CONCEPTUAL FRAMEWORK

Even though each individual is different in some way from every other individual, the majority of students share certain common characteristics. In a way, nature is even given about 3% of all children across countries, races, religions and cultures are 'special'. The term being used to those who deviate from what is supposed to be average in physical, emotional, mental or social characteristics to such an extent that they require special educational services in order to develop their maximum capacity. These specials arrive on earth with their unique characteristics but mainstream life has very less time for them and they consider them a problem because they have some special needs. The term Special Needs is also known as Special Education Needs and it refer to students with disability. In the educational situation the term special need comes in to play whenever a child's education program is formally rehabilitated from what would usually be provided to students through an Individual Education Plan, which is sometimes referred to as an Individual Programme plan. Special need is a term used in clinical diagnosis and functional development to pronounce individuals, who require support for disabilities that may be psychological, social, emotional or mental.

Disability is a multi-dimensional and complex concept and there is no single universally accepted definition of disability. Not only these definitions fluctuate across countries but these also differ within a country with evolving political, legal and social discussions. Disability is a complex class because it is comprehend and deduced by different people in very different ways. In almost all societies, individuals with intellectual or physical incongruities have been assumed to be inferior. As the term disability carries with it the meaning of a shortage, whether cognitive, sensory or physical, it has been defined largely in terms of medical discrepancy. However, it has to be accepted that the word disability is itself
not an unvarying group, considering under it different kinds of bodily disparities such as sensory deficits, physical impairments and mental or learning insufficiencies, which may be either acquired or congenital. Students who are mentally disabled, learning impaired, hearing impaired, visually impaired, physically challenged and gifted are also recognized as special learners. Most disabilities with a clear medical basis are recognized by the child’s specialist or parents soon after birth or in the period of preschool. In contrast, the majority of students with disabilities are initially mentioned for evaluation by their classroom teacher or parents, because of severe and continuing achievement or behavioural problems. Every special child has fundamentals, aims and ambitions like the general children but adjacent with those common characteristics, there is in each case an exceptional disorder that requires a special provision in his/her educational programme. That programme should be designed with full perception of his/her representation to normal children and special requirements. This leads to the modern approach to the education of disabled children.

Special education is the education of disabled students with special needs in a way that discourses the students' individual discrepancies and requirements. Preferably, this process includes the individually planned and thoroughly observed pre-arrangement of adapted equipment, teaching techniques, manageable situations, materials and other interventions designed to assist children with special needs to attain a higher level of personal self-sufficiency and success in school and community. Since children’s need are complicated and varied, genuine efforts must be made to give them individual attention, guidance and to provide them with an surroundings conductive to their development and relief. To facilitate this process, special schools are established.

A special school is a school catering for students who have special educational needs due to severe behavioural problems, learning problems
or physical incapacities. Special schools may be exclusively designed, staffed and resourced to give the appropriate services for children with supplementary needs. Students joining special schools usually do not attend any classes in ordinary schools. Special schools provide personalized learning and focus on specific needs. Teacher student ratios are retained low, often 1:6 or lower varying according the requisites of the children.

Recognition of persons with disability and offering them care and supervision is not a fresh thought in India. The theory had been converted into exercise over several centuries as a communal participative traditions. The position of disability in India is an issue of need and above all, as a question of right, has its identification only in present periods. Historically, over different periods of time and almost till the arrival of the colonial rule in India, involving the rules of Muslim kings, the leaders demonstrated as handlers, creating charity homes to feed, dress and care for the poor persons with disabilities. The society with its governance through local elected bodies, Panchayati system of those times, gathered enough data on persons with disabilities for anticipation of services, though based on the philosophy of Aid. With the establishment of the colonial rule in India, changes became perceptible on the type of care and direction received by the persons with the inspiration from the West (PWD).

In the colonial period, organizations for disabled people were started especially in towns with religious shrines (like Banares and Lucknow), where there was a great number of disabled people, living off the charity of visiting pilgrims. These residential institutions and schools were founded by 19th century reformers aimed at delivering education and job-related training to disabled persons, largely the visually and orthopedically disabled. There were also sporadic determinations to setup hospitals and
 charitable organizations by individual philanthropists, especially after World War II. But the difficulties of disabled children were not focused in a wider terms (Mani 1988). However, an important step for offering precise report towards guiding policy for the disabled was taken at the initiative of the colonial rulers. From the first census in India in 1872 to 1931, data about different categories of disabled people (physically challenged, intellectually disabled and leprosy affected) was collected.

