yet inevitably again, vital loose ends of such enabling legislation and policies are not tied up. The National Policy on Education, 1986 (NPE, 1986), and the Programme of Action (1992) stresses the need for integrating children with special needs with other groups. The objective to be achieved as stated in the NPE, 1986 is "to integrate the physically and mentally handicapped with general community as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence"

Integrated Education

The concept of integrated education in India has emerged during the mid 1950s. It is based on the medical model of disability and it emphasizes placement of children with disabilities in mainstream schools. The major thrust is on attendance.

School Based Approach

Consequent on the success of international experiments in placing children with disabilities in regular schools, the Planning Commission in 1971 included in its plan a programme for integrated education. The Government launched the Integrated Education for Disabled Children (IEDC) scheme in December 1974. It was a Centrally Sponsored Scheme aimed to provide educational opportunities to children with special needs (CWSN) in regular schools and to facilitate their achievement and retention. Under the scheme, hundred per cent financial assistance is provided to for setting up resource centers, surveys and assessment of children with disabilities,

purchase and production of instruction materials and training and orientation of teachers. The scope of the scheme includes pre-school training, counselling for the parents, and special training in skills for all kinds of disabilities.

Rehabilitation Council of India Act, 1992 was passed by the Parliament in 1992, this act makes it mandatory for every special teacher to be registered by the council and lays down that every child with disability had the right to be taught by a qualified teacher.

The Persons with Disabilities (Equal Opportunities, Protections of Rights and Full Participation) Act, 1995 stresses the need to provide free of cost education to all children in an appropriate environment till they are 18 years old.

National Trust Act (National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disability), 1999 also came in to existence. This landmark legislation seeks to protect and promote the rights of persons who within the disability sector, have been even more marginalized than others. It was first of its kind in the category of persons addressed.

The Tenth Plan (2002-2007) aims to provide Universal Elementary Education by the end of the plan. It also aims to provide basic education for the un-reached segments and special groups. The special interventions and strategies like pedagogic improvement and adoption of child centred practices are focused on the groups like the girls, scheduled castes and scheduled tribes, working children, children with disabilities, urban deprived children, children from minority groups, children below poverty line, migratory children and in the hardest to reach groups.

National Curriculum Framework, 2005. A policy of inclusion needs to be implemented in all schools and throughout Indian education system. The participation of all children needs to be ensured in all spheres of their life in and outside the school. Schools need to become centers that prepare children for life and ensure that all children, especially the differently abled children from marginalized sections, and children in difficult circumstances get the maximum benefit of this critical area of education.

Inclusive Education in Sarva Shiksha Abhiyan

Sarva Shiksha Abhiyan (SSA) was launched to achieve the goal of Universalisation of Elementary Education. This adopts a zero rejection policy and uses an approach of converging various schemes and programmes. The key objective of SSA is Universalisation of Elementary Education (UEE). Three important aspect of UEE are access, enrolment and retention of all children in 6-14 years of age. A zero rejection policy has been adopted under SSA, which ensures that every Child with Special Needs (CWSN), irrespective of the kind, category and degree of disability, is provided meaningful and quality education. It covers the following components under education for children with special needs:-Early detection and identification, functional and formal assessment, Educational 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 disabilities. SSA provides up to Rs.1200/- per child for integration of disabled

children, as per specific proposals, per year. Facilities for home-based education for children with severe and profound disabilities are provided with the objective of either preparing CWSN for schools or for life by imparting to them basic life skills.

Programmes by UNICEF

To close the education gap for children with disabilities, UNICEF supports government efforts to foster and monitor inclusive education systems. Our work focuses on four key areas:

- **Advocacy:** UNICEF promotes inclusive education in discussions, high-level events and other forms of outreach geared towards policymakers and the general public.
- **Awareness-raising:** UNICEF shines a spotlight on the needs of children with disabilities by conducting research and hosting roundtables, workshops and other events for government partners.
- **Capacity-building:** UNICEF builds the capacity of education systems in partner countries by training teachers, administrators and communities, and providing technical assistance to Governments.
- **Implementation support:** UNICEF assists with monitoring and evaluation in partner countries to close the implementation gap between policy and practice

Review of Related Literature

A quantitative study done by Hunt and Farron-Davis (1992) found a significant increase in Individualized Education Plan (IEP) quality in measures of age appropriateness, functionality, and generalizations when students were moved from a self-contained classroom to a general education classroom. This was true even when the special educator stayed the same and moved with the child into the least restrictive environment. Experts interpret this to mean that there's nothing going on within the four walls of a self-contained classroom that provides value and quality when stacked up against general education classroom settings.

Pickett (1993) examined the relationship between school structure, culture and student views of diversity and inclusive education. The samples were from two middle schools in two separate districts: one identified as consciously advocating for the principles of inclusion and the other with traditional approaches to education. Data were gathered through focus groups of seventh and eighth grade students, depth interviews with faculty and document review. Significant structural and cultural differences were found between two schools. Additionally, students in both schools differed in their views of inclusive education. Students in traditional school not only believed negative misinformation about people with disabilities, but also segregated themselves and their peers into rigid groupings. They characterized the possibilities of inclusion as a potential "disaster" and unanimously believed that it was a bad idea. In contrast, the students in the inclusive school revealed a broader, more positive concept of diversity, subsuming differences in a more accepting frame of "like us". Despite the noted imperfections, these students also characterized

inclusion as worthy and workable, with benefit to all students. A key finding is that despite previous school experiences, all students strongly believed in the importance of belonging and the worthiness of supporting their peers.

Hunt and Farron-Davis (1994) looked at engagement of students with severe disabilities within general education. The result of the study indicated that there was an increase in the amount of instruction for functional activities for students with severe disabilities within general education compared to self-contained classrooms. Students in self-contained classrooms were less engaged and more isolated.

Galis (1994) in his work titled, "Inclusive education: Attitudes and beliefs of special and regular educators in the state of Georgia" studied the provisions of services to students with disabilities. It was found that most respondents strongly agreed that it is important to make modifications for students who need adaptations to benefit from a particular instructional environment. The respondents also believed that special education provides a valuable service for students with disabilities. They further suggested that maximum class size should be reduced when students with disabilities are placed in regular classrooms.

Afzali (1995) reviewed literature on inclusion of deaf students in the regular classroom and studied perceptions of parents relating to inclusive education. Many parents of deaf children believed that the purpose of educating these students was to teach them to function in a non-hearing society.

McGregor and Vogelsberg (1998) in their review titled, “A synthesis of the literature that informs best practices about inclusive schooling” pointed that many schools and parents make the argument that typical peers may be negatively impacted by the presence of students with disabilities. Especially those students with behaviour problems. But a 1998 study out of Montana found that inclusion does not compromise a typical student’s academic or social outcome. The Indiana study shows they actually make more progress because of inclusionary practices.

A study by Barrafato (1998) examined the supports such as school funds and resources, parental and teacher attitude, in-service training and planning which contribute to the successful inclusion of children with disabilities at the early childhood level. All parents identified certain factors which must be in place to successfully integrate children in regular classrooms. The importance of a teacher’s aid, increased support services, appropriate in-service training for teachers and smaller class sizes were stressed.

Helmstetter (1998) made a comparison of general and special education classrooms of students with severe disabilities in a small group of students with severe disabilities. Some of the students were placed in general education and some were in a self-contained classroom. The study found the general education setting provided more instruction time, a comparable amount of one-on-one time, addressed content curriculum more, and engaged in peer-modeling more.

