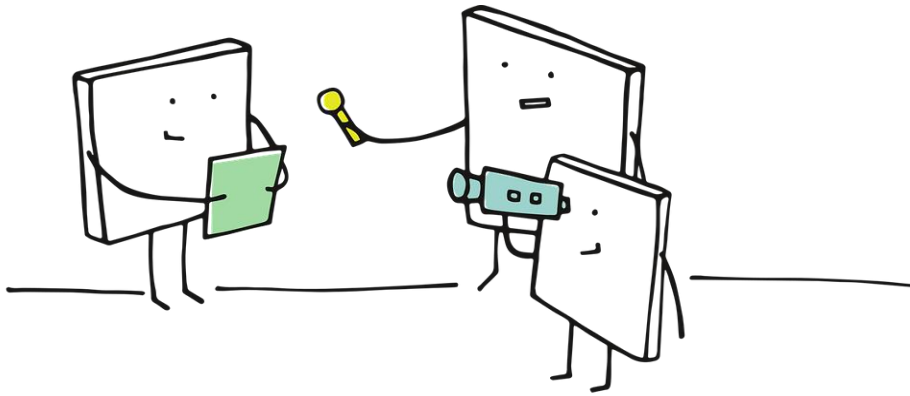
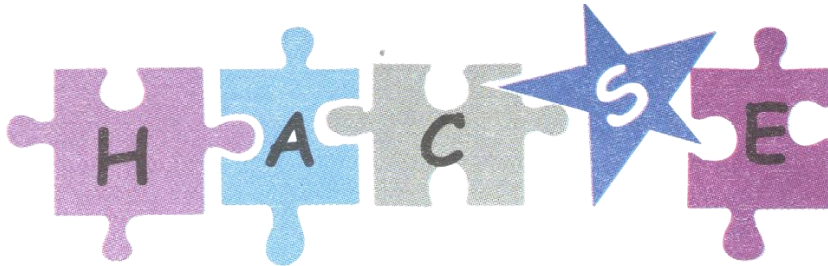


ASKme- पूछो तो सही Research Project Report



Implemented by
CCYM's



<https://www.hashuadvanismarak.org/hac>



AskMe (Poocho to Sahi)-EXTERNALLY FUNDED RESEARCH PROJECT
2022

Implementing agency: CCYM's HashuAdvani College of Special Education

MoU date	Project	Duration	Budget
1/7/22	1/7/22-Begin date 30/10/22- End date Report Submission- 5/11/22	4 months	1,23900

ACKNOWLEDGEMENT

HACSE is grateful to Trinayani for funding and giving us the opportunity to implement the project. I would also like to thank our Trust -Chembur Colony Yuvak Mandal (CCYM) and Principal, Dr Asmita Huddar for their consultation and support. My sincere thanks to the survey tool validity experts including Dr. Gayatri Sirur, Dr. Amit Mishal, Ms. Sandhya Pagare, Dr. Kasturi Kulkarni, Ms. Poonam Mishra, Dr. Subodh Sirur, Dr. Apoorva Panshikar, and Ms. Hemali Gada.

I am also thankful to our assistant investigators Mr. Prakash Patil, Ms. Chitra Sharma, and Ms. Anshita Jirange for data collection. I would like to extend our thanks to our alumni Ms. Lalita for translating the survey in Hindi, Our statistician Dr. Aparna Sahu and Monk Prayogshala for their guidance in the ethical clearance. A heart felt thank you to Dr. Kasturi Kulkarni for categorising the pool of questions and participating in inter-rater reliability.

Nisha Kutty, (Assistant Professor)

Date: 5/11/22



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HUMAN RESOURCE TEAM

Name	Input
Dr.AsmitaHuddar	Consultant
Ms.NishaKutty	Principal Investigator
Dr.AparnaSahu	Statistician
Mr. Prakash Patil	Assistant Investigator
Ms. Chitra Sharma	Assistant Investigator

INTRODUCTION

In India, the Persons with Disability (PWDs) comprise of 2.21 percent of the total population (2011 Census report). India's efforts towards empowering PWDs are evident in its Constitution, and the formulation of specific laws.

One of the iconic PwDs Act was passed by the Indian government on 14th Decemebr 2016. This Act explicitly spoke about the rights of PwDs.

Some of the other landmark documents include National Education Policy (2020), Right to education (2009), United Nations Millennium Goals (2015) or University Grant Commission 's guidelines on disability, Models of Universal Design and many more.

These macro level guidelines have now gradually become visible on institutional micro level. Various sectors of the society are coming face to face with disability issues and want to know more about it. Until recently, human resources in the field of education were considered to be the conventional audience who needs to be fed with information related to disability, diversity and access.

However, today, corporate sector, media houses, start-up companies, retailers, designers, artists, sports professionals, architects etc are looking setting goals related to diversity and inclusion in order to attract larger audience and be politically correct in their policies and practices.

Today's scenario is quite different compared to what we had earlier. The change from the sympathy model to it is their right model is quite evident in disability inclusion. The term disability inclusion is about equal opportunities and resources to PwDs as similar to their non-disabled peers. The Accessible campaign launched by the government in 2015 was a big step towards inclusion. It included the nomenclature change from Viklang to Divyang. Also it mentioned about making public transport and building barrier free.