In Pre-Independence India differences in outlooks concerning persons with disabilities also came to about with city life. The executive advisors began showing attention in delivering a formal education system for person with disabilities, specifically for families which had taken up homes in the cities. Special schools were opened for those who could not meet the requirements of the mainstream schools (Kurseong, 1918; Travancore, 1931; Chennai, 1938). The first special school for people with disabilities in India was a school for the blind, which was opened in 1869 by J. Leupot, with the support of Church Missionary Society.

Documentation of works for or against special education in India remains sparse before India’s independence from Britain. Archeologists discovered evidences of inclusion of people with disabilities in India from 2000 or more years ago in the form of modified toys made accessible for children with disabilities. These small pieces of evidence are part of the “Gurukul” approach of education that existed in India for centuries before British rule. This system was sensitive to the unique cultural, economic and social needs of the children and their families and instructed life skills education recognizing the potential within each student. The policies and actions by the government of India regarding inclusive special education in the 1940s contradicted each other entirely.
In 1944, the **Central Advisory Board of Education (CABE)** printed a wide-ranging report called the Sergeant Report on the post-war educational development of the nation. As per the report, provisions for the education of the handicapped were to practice a vital part of the national system of education, which was to be managed by Education Department. On the basis of this report, handicapped children were to be lead to special schools only when the nature and extent of their defects made this necessary.

The **Sargent Report** recommended children with disabilities should be completely mainstreamed, rather than debating the validity of inclusion. However, both the action and lack of action by the government of India in the 1940s completely challenged this suggestion. Throughout the 1940s, the government of India started separated workshops and trade schools isolated from those for students without disabilities to teach children with disabilities skills to enter the workforce. In addition, this period was manifest by a great increase in the amount of money given to voluntary organizations to establish special schools. Most of these segregated schools were expensive and situated in the urban regions, further marginalizing people with disabilities in rural areas.

India was colonized by Great Britain until 1947 and the Gurukul system finished after India was colonized by the British. Pre-Independence, the narrow services for people with disabilities result largely from nongovernmental organizations or private sector, which were religious.

After Independence, the state in India accepted social welfare as a state duty, in search to promote the benefits of the weaker sections of society, defined as clusters of individuals in need of special concerns like children, women, people from certain scheduled castes and tribes and disabled people. Thus welfare actions that had been the accountability of voluntary or religious organizations now became state responsibility (Billimoria
The Constitution of India has assured through the Directive Principles of State Policy and Fundamental Rights, equality before the law and the equal protection of law for all its citizens and banned discrimination on the grounds of 'religion, race, caste, birth place, gender.’ However, the direction towards people with disabilities has been that of welfare, as is marked in Article 41 which stipulates, 'The state shall, within the periphery of its economic power and progress make effectual provision for getting the right to work to education and to public assistance in situation of sickness, unemployment, old age and disablement' (Advani, 1997). It is important to discriminate between constitutional rights, state policies and their legal implications. Rights are recorded in the constitution; they are absolute and completely enforceable. State policies are completely subjective on a state. Part IX, Article 45 of the Constitution states that the state shall endeavor to give within a period of ten years from the commencement of this constitution, the free and compulsory education for all children until they complete the age of fourteen years. The 1960s marked a focal change in how special education was systematized and funded in India. The Ministry of Education divided, a new branch called the Ministry of Social Welfare was formed. The Ministry of Social Welfare was provided the responsibility for the “weak and vulnerable” sections of society. They basically focused on rehabilitation, but not as much on education. Instead of supporting the existing education system, the Ministry of Social Welfare started giving out grants to nonprofits that provided education for children with disabilities, inadvertently preventing inclusion of these children within the public or mainstream sector. The separation of these two ministries has never been backed and is still this way at present.
The **Kothari Commission (1964–66)**, first Education Commission of independent India, observed that the education of the disabled children should be an indivisible part of the education system. The commission suggested testing with integrated programmes in order to bring a large number of children as possible into these programmes (Alur, 2002). The Commission also viewed that “Many handicapped children find it psychologically disturbing to be placed in an ordinary school” (Education Commission, 1966, p. 109) and in all such situations they should be sent to special schools. The Sargent Report also authorized similar recommendations. Thus both of these reports highlighted the need to magnify special and integrated services.

The second policy as preventing the POA of the Kothari Commission from being effectively implemented is the **Integrated Child Development Scheme (ICDS)** of 1974, was shaped by the MHRD, not to be puzzled with the ICDS (above), in 1974. The programme offered children with disabilities “financial support for books, school uniforms, special equipment, aids and transportation,” with the aim of using these supports to involve children in mainstream classrooms. This program emphasized that students with minor to moderate disabilities essential to be integrated, but not moderate to severe. Therefore, it was not totally inclusive and generated tensions between normal and segregated special education schools. Continuing in the spirit of the 1974 IEDC, the National Policy on Education (NPE) was created in 1986. Section IV of the National Policy of Education mentioned “Education for Equality” states that “Where feasible children with motor handicaps and other mild handicaps will be educated with others, while severely handicapped children will be provided for in special schools”. The policy
involved a provision about the special training for all mainstream education teachers by including a compulsory special education component in preservice training for teachers of normal students. Even though, the policy was designed in 1986, it was not implemented until the POA was formed in 1992.

