CHAPTER - 1
INTRODUCTION

1.1. Education

Education is the process of bringing desirable change in the behavior of human beings. It can also be defined as the process of imparting or acquiring knowledge and habits through instruction or study. When learning is progressing towards goals that have been established in accordance with a philosophy which has been defined for, and is understood by the learner, it is called “education”.

“Education is not a preparation for life but life itself” in this sense education and life are inseparable. Education is the manifestation of the divine perfection already existing in man” - John Dewey.

“By education I mean an all-round drawing out of the best in child and man-body, mind and spirit. Literacy is not the end of education or even the beginning. It is one of the means whereby man and woman can be educated. Literacy in itself is no education”- Gandhiji.

Recent educational developments and the Seventy Third and Seventy Fourth Constitutional Amendments outline the possibility of entrusting basic education to the local elected bodies in towns and villages. This would allow for community participation in education at the elementary level and would introduce radical change, leading to the empowerment of learners with Special Educational Needs (SEN). Until the 1970s, the policy encouraged segregation. Most educators believed that children with physical, sensory, or intellectual disabilities were so different that they could not participate in the activities of a common school (Advani, 2002). Christian missionaries, in the 1880s, started schools for the disabled as charitable undertakings (Mehta, 1982).
1.2. Special Education

Special education or special needs education is the practice of educating students with special needs in a way that addresses their individual differences and needs. Ideally, this process involves the individually planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials, accessible settings, and other interventions designed to help learners with special needs achieve a higher level of personal self-sufficiency and success in school and community than would be available if the student were only given access to a typical classroom education.

Education of Children with Special Needs For life to go on change is inevitable. Change is never easy especially when it involves a large number of individuals and an established system. Yet change is necessary when innovative practices demonstrate greater effectiveness than past services. Most educators believed that children with physical, sensory, or intellectual disabilities were so different that they could not participate in the activities of a common school (Advani, 2002). Christian missionaries, in the 1880s, started schools for the disabled as charitable undertakings (Mehta, 1982). The first school for the blind was established in 1887. An institute for the deaf and mute was set up in 1888. Services for the physically disabled were also initiated in the middle of the twentieth century. Individuals with mental retardation were the last to receive attention. The first school for the mentally challenged being established in 1934 (Mishra, 2000). Special education programmes in earlier times were, therefore, heavily dependent on voluntary initiative. The government (Department of Education) initiatives after independence were manifested in the establishment of a few workshop units meant primarily for blind adults (Luthra, 1974). These units later included people who were deaf, physically impaired, and mentally retarded (Rohindekar and Usha, 1988). While some provisions existed in the States, it was considered the best course to assist and
encourage voluntary organizations already working in the field. The welfare approach continued in government programmes. Support was provided to voluntary organizations for the establishment of model schools for the blind, the deaf, and the mentally retarded. The government set up the National Library for the Blind, the Central Braille Press, and employment exchanges for the disabled. It also made provisions for scholarships, for prevention and early identification of disabling conditions, for the development of functional skills, and for aids and appliances for the disabled.

1.3. Categories of Disability

Ministry of Human Resources Development (MHRD), which addresses the needs of learners with disabilities, focuses on the following categories of disability: visual disabilities (blind and low vision), speech and hearing disabilities, locomotor disabilities, and neuromusculoskeletal and neuro-developmental disorders, including cerebral palsy, autism, mental retardation, multiple disability, and learning disabilities. Keeping this reality in mind the main focus of this position paper is on learners with such disabilities.