Thus in short every section of the society has to take care to build a barrier free and a positive attitude towards disability and inclusion.

The reasons for interest into diversity inclusion could be different for different sections but the need for easily accessible and clear information on the said topic is felt.

This compilation of curious questions cum information will be a step towards inclusion. This will help to build an inclusive society. In this society the PwDs will also be able to contribute equally to the growth of the society.

REVIEW OF LITERATURE

Peter M. et al (2008) studied the attitude towards beef among 1000 students using both the Q-sort method and Likert attitude questionnaire. The results were found to be consistent with both the methods.

Evelina et al. (2014) used Q sort technique to identify the subjects' perspective on the methodological skills involved in conducting the pedagogical practice stages by the prospective teachers.

These results showed that there is a relation between the aspects assessed by questionnaire and those assessed by the Q-sort technique, with the Q-sort technique offering a finer investigation of the students' perception regarding the degree of mastery of the necessary methodological skills for an effective teaching project.

JieGao and Alessandro Soranzo (2020) studied the effectiveness of q-sort technique and came to the conclusion that it can be used for quantitative research as well by following certain protocols.

Thus these studies show that Q- sort technique is reliable. The current study aims at bringing all the information regarding disability inclusion under one roof. When one tries to search for information, a wide variety of information is available. But it's difficult to decide the authenticity of the information. Thus this study has attempted to answer the questions using simple language and making it accessible to all.

PROBLEM STATEMENT

Aim

To narrow down the information needs of the lay persons when it comes to disability and inclusion in order to create a platform of information addressing these needs.

Objective

To identify specific 24 / 32 questions in the minds of the lay persons related to 8 areas involving disability and inclusion.

Selection of 8 areas: 8 areas were narrowed down on the basis of:

- a. Professional judgement of the team
- b. Interactions with people connected with disability: Parents / Persons with disabilities / special teachers / rehabilitators

The eight areas being:

#	Identified area for categorizing the questions	Sub Categories
I	Medical	<ol style="list-style-type: none">1. Causes2. Prevention3. Symptoms4. Medical intervention/treatment5. Genetics6. Too broad/Unclear
II	Education/Intervention	<ol style="list-style-type: none">1. Schools/Colleges/Infrastructure2. Concessions and Scholarships3. Early Identification4. Teaching Strategies5. Inclusion6. Too broad/Unclear
III	Disability/Nature/Type/Labeling/Impact	<ol style="list-style-type: none">1. Meaning/Definition/Nature2. Types/Degrees

		3. Labels/Terms 4. Impact of Disability 5. Attitude towards/of PwDs 6. Too broad/Unclear
IV	Call for Action	1. Awareness 2. Emotional help 3. Financial help 4. Inclusion 5. Support 6. Too broad/Unclear
V	Legislations	1. Role of Government 2. Rights of PwDs 3. Provision/Schemes/Facilities 4. Research 5. Reach of schemes/policies 6. Too broad/Unclear
VI	Technology/Assistive devices	1. Role of social media 2. Assistive devices for ADL 3. Assistive devices for learning 4. Awareness about the devices 5. Access to the devices 6. Too broad/Unclear
VII	Employment	1. Ability to perform task 2. Avenues/opportunities/facilities by government 3. Skill development 4. Statistics on employment 5. Workplace environment/Inclusion 6. Too broad/Unclear
VIII	General Questions	1. Socio-emotional issues of PwDs 2. Daily work/barriers 3. Responses by society (current and expected) 4. Communication 5. Inter and intra disability comparison 6. Too broad/Unclear

- a. Lay persons: Those who don't have any disability or family member with disability or who are not professionals dealing with disability.
- b. Disability: 21 disabilities benchmarked by RPwD Act and perceived inability to perform any tasks like typically functioning majority counter parts in the community.
- c. Inclusion: Participation of all diverse groups in a right based society to the fullest potential.

ETHICAL ISSUES

The ethical issues were taken care by the following ways:

1. The consent of the participant was taken before taking the survey.
2. The participants were briefed about the outcome.
3. Participants were not asked for names or any other ways of revealing their identity.
3. They were assured about keeping their identities confidential.
4. They were informed that there will be no incentive or compensation for participating in the survey.
5. None of the participants were directly or indirectly beneficiaries of Trinayani or Hashu Advani College of Special Education. There was no risk for them to loss of services on account of participation in the survey.

Ethical Clearance: was obtained from Monk Prayogshala. Monk Prayogshala is set up by a group of professionals in the field of research. They have an (Institutional Review board) IRB that takes care of the ethical clearance. In the panel there were four members who scrutinized the AskMe (Poocho to Sahi) proposal. After three rounds of review which involved seeking clarifications and a bit of changes in the consent forms the proposal was finally approved by all the members of the committee.

Ethics Project number- #101-022

METHODOLOGY

Tool Validity

Nine experts were part of the tool validation (list given in annexure # 2). The responses of the validity judges were converted into scores for each of the items. The changes suggested by the experts were made before implementing the survey. The tool was translated in Hindi and Marathi.

The tool in all three languages was made available via both offline and online with the QR code (via google form)

Pilot: Pilot testing was done on 20 B Ed (special education) students. Feedback given by them has been appropriately implemented in order to make the tool effective.