The Plan of Action proposed and expected that schools around India would accept responsibility by sharing their resources with other schools. In spite of this, it is including combining children with disabilities into their programmes. These schools would open resource centers for the underprivileged, on the condition that disabled children learn resources after regular school hours, but not during the normal school day excluding the probability of inclusion for these students.

The year 1992 was also the year of the Rehabilitation Council of India (RCI) Act. The RCI Act offered paradigms for rehabilitation professionals; one type of rehabilitation professional being special education teachers. This act is valuable because it launches outcomes for teaching without license. Teachers without a license could face imprisonment for up to one year.

Perhaps, one of the most significant pieces of legislation to date in India related to the people with disabilities is People with Disabilities Act (PDA, 1995). A similar focus is articulated in the Persons with Disabilities Act, 1995 (Ministry of Law and Justice, 1996), which notes that, “It [the Act] endeavours to promote the integration of students with disabilities in the normal schools” and also propagandizes the “establishment and availability of special schools across the nation” in both Government and private sectors. The PDA endeavors to discourse all chief aspects of the education sector that affects to students with disabilities. It explain that children with disabilities have the right to take education in a “free and
appropriate environment” till they are 18 years of age “promoting integration into normal schools.” The PWD Act is assumed to deliver conveyance facilities, provide free books and other study items, remove architectural barriers, reshuffle curriculum, grant scholarships and modify the system of examinations for the benefit of children with special needs. The act also discourses teacher training for mainstream educators and special educators, by needing suitable teacher training programs to train teachers to work with students with disabilities. Another very important portion of this act was the clause that requires all parts of the country (rural and urban), to have facilities that adjust students with disabilities and confirm that they are in school. PWD performed as a catalyst for numerous other development projects around inclusion and disability.

One major initiative that was born out of the Person with Disability Act was the District Primary Education Program (DPEP), a joint project between the World Bank and Indian Government’s Dept. of Education. The objective of the DPEP was “education for all” by the year two thousand. As many of the initiatives in India regarding education and children with disabilities, the DPEP focused on inclusion of children with minor to moderate disabilities. Following the People with Disabilities Act, main parts of the initiative involved teacher trainings through the District Institutes of Education and Training (DIETS), curriculum reforms, resource room, teacher assistance and integration or inclusion.

In 2002 the 86th amendment to the constitution was made, mandating free and compulsory education to all children ages 6-14. The Sarva Shiksha Abhiyan (SSA), a lead which translates to “Education for All.” SSA is not a specific program for disability, but rather a disability-inclusive program with specific aspects, that benefit people with disabilities. There are three major parts of this program that benefit people with disabilities. The first is a 1200 allocation per annum per child with a disability. The second part
of SSA that is designed to include students with a disability is the policy that each district will formulate its own plan for children with disabilities; and the final part is that key institutions will be encouraged to collaborate to further support these students with disabilities and the final part is that key institutions will be encouraged to collaborate to further support these students with disabilities. In addition, SSA has a “no rejection” policy, representing that children between 6-14 years cannot be turned away schools for many reasons, including for having a disability. The Government of India decided to create Amendment 21A of the constitution, giving children between the ages of 6-14 the right to a free, and compulsory education, in to an act.

In 2005, the **Right to Education Act** was drafted by the Ministry of Human Resource Development. This bill, framed through a “social justice and collective advocacy perspective rather than through a framework of individual rights, is not disability-specific, but is inclusive of children with disabilities with specific segments that address the educational rights of students with disabilities. There are several other important clauses that make up this act to ensure that students with and without disabilities are guaranteed an education. The act specifically prohibits schools from charging any type of fee that, if not paid, would avoid children from completing their elementary education. Second, if a child turns six and is not in school, the child will be admitted into classroom according of age, and will not be admitted into a classroom based on their perceived level of education. Third, if there is an area where children live that does not have a school, the government will be responsible for creating a school within that area within three years of the enactment of the Right to Education Act, or alternatively, to provide transportation or residential facilities to an adequate school out of the area. At last, both the state and central governments hold joint responsibility for carrying out the responsibilities
outlined in the Right to Education Act. In addition to these four important clauses, the act also states that teachers cannot be hired on a contractual, on monthly basis, allowing for them to be unqualified, but states that teachers must be hired on as permanent staff, giving them full salary and perks. The bill gave the government five years to implement this change, because of the staggering lack of qualified teachers in India.