1.4. Education of Children with Special Needs: International Perspective

The concept of integrating CWSN in regular schools was introduced in many countries in 1960’s. 1970’s witnessed new initiatives in the area of integrated education, with awareness and service for children with special needs becoming more accessible. Further thrust was given to this sector where the UN General Assembly declared 1981 as the International Year of Disabled Persons, with equalization of opportunities and full participation of the disabled being the main goals. Subsequently, 1983-1992 was proclaimed as the Decade of the Disabled by UN. In this decade, UN standard rules on equalization of opportunities for persons with disabilities were framed in which education of children with special needs in regular schools along with appropriate services was emphasized. This Decade also became memorable as the World Conference
on EFA was held in March, 1990, which affirmed the ultimate goal of meeting the basic
learning all children, youth and adults. This Decade was followed by the UN ESCAP

During the ESCAP Decade, the Government of Spain in cooperation with
UNESCO organized World conference on Special Needs Education in Salamanca in
June 1994, which caste responsibility on the general school system to find ways of
successfully educating all children, including those who have serious disabilities. Thus,
various declarations and Decades promoted by organizations like UN have had a
significant effect on the policies regarding persons with disabilities.

1.5. Education of Children with Special Needs: National Perspective

Efforts to educate children with special needs began soon after independence
when the then Ministry of Education established a special unit to deal with education of
special children in 1947. The Ministry drew on the experience already gained by NGOs
in this field since the last two decades of the nineteen-century, which saw the
establishment of the first school for the Deaf in Bombay in 1883. The first school for the
blind was set up at Amritsar in 1887. Before the end of the century a number of special
schools for the blind and deaf were set up. This had firmly established the special school
tradition, which continued till the mid 1950s.

At the same, certain international agencies like Royal commonwealth Society for
the blind and Cristophael Blind Mission began experimenting with the integration of
visually impaired children and other children. Around 1970 the success of international
experiment in placing children with disabilities in regular schools began to be noticed.
The importance of this value of integrated education was also seen by its reference made in
the National Policy on Education (1986).
National Policy on Education (NPE) - 1986

The NPE brought the fundamental issue of equality centre stage. Section 4.9 of the policy clearly focuses on the needs of the children with disabilities. “The objective should be to integrate the physically and mentally handicapped with the general community as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence. The following measures will be taken in this regard:

- Wherever it is feasible, the education of children with motor handicaps and other mild handicaps will be common with that of others.
- Special schools with hostels will be provided, as far as possible at district headquarters, for the severely handicapped children
- Adequate arrangements will be made to give vocational training to the disabled
- Teachers training programmes will be reoriented, in particular for teachers of primary classes, to deal with the special difficulties of the handicapped children; and
- Voluntary effort for the education of the disabled will be encouraged in every possible manner”.

Plan of Action (POA) - 1992

The NPE was followed by POA (1992). The POA suggested pragmatic placement principle for children with special needs. It postulate that a child with disability who can be educated in a general school should be educated in a general school only and not in a special school. Even those children who are initially admitted to special schools once there acquire daily living skills, communication skills and basic academic skills.
1.6. Enabling Legislation

Rehabilitation Council of India Act (RCI-1992)

The POA was strengthened by the enactment of the RCI Act, 1992. Experience showed that there was no mechanism in the country to standardize and monitor the training of special educators and other rehabilitation professionals in the country. Therefore, in 1992, Parliament of India enacted the RCI Act, subsequently amended in 2000, to establish a statutory mechanism for monitoring and standardizing courses for the training of 16 categories of professionals required in the field of special education and rehabilitation of persons with disability. Training of special educators and resource teachers that can offer support services to children with special needs in regular schools is the responsibility of RCI.

Persons with Disabilities (Equal Opportunities, Protection of Rights & Full Participation) Act, 1995

The most landmark legislation in the history of special education in India is the Persons with Disabilities (Equal opportunities, protection of rights & full participation) Act, 1995. This comprehensive Act covers seven disabilities namely blindness, low vision, hearing impaired, loco motor impaired, mental retardation, leprosy cured and mental illness. Chapter V (Section 26) of the Act, which deals with education, mentions that the appropriate HIs and the local authorities shall:

- Ensure that every child with a disability has access to free education in an appropriate environment till he attains the age of eighteen years;
- Endeavour to promote the integration of students with disabilities in the normal schools.
• Promote setting up of special schools in government and private sector for those in need of special education, in such a manner that children with disabilities living in any part of the country have success to such schools;

• Endeavour to equip the special schools for children with disabilities with vocational training facilities.