Special exercise was carried out to validate the appropriateness of the translation.

Data entry: was done once a week by the principal investigator and hired hand (Chitra Sharma). All the 1308 questions after categorization were sent to the statistician for further analysis.

Data management: According to the questions that we have received so far we have categorized the responses into the following types (Medical, Education/Intervention, Disability/Nature/Type/Labeling/Impact, Legislations, Technology/Assistive devices, Employment, Call for action and General Questions)

Recruitment / sampling

Non random sampling with snowball strategy was followed for selecting the participants both online and offline. Locations were selected on the basis of:

- Convenience
- Age wise range of respondents- 18 to 60
- Education wise range of respondents- SSC fail to PhD

PARTICIPANTS' PROFILE

A. City:

The responses were collected from 6 different cities viz

1. Mumbai (Maharashtra)
2. Pune (Maharashtra)
3. Jalgaon (Maharashtra)
4. Trichur(Kerala)
5. Basti (Uttar Pradesh)
6. Pandharpur (Maharashtra)

B.Age:

Parents consent is mandatory for below 18 participants. Since the survey was conducted mostly in public places, getting parents consent was not possible. So the participants were between the age of 18 and 50

C. Gender:

The survey was open for individuals with any gender.

D. Occupation:

The participants were students, general education teachers, public transport drivers, businessmen, housewives, doctors, and other professionals.

E. Place of survey (for offline survey)

For online survey, location was not restricted

The participants were approached mostly in public places like

1. Colleges
2. Railway station
3. Library
4. Theatres
5. Bus stand
6. Auto rickshaw stand
7. Beauty parlour

STATISTICAL ANALYSIS

Method

Two questions sought from people ($N=1370$). Broad categories were created by experts based on questions received.

Two raters independently rated the agreeableness between questions and categories. Concordance ratings are taken into account for the final frequency analyses.

Results

Number of people contacted- 1635

Number of participants who responded-1370

Number of questions/statements gathered through *ask me 2* questions = 1308
Discarded questions/statements: $n = 426$

Useful ones: $n = 882$ (higher count taken based on the ratings given by one of the raters)

Experts categorized questions into eight areas:

- 1) Medical
- 2) Education/Intervention
- 3) Disability/Nature/Type/Labeling/Impact
- 4) Call for action
- 5) Legislations
- 6) Technology/assisted devices
- 7) Employment
- 8) General Questions

Two raters categorized the questions among the above eight categories.

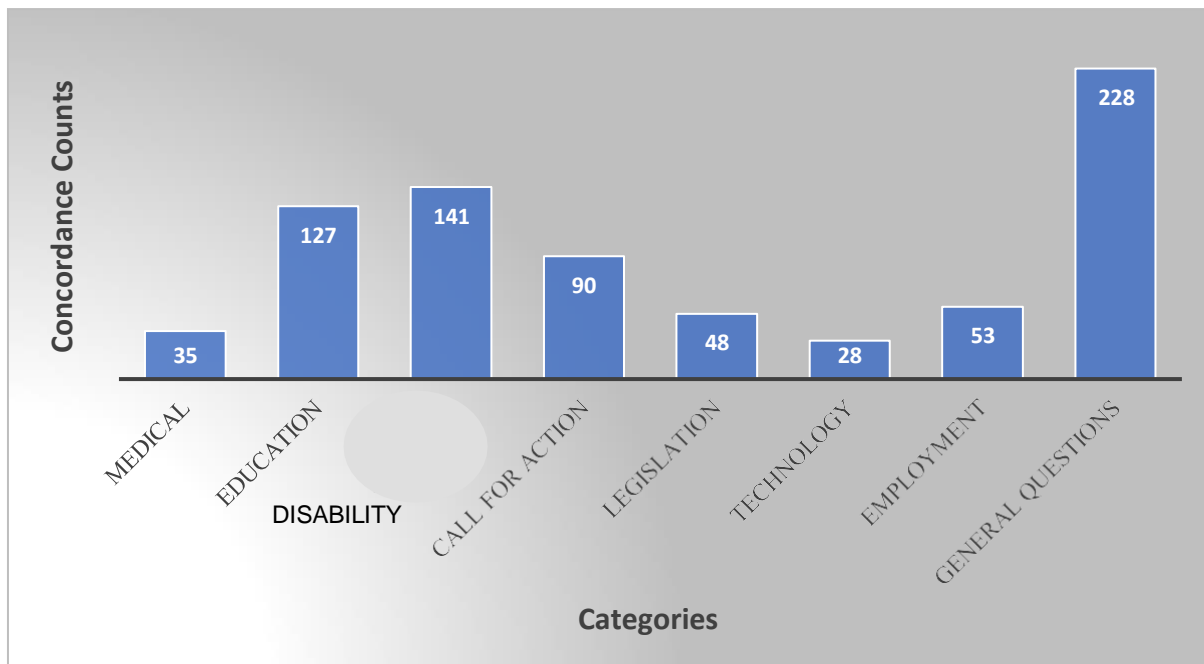


Figure 1: Concordance frequency counts of questions by categories between raters

RESULTS AND ANALYSIS

Multi Stage Filtering of Responses was done in four stages to get the final FAQs. The details of each stage are as follows:

Stage 1- In all 1635 participants were approached. Out of which 1370 participants participated. Since many participants wrote only one response, the number of responses reduced to 2100. Among these 792 were rejected as they were either repeated by the participants or were incomplete questions or were statements. Since they were considered as noise they were not entered during data analysis. Thus 1308 responses were taken for further analysis.