The most recent policy specifically concerning education and people with disabilities is the Ministry of Social Justice and Empowerment’s National Policy for People with Disabilities. Although this policy was created in 2006, after the 2005 Action Plan, and the two policies were created under separate ministries, they are parallel in both the ideologies that they were established on, as well as the actual changes they are trying to make to the system. The National Policy for People with Disabilities utilizes Sarva Shiksha Abhiyan (in English, Education for All), also created by the Ministry of Social Justice and Empowerment, as their main mode of implementation of the policy. By seeing the historical background of special education it is clear that for maintaining the status of special education, it is necessary to prepare efficient and qualified special teachers.

In India, the state has always assumed responsibility for providing the welfare of disabled citizens. Many local, state and national organizations offer financial assistance to students with special needs. National Centre for Promotion of Employment for Disabled People (NCPEDP) has set up a Scholarship Scheme to enable competent disabled students with limited financial means to receive higher education and become professionally/technically qualified. National Handicapped Finance and Development Corporation (NHFDC), Faridabad, set up by the Ministry of Government of India, Social Justice & Empowerment, with the objective of promoting educational and self-employment opportunities for persons with disabilities, is offering scholarships under two schemes to students.
with disabilities Under ‘Trust Fund’ scheme and National Fund scheme. These scholarships are awarded to eligible students with disabilities for pursuing higher academic/professional or technical qualification. National Centre for Promotion of Employment for Disabled People (NCPEDP) has set up a Scholarship Scheme (Rajiv Gandhi scholarship scheme) to enable competent disabled students with limited financial means to receive higher education and become professionally/technically qualified. There are many other scholarship schemes for development of special children, which is running by government and NGO’s.

Special education is a field that will continue to need qualified candidates. People often make the mistake of thinking that because children with disabilities are often cognitively disabled, that they don't need smart teachers. It is totally wrong. The demands on special educators intellectually are greater than on those who teach a single subject. There is a prevalent opinion that, to become teachers of special children they should specialize in some area of the education of exceptional children. With regular classroom background and additional specialized training, they would then be qualified to teach the appropriate classes of exceptional children. Although, teaching experience before specializing in the education of exceptional children is desirable, there are practical limitations to the acceptance of this rule as a requirement in all instances.

The special teacher must be able to work closely and co-operatively with other teachers, parents and consultants, they have to maintain a positive attitude and focus on student’s capabilities, not limitations. All students need structure to succeed, but special students need it more. Whether in teaching mildly or severely disabled, a teacher need to provide the class with a physical and academic structure favourable to learning. This is at the heart of teaching special education. Having own well-tuned sense of humor will lighten and invigorate the teaching of special education teacher.
The ability to find new ways to explain and demonstrate subject matter is often the single most effective characteristic of special education teacher. Bringing creativity into the classroom will have the benefit of enriching the classroom environment. Teaching special education can be frustrating at the time to make matters worse, because the special students may not have the maturity to suffer quietly along. Their insensitive words can topple a well-meaning teacher who is overly sensitive to negative comments or personal quips. Having a thick skin will protect the teacher from burning out over thoughtless comments. So he/she should try to focus on noticing the positive feedback. Regularity and dependability are important qualities to have when special education teaching. Taking the opportunity to work with children for an extended period of time can be a huge confidence builder for them. Once a teacher knows a student's strengths and struggles, no one is better equipped than him to help them.

Teaching objectives in the special education classroom are different than in the traditional classroom. Teaching special education can be a very challenging experience both at home and at school. However, effectively teaching students with and other special needs can become an exciting daily exploration of each individual child's learning style. While discovering learning strengths and weaknesses new teaching methods and ways to organize the classroom will also be discovered. It would benefit both students and teacher if this discovery became the primary objective of the first two weeks of school and remain an ongoing process throughout the school year. The discoveries made during this exploration will assist the teacher in preparing more effective lesson plans for the whole class, as well as for each individual student.

Special education has a strong relationship with other sciences the new approaches strongly changed it. It is sufficient if we think about the prenatal-diagnosis, the period of neurological results, incubator,
sociological and psychological methods etc. This transition is still ongoing, so the special educators have to pay attention for all these sciences to use the new results to make more effective the therapy and the care of the handicapped people. We call this "a paradigm changing" during science development. This is all part of the duty of special teacher that is the reason why they are different from the teachers of normal education.