**National Trust Act - 1999**

Landmark legislation is the National Trust Act in 1999. The Indian Parliament passed an Act entitles “National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disability. This Act seeks to protect and promote the rights of persons who, within the disability sector, have been even more marginalized than others.

Though the national Trust Act of 1999 does not directly deal with the educational needs of children with special needs, one of its thrust areas is to promote programmes, which foster inclusion and independence by creating barrier free environment, developing functional skills of the disabled and promoting self-help groups.

These three landmark legislations have highlighted the enormous thrust that this area has received from the Ministry of Social Justice and Empowerment and the Ministry of Human Resource Development.

**1.7. Trends in Educational Service for Children with Special Needs**

Since the end of World War II, the United States has made major strides toward the formulation of social policy designed to improve the care and education of mentally retarded persons. Policy represents the “board plans, general principles, and priorities from which programs stem” (Cronbach et.al., 1981) in the recent decades, terms such as “Deinstitutionalization”, “Normalization” and “Mainstreaming” have signified an ideological shift in mental retardation policy.
Deinstitutionalization

Deinstitutionalization was a sociopolitical movement that has both physical and psychological connotations. Physically deinstitutionalization means the relocation of retarded person from large MR (Stedman 1977). The underlying assumption behind this movement was that community care will improve the quality of the life of mentally retarded person. Deinstitutionalization was process of countering institutionalization to reduce or eliminate those forces that compromise the interest or the integrity of the developmentally disabled (Thiele, Paul & Neufild, 1977)

The National Associating of Superintendents of MR Residential Facilities for Mentally Retarded. This three-prong definition requires the concurrent implementation of the following practices:

1. The prevention of admission to the institution by finding and developing alternative community methods of care and training.
2. The return to the community of all residents who have prepared through programs of habilitation and training to function adequately in appropriate local settings.
3. The establishment and maintenance of a responsive residential environment which protects human and civil right and which contributes to the expeditious return of the individual to normal community living whenever possible.

Normalization

According to Nirje (1985) “Normalization means making available to all the persons with disabilities and other handicap patterns of life and conditions of everyday livings which are as close as possible to or indeed the same as the regular circumstances and ways of life of society”.

According to Wolfensberger (1972) defined “Normalization means utilization of means, which are as culturally normative as possible in order to maintain and or establish personal behavior, and characteristics, which are as culturally normative as possible”.

**Mainstreaming**

Deinstitutionalization was to community living, mainstreaming was to MR schooling for mentally retarded persons. Simply defined, mainstreaming reflects a policy that was opposed to removing children from regular classroom and segregating them in special class (Sarason & Doris, 1979).

According to Kauffman in 1975 provided a more comprehensive definition of mainstreaming:

“Mainstreaming refers to the temporal, instructional, and integration of eligible exceptional children with normal peer based on an ongoing, individually determined, educational planning programming process, and requires clarification of responsibility among regular and special education administrative, instruction, and supportive personal.”

**Integration**

A person who is severely impaired never knows his own hidden sources of strength until he is treated like a normal human being and encouraged to shape his own life”. (Helen Keller).

Integration is generally defined as a process in which all children are educated to the maximum extent possible in the least restrictive environment. School boards and other service providers may, though, define integration somewhat differently depending on the philosophy they have adopted to guide their programming.
In other words, school in which handicapped children get admitted along with the non-handicapped children & get on opportunity to be with their non-handicapped counterparts at least for short duration per day.

In the United States, the ‘Education for all handicapped children Act (PL 94-142) of 1975, later revamped as the Individuals with Disabilities Education Act (IDEA) of 1990, guarantees students with disabilities the right to a free, appropriate MR education in the least restrictive environment.

**Inclusion**

The inclusion of pupils with special needs in ordinary schools and classrooms has gained significance in India and all over the world. It is presently a part of large worldwide human rights movements, which call for full inclusion of all people including those with special needs in all aspects of life. This concept of inclusive education enjoys a high profile around the world virtue of its incorporation into the policy documents of numerous international organizations, most notably the United Nations. Standards of UN policies such as those embodied in the UN convention on the rights of the child (1989), the UN standard rules on the Equalization of Opportunities for Persons with Disabilities (1993) and the 1994 UNESCO report on the education of children with Disabilities (Salamanca statement), besides National Education Policy (1986) and persons with disabilities Act 1995). All these documents emphasize and affirm the rights of all children to equal education without discrimination within the mainstream education system. The underlying philosophy of inclusive education is a human rights issue.

