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Notice for the PhD Viva Voce Examination

Ms Salomy Joseph (Registration Number: 1640071), PhD scholar at the School of Social Sciences, CHRIST (Deemed to be University), Bangalore will defend her PhD thesis at the public viva-voce examination on Tuesday, 16 January 2024 at 10.30 am in Room No. 044, Ground Floor, R & D Block, CHRIST (Deemed to be University), Bengaluru - 560029.

- Title of the Thesis** : **Effectiveness of the Services Delivered by Special Schools for Children with Intellectual Disability**
- Discipline** : **Social Work**
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- External Examiner (Within Karnataka)** : **Dr Kavitha V Jangam**
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The members of the Research Advisory Committee of the Scholar, the faculty members of the Department and the School, interested experts and research scholars of all the branches of research are cordially invited to attend this open viva-voce examination.

Place: Bengaluru

Date: 10 January 2024



Registrar

ABSTRACT

Special schools are the most widespread in the country among the various models for the education of children with intellectual disability. The present research attempted to determine the effectiveness of special schools rendering services for children with intellectual disability. This study explored the various practices in special schools and the progress of children in self-care, behaviour and communication after receiving special education. The study also focused on understanding the progress of children with mild, moderate, and severe intellectual disability. The study used mixed research method. Convergent parallel design was utilized, in which quantitative and qualitative data were collected concurrently and then integrated to achieve a result. The quantitative data was collected from caretakers of 98 children, using a standardized tool, Behavioural Assessment Scale for Indian Children with Mental Retardation (BASIC-MR). A self-structured interview schedule was used for qualitative research and collected information from 12 special schools. Cases were developed for each school and used within case analysis to identify significant statements. Cross case analysis was conducted to identify categories of statements common to all schools. Themes were developed from the cases using thematic analysis.

The impact of special education on the self-care, communication and behaviour of children with intellectual disability were analyzed with Wilcoxon Signed Rank test using the baseline data and their progress of the children after three years in special schools. The result shows that there are changes in behaviour, self-care and communication of children with ID after they joined special school. The results also highlighted that there is a difference in children's progress based on the level of intellectual disability (mild, moderate and severe). The qualitative analysis explained the best practices exhibited by special schools for children with ID.

Keywords: Special schools, Intellectual disability, Self-care, Communication, Behaviour.

Publications:

1. **Joseph, S., & Thomas, P. (2022).** Institutional model Practices on Inclusive Education: A Case study of Montfort School, Guwahati. *International Journal of Special Education*, 37(3).
2. **Joseph, S.,** Models and practices of special schools for children with Intellectual Disability in Kerala: A Qualitative Study is submitted to International Journal: Topics in Early Childhood Special Education. Waiting for their decision.