Stage 2- The 1308 responses were rated into eight categories according independently by two experts. Among these 1308 responses, 426 responses were in the form of suggestions or rhetorical questions. Finally 882 responses were rated into 8 categories.

Stage 3: The 882 questions were sent for statistical analysis to check the inter rater reliability. After the concordance exercise the questions were reduced to 750.

The percentage of concordance was highest in the category of Legislation with 92% followed by Employment with 86.89% , General questions with 86.69%, Call for action with 85.71%, Education with 84.66%, Disability with 80.11%, Medical with 79.54% and Technology with 75.68%.

Stage 4- At this stage a sixth subcategory was created under each of the eight categories to rule out broad and unclear questions. Experts then narrowed down the questions based on the frequency. Finally the questions were reframed in such a manner that it answered many questions.

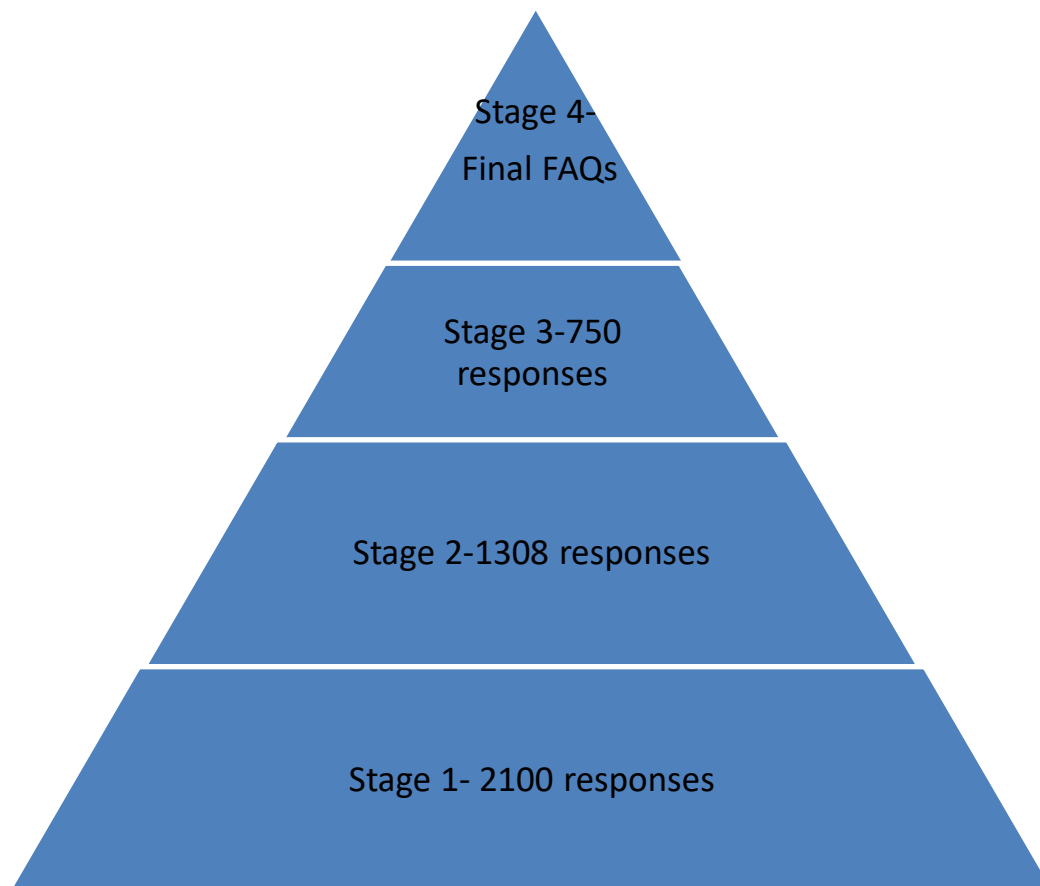


Figure 2: Multi stage filtering of responses

Data analysis

The steps followed or data analyses were as follows:

1. Data entry was done once a week during the data collection. During the data entry the responses that were not at all matching with the objectives of this study or were incomplete was discarded.
2. Two experts categorised the responses into 8 types. The categorization was done independently to avoid any kind of bias. During this stage responses which were in the form of statements or suggestions were discarded.
3. Inter-rater reliability was carried out by the statistician. Finally 750 questions had high inter reliability.
4. Six subcategories were created under each of the eight categories depending on the type of questions. The sixth subcategory in all the categories included questions which were too broad or unclear. Experts then narrowed down the questions based on the frequency. Finally the questions were reframed in such a manner that it answered many questions. Finally three questions were added to the categories of Education/Intervention, Legislations and General Questions. These additional questions were added to add more clarity to the FAQs.