The given figure summarize this part-

**Fig 1.1: Relationship of Special Education with other Sciences**

The special-teacher’s other specialty is that he/she has to work a kind of academic-work (educational approach) and therapeutic-work (medical, psychological approach) in the same time. That makes him/her an especially trained teacher that is why also different from the normal teacher. The special education has to focus for the next 7 developmental fields such as – behaviour, social skills, language skills, emotional skills, self-care skills, cognitive skills and academic development. To make all these, the special-teacher has to work together with others like doctors, social-workers and psychologist etc., to make a team, to do teamwork. To
make the best developmental plan for the child and to understand each other, the special-teacher need a larger amount of knowledge about neurology, anatomy, pathology, sociology and psychology etc. It means they must have a special knowledge of many different sciences, that’s why their job name is in English "Special Education" and that is why they call it a "Complex Science". In this situation the special teachers work is to manage the teamwork, to make the developmental-plan for the students together with the others on the base of such knowledge. Therefore, teacher will be the person, who is making the effective therapy with the child. The special teacher must recognize the possible psychological and emotional disturbances that may result from conflicts and inhibitions with the child himself/herself and from the attitude of those with whom he/she comes in contact so that the teacher may guide the child in making decisions and developing resourcefulness.

To improve the quality of special education, it is of vital importance that competent and committed teacher are given due place for this pious task of trained special students. The special teacher should internalize their changing role and make them-selves ready for this change. Early identification of a child with special needs is an important part of a special education teacher’s job because early intervention is essential in educating children with disabilities. Special education teachers must know not only the child’s physical and mental possibilities and limitations but also the desires and interests pertaining to his/ her present and future undertakings. Whether it is an integrated education or special education, the educational development of the child largely depends on teacher’s capabilities to perform various roles within the classroom and outside the classroom to make the student competent in personal and social life. In the special education context, the teacher has to play four major roles which are
Instructional roles, Organizational roles, Societal roles and Professional roles.

These roles can be presented in the diagram given below:

**Fig 1.2: Various Roles of Teachers working with special students**

<table>
<thead>
<tr>
<th>Instructional Roles</th>
<th>Organizational Roles</th>
<th>Societal Roles</th>
<th>Professional Roles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification of disabled</td>
<td>Design individual instruction programme</td>
<td>Socialization of students</td>
<td>Conduct project or research work in the field</td>
</tr>
<tr>
<td>Planning for teaching</td>
<td>maintain proper record</td>
<td>Conduct awareness activities</td>
<td>Attending training courses</td>
</tr>
<tr>
<td>preparation for teaching</td>
<td>development of Institution</td>
<td>Development of disabled living in society</td>
<td>To get update in the concern field</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Maintain healthy environment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Special education teacher’s roles turn around these four major areas. The role played by special education teachers are more diversified in nature because teachers have to deal with the students having various types of disabilities. Thus to develop competent life in these pupils becomes more challenging task to the special education teacher. Identifying the problems and the ways and means of overcoming such problems will go a long way to enhance the capabilities or competencies of special education teachers to perform their multiple roles effectively. Special education teacher has to work in all the developmental dimension of school. Such multiple roles performed by the special education teachers demand certain specific knowledge, skills and right type of attitude to deal with different situations. So teacher can perform his/her roles effectively by willing participation in all the roles such as institutional, organizational, societal and professional.

The aforesaid discussion reveals that the ultimate goal of schooling on the part of the special students what they learn however, depends on the
teacher’s Role Performance. The Role Performance of the special education teacher can be affected by some variables such as teacher commitment, professional growth, school environment, prevailing culture, teacher innovativeness, teacher job involvement, job satisfaction, job accommodation, teacher effectiveness, teacher attitude, teacher personality etc. Optimism and Job Value can also influence the Role Performance of teachers working with special children.

Optimism can be a factor which determines the Role Performance of teachers working with special students. Optimism is the opinion or doctrine that everything in the nature, being the work of God, is ordered for the best or that organizing the things in the universe is such as to produce the highest good. An optimist sees opportunity in every difficulty and encapsulate the commonly held belief that peoples' causal framework affects their outlook on and approach to life. The term explanatory style has been applied to the characteristic way in which people explained the causes of events in their lives (Peterson & Seligman, 1984). Optimism is essential component of emotional wellbeing, resilience and also powerful antidotes to depression, anxiety and helplessness. An optimistic explanatory style is not just a personality trait; it is a skill which can teach and learned. It can also be learned; it is one of the pathways to wellbeing; it is related to our beliefs and goals for the future, it flows from one individual to another and has a positive ripple effect on how we see the world and pursue our goals. Optimism is correlated with achievement, learning positive relationships, health and satisfaction with life and happiness. If people attributed good events to stable, global and internal causes and bad events to unstable, specific and external causes they were considered to be optimistic.