Ricciato (2000) conducted a study on teacher perceptions regarding new knowledge needed for inclusion of children with severe multiple disabilities was conducted. He found that the professional development needs of the regular and

special education teachers were not significantly different. The study affirmed that professional development programmes are essential for teachers in order to move forward with inclusion initiatives. 93 percent of the teachers either agreed or strongly agreed that inclusion was a positive concept, their level of agreement on including children with disabilities decreased commensurately with severity of the disabilities. The study also confirms that the perceived training needs of the teachers are congruent with promising practices identified in the literature.

McDonnell (2000) conducted a quantitative study examined the instructional contexts of six students with severe disabilities and six peers without disabilities enrolled in the same general education classes. They found that 58 percent of time spent in a self-contained classroom was classified as “non-instructional,” compared to 35 percent of the time in a general education classroom. The students with severe disabilities in general education classroom were also 13 times more likely than their typical peers to receive direct instruction during whole-class time, and 23 times more likely to receive one-on-one support. This challenges the common argument that students with disabilities cannot receive individualized instruction in a general education setting.

Freeman and Alkin (2000) in the study titled, “Academic and social attainments of children with mental retardation in general education and special education settings” found that parents believed, students with severe disabilities who were included in regular classroom settings would be rejected socially. Although when parents believed inclusion to have beneficial social implications, they still maintained that those with severe disabilities would be rejected.

A study titled, “Getting in and staying in: A longitudinal study of student placement and persistence in inclusive settings” by O’Reilly (2000), used both qualitative and quantitative research methods for investigation. The findings of the study revealed that although many students with disabilities were initially placed in regular education classes for receiving special education services, most students did not persist in those settings. Inclusion is not really happening in those settings, as the environment is more restrictive. Students with non-cognitive disabilities are most likely to be placed in and persist in inclusive settings. Both students requiring academic intervention and students needing environmental adaptations are unlikely to persist.

Waldron and Majd (2001) looked out of Indiana at academic progress for students with disabilities in general education and self-contained classrooms over two years. 47.1 percent of students with disabilities in general education made progress in math, compared to 34 percent in self-contained classes. Reading progress was comparable in both settings. Interestingly, the study found typical peers made higher gains in math when students with disability were present. Researchers hypothesized that extra help and supports in these classes created gains for all students.

Maricle (2001) conducted a study on attitudes of New Jersey public secondary school principals towards inclusive education and educational strategies related to its practice. Principals had positive attitudes towards the inclusion of students with disabilities in all categories surveyed, with the exception of students with the most severe disabilities.

Thomas (2005) in a study titled, “Inclusive schools for an Inclusive society” found the balance of opinion was against the integration of children with intellectual difficulties in England and the Educable Mentally Retarded (EMR) in the USA. Also in the study attitudes were more positive towards integration, the contact special educator also held positive attitudes towards integration.

Wagner et al (2006) studied the academic achievement and functional performance of youth with disabilities. The study looking at the outcome of 11,000 students with all types of disabilities found that more time in a general education classroom correlated to fewer absences from school, less referral for misbehaviour and more post-secondary education and employment options.

Bowman (2006) made fourteen nation UNESCO study of approximately 1000 teachers’ with experience of teaching children with special educational needs in the study titled, “Implementing SRV: Post-Secondary Education as a Pathway to Socially Valued Roles”. The study reported a wide range of difference in teachers’ opinions regarding integration. The countries surveyed were Egypt, Jordan, Columbia, and Mexico, Venezuela, Botswana, Senegal, Zambia, Australia, Thailand, Czechoslovakia, Italy, Norway and Portugal. The teachers were found to favour different types of children for integration into ordinary classes. Although educator responses varied in terms of their educational systems in general and of special education in particular, there was a general hierarchy of conditions that were regarded as possible for inclusion.

Center and Ward (2007) conducted a study on teacher’s attitudes towards the integration of children with disabilities into regular schools. The study indicated that

their attitudes to integration reflected lack of confidence both in their own instructional skills or management skills on the part of the teacher.

Nayak (2008) studied the attitude of parents and teachers towards inclusive education. The study reported that teachers looked forward to teaching in an inclusive environment and were ready to face the challenges. The study also showed that significant difference exist in the opinions of teachers of normal school.

Mishra and Kumar (2009) evaluated the influence of inclusive education practices on learning and teacher attitude towards children with special needs as well as to evaluate how children with special needs placed in regular schools were benefited. Twenty children with disabilities of two from each 10-randomly selected school were chosen for case study. It was found that not only mild and moderate, but children with disabilities having any severity level were part of the primary schools. Significant gap between school age and chronological age; and lower grade level and inappropriate examination practices were also found. Retention of children with disabilities was found satisfactory with appropriate attendance. Half of the teachers' attitudes towards these children were not favourable; however, positive peer acceptance was found out.

Sofia (2010) narrated a personal account of her experiences of homeschooling her son with ASD, and described her frustrations with her son's fourth grade teachers in an article titled, "Bringing lessons from home school to the writing classroom". Sofia felt that the teachers expected all students to have normal behaviour and placed inordinately high value on student compliance as a measure of

success. Rather than providing differentiated instruction, teachers blamed her son's inappropriate behaviour for his lack of progress.

Unnikrishnan (2010) in the study titled, "Inclusive Education in India- Challenges and Implications for persons with Special Needs" commented that 'Education for All' could remain as empty promise on the part of the Government of India if there are not adequate means to operationalise and implement it. DPEP is seen as a laudable step by the Government of India in promoting Inclusive Education, but much more needs to follow if we have to make Inclusive Education a reality in the coming decades.

Timothy (2011) in a study titled, "Effectiveness Of The Implementation Of Inclusive Education In Primary Schools In Mwingi District, Kenya". The rationale of having inclusive education is to value children with special needs so that they can participate equally in all educational activities alongside their peers without special needs. There should be no form of discrimination, segregation or isolation of children with special needs in provision of education services. They must be given equal opportunity to participate alongside children without special needs. The purpose of this study was in two fold, one, to assess whether the school environment has been modified to accommodate children with special needs and two to establish the number of teachers trained in special needs education and their attitude in teaching children with special needs in an inclusive setting. The main objective of the study was to look into effectiveness of the implementation of inclusive education in Mwingi district. The study used stratified sampling to sample population of 10 head teachers, 2 education officials, 84 teachers, 104 pupils and 20 parents from the

area of study. Purposive sampling technique was used to sample schools as day or boarding, private or public, boys or girls, mixed day and boarding. The researcher used questionnaires for teachers, and pupils, observation schedules for physical environment, and interview schedules for head teachers and education officials as instruments of data collection. A pilot study was carried out in the neighbouring Kyuso district to test the reliability of the instruments while the validity was determined by experts from Kenyatta University. Data was analyzed using Statistical Package for Social Sciences (SPSS). Descriptive statistics was used to analyze data that was presented in form of graphs, pie charts and frequencies, means and percentages. The study found that although efforts are being made to make implementation of inclusive education successful, there is dire need for clear policy framework on the implementation, training of teachers in special needs education. The government and its development partners need to fund inclusive education programmes. Create awareness to the society as well as developing a curriculum suitable for pupils with special needs in order to implement inclusive education effectively.

Smith and Tyler (2011) conducted a study titled, “Effective inclusive education: Equipping education professionals with necessary skills and knowledge”. The objective of the study was to explore the use of web-based materials to expand and supplement traditional teacher education coursework and professional development activities. The authors are of the opinion that while web-based resources offer many potential advantages like convenience, universal access, instructor support, interactivity and multimedia experiences, relatively low cost,

instructors must consider some important cautions and concerns. The study suggested that as the curriculum of teacher education is revised and reformed, web-based units on effective practices will give both current and future teachers the tools they need to educate every student effectively.