Data profile

Total respondents: online = 363 offline = 1007

#	AREA	OBTAINED RESPONSES	SELECTED RESPONSES
I	Medical	35	4
II	Education/Intervention	127	5+1
III	Disability/Nature/Type/Labeling/Impact	141	4
IV	Call for Action	50	3
V	Legislations	48	3+1

VI	Technology/Assistive Devices	28	3
VII	Employment	53	3
VIII	General Questions	228	5+1
		Total	33

*After adding the 30 most frequently occurring questions, three questions were added to the categories of Education/Intervention, Legislations and General Questions to fill logistic gap in the information to be provided on the e learning. These additional questions were added to add more clarity to the FAQs. (Marked as ‘not from the pool’)

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4. The Q-Sort Method in Personality Assessment and Psychiatric Research. Block. J, Charles C Thomas Publisher Springfield Illinois USA, 1961
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Outcome and deliverables

1. Report
2. Experts involved in Tool Validity-Attached
3. Set of questions in English: Attached
4. Utilization certificate: Attached (Pending as on 4/11/22)
5. Closing accounts (Pending)

ANNEXURES



Annexure # 1

ASKme Project at HACSE

OUTCOME OF THE RESEARCH: SET OF QUESTIONS

Note:

The questions are selected as per described in the Methodology. The set of the narrowed down questions is prepared on the basis of professional judgment and frequency of occurrence.

More than the wordings the focus and the essence of the content of the question is considered carefully while categorizing and selecting the questions. Hence these are not copy paste questions, but are the essence of a set of questions in a particular subcategory.

Neighboring questions are given in the brackets. One answer may look at as the response to many similar questions.

A couple of questions which are not raised by anyone but fit in the flow of information are added and indicated as - not form the pool.

Rephrased questions use appropriate terminology which may not have been used in the original question, for example, mainstream school in place of normal school.

The final FAQs based on eight categories are as follows:

I Medical

1. What are the causes of disability? (What causes disability? / Why do some people have disability?)
2. How can we prevent disability? (Can we avoid disability? / How can we stop disability from happening?)

3. Can disabilities be medically cured or reversed / treated permanently?
4. How do we suspect disability in a child?

(What are the symptoms of disability? / How do we come to know that a child has a disability?)

II Education/Intervention

1. What is the current scene in India on inclusive school?
(Are Indian school inclusive in true sense?)
(Is inclusion practiced in Indian schools?)
2. How can Indian schools be made inclusive
(What should schools do to offer inclusive education?)
(What are the steps/best practices towards inclusive schools?)
(What concrete actions can administrators take to improve their inclusive schooling model)
3. Which school option is better for children with disabilities, Special school/Inclusive school? (What are the types of schools available for children with disabilities? What are the school options for children with disabilities?)
4. How do we accommodate students with disability in mainstream classrooms?
(How can children with disabilities learn in a mainstream school?)
5. How do teachers know the disability of the students? (What are the symptoms of disability which teachers can notice in the class?) **(not from the pool)**
6. Do children with disability learn differently? (How do children with disability learn school subjects?)

III Disability/Nature/Type/Labeling/Impact

1. What is disability?
2. How are disabilities classified?
3. What are appropriate terms to refer to different disabilities?
4. Do disabilities have degrees? **(not from the pool)**

IV Call for Action

1. How can society support PwDs? (How can we make life of a PwD simpler? / What are people expected to do to help PwDs?)
2. What is the current level of awareness about disability?
(What can I do to improve awareness? Do people know about disability?)
3. Who is accountable to take action for ensuring better life for PwDs? (How do we ensure implementation of the law? What if people at authority positions don't know about the law? What can we do if we see that the law / policy is not being implemented?)

V Legislations/Policies

1. What are the various Acts in India related to persons with disabilities?
2. What are the rights of PwDs? (Are there any specific rights of the PwDs?)
3. Where is the information on schemes/provisions/concessions/accommodations found?
4. Who is expected to monitor the implementation of disability related Acts in India? **(Not from the pool)**

VI Technology/Assistive Devices

1. What is the role of social media in disability management sector? (Is awareness spread using social media? Do PwDs use social media? Why social media has negative image of disability)
2. What are the different types of assistive devices or software used for PwDs?
3. Are the assistive devices cost effective and easily available? (Where do PwDs get assistive devices? / Does Govt give free devices to PwDs? How do families bare the burden of buying the assistive devices?)

VII Employment

1. Can PwDs be employed?
2. What employment opportunities are available for Indian PwDs?
3. How can work place employment be disability friendly?

VIII General Questions

1. How do PwDs manage their daily life/chores/functioning?
2. Are PwDs different from normal/other people in their social emotional well being?
3. What are the responses of the society towards disability or PwDs?
4. How to communicate with PwDs?
5. What are the entertainment avenues for PwDs?
(How do PwDs enjoy free time entertaining themselves?
(What entertains PwDs)
6. What can be done to improve accessibility for PwDs? **(not from the pool)**



Annexure # 2

TOOL VALIDITY EXPERTS

Names	Email ID
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Dr. Apoorva Panshikar	apoorva.panshikar@gmail.com
Ms. Hemali Gada	hazydazy22@gmail.com

Annexure # 3

CONSENT FORM

TITLE OF STUDY

AskMe- Poocho Toh Sahi

PRINCIPAL INVESTIGATOR

Nisha Kutty

Assistant Professor

Hashu Advani College of Special Education

64-6 5 Collectors Colony, Chembur, Mumbai 400074

022 25530451/02225531041

Email- hac_ccym@yahoo.co.in

PURPOSE OF STUDY

-You are being asked to take part in a research study. Before you decide to participate in this study, it is important that you understand why the research is being done and what it will involve. Please read the following information carefully. Please ask the researcher if there is anything that is not clear or if you need more information.