Students succeed when they believe in themselves. One of the surest ways of instilling self-confidence is by supporting students with staff who show
Optimism. Special education assistants should believe in their mission, their own skills and the abilities of their children. With energy and enthusiasm, they should be cheerleaders for children, Institution and the field of special education. In educational context it can be said that Optimism of teacher is a positive attitude which can bring excellence in their performance. Different teachers have different levels of Optimism. The teacher with low level of Optimism can blame him/herself sometimes, when bad things happen. People, who blame themselves on their failure, develop low self-esteem as a consequence. They think they are worthless, unlovable and talentless. So, the teacher who possesses low level of Optimism can lose self-esteem when bad events strike. The Optimism of a special education teacher can help boost the confidence of a student having a bad day. Encouragement and Optimism can mean a great deal to a special education teacher, who is struggling to complete a task. This can help keep negativity out of the classroom and benefit the teacher and the students. So it is possible that Optimism can improve the performance of the special education teacher for keep the student’s morale up throughout the school.

Job Values can also influence the Role Performance of teachers working with special students. Different teachers possess different levels of Job Value. Value is concept or beliefs that determine how we live in our life. It is a belief, a mission or a philosophy of a person or social group in which they have an emotional investment. Value can range from common place such as belief in hard work, punctuality to more psychological such as self-reliance, and harmony of purpose and concern for others (Posner, 2006). Values are major influences on how individual approach work. As enlisted by Freedman (1954) work is the meaning of maintaining a certain level of existence and also some higher level or standards. It is a source of self-respect a way of achieving recognition or respect from others. It defines
one’s identity and role in the society of which he is a part. Work provides the opportunity for association with others for building friendships. Job Values are a set of values that include good performance, take initiative and working well with others. These values are the principles that guide our decisions and actions in our career. Today it has been recognized that motivating human workers is not so simple. Human motivating is complex. Every person has certain needs, desires or wants, which he strives to fulfill through his work. Two individuals with different set of needs even though working in the same jobs with similar working conditions and similar compensations would not necessarily exhibit the same level of job satisfaction. In recent years, a great deal of attention has been paid on Job Value. At work place, values are major influences on how individuals approach work. Values drive our decisions and reason us to summon up energy to preserve what people believe in or what people want to defend. Throughout the life one acquired a set of values, beliefs and ideas that are important. Even after any length of service, the Job Values of an individual may vary as one grows higher on the ladder of success. It is important to know, what the worker wants from his job because Job Values lead to job satisfaction and personal adjustment of an individual. The Role Performance of a special teacher may vary because the levels of Optimism and Job Value are different in special teachers.

RATIONAL OF THE STUDY

A teacher is a person who provides education for pupils. The role of teacher is often carried out at a school, formal and ongoing or other place of formal education. A person who wishes to become a teacher must first obtain specified professional qualifications or credentials from a college or university. These professional qualifications may include the study of the science of teaching i.e. pedagogy. Teachers may have to carry on their
education after they succeed, like other professionals. This process is known as continuing professional development. Teachers should use a lesson plan to facilitate learning of student, providing a course of study which is called the curriculum. Teachers may provide instruction in craftsmanship, literacy, numeracy or vocational training, the arts, community roles, religion, civics, or life skills. A teacher's role may vary among cultures. The role of teacher in the educational set up is very important. It is a two-way process i.e. teacher and student, i.e. two sides of the same coin. It is away from argument that teacher is a backbone of the society, country and the educational system. Teacher plays an important role in different capacities. He works as the director, organizer, administrator, advisor, social-reformer etc.

Educational equality is not merely providing education in the same class with normal children, with the same instruction. It demands attention to be individual differences, needs and the provision of special services to meet those demands. Different, professionals are involved in providing special educational services to the special children. Special education in layman's terms is the education of students with special needs in a way that takes into consideration the child's particular needs and understands their limitations. In this stream of education, the child is engaged in individually planned teaching procedures and is monitored by a trained professional. There may be the use of adapted equipment and materials as well as comfortable settings to ensure the comfort of the child. Special needs schools aim to raise the level of personal self-sufficiency and success in the day to day lives of the children.

The most important member of the team of the professionals is the teacher of these children. Teachers play a critical role in the all-round development of children. An excellent teacher can serve as an encouraging and
inspirational role model for a child long after the classroom year is over. This is specifically true when it comes to special education teachers who work with children dealing with diverse challenges and needs. A highly qualified special education teacher with an advanced degree is best suited to help children face and weakened challenges, while striving to be their personal best.

A good special education teacher should be passionate about her students and possess a uniquely creative mind. Many of the times during classes, they will require creativity to explain subject matters to the kids and this can greatly improve their responsiveness. Special need students’ take time to familiarize and be comfortable with their surroundings. So, Special teacher has to be more organized than the regular teacher. Special teacher should be able to provide a stable environment for students.