Gasteiger (2013) in the study entitled, “Attitudes and Experiences of Parents Regarding Inclusive and Special School Education for Children with Learning and Intellectual Disabilities” assessed the attitudes and experiences of 840 parents. In a survey parents of children with cognitive deficits who were educated either in special schools or in inclusive classes, they were asked to assess their children’s school experiences. The results showed an overall high degree of satisfaction with the schooling, but there were marked differences among the parents’ assessments depending on the degree of learning disabilities and on the type of school. Satisfaction with their children’s social experiences and satisfaction with the special education curriculum depend on these two factors. Generally, more parents of children in inclusive classes were satisfied with their children’s schooling than those with children in special schools. The analysis of the causes for discontent showed that dissatisfied parents had chosen the type of school under less favourable conditions and a larger part of them is still not convinced of this necessity of additional help. This applied to parents of pupils in inclusive classes as well as to those in special schools. Furthermore, parents of children with German as a second language showed a higher degree of discontent than others.

Dimitrova (2014) in their article reports the findings of a study designed to explore the attitudes of parents of “normal” developing children toward the inclusion

of children with disabilities into mainstream education in Macedonia. The study was specifically designed to explore the similarities and differences in the attitudes of two groups of parents: a group of parents of preschool children and a group of parents of school age children. Many of the parents accept inclusive education, but most of them still think the special school is better place for education of children with disability.

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

Ali (2016) conducted an investigation into the Implementation of home based education for CWSN provided by Inclusive Education Resource Persons (IERPs) of SSA in Mahabubnager District. In the study the investigator envisages the Home based education in inclusive education for multiple disabled children of

CWSN in relation to some variables like Gender, Educational status of IERPs, Coordinators of SSA, MEOs and parents. It is necessary to understand clearly what is the implementation status of Home Based Education in Mahabubnager district of Telengana. Whether the IERPs are properly doing their assigned duties? What factors are influencing their job chart? What about the coordinators job? What challenges they are facing in implementing the HBE? And how to measure the skills of CWSN in HBE? What about the parents? Whether they are satisfied with the services of IERPs? By studying these factors it may be possible to suggest the Government remedial measures and effective implementation of HBE at grass root levels in order to realize the objective of universalisation of elementary education and free and compulsory education to the age groups between 6-14 years along with inclusive education without any bar. The study was conducted on a sample of 21 IERPs (Inclusive Education Resource Persons), 89 CWSN children, 81 parents and 10 officials. The results indicate that the present implementation of HBE is not sufficient for the multiple disorder children. The SSA efforts have created a system but the multiple disorder children need more training for progress of their skills which meet their daily life routine. The same thing was expressed by the sectoral officers, MEOs, Parents and IERPs. Hence, the frequency of HBE visits should be increased and it is better to conduct HBE daily. For this purpose trained volunteers should be recruited and they should be assigned to HBE regularly. In order to monitor the HBE, the government should fix monitoring mechanism with trained personnel in IE activities.

Munawir (2018) conducted a study untitled, “The Effectiveness of Inclusive Education and Child Protection Training on Understanding Inclusive Education Subject Matter”. The study is to examine the effectiveness of inclusive education training for the teacher using the main learning material of Inculsive Education and The Child Protection as compulsory course in Faculty of Teacher Training and Education, Sebelas Maret University. The quantitative research method was adopted for this study using twenty five valid item in pre-post questionnaires completed by twenty five teacher in Faculty of Teacher Training and Education, Sebelas Maret University. The data were collected using instrument that measures the concept of inclusive education and child protection as pre-post questionnaires. The data collected were analyzed using quantitative analysis through Paired sample t-test to find the difference in distance run between pre and post test. Based on the results, there was difference between mean score of protest and post test (17, 32-19, 84). The paired sample t-test was used to determine whether there was a statistically significant difference in distance run between the two trials. The paired sample t-test showed that p-value is lower than α -value.

Chapter III

METHODOLOGY

- **Variable of the Study**
- **Objectives of the study**
- **Research Methods**
- **Sample Selected for the Study**
- **Tools Used for Data Collection**
- **Data Collection Procedure**
- **Scoring and Consolidation of Data**
- **Statistical Techniques Used**

METHODOLOGY

Research methodology is a science of studying how research is done scientifically. It is a systematic way to solve research problem. It is also defined as the study of methods by which knowledge is gained. Research methodology aims to give the work plan of research. In the second chapter, the review of literature helps a researcher to choose a broad field of education within which the researcher conducts the study, where as the present chapter provides details about the chapter looks at the various research methodologies and research methods that are commonly used by researchers in the field of information systems. The research methodology and research method used in this research is acknowledged and discussed. Through the survey and review of literature studies, the researcher gets thorough understanding of the problems which have remained unsolved or need a fresh interpretation and also understanding about the gaps which exist in knowledge in the field selected by the researcher.

The title of the present study is “Opinion of parents and *changathikkoottam* on the effectiveness of *koottukoodaan pusthakachangaathi* project by SSA in Kozhikode district”.

The research methodology that has been utilised for this research is discussed and the reason why the particular research method was chosen with proper justification is explained. Then research methods in general are discussed and the types of research methods suitable for information systems research are explained. Various types of methods are employed for the educational research.

This chapter on Methodology offers an overview about the research design, types of data to be collected, sampling design and relevant interpretation towards the conducting of respective research and necessary statistical tools selected for proposed research. Research methodology involves the systematic procedures by which the researcher starts from the initial identification of the problem to its final conclusions.

The methodology adopted for the present study is described under the following major headings:

- Variable of the study
- Objectives of the study
- Research Methods
- Sample selected for the study
- Tools used for data collection
- Data collection procedure
- Scoring and consolidation of data
- Statistical techniques used

Variable of the Study

The variable in the study “Opinion On The Effectiveness Of *Koottukoodaan Pusthakachangaathi* Project by SSA in Kozhikode District”.

Objectives of the Study

1. To find out the opinion of parents about the project “*Koottukoodaan Pusthakachangaathi*”.
2. To find out the opinion of *Changathikkoottam* about the Opinion on the Effectiveness of *Koottukoodaan Pusthakachangaathi* Project.
3. To evaluate the effectiveness of the Opinion on the Effectiveness of *Koottukoodaan Pusthakachangaathi* Project in Kozhikode District.
4. To provide required suggestions to extend the Opinion on the Effectiveness of *Koottukoodaan Pusthakachangaathi* Project to other Districts.

Research Methods

The main aim of our study was to find out the effectiveness of *Koottukoodaan Pusthakachangaathi* project conducted by SSA Kozhikode district under the control of different BRC's as a part of inclusive education for bed ridden students. In this study we conduct survey using questionnaire among students group (*Changathikkoottam*) and parents of these bed ridden students to know about the changes in students after the project and from the experience of students group while conducting the programme.

Opinionaire is a tool for gathering statistical information about the opinion, attributes, attitudes, or actions of a population by a structured set of questions. It is a research instrument consisting of a series of questions for the purpose of gathering information from respondents. Questionnaires can be thought of as a kind of written

interview. They can be carried out face to face, by telephone, Google form, mail, computer or post.

In the present research study, the investigator has used two tools for gathering data from the selected samples. In this study the researcher use close ended questions in both as research tool to know the opinion of samples about the effectiveness of the *Koottukoodaan Pusthakachangaathi* project and at the end of the opinionnaire the researcher added an open ended question to provide a chance to put forward their suggestions for the betterment of the programme while conducting it to other districts in Kerala. With the help of the opinionnaire, the researcher was able to collect required amount of information from 100 students in *Changathikkoottam* and 50 parents.