The purpose of this study is to- develop the most frequently sought-after set of questions on disability and inclusion which is simple, well presented and locally relevant in form of written FAQs.

STUDY PROCEDURES

The following steps are going to be followed for the study:

1. Each participant will be expected to frame any two questions that they have in their mind about disability and inclusion
2. The pool of questions will then be categorized into the following eight categories
3. The relevant questions will be selected through statistical analysis

4. The result will be accessible to public in the website of Trinayani in the form of audio-visual.

5. This survey will take approximately 5 to 10 minutes for each participant

RISKS

All the information gathered about the participant will remain confidential and will be accessible only to the principal researcher. Demographic details including the age range, sex, educational qualification and occupation will be taken.

You may decline to answer any or all questions and you may terminate your involvement at any time if you choose.

BENEFITS

This research may not directly benefit you but any one who wants to know about disability and inclusion would get the right information which will be reliable and under one roof.

CONFIDENTIALITY

Your responses to this [survey] will be anonymous. Please do not write any identifying information on your [survey].

The information shared will be accessible only to the principal investigator. The participants will be given serial numbers and no name or contact details will be collected/

CONTACT INFORMATION

If you have questions at any time about this study, or you experience adverse effects as the result of participating in this study, you may contact the researcher whose contact information is provided on the first page. If you have questions regarding your rights as a research participant, or if problems arise which you do not feel you can discuss with the Primary Investigator, please contact the Institutional Review Board at (865) 354-3000, ext. 4822.

VOLUNTARY PARTICIPATION

Your participation in this study is voluntary. It is up to you to decide whether or not to take part in this study. If you decide to take part in this study, you will be asked to sign a consent form. After you sign the consent form, you are still free to withdraw at any time and without giving a reason. Withdrawing from this study will not affect the relationship you have, if any, with the researcher. If you withdraw from the study before data collection is completed, your data will be returned to you or destroyed.

CONSENT

I have read and I understand the provided information and have had the opportunity to ask questions. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I understand that I will be given a copy of this consent form. I voluntarily agree to take part in this study.

Participant's signature _____ Date _____

Investigator's signature _____ Date _____

Annexure # 4

SURVEY TOOL (ENGLISH)

Survey conducted by CCYM'S Hashu Advani College of Special Education for NGO Trinayani

Hello:

We are from the field of special education. We are collecting this data for IDENTIFYING a set of 25 FAQs (Frequently Asked Questions) based on disability and inclusion.

This is a quick single item survey aimed at finding out **what you want to know about disability in the context of inclusion?**

Spare a few minutes to write **2 specific questions** that come to your mind about disability.

Consent: Your participation in the survey would be considered as your consent.
The details shared below will be kept confidential

Participant's details: Kindly tick the correct option

City: _____

Age range: 15-25/26 to 35/36-45/46-55/56 and above

Gender- Male/Female/other/rather not say

Education: 10th incomplete/10th /Graduation/Post Graduation

Occupation: Service/Business/Student/ Unemployed/Others

In the context of disability, which is the first question that comes to your mind?

What is one thing that you specifically want to know about disability in the context of inclusion?

Question number 1:

_____?

Question number 2:

?

Thank you for your time.

NishaKutty (Principal Investigator)

Contact us: 022 25530451/02225531041

Email: nishakutty.hacse@gmail.com

SURVEY TOOL (HINDI)

सीसीवाईएम के हाशु आडवाणी कॉलेज ऑफ स्पेशल एजुकेशन द्वारा एनजीओ त्रिनायनी के लिए किया गया सर्वे

नमस्ते:

हम विशेष शिक्षा के क्षेत्र से हैं। हम विकलांगता और समावेशन के आधार पर 25 अक्सर पूछे जाने वाले प्रश्नों (अक्सर पूछे जाने वाले प्रश्न) के एक समूह की पहचान करने के लिए यह डेटा एकत्र कर रहे हैं।

यह एक त्वरित एकल वस्तु सर्वेक्षण है जिसका उद्देश्य यह पता लगाना है कि आप समावेश के संदर्भ में विकलांगता के

बारे में क्या जानना चाहते हैं?

विकलांगता के बारे में आपके दिमाग में आने वाले 2 विशिष्ट प्रश्नों को लिखने के लिए कुछ मिनटों का समय दें।

सहमति: सर्वेक्षण में आपकी भागीदारी को आपकी सहमति माना जाएगा।

नीचे साझा किया गया विवरण गोपनीय रखा जाएगा

प्रतिभागी का विवरण: कृपया सही विकल्प पर निशान लगाएं

शहर: _____

आयु सीमा: 15-25/26 से 35/ 36-45/46-55/56 और अधिक

लिंग-पुरुष/महिला/अन्य/बल्कि नहीं कहना

शिक्षा: एसएससी अधूरा/एसएससी/स्नातक/पोस्ट ग्रेजुएशन

व्यवसाय: सेवा / व्यवसाय / छात्र / बेरोजगार / अन्य

विकलांगता के बारे में सोचते समय आपके मन में क्या प्रश्न आता है?