A recent reappraisal of the strategies of educating children with special needs in our country has helped us realize that segregated and special school approach cannot meet the needs of majority of children with special needs. Therefore, regular schools have to play a bigger role through redesigning, restructuring and modifying the objectives and
strategies and curricular approaches of the general school system with an inclusive approach in order to meet the needs of children with special needs.

**From Integration to Inclusion - Paradigm Shift**

It is of utmost importance to understand the evolution of Inclusion in our context. In the Indian context, the conceptualization of Inclusive Education was started with the national Policy of Education (1986), which clearly stated “the objective should be to integrate the physically and mentally handicap with the general community as equal partners to prepare them for normal growth and enable them to be a part of the mainstream education system” NPE was transferred into action with the centrally sponsored scheme of integrated education of Disabled Children (IEDC). Though in early 80’ sand 90’s the emphasis was on integration, but the shift in paradigm towards Inclusive Education was obvious with the implementation of district Primary Education Programme (DPEP), 1996.

In order to understand Inclusive education, it is essential to know the difference between Integration and Inclusion in the context of the education of children with disabilities. In integration, children with disabilities are perceived as having problems, while in inclusion the onus is shifted to regular schools, which have to be redesigned and restructured to meet the needs of all children, including CWSN. Hence, it is a need based approach.

**1.8. Models of Disability**

The shifting approaches to disability have translated into very diverse policies and practices. The various models of disability impose differing responsibilities on the States, in terms of action to be taken, and they suggest significant changes in the way disability is understood. Law, policy, programmes, and rights instruments reflect two primary approaches or discourses: disability as an individual pathology and as a social pathology.
Within these two overriding paradigms, the four major identifiable formulations of disability are: the charity model, the bio-centric model, the functional model, and the human rights model.

**The Charity Model**

The charity approach gave birth to a model of custodial care, causing extreme isolation and the marginalization of people with disabilities. Unfortunately, in some contemporary practices the reflection of this model can still be traced. For instance, the findings of an investigative project undertaken by the National Human

The Gender Issue There is ample evidence that women with disabilities experience major psycho-social problems, including depression, stress, lowered self-esteem, and social isolation, which remain largely neglected (Nosek and Hughes, 2003). Evidence also suggests that women tend to be restricted to home-based activities, while men are likely to be supported in more MR and outward-looking avenues. Stereotypes are art effects of culture that can only be understood by exploring their relations to each other in the cultural system. Gender stereotypes interact with disability stereotypes to constitute a deep matrix of gendered disability in every culture, developed within specific historical contexts, and affecting those contexts over time. While language is the most analysed site for the examination of both gender (Connell, 2002) and disability (Corker and French, 1999), they interact in many other cultural locations - cinema, television, fiction, clothing, and body language. Thus, cultures sustain the social relations of gendered disability in constant reiterations of stereotypes and expectations (Meekosha). In the education scene, discrimination on account of gender has been reported in many studies. However, girls with disabilities have remained invisible both from the writings on gender and on disability. Therefore, the needs of girls with disabilities may be more special than needs of any other group and have to be addressed in all spheres of education.
Rights Commission of India between 1997–99 confirmed that a large number of mental health institutions today are still being managed and administered on the custodial model of care characterized by prison-like structures with high walls, watchtowers, fenced wards, and locked cells. These institutions functioned like detention centers, where persons with mental illness were kept chained, resulting in tragedies like the one at “Erwadi” in Tamil Nadu, in which more than 27 inmates of such a centre lost their lives.