Sample Selected for the Study

A **sample** is a group of people, objects, or items that are taken from a larger population for measurement. The sample should be representative of the population to ensure that we can generalise the findings from the research sample to the population as a whole, it can determine the adequate respondents from the total number of the target population. Sampling are of different types and in this study the researcher uses Purposive sampling.

Purposive sampling is a strategy in which particular settings persons or events are selected deliberately in order to provide important information that cannot be obtained from other choices (Maxwell, 1996). It is where the researcher includes cases or participants in the sample because they believe that they warrant inclusion.

The population for the study consist of selected students of *Changathikkoottam* schools at different levels including LP, UP, HS section, and also the parents of bed ridden students who comes under the *Koottukoodaan Pusthakachangaathi* project in Kozhikode district. The total population having parents of 630 bed ridden students and under SSA Kozhikode and 1890 students of *changathikkoottam* from different schools of Kozhikode district. The sample of the study constituted 100 students and 50 parents in Kozhikode district of Kerala state. Sampling technique was conceived to be best suited for selection of the sample of the present study. The sample for the study from population was selected by the researcher based on the locale, social and economical conditions. The sample was selected randomly from the following BRC's accordingly.

Table 1

List of Bed ridden Students in Kozhikode District

| Sl. No. | Name of BRC | No. of Students |
|---------|---------------|-----------------|
| 1. | Balussery | 47 |
| 2. | Chelannur | 29 |
| 3. | Koduvally | 53 |
| 4. | Kunnamangalam | 38 |
| 5. | Mavoor | 35 |
| 6. | Melady | 22 |
| 7. | Panthalayani | 31 |
| 8. | Perambra | 77 |
| 9. | Thodannur | 33 |
| 10. | URC Nadakkavu | 35 |
| 11. | Vatakara | 31 |
| 12. | URC South | 50 |
| 13. | Kozhikode | 39 |
| 14. | Kunnummal | 62 |
| 15. | Thuneri | 48 |
| Total | | 630 |

Gender has great influence on the findings of the research. Many studies in reviewed revealed that sex difference make change in their basic mathematical skills. So, the investigator decided to give due weightage to male and female student's. In this study the researcher chooses 60 male and 40 female students from *Changathikkoottam*

Locale is an important factor which inference the method of life style of

students and parents and more over the lifestyle of urban and rural are entirely different. Most of the previous studies showed that the students of Rural area are more effective in participating such programmes than the students of Urban area, but the parents of Urban area are more educated than in Rural area.

Table 2

List of BRC's in Kozhikode district

| Sl. No. | Name of BRC |
|---------|---------------|
| 1. | Balussery |
| 2. | Chelannur |
| 3. | Koduvally |
| 4. | Kunnamangalam |
| 5. | Mavoor |
| 6. | Melady |
| 7. | Panthalayani |
| 8. | Perambra |
| 9. | Thodannur |
| 10. | URC Nadakkavu |
| 11. | Vatakara |
| 12. | URC South |
| 13. | Kozhikode |
| 14. | Kunnummal |
| 15. | Thuneri |

Tools Used for Data Collection

Data collection tools refer to the devices/instruments used to collect data, such as a paper questionnaire or computer-assisted interviewing system. Surveys or Questionnaires, Checklists, Interviews and Observation are all tools used to collect data. The objective behind data collection is to capture quality evidence that allows analysis to lead to the formulation of convincing and credible answers to the questions that have been posed. During research process any instrument used to collect data consistent with the objectives of the study is known as tool.

For the purpose of collecting data, the investigator used the tool

- Opinionnaire on opinion of *Changathikkoottam*. on effectiveness of *Koottukoodaan Pusthakachangaathi* Project by SSA in Kozhikode District (Mohammed Shereef and Muhammed Niyas,2019)
- Opinionnaire on opinion of parents on effectiveness of *Koottukoodaan Pusthakachangaathi* Project by SSA in Kozhikode District (Sareef and Niyas, 2020)

Detailed description of the tool is given below.

Planning of the opinionnaire

The investigator has needed to prepare two opinionnaire for conducting the study. The first step in the construction of opinionnaire is the planning. At the planning stage the opinionnaire for students of *Changathikkoottam* contain 25 items which focused on 15 areas and questionnaire for parents contain 19 questions which

focused on 10 areas. The investigator uses emotional development, social development, mental health, listening, reading, behaviour, desires, self confidence, financial, celebrations, co-operation, training for students, support from teachers and staff, comments and suggestions are the items used for constructing the opinionnaire. Also the researcher planned to prepare 23 closed ended questions and 2 open ended questions for data collection in first tool and 18 closed ended questions and 1 open ended question for data collection in the second tool.

Preparation of opinionnaire

Tool-1

- Opinionnaire on opinion of *Changathikkoottam* on effectiveness of *Koottukoodaan Pusthakachangaathi* Project by SSA in Kozhikode District.

The investigator prepared 25 questions in the first tool is prepared for students of *Changathikkoottam* who went to the house of bed ridden students for providing required support and help for reading the books. Based on the above mentioned components, the investigator set up YES or NO questions for preparation of tool according to adopting prompted weightage to each area. The first and second questions having four options, used for getting the actual physical condition of student. The last two questions are open ended questions in order to provide suggestions. They provide answers for the questions in the tool from the experiences gained.

Tool-2

- Opinionnaire on opinion of parents on effectiveness of *Koottukoodaan Pusthakachangaathi* Project by SSA in Kozhikode District.

The investigator prepared 19 questions in the second tool are prepared for parents of bed ridden students. Based on the above mentioned components, the investigator set up YES or NO questions for preparation of tool according to adopting prompted weightage to each area. The first question having four options, used for getting the actual physical condition of student. The last question is open ended questions in order to provide suggestions. They provide answers for the questions in the tool according to the change felt in the child before the project.

Finalization of opinionnaire

An opinion is a person's idea or thoughts towards something. Necessary instruction was given in the opinionnaire to make statement more clear. Hence the final opinionnaire contain 25 questions in the first tool and 19 questions in the second tool.

Administration of the tool

For the collection of data, the investigator prepared a time schedule to visit the SSK office Kozhikode according with it, the investigator approached the district programme officer Dr. A K ABDUL HAKEEM obtaining permission for the data collection and collected data of BRC's in the district. visited the BRC's explained the purpose and ensured their co-operation to make the study as successful as possible. The information gathered from the BRC's investigator visited the schools

of the students who participated in *Changathikkootam* project by SSK Kozhikode. The investigator collected data by providing the printed opinionnaire to students and recollected. After that collected the details of parents from the BRC's including mobile number and direct addresses and visited the parents at their houses and collected the data.

Scoring and consolidation of data

The response sheets were scored according to the scoring procedure and were consolidate and tabulated for further statistical analysis. For the preparation of scoring sheet answers with 'YES' responses we give '1' and for the response 'NO' we give '0'.

Validity of the Tool

Validity refers to how accurately a method measures what it is intended to measure. If research has high validity, that means it produces results that correspond to real properties, characteristics, and variations in the physical or social world. Validity is that quality of a data gathering instrument or procedure that enables it to measure what it is supposed to measure (Best & Khan, 2011). The investigator ensured the validity of the tool by using face validity and construct validity. Face validity was ensured by giving the prepared draft test to the experts and after considering their suggestions, some modifications was made.