A special education teacher should be even tempered. Another important quality to have in special teacher is confidence. Without confidence, teacher will not be able to make much impact on their students. Special education teachers require the ability to connect easily and understand their student’s without much difficulty. Undoubtedly, some cases may pose a challenge, but with the patience, they all come around. Possession of humor is vital because teachers find plenty of circumstances when the kids just laugh without apparent reason. Generally, special need kids laugh a lot, so by laughing with them, teacher can raise student’s confidence in him.

An effective special education revolves around teacher’s attitude, aptitude and desire for teaching, setting of expectations and heading towards a positive goal. In order to improve the effective functioning of special classroom environment, teachers must conceptualize the process of preparation and planning for teaching, to accommodate the teaching aspects of special children, the knowledge of interpersonal relationship,
subject matter and classroom management skills with special children and his/her colleagues. Teacher also plays the role of a manager in coordinating the lesson plan and should be responsible for systematic planning and organizing the classroom and out of the classroom activities. An analysis of the aforesaid discussion clearly reveals the importance of teachers in the education of special children and the complexity of roles to be played by them in special education classroom. Special educational needs make teaching the most challenging occupation. Special working conditions such as the high skewed of teachers and pupils, limited progress due to various problems of pupils with special needs and the high workload exert an additional psychological pressure on the personality and the Role Performance of teachers working with special children. The multiplicity of the activities to be performed by the special education teachers demand certain specific knowledge, competence and attitudes to deal with different situations within the classroom as well as outside the classroom. These all qualities help the special education teacher, to perform their roles effectively.

To improve the quality of special education, we should not only see that what type of students are selected but it is of vital importance, that competent and committed special educators are given due place for this pious task of preparing future special teachers. The preparation of special teachers still faces problems related to the role of teachers in the different service programmes for people with disabilities and the competency level of teachers in terms of the ability to teach children with a single disability and those with multiple disabilities. These problems are further linked to teaching in integrated schools and special schools. Ensuring teacher quality for all students with disabilities is a complex educational problem that must be addressed through complex work. National, state, local and teacher preparation structures, in both general education and special education are
all affected. For maintaining the quality of Special Education, there must be congruence across the state teacher licensing system including on some points. These points are presented in the diagram given below-

**Fig 1.3 Licensing system for maintaining the quality of Special Education**

In the past, great variations were noted in the curriculum, process and evaluation of the teacher training programmes run by the non-governmental organizations in India. The constitution of the RCI brought about some changes in these aspects of teacher training programmes. Rehabilitation Council of India is currently making efforts to streamline the teacher training programmes in terms of infrastructure, staff pattern and syllabus to assure the quality of training. It is now necessary that higher level programmes also have uniformity in process and content, according to the directives of RCI in collaboration with Department of Education, MHRD. The syllabus for university level programme (B.Ed. in Special
Education) has been already standardized by RCI, while the M.Ed. syllabus is in the process of standardization.

People with disabilities are provided education and training in different settings such as regular schools, special classes in regular schools, vocational training centers, special schools, CBR projects and so on. Hence, the staff involved in these programmes including the special education teachers is required to have different skills and knowledge depending on their client's needs to provide individual based training. It is debatable whether the pre-service programmes to train special educators prepare them to function effectively in all the above programmes. Hence, a short in-service programme can be planned to help the staff to gain expertise in the areas that have not been covered in the pre-service training programme.

The field of special education has grown tremendously in the past few years, demanding regular updates for the experts. Periodic in-service training programmes for teaching professionals to keep them abreast of the developments world-wide and to equip them to face the challenges of changing trends is of paramount importance. These programmes are needed for all levels of staff from classroom teachers to master trainers. These programmes will definitely improve the Role Performance of special teacher.

Role Performance of teachers working with special students is determined by so many factors in which Optimism and Job Values are important. Both of these can play major role in determining the Role Performance of teachers working with special students. Role Performance can be affected by some factors, like gender, qualifications, teaching experience and type of special students with which the teachers is working.
In order for teachers to maintain a high level of professional performance under these conditions, they must assume individual responsibility for their own performance, growth and development. Mohanty (2000) explains that teacher performance as the most crucial input in the field of education. Teachers are perhaps the most important component of any system of education. How well they teach depends on qualification, motivation, training, experience, aptitude and a mass of other factors, not the least of these being the management structures and environment within which they perform their role.