**The Bio-centric Model**

The contemporary bio-centric model of disability regards disability as a medical or genetic condition. The implication remains that disabled persons and their families should strive for “normalization”, through medical cures and miracles. Although, biology is no longer the only lens through which disability is viewed in law and policy, it continues to play a prominent role in determining programme eligibility, entitlement to benefits, and it also influences access to rights and full social participation (Mohit, 2003). A critical analysis of the development of the charity and bio-centric models suggests that they have grown out of the “vested interests” of professionals and the elite to keep the disabled “not educable” or declare them mentally retarded (MR) children and keep them out of the mainstream school system, thus using the special schools as a “safety valve” for mainstream schools (Tomlinson, 1982). Inclusive education offers an opportunity to restructure the entire school system, with particular reference to the curriculum, pedagogy, assessment, and above all the meaning of education (Jha, 2002).

**The Functional Model**

In the functional model, entitlement to rights is differentiated according to judgments of individual incapacity and the extent to which a person is perceived as being independent to exercise his/her rights. For example, a child’s right to education is dependent on whether or not the child can access the school and participate in the
classroom, rather than the obligation being on the school system becoming accessible to children with disabilities.

**The Human Rights Model**

The human rights model positions disability as an important dimension of human culture, and it affirms that all human beings are born with certain inalienable rights. The relevant concepts in this model are:

**Diversity**

The Greek philosopher, Aristotle, once said that “things that are alike should be treated alike, whereas things that are unalike should be treated unalike in proportion to their un-alikeness.” The principle of respect for difference and acceptance of disability as part of human diversity and humanity is important, as disability is a universal feature of the human condition.

**Breaking Down**

Barriers Policies that are ideologically based on the human rights model start by identifying barriers that restrict disabled persons’ participation in society. This has shifted the focus in the way environments are arranged. In education, for example, where individuals were formerly labeled as not educable, the human rights model examines the accessibility of schools in terms of both physical access (i.e., ramps, etc.) and pedagogical strategies.

**Equality and Non-Discrimination**

In international human rights law, equality is founded upon two complementary principles: non-discrimination and reasonable differentiation. The doctrine of differentiation is of particular importance to persons with disabilities, some of who may require specialized services or support in order to be placed on a basis of equality with others. Differences of treatment between individuals are not discriminatory if they are
based on “reasonable and objective justification”. Moreover, equality not only implies preventing discrimination (for example, the protection of individuals against unfavorable treatment by introducing anti-discrimination laws), but goes far beyond, in remedying discrimination. In concrete terms, it means embracing the notion of positive rights, affirmative action, and reasonable accommodation.

**Reasonable Accommodation**

It is important to recognize that reasonable accommodation is a means by which conditions for equal participation can be achieved and it requires the burden of accommodation to be in proportion to the capacity of the entity. In the draft Comprehensive and Integral and International Convention on Protection and Promotion of the Rights and Dignity of Persons with Disabilities, “reasonable accommodation” has been defined as the “introduction of necessary and appropriate measures to enable a person with a disability fully to enjoy fundamental rights and freedoms and to have access without prejudice to all structures, processes, MR services, goods, information, and other systems.”

**Accessibility**

The United Nations Economic and Special Commission for Asia and the Pacific (UNESCAP) has defined “accessibility” as “the measure or condition of things and services that can readily be reached or used (at the physical, visual, auditory and/or cognitive levels) by people including those with disabilities” (Rioux and Mohit, 2005).

**Equal Participation and Inclusion**

By focusing on the inherent dignity of the human being, the human rights model places the individual at centre stage, in all decisions affecting him/her. Thus, the human rights model, respects the autonomy and freedom of choice of the disabled, and also ensures that they, themselves, prioritizes the criteria for support programmes. It requires that people with disabilities, and other individuals and
institutions fundamental to society, are enabled to gain the capacity for the free interaction and participation vital to an inclusive society.

**Private and Public Freedoms**

The human rights approach to disability on the one hand requires that the States play an active role in enhancing the level of access to public freedoms, and on the other requires that the enjoyment of rights by persons with disabilities is not hampered by third-party actors in the private sphere. Educational institutions and industry, both in the private and public sectors, should ensure equitable treatment to persons with disabilities.