A copy of the final version of the tool on opinion of *Changathikkootam*. on effectiveness of *Koottukoodaan Pusthakachangaathi* Project by SSA in Kozhikode District and Opinionnaire on opinion of parents on effectiveness of *Koottukoodaan*

Pusthakachangaathi Project by SSA in Kozhikode District along with opinionnaire and response sheet are appended as Appendix I and II

Statistical Techniques Used

For the purpose of analyzing the collected data Percentage analysis is used.

Percentage Analysis

Percentage analysis is one of the basic statistical tools which is widely used in analysis and interpretation of primary data. It deals with the number of respondents response to a particular question is percentage arrived from the total population selected for the study.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

- **Objectives of the Study**
- **Preliminary Analysis**
- **Major Analysis**
- **Conclusion**

ANALYSIS AND INTERPRETATION OF DATA

Data analysis is the process of extracting information from data. It is the process of assigning meaning to the collected information and determining the conclusions, significance and implications of the findings. In other words the process of breaking up the study into its constituent parts of categories according to specific questions under the statement of the problem. A separation of a whole in to its constituent parts (Merriam-Webster, 2012).

Data analysis is the process of systematically applying statistical and/or logical techniques to describe and illustrate, condense and recap and evaluate data. An essential component of ensuring data integrity is the accurate and appropriate analysis of research findings. Data analysis is a process of applying statistical techniques to organise, represent, describe, evaluate and interpret data. It aims at evaluating the data using analytical and logical reasoning to examine each component of the data provided.

There are mainly two type of data analysis, qualitative and quantitative. Qualitative data is data that uses words and descriptions. Qualitative data can be observed but is subjective and therefore difficult to use for the purposes of making comparisons. Descriptions of texture, taste, or an experience are all examples of qualitative data. Quantitative data can be represented visually in graphs and tables

and be statistically analyzed. The opinionnaire collect quantitative data. Here the researcher followed the qualitative one.

Objectives of the Study

1. To find out the opinion of parents about the project “*Koottukoodaan Pusthakachangaathi*”.
2. To find out the opinion of *Changathikkoottam* about the Opinion on the Effectiveness Of *Koottukoodaan Pusthakachangaathi* Project.
3. To evaluate the effectiveness of the Opinion on the Effectiveness of *Koottukoodaan Pusthakachangaathi* Project in Kozhikode District.
4. To provide required suggestions to extend the Opinion on the Effectiveness of *Koottukoodaan Pusthakachangaathi* Project to other Districts.

Preliminary Analysis

Table 3

Opinion of Changathikkoottam on the Effectiveness of Koottukoodaan Pusthakachangaathi Project by SSA in Kozhikode District

| Sl. No. | Variable | Yes (%) | No (%) |
|---------|---|---------|--------|
| 1. | Social behavior | 90 | 10 |
| 2. | Confidence in learning | 65 | 35 |
| 3. | Interest in reading | 70 | 30 |
| 4. | Behavioral change with parents | 93 | 7 |
| 5. | The desire to go to school | 5 | 95 |
| 6. | Mental development | 75 | 25 |
| 7. | Ability to self reading | 2 | 98 |
| 8. | Facility for therapy | 89 | 11 |
| 9. | Ease of reading | 60 | 40 |
| 10. | Facility for daily needs | 100 | 0 |
| 11. | Help from SSK | 100 | 0 |
| 12. | Availability of resource teacher | 100 | 0 |
| 13. | Assistance from LSGD | 100 | 0 |
| 14. | Engaging special days | 71 | 29 |
| 15. | Interest of students group | 100 | 0 |
| 16. | Support from teachers to students group | 93 | 7 |
| 17. | Training to students group | 98 | 2 |
| 18. | Economical problem | 90 | 10 |

Table 3 shows descriptive details about the opinion of friends group (*Changathikkoottam*) about the project *Koottukoodaan Pusthakachangaathi Project by SSA in Kozhikode District*. The given data is shown in percentage from the survey conducted using opinionnaire. The students responded to the opinionnaire based on the experience received from the project. The detailed discussion is given below,

Discussion

Table 3 shows that most of the students have good (90%) development in social behaviour. This shows that with this programme the students trained to deal with other students and society.

Table 3 also shows that some of the students (65%) in the programme developed confidence in reading and learning. From this it is clear that with this programme the self confidence of the bed ridden students were developed by providing a support for reading and learning.

Towards the item 3 in Table 3 only 30 percent students are shown interest in reading. The students are interested in hearing than self reading.

Table 3 shows that majority (93%) of the students developed good behavioural change with parents. When they interacted with new friends they developed good relation with parents also.

In the case of item 5 in table 3 only 5% of students are interested to go to school. While they became aware about the school and interacted with new friends they seem to be interested to go to school. For these the inclusive education is to be developed.

Table 3 shows that most of the (75%) students having mental development. The programme mainly aimed to engage students with reading but this made an opportunity to interact with new friends and to engage with other activities, which leads to mental development.

For item 7 only 2% students have the ability of self reading. Most of the students are interested in hearing and visual items.

Table 3 shows in most (89%) houses, they have the facility for doing therapy in the bed room itself.

Table 3 shows only (60%) students have the ease on reading. The students are likely to engage with other activities.

From table 3 all the houses have facilities for daily need of the bedridden students in their rooms itself. The required support was provided by LSGD and other local clubs or groups for the students according to their needs. It includes bathroom facility wheel chair, water bed, etc.

Table 3 states that all the students (100%) got support from SSK. SSK listed all the students in the district and give attention to each students by BRC level.

From table 3 it is clear that the resource teachers used to visit in most (89%) of the houses. As a part of inclusive education the department of education is providing resource teachers to the houses in alternative days.

Evaluating the response to item number 13 it is clear that all (100%) the students got economical assistance from LSGD. Government is allotting fund for

buying wheel chair, construction of road to those houses, facilities in bed room, providing laptop, television, toilet facility in the bed room, study materials, and so on.

Table 3 shows that 71% of the bed ridden students are engaged in celebrating the special days at their houses. The students group went to the houses of bed ridden students in Onam, Vishu, and Christmas etc. to celebrate those days with them and to make them happy.

Considering the item number 15 all the students in *changathikkoottum* is enrolled in the project with their own interest. For each bed ridden student there is *changathikkoottum* group having 3 members.

From table 3 it is clear that most of the students (93%) of students get support from schools. In most cases mainly for LP and UP they visit the houses along with resource teacher and class teacher or with head master.

Table 3 shows that 98% of students got training from resource teachers to assist the bed ridden students and the details about the programme from BRC'S.

It is clear from the table 3 that there is some economical problem facing the programme. For providing latest facilities to bed ridden students they needed some more economical support.

Table 4

Opinion of Parents on the Effectiveness of Koottukoodaan Pusthakachangaathi Project by SSA in Kozhikode District.

| Sl. No. | Variable | Yes (%) | No (%) |
|---------|---|---------|--------|
| 1. | Reading habit of child before project | 0 | 100 |
| 2. | Availability of books | 70 | 30 |
| 3. | Confidence in reading | 20 | 80 |
| 4. | Interest in reading | 18 | 82 |
| 5. | Mental happiness of child | 60 | 40 |
| 6. | Social interaction | 75 | 25 |
| 7. | Received any education before project | 0 | 100 |
| 8. | Child's friendship with friends | 85 | 15 |
| 9. | Interest to go to school | 5 | 95 |
| 10. | Reading habit of child before project | 3 | 97 |
| 11. | Help from LSGD | 100 | 0 |
| 12. | Emotional development | 20 | 80 |
| 13. | Using leisure time effectively | 18 | 72 |
| 14. | Child has any friends before the project | 0 | 100 |
| 15. | Interruption to reading habit due to disability | 40 | 60 |
| 16. | Participation of SSK officers | 100 | 0 |
| 17. | Child's positive change after project | 79 | 21 |

Table 4 shows descriptive details about the opinion of parents about the project *Koottukoodaan Pusthakachangaathi Project by SSA in Kozhikode District.*

We collected the data from the parents also because they can only predict the changes of their child before and after the project. The given data is shown in percentage from the survey conducted using opinionnaire. The detailed discussion about the data is given below,

Discussion

Table 4 shows that there was no reading habit for the bed ridden students before this project. All the students are exempted by the parents as they are not able to reading, listening, writing etc.