समावेश के संदर्भ में आप विशेष रूप से विकलांगता के बारे में कौन सी एक बात जानना चाहते हैं?

प्रश्न संख्या 1:

_____?

प्रश्न संख्या 2:

_____?

आपके समय के लिए शुक्रिया।

निशा कुट्टी (प्रधान अन्वेषक)

हमसे संपर्क करें: 022 25530451/02225531041

ईमेल: nishakutty.hacse@gmail.com

SURVEY TOL (MARATHI)

‘CCYM’s हाशु अडवाणी कॉलेज ऑफ स्पेशल एज्युकेशन द्वारे NGO

Trinayani साठी सर्वेक्षण केले

नमस्कार,

आम्ही विशेष शिक्षण या क्षेत्रात कार्य करतो. अपंगत्व आणि सर्व समावेशित शिक्षण यावर आधारित 25 सतत विचारले जाणारे प्रश्न कोणते आहेत हे शोधण्यासाठी आम्ही ही माहिती जमवत आहोत. यात भाग घेतल्याबद्दल धन्यवाद.

तुम्हाला किंवा कोणालाही समावेशनाच्या संदर्भात अपंगत्वा बद्दल काय जाणून घ्यायचे असू शकते हे शोधण्यासाठी हे छोटेसे एक-दोन प्रश्नांचे सर्वेक्षण करत आहोत.

अनुमति: या सर्वेक्षणात तुम्ही घेतलेला भाग म्हणजेच तुमची त्यात भाग घेण्यासाठी दिलेली अनुमती आहे असे समजले जाईल.

भाग घेणाऱ्या चा तपशील: (योग्य पर्याय निवडा)

शहर: _____

वय : 15-25/26 to 35/36-45/46-55/56 पेक्षा जास्त

लिंग: पुरुष / स्त्री / इतर / सांगायचे नाही आहे

शिक्षण: दहावी अपूर्ण/ दहावी /पदवी/पदव्युत्तर शिक्षण

सध्या कार्य: नोकरी / व्यवसाय धंदा / विद्यार्थी/ बेरोजगार/ इतर

अपंगत्वाचा विचार करता तुमच्या मनात कोणता प्रश्न येतो?

अपंगत्वा विषयी अशी एक कोणती गोष्ट आहे जी तुम्हाला समावेशनाच्या संदर्भात जाणून घ्यायची आहे?

तुमचा पहिला प्रश्न

_____?

तुमचा दुसरा प्रश्न

_____?

धन्यवाद.

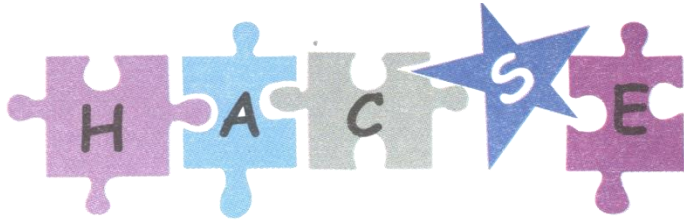
निशा कुट्टी (मुख्य अन्वेषक)

संपर्क: 022 2553 0451/02225531041

Email:nishakutty.hacse@gmail.com

Annexure # 5

GOOGLE FORM LINK AND QR CODE OF SURVEY TOOL IN ENGLISH, HINDI AND MARATHI



Hello,

This is a very quick and simple survey conducted by HashuAdvani College of Special Education about what people want to know about disability. It will help create and compile basic information on disability management.

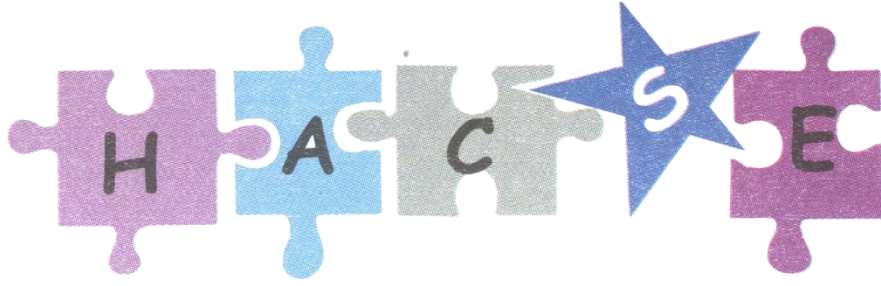


Thank you for your time

NishaKutty

Principal Investigator

Email-nishakutty.hacse@gmail.com



नमस्ते,

यह हशु अडवाणी कॉलेज ऑफ स्पेशल एजुकेशन द्वारा किया गया एक बहुत ही त्वरित और सरल सर्वेक्षण है कि लोग विकलांगता के बारे में क्या जानना चाहते हैं। यह विकलांगता प्रबंधन पर बुनियादी जानकारी बनाने और संकलित करने में मदद करेगा।



<https://tinyurl.com/askmehindi>

आपके समय के लिए धन्यवाद

निशा कुट्टी

प्रधान अन्वेषक

Email-nishakutty.hacse@gmail.com



नमस्कार,

हाशूअडवाणीकॉलेजऑफस्पेशलएज्युकेशनद्वारेअपंगत्वाबद्दललो
कांनाकायजाणूनध्यायचेआहेयाबद्दलहेअतिशयजलदआणिसोपेसर्वेक्ष
णआहे.

