

HOME BASED EDUCATION TO CHILDREN WITH MULTIPLE DISABILITIES AND PROFOUND/SEVERE DISABILITIES

In a nutshell: To provide home-based education to children with severe and profound disabilities who are unable to attend regular schooling.

Nodal agency: Department of Education (Samagra Shiksha-Delhi), Government of NCT of Delhi

The Right to Education aims to provide free and compulsory primary education to all children in the age group of 6-14 years. Even though states have taken extensive measures to provide quality education, some children continue to be deprived of this fundamental right due to their severe disabilities. They are unable to attend regular classes, engage in social settings with friends and classmates, and are unable to complete their basic primary education. Children with special needs (CWSN) have, for a long time, been deprived of the opportunity to attain education. In 2020, the Delhi Government introduced a project that was aimed at ensuring that these children are not left behind in their learning and education levels.

The home-based education for children with multiple disabilities and profound/severe disabilities is a project that aims to provide home-based education to those who are unable to attend regular schools. This is in line with the Right of Children to Free and Compulsory Education Amendment Act, 2012, the Samagra Shiksha Abhiyan and the “Zero Rejection Policy”.

While the RTE Amendment of 2012 seeks to widen the beneficiary net for disabled children and provide those with severe disability the option of receiving education at home, the zero Rejection Policy means that no child having special needs should be deprived of the right to education, and should be taught in an environment which is best suited to his/her learning needs.

How the program works

- Resource persons (RPs) visit allocated areas to verify the CWSN as per the list of out-of-school children with disabilities identified during the last five years. The screening and identification of the CWSN who require home based education is done by the RPs (CWSN) who visit their homes.
- Thereafter, RPs collect basic information about the child such as, demographic data, family details, type of special needs, etc. They undertake an intensive case study of the child to get in-depth knowledge about medical history, any other major injury or illness during the developmental years of the child. They build rapport with the family and the child to provide a conducive environment for teaching and learning.
- The RPs then assess these children to prepare an intervention plan for training and teaching purpose. The assessment is done intensively at two levels

- o Skill-based assessment for domestic and recreational skills and activities of daily living.
- o Academic assessment to understand subject-based current academic level of the child.

Post the assessments, the next phase is planning for the intervention. Planning is done for a minimum period of 3 months in the form of individualized education plan (IEP).

- The IEP is divided into fragments of 15 days, during which the child is taught through home base education. The RP (CWSN) demonstrates and explains the implementation of intervention as per IEP to the parents.
- The RP (CWSN) prepares tailor-made teaching and learning materials for each student requiring home-based education. They also train the primary caretaker/parents of the student on how to teach various personal, social, occupational, and educational skills to their ward.
- The primary caretaker/parents follow the instructions till the next visit of RP (CWSN). During the subsequent visits the parents discuss the achievement and difficulties faced, modifications are made in the mode of teaching. Through the combined efforts of RP (CWSN) and parents, home-based education is implemented.

Although the COVID-19 pandemic posed a serious blockade in the implementation of the programme, efforts were made to keep the initiative going, by switching to online mode. The RPs contacted the students through means like, WhatsApp, video calls and telephone. The home visits were resumed once the lockdown was lifted, and it was safe to resume in-person teaching.

Impact

The project has created considerable positive changes in the lives of the children. Improvements in the day-to-day functioning and in learning cognitive skills were observed in the students by parents as well as the RP (CWSN).



Resource persons (RPs) visiting children with disabilities at their homes