From the data of table 4 data it is clear that in 70% of houses they created a small library in their rooms with a minimum of 50 books. The friends group reads the books to students and keep those books in the room itself.

Only 20% of bed ridden students have developed the confidence in reading, from the response to item number 3 and 4 it is clear that most of the students are still mentally under developed so that they could not understand what they are reading or explaining. They only interested in engaging the time for playing.

Considering the item number 5 we understood that most of the students have good mental development. Mental development means they shows a pleasant mood and face while interacting with friends group, they became more happy while engaging with friends, according to parents 60% students got good mental development.

Table 4 shows that 75% student's shows change in their social behaviour.

From table 4 for the response to item number 7 it is clear that no student got any type of education before this project, they are just kept inside the house under the control of parents. They are only engaged with medical treatments and physiotherapy before the project.

Table 4 shows that 85% of students maintained good relationship with their friends group. They make good participation and attention to the activities done by the students group.

From table 4 it is clear that only 5% of students showed an interest to go to school, other students are interested to go outside. They are unaware about schools and its activities as they are not having a stable mental condition.

Considering the item number 10, 97% students have no reading habits before the project.

All the students got some financial assistance from the part of LSGD according to the need and requirements.

Table 4 shows that only 20% students enquire about the friends group and ask for their presence, but the parents says that when the students group were present they feel happy and engage with them in a pleasant mood. For the response to item number 13 only 18% students utilise their leisure time in reading habits.

There were no friends for the bed ridden students before the project. Their entire world is limited inside the house and family before the project.

Due to the physical problem most of the students have difficulty in reading.

From table 4 it is clear that in all the houses the resource teacher from BRC/SSK use to visit and provide needful instructions.

Most of the (79%) parents are satisfied in the changes of their child after the project.

**SUMMARY, FINDINGS,
CONCLUSION AND
SUGGESTIONS**

- **Study in Retrospect**
- **Major Findings**
- **Conclusion**
- **Educational Implications for the Study**
- **Suggestions for Further Research**

SUMMARY, FINDINGS, CONCLUSION AND SUGGESTIONS

This chapter provides an overview of the significant aspects of the various stages of the study, the major findings of the study and their educational implications, and suggestions for further research. The chapter is organized under the following headings:

- Study in Retrospect
- Major Findings of the Study
- Educational Implications
- Suggestions for Further Research

Study in Retrospect

This section tries to make a retrospective study of different stages of the present study such as the title, variables of the study, objectives of the study, hypotheses and methodology used for the study.

Restatement of the Problem

The present study is aimed to find the effectiveness of “*Koottukoodaan Pusthakachangaathi* Project by SSA in Kozhikode District”.

Variable of the Study

The variable selected for the proposed study is Opinion on the Effectiveness of *Koottukoodaan Pusthakachangaathi* Project by SSA in Kozhikode District.

Objectives of the Study

The objectives of the proposed study are as follows;

1. To find out the opinion of parents about the project “*Koottukoodaan Pusthakachangaathi*”.
2. To find out the opinion of *Changathikkoottam* about the project.
3. To evaluate the effectiveness of the project in Kozhikode District.
4. To provide required suggestions to extend the project to other Districts.

Methodology

1. Sample

50 parents and 100 student members of *changathikkoottam* included in the project.

2. Tool

Two opinionnaire prepared by the investigator were used as the tool for collecting the data.

3. Statistical Techniques

Data was analyzed and interpreted using percentage analysis.

Major Findings of the Study

- The study shows that there were no reading habits among the bed ridden students before this project. All the students are exempted by the parents as

they are not able to read, listen or write. And also it reveals that no student got any type of education before this project, they were just kept inside the house under the control of parents. They were only engaged with medical treatments and physiotherapy before this project.

- The study reveals that 65 percent students in the programme developed confidence in reading and learning.
- From the study it is clear that majority of the students 93 percent developed good behavioural change with parents. When they got new friends they developed good relation with parents.
- The study also reveals that 90 percent of the students have good development in social behaviour. It implies that with this programme the students trained to deal with other students and society.
- The study shows that in 70 percent of houses a small library was created in their rooms itself having a minimum of 50 books. The friends group tried to make them listen while reading the books and placed those books in the room itself.
- The programme mainly aimed to engaging students with reading. The study reveals that 60 percent students have developed the ease to read. Due to the physical problem most of the students have difficulty in reading.
- Most of the students (75%) exhibit mental developments through peer group interaction as the students were likely to engage with other activities.

- According to parents only 20 percent of bed ridden students have developed the confidence in reading, it is clear that most of the students are still mentally underdeveloped so that they could not understand what they are reading or explaining. They were interested in engaging the time for playing. But according to *changathikkoottum* 30% students are shown interest in reading. The students are interested in hearing than self reading.
- The study reveals that only 5 percent of students are interested to go to school and only 2 percent students have developed the ability of self reading. Most of the students are interested in hearing and visual items. All other students are interested to go outside; they not aware about schools and related activities because most of them are not showing a steady mood or mental stability.
- The study shows that there are facilities for doing therapy in the bed room in most the houses (89%). They have the facility to do daily need in their rooms itself.
- According to this study LSGD and other local clubs provided required items for the students according to their needs, includes bathroom facility, wheel chair, water bed, etc. All the students got economical assistance from LSGD.
- The study shows that SSK supported all the students (100%), by providing necessary attention to each student from the BRC level.
- It is clear from the study that the service of resource teachers was provided to almost 89 percent of students. As a part of inclusive education the

department of education was providing resource teachers to the houses in alternative days.

- The study shows that 71 percent of the bed ridden students are engaged in celebrating the special days at their houses. The students group went to the houses of bed ridden students in Onam, Vishu, and Christmas, to celebrate those days with them to make them happy.
- It is evident from the study that all the students in *changathikkoottum* enrolled in this project with their own interest.
- It is clear from the study that most of the students (93%) of *changathikkoottum* got all support from schools. In most cases mainly for LP and UP they visit the houses along with resource teacher and class teacher or with head master.
- The study shows that 98 percent of students got training from resource teachers to assist the bed ridden students and the details about the programme from BRC'S.
- It is clear from the study that there were some economical problems faced during the programme in providing latest and improved facilities for bed ridden students.
- From the study we understood that most of the students have shown good mental development. Mental development means they shows a pleasant mood and face while seeing the friends group, they became more happy

while engaging with *changathikkootum*, from the response of parents 60 percent students got good mental development. And 75 percent student's showed desirable change in their social behaviour also.

- It is clear from the study that 85 percent of students are kept good relationship with friends group. Good participation and attention were there from the bed ridden students to the activities done by the *changathikkootum*.
- The study shows that 97 percent students have no such reading habits before the project. And after the project 18 percent students utilise their leisure time for reading.
- The study shows that after the project 20 percent students enquire about the friends group and ask for their presence. According to the parents in the presence of *changathikkootum* they seem to be happy and engage with them in a pleasant mood. Most of the parents (79%) are satisfied in the changes of their child after the project.