The past research has shown how gender contributes to different style of communication, management and teaching. Some studies have found no differences in male and female faculty on the basis of Role Performance but other researches explored that the teaching characteristics like rapport, enthusiasm, knowledge of result and organization vary gender wise and affect the Role Performance of special teacher. A teacher of blind students has to modify the environment to accommodate specific visual needs. He/she also provide, create and acquire adapted materials and modeling appropriate instructional techniques. For keeping the record of child teacher have to maintain current eye reports on each student and interpreting ophthalmological information to the educational team. Teacher who is dealing with deaf and dumb students should have trained in using Portable audiometer, group hearing aids, loop induction system; individual hearing aids tape and have to work as speech trainer. So it is clear that the Role Performance of special teachers can vary on the basis of the type of disabled students dealing with.

The special teacher should internalize their changing role and make them ready for facing the special students. But, special teacher can play such type of role effectively only if their own education is better and is imparted in a proper manner. The Rehabilitation council of India has developed the
guidelines for minimum requirement of RCI approved qualification for appointment of Special education Teachers. These qualifications are-

**Fig 1.4: Minimum qualification for appointment of Special education Teachers**

- **Pre School**
  - X passed and certificate programme in early childhood special education.
  - OR
  - XII passed and one year diploma programme in early childhood special education. (DECSE)

- **Elementary**
  - XII passed and two years Diploma in special education in any of the category of disability.
  - OR
  - XII passed and one year diploma in any of the category of disability. (DSE)

- **Secondary**
  - Graduate with Bachelor of Education(special education)
  - OR
  - Bachelor of Education (general) with one year diploma in special education

Relating school fixed effects to observable characteristics of the schools, we find that they are predominantly explained by teacher characteristics, leaving minor role for other school resources and peer quality. Among these qualities, most important quality is the school’s teacher qualifications characterized by their official ranks, education levels, informal training, and years of teaching. The percentage of teachers in different ranks is a strong positive predictor of performance while average years of teaching has a negative impact on performance and the percentage of teachers with informal training has no impact. Teacher pay is typically based on teacher experience and education level. These characteristics are commonly assumed to correlate with greater teacher effectiveness. So, it is important to assess whether these qualities positively affect student achievement scores to ensure that the reward system is in fact helping school districts attract and retain the teachers who will achieve the desired effects. Researchers agree that teaching experience is positively correlated with
high Role Performance. Nevertheless, some research studies suggest that the effect of teacher experience is small relative to the effects of the other three desirable teacher characteristics: teachers’ content knowledge, credentials, communication skill and overall academic ability.

Generally, it is seen that at the time of starting in teaching profession, some of the teachers show interest, positivism, enthusiasm and will to innovations in the teaching, but after duration of the job they feel stress, pessimism and work pressure. So, the different levels of Optimism and Job Values can be seen in different teachers working with special students. These all variables viz. gender, qualification, teaching experience and types of students can determine level of Optimism and Job Values, and both of these can affect Role Performance of teachers working with special students. In this context some questions arise automatically-

- Is there any difference in Role Performance of male and female teachers working with special students in reference to Optimism and Job Value?
- Is there any difference in Role Performance of teachers working with different type of special students in reference to Optimism and Job Value?
- Is there any difference in Role Performance of teachers working with special students having different qualifications in reference to Optimism and Job Value?
- Is there any difference in Role Performance of teachers working with special students having different teaching experience in reference to Optimism and Job Value?
- Is there any relationship between Role Performance of teachers working with special students with Optimism and Job Value?

**STATEMENT OF THE RESEARCH PROBLEM**
In the light of the conceptual framework and rational of the study, the research problem can be stated as: *Role Performance of Teachers working with Special Students in reference to Optimism and Job Value.*

In the next chapter an elaborated review of related literature including Indian and Foreign studies will be carried out from the perspective of the present study.
In the previous chapter, conceptual background and rational of the study were discussed. This chapter endeavors to present a review of the various research findings, important in the context of the present study.

Every portion of enduring research needs to be associated with the work previously done, to achieve a global aim and significance. The review of literature thus becomes a connection between the research suggested and the studies done in past. It states the researcher about features that have been already formed or conducted by former authors and also give a chance to the researcher to understand the evidence that has already been gathered by previous research and thus projects the current research work in the proper standpoint.

A literature review is a body of text that aims to analyze the critical points of present knowledge containing applicable findings as well as theoretical and methodological contributions to a specific area. Literature reviews are secondary sources and as such do not describe any new or unique experimental work. A literature review is a survey and conversation of the literature in a given area of study. It is a summarize outline of what has been explored, studied and established about a topic and it is generally systematized chronologically or thematically.

The purpose of reviewing the earlier researches is not only to economize the historical perspective of the present work but also that the related studies that have taken cognizance of one or more variables included in this study and as such these studies may help the investigator to design his/her study in a manner such that recurrence of the shortcomings and pitfalls observed in an earlier study may be checked. Moreover, their findings may be used to substantiate and support wherever necessary for the interpretation of the results of the present study.