हेअपंगत्वव्यवस्थापनावरमूलभूतमाहितीतयारआणिसंकलितकरण्या
तमदतकरेल.



<https://tinyurl.com/Askmemarathi>

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Email-nishakutty.hacse@gmail.com

Annexure #6

RESEARCH PROPOSAL

FUNDING PROPOSAL FOR RESEARCH

FROM HACSE TO TRINAYANI

TITLE: AskMe-Poocho toh Sahi

BACKDROP: Disability, diversity, access, inclusion and equal opportunities have taken the centre stage in all relevant landmark documents including National Education Policy (2020), Right to education (2009), United Nations Millennium Goals (2015) or University Grant Commission 's guidelines on disability, Models of Universal Design and many more. These macro level guidelines have now gradually become visible on institutional micro level. Various sectors of the society are coming face to face with disability issues and want to know more about it. Until recently, human resources in the field of education were considered to be the conventional audience who needs to be fed with information related to disability, diversity and access. However, today, corporate sector, media houses, start up companies, retailers, designers, artists, sports professionals, architects etc are looking setting goals related to diversity and inclusion in order to attract larger audience and be politically correct in their policies and practices. The reasons for interest into diversity and inclusion could be different for different sections but the need for easily accessible and clear information on the said topic is felt.

NEED:

Agenda of adhering to diversity and inclusive norms in various walks of life is pushed from international to national level through various policies / mandates / guidelines / eligibility conditions. Concerned people who are implementers or for whom guidelines are generally developed have inclination to practice what the policy documents preach. However, in the absence of proper SOPs and templates they find it difficult to begin.

Right from students to police, courts and hospitals there are people who need a quick access to very basic yet clearly spelt information on diversity, disability and inclusion. More often the information various search engines provide are either disconnected in bits and pieces or simply too much to handle and lose interest for someone who does not wish to dive deep.

A need is therefore felt to develop a set of FAQs on the topic for the beginners which will set the stage for either more information or for putting information into practice.

OBJECTIVE:

To develop most frequently sought-after set of questions on disability and inclusion which is simple, well presented and locally relevant in form of written FAQs.

To develop the blue print of professionally appropriate responses to the final 25 FAQs (Content of the responses – not the language.)

Proposed duration: 4 months

Proposed begin date: (After and if all the details are final and locked from both the organizations)
1/4/22

ABOUT THE PROPOSING ORGANIZATION: CCYM'S HashuAdvani college of Special Education is an aided college offering B Ed – special education program since 1997. It is affiliated to university of Mumbai, recognized by the Rehabilitation Council of India. It is approved by UGC and accredited by National Accreditations and Assessment Council.

METHODOLOGY AND TIMELINES

PHASE	ACTIVITY	REQUIRED PERIOD (months)
	Concept development and ROL	15 days
	Developing online survey to create database on what exactly people want to know	15 days
	Validity of the developed survey and finalization	15 days
	Finalization of the survey	
	Implementing the survey	30 days
	Analysing the collected information and locking the content and language of the 25 FAQs	15 days
	Preparing blue print of the answers	15 days
	Report and wind up	15 days
	TOTAL	120 days

HUMAN RESOURCE

1. Chief investigator: NishaKutty, Assistant professor, (HACSE)

BUDGET

HEAD	DETAILS	WORKING	TOTAL	FUND RELEASE
Remuneration of investigators	Assistant professor	5,000 X 4	20,000/	25%
Research Assistant (hired hand)	Special educator / psychologist / Research expert	4,000 X 4	16,000/	
Consultancy	For developing surveys / content / statistics		08,000	
Tool development			10,000	25%
Content design			10,000	
Travel for faceto face data collection (minimum 5 places nearby /Mumbai))*		4000 X 5	20,000	
Stationary, Recording of verbal responses /			05000	

Compensation for the infrastructure use			10000	
Report compilation and printing.			06,000	50%
TOTAL Expenditure			105000	100%
GST		18% of 105000	18900	
Total			123900	

*FAQs cannot be solely derived from responses of those who know technology needed for a virtual survey.

Deliverables:

1. Set of all the questions collected as data
2. 25 FAQs in the form of most sought-after specific questions in Indian context related to diversity, disability and inclusion
3. 25 blue prints of the responses to the selected 25 questions. (content structure not the script)

Relevance: People in general fail to relate diversity with disability and inclusion. The FAQs will be framed such that the readers of responses of these written FAQs will be able to use appropriate, updated and scientifically supported specific information in academically correct language.

NOTE: No copyright would be claimed by HACSE

Acknowledgement clearly stating the outsourced services (HACSE) will be in report as well as on the final product (limited to the concerned part of the research where HACSE is involved).

SUBMITTED BY: ASMITA HUDDAR, Principal, HACSE

3/3/22