Educational Implications of the Study

The result of the study has important implications in the field of inclusive education. As education is a fundamental right of all the citizens, it should reach to the children with severe disabilities who may not be able to reach the schools. The only appropriate method is to provide it at their doorsteps.

An improvisation of Home Based Education implemented by SSA Kozhikode a project '*Koottukoodaan Pusthakachangaathi*' to help bedridden students to overcome the felt reality with the help of "*Changaathikoottam*"- a student's group, serve as a companion of each target child.

From the present study it is found that *changathikkoottum* can acts as an effective group to stimulate the bedridden students mentally, emotionally and socially. The project helped to unleash the potential of the bedridden students. To bring about long-standing impacts, it is very important that such projects should be continued and proper support has to be provided from the authorities.

There were no friends for the bed ridden students before the project; their entire world was limited inside the house and family. Project like '*Koottukoodaan Pusthakachangaathi*' will help the students to break the shell and come out through interactions with friends. And will help them to utilise their leisure time fruitfully and effectively by developing creative habits through reading. By developing confidence among such students we can uplift them towards the main stream of education by providing proper support.

Suggestion for Further Research

The findings of the study and limitations encountered in the present study helped the investigator to suggest the following areas for further research.

- A study on the experience of the bedridden children with *Changathikkottom* can be carried out.

- Studies can be conducted to examine the various emotional and physical factors affecting the basic skill development of the bed ridden students.
- Studies can be conducted to examine the difficulties faced by *Changathikkottom* while involving in this project.

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APPENDICES

FAROOK TRAINING COLLEGE
QUESTIONNAIRE

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നിർദ്ദേശങ്ങൾ

നിങ്ങളുടെ പ്രതികരണങ്ങൾക്ക് രഹസ്യ സ്വഭാവം ഉറപ്പ് നൽകുന്നു. അവ ഗവേഷണാവശ്യത്തിന് മാത്രമേ ഉപയോഗിക്കുകയുള്ളൂ. എല്ലാ ചോദ്യങ്ങൾക്കും ഉത്തരം നൽകുക. ചോദ്യങ്ങൾ വായിച്ച ശേഷം ശ്രദ്ധാപൂർവ്വം ഉത്തരത്തിൽ ശരി അടയാളപ്പെടുത്തുക.

1. ചങ്ങാതിക്കൂട്ടം പദ്ധതിയിൽ തുടക്കത്തിൽ നിങ്ങളുടെ ചങ്ങാതിയുടെ ശാരീരിക അവസ്ഥ എന്തായിരുന്നു?
എ) പൂർണ്ണമായും കിടപ്പിലാണ്
ബി) ഭാഗികമായി കിടപ്പിലാണ്
സി) സഹായത്തോടെ നടക്കാൻ സാധിക്കും
ഡി) സ്വന്തമായി നടക്കാൻ സാധിക്കും
2. ചങ്ങാതിക്കൂട്ടം പദ്ധതിയിൽ ഏത് ക്ലാസിൽ പഠിക്കുന്ന കുട്ടിയെയാണ് നിങ്ങൾക്ക് ചങ്ങാതിയായി ലഭിച്ചത് ?
എ) പ്രാഥമിക വിദ്യാഭ്യാസം
ബി) KG
സി) LP
ഡി) തീരെ ഇല്ല
3. ഏത് തരത്തിലുള്ള പുസ്തകം വായിക്കാനാണ് കുട്ടിക്ക് കൂടുതൽ താല്പര്യം?
എ) കഥ

ബി) കവിത

സി) നോവൽ

ഡി) മറ്റുള്ളവ

4. ചങ്ങാതിക്കൂട്ടം പദ്ധതിക്ക് ശേഷം കുട്ടിയുടെ സാമൂഹിക സ്വഭാവത്തിൽ നല്ല വ്യത്യാസം ഉണ്ടോ?

എ) Y ബി) N

5. ചങ്ങാതിക്കൂട്ടം പദ്ധതിക്ക് ശേഷം കുട്ടിയുടെ പഠനത്തിലുള്ള ആത്മവിശ്വാസം വർദ്ധിച്ചിട്ടുണ്ടോ?

എ) Y ബി) N

6. വായിച്ച പുസ്തകങ്ങൾ തന്നെ കുട്ടി വീണ്ടും വായിക്കാൻ ആവശ്യപ്പെടാറുണ്ടോ?

എ) Y ബി) N

7. ചങ്ങാതിക്കൂട്ടം പദ്ധതിക്ക് ശേഷം കുട്ടിയിൽ നീരിക്ഷിക്കാൻ പറ്റിയ മാറ്റങ്ങളുണ്ടോ?

എ) Y ബി) N

8. ചങ്ങാതിക്കൂട്ടം പദ്ധതിക്ക് ശേഷം കുട്ടി സ്കൂളിൽ പോകാൻ ആഗ്രഹം പ്രകടിപ്പിക്കാറുണ്ടോ?

എ) Y ബി) N

9. കുട്ടി സ്വന്തമായി വായിക്കാൻ ആഗ്രഹം പ്രകടിപ്പിക്കാറുണ്ടോ?

എ) Y ബി) N

10. ചങ്ങാതിക്കൂട്ടം പദ്ധതിക്ക് ശേഷം കുട്ടിയുടെ മാനസിക വളർച്ച നല്ല രീതിയിൽ ഉയർന്നിട്ടുണ്ടോ?

എ) Y ബി) N

11. ചങ്ങാതിയുടെ വീട്ടിൽ ആവശ്യമായ പുസ്തകം ലഭ്യമാക്കിയിട്ടുണ്ടോ?

12. എ) Y ബി) N

13. ചങ്ങാതിക്കൂട്ടം പദ്ധതിയുടെ ഭാഗമായി വീടുകളിൽ തൊഴിലിടം സൗകര്യം ലഭ്യമാക്കിയിട്ടുണ്ടോ?

എ) Y ബി) N

14. ചങ്ങാതിയുടെ കിടപ്പ് മുറിയിൽ ആവശ്യമായ സൗകര്യം ലഭ്യമാണോ?

എ) Y ബി) N

15. ചങ്ങാതിക്കൂട്ടം പദ്ധതിക്ക് SSA യുടെ ഭാഗത്ത് നിന്ന് ആവശ്യമായ സഹായം ലഭിച്ചിട്ടുണ്ടോ?

16. എ) Y ബി) N

17. ചങ്ങാതിയുടെ വീടുകളിൽ റിസോഴ്സ് ടീച്ചേയ്സിനെ ലഭ്യമാക്കിയിട്ടുണ്ടോ ?

18. എ) Y ബി) N

19. തദ്ദേശ സ്ഥാപനങ്ങളുടെ സഹകരണവും സാന്നിധ്യവും ലഭ്യമായിട്ടുണ്ടോ?

എ) Y ബി) N

20. ഓണം വിഷു പോലെയുള്ള ആഘോഷങ്ങൾ നിങ്ങൾ ചങ്ങാതിയുടെ കൂടെ ആഘോഷിക്കാറുണ്ടോ?

എ) Y ബി) N

21. നിങ്ങൾ ഈ പദ്ധതിയിൽ ചേരുന്ന സമയത്ത് ഒരു ബാധ്യതയാട്ടുണ്ടോ നിങ്ങളുടെ ചങ്ങാതിയെ ഏറ്റെടുത്തത്?

എ) Y ബി) N

22. ചങ്ങാതിക്കൂട്ടം പദ്ധതിയിൽ പങ്കെടുക്കാൻ സ്കൂളിൽ നിന്ന് അധ്യാപകരുടെ പൂർണ്ണ സഹകരണം ഉണ്ടായിരുന്നോ?

എ) Y ബി) N

23. ചങ്ങാതിക്കൂട്ടം പദ്ധതിക്ക് ആവശ്യമായ പരിശീലനം SSA യുടെ ഭാഗത്ത് നിന്ന് ലഭിച്ചിട്ടുണ്ടോ?

എ) Y ബി) N

24. ചങ്ങാതിക്കൂട്ടം പദ്ധതിക്ക് ഏതെങ്കിലും രീതിയിലുള്ള സാമ്പത്തിക ബുദ്ധിമുട്ട് നിങ്ങൾക്ക് അനുഭവപ്പെട്ടിട്ടുണ്ടോ?

എ) Y ബി) N

25. ചങ്ങാതിക്കൂട്ടം പദ്ധതിയെ കുറിച്ച് നിങ്ങളുടെ വ്യക്തിപരമായ അഭിപ്രായം എന്താണ് ?

26. ചങ്ങാതിക്കൂട്ടം പദ്ധതിയുടെ പ്രവർത്തനങ്ങൾ കൂടുതൽ മെച്ചപ്പെടുത്താൻ നിങ്ങളുടെ നിർദ്ദേശങ്ങൾ എന്തെല്ലാം?

FAROOK TRAINING COLLEGE - QUESTIONNAIRE

Mohammed Sareef. K, Asst. Professor, Farook Training College & Mr. Muhammed Niyas.
A. S, M.Ed Student Farook Training College

* Required

Name of the Parent *

Your answer

Name of the Student *

Your answer

കൂട്ടുകൂടാൻ പുസ്തകചങ്ങാതി പദ്ധതിയിൽ അംഗമാകുമ്പോൾ കുട്ടിയുടെ ശാരീരിക
അവസ്ഥ എന്തായിരുന്നു? *

- പൂർണ്ണമായും കിടപ്പിലാണ്
- എഴുന്നേറ്റ് ഇരിക്കാൻ സാധിക്കും
- സഹായത്തോടെ നടക്കാൻ സാധിക്കും
- സ്വന്തമായി നടക്കാൻ സാധിക്കും

കൂട്ടുകൂടാൻ പുസ്തകചങ്ങാതി പദ്ധതിക്ക് മുമ്പ് കുട്ടിക്ക് ഏതെങ്കിലും തരത്തിലുള്ള
വായന ശീലം ഉണ്ടായിരുന്നോ? *

- Yes
- No

കൂട്ടുകൂടാൻ പുസ്തകചങ്ങാതി പദ്ധതിയുമായി ബന്ധപ്പെട്ട് വീട്ടിൽ ആവശ്യമായ പുസ്തകങ്ങൾ ലഭ്യമാക്കിയിട്ടുണ്ടോ? *

Yes

No

കൂട്ടുകൂടാൻ പുസ്തകചങ്ങാതി പദ്ധതി തുടങ്ങിയതിനു ശേഷം കുട്ടിയുടെ പഠിക്കാനുള്ള ആത്മവിശ്വാസം വർദ്ധിച്ചിട്ടുണ്ടോ? *

Yes

No

ചങ്ങാതിക്കൂട്ടത്തിലെ കൂട്ടുകാർ വായിച്ചു കൊടുത്ത പുസ്തകങ്ങൾ വീണ്ടും വായിക്കാനായി വാങ്ങിത്തരണമെന്ന് കുട്ടി ആവശ്യപ്പെടാറുണ്ടോ? *

Yes

No

കൂട്ടുകൂടാൻ പുസ്തകചങ്ങാതി പദ്ധതിക്ക് ശേഷം കുട്ടിയുടെ മാനസിക സന്തോഷം ഉയർന്നിട്ടുണ്ടോ? *

Yes

No

കൂട്ടുകൂടാൻ പുസ്തകചങ്ങാതി പദ്ധതി തുടങ്ങിയതിനു ശേഷം കുട്ടി വീട്ടിലെ മറ്റുള്ളവരുമായി ഇടപെടുന്ന രീതിയിൽ നല്ല വ്യത്യാസം ഉണ്ടോ? *

Yes

No

കൂട്ടുകൂടാൻ പുസ്തകചങ്ങാതി പദ്ധതിയെ കുറിച്ച് അറിയുന്നതിനു മുൻപ് കുട്ടിക്ക് ഏതെങ്കിലും തരത്തിലുള്ള വിദ്യാഭ്യാസം ലഭിച്ചിട്ടുണ്ടോ. *

- Yes
- No

ചങ്ങാതിക്കൂട്ടം പദ്ധതിയിലെ കൂട്ടുകാരമായി കുട്ടി നല്ല സൗഹൃദത്തിലാണോ? *

- Yes
- No

ചങ്ങാതിക്കൂട്ടം പദ്ധതിക്ക് ശേഷം കുട്ടി സ്കൂളിൽ പോകണമെന്ന് ആവശ്യപ്പെട്ടിട്ടുണ്ടോ? *

- Yes
- No

കൂട്ടുകൂടാൻ പുസ്തകചങ്ങാതി പദ്ധതിക്ക് ശേഷം കുട്ടി വായനാശീലം ആരംഭിച്ചിട്ടുണ്ടോ? *

- Yes
- No

ഏതെങ്കിലും തദ്ദേശ സ്വയം ഭരണ സ്ഥാപനങ്ങളുടെ സഹായം കുട്ടിയിക്ക് ലഭിച്ചിട്ടുണ്ടോ? *

- Yes
- No

കൂട്ടുകാരുടെ അസാന്നിധ്യത്തിൽ കുട്ടി കൂട്ടുകാരെ കുറിച്ച് അന്വേഷിക്കാറുണ്ടോ? *

- Yes
- No
- Other:

കൂട്ടുകാരൻ പുസ്തകചങ്ങാതി പദ്ധതി ആരംഭിച്ച ശേഷം കുട്ടി ഒഴിവു സമയങ്ങൾ ഫലപ്രദമായി ഉപയോഗിക്കാറുണ്ടോ? *

- Yes
- No

ചങ്ങാതിക്കൂട്ടം പദ്ധതിക്ക് മുൻപ് കുട്ടിയ്ക്ക് ഏതെങ്കിലും തരത്തിലുള്ള കൂട്ടുകാർ ഉണ്ടായിരുന്നോ? *

- Yes
- No

ശാരീരിക ബുദ്ധിമുട്ട് കാരണം കുട്ടിയുടെ വായനാശീലം തടസ്സപ്പെടാറുണ്ടോ? *

- Yes
- No

കൂട്ടുകൂടാൻ പുസ്തകചങ്ങാതി ഭാഗമായി സമഗ്ര ശിക്ഷ /ബി റ്റി സി പ്രവർത്തകർ വീട്ടിൽ സന്ദർശനം നടത്തിയിട്ടുണ്ടോ? *

- Yes
- No
- Other:

കൂട്ടുകൂടാൻ പുസ്തകചങ്ങാതി പദ്ധതിക്ക് ശേഷം കുട്ടിയിലുണ്ടായ മാറ്റത്തിൽ നിങ്ങൾ സംതൃപ്തരാണോ? *

- Yes
- No

ചങ്ങാതിക്കൂട്ടം പദ്ധതിയുടെ പ്രവർത്തനങ്ങൾ കൂടുതൽ മെച്ചപ്പെടുത്താൻ നിങ്ങളുടെ നിർദ്ദേശങ്ങൾ എന്തെല്ലാം? *

Your answer