**1.9. Educational Schemes for Children with Special Needs**

**Integrated Education of Disabled Children (IEDC)**

The Government of India’s appreciation of the need to integrate children with special needs came in 1974, when the Union Ministry of Welfare launched the centrally sponsored scheme of Integrated Education of Disabled Children (IEDC). In 1982, this scheme was transferred over to the then Department of Education of the Ministry of Human Resource Development. The centrally sponsored scheme of Integrated Education of the Disabled Children provides educational opportunities for the disabled children in common schools, to facilitate their retention in the school system, and also to place in common schools, such children already placed in special schools after they acquire the communication and the daily living skills at the functional level. The scheme provides for the following:

- Actual expenses on books and stationer up to Rs.400 per annum
- Actual expenses on uniforms up to Rs.200 per annum
- Transport allowance up to Rs.50 per month. If a disabled child resides in the school hostel within the school premises, no transportation charges would be admissible
- Reader allowance of Rs.50 per month in case of blind children up to class V
• Escort allowance for severely disabled children with lower extremity disability at the rate of Rs.75 per month

• Actual cost of equipment subject to a maximum of Rs.2000 per month for a period of five years.

Besides, the above mentioned provisions, it also provides for teacher’s salaries, facilities to students in terms of board and lodging allowance, readers allowance, transport allowance, escort allowance, cost of equipment, cost of uniform, cost of removal of architectural barriers, provision of resource room etc.,

Supplementary Schemes

Scholarship

The government of India started giving scholarships for elementary and higher education to the visually impaired, hearing impaired and loco motor impaired children in 1955. Gradually, the number of scholars rose to 10,000. In 1974 the scheme was transferred to the states and today most of the states are awarding scholarships to those children with special needs who are pursuing elementary education in regular schools without support services.

Scheme of Assistance to Disabled Persons for Purchase/Fitting of Aids & Appliances (ADIP) Scheme

Education of CWSN cannot be successful until they are provided those essential aids and appliances that enhance their functional ability. Therefore, the Union Ministry of Social Welfare in 1981 launched the ADIP Scheme. The main objective of the scheme is to assist the needy disabled children in procuring durable, sophisticated and scientifically manufactured, modern, standard aids and appliances that can promote their physical, social and psychological well being by enhancing their educational potential.
The scheme provides aids and appliances to loco motor disabled, visually disabled, hearing disabled, mentally disabled and multiple disabled.

**Initial Experiments on Integrated Education in India**

The early attempts to include CSWN in regular schools were through Project Integrated Education for the Disabled (PIED) and District Primary Education Programme (DPEP).

**Project Integrated Education for the Disabled (PIED)**

The first pilot project on integrated education in India came in the form of Project Integrated Education for the Disabled (PIED). PIED launched in 1987, was a joint venture of MHRD and UNICEF. This project was implemented in one administrative block each in Madhya Pradesh, Maharashtra, Nagaland, Orissa, Rajasthan, Tamil Nadu, United Andhra Pradesh, Mizoram, Delhi Municipal Corporation and Baroda Municipal Corporation. In these the blocks, 6000 children with special needs were integrated in regular schools.

**District Primary Education Programme (DPEP)**

The success of PIED led to the inclusion of the component of Integrated Education of the Disabled (IED) in DPEP, a scheme launched by the HI of India for the development of elementary education. At present, IED in DPEP is doing on in districts of 18 states. In these states, approximately 6.21 lakh children with special needs have been enrolled in regular schools with adequate support services.

**Universalization of Elementary Education (UEE)**

The HI of India is fully committed to the goal of Universalization of Elementary Education (UEE). For promotion of UEE, the Parliament of India has passed the Constitutional (86dth Amendment) Act, making free and compulsory elementary
education a Fundamental Right, for all the children in the age group of 6-14 years through inclusion of their new Article 21A in Part III of the constitution, as follows.

‘The State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine’

This amendment has given a new thrust to the education of children with special needs (CWSN), as without including them the objective of UEE cannot be achieved.

**Sarva Shiksha Abhiyan (SSA)**

The Sarva Shiksha Abhiyan is a central government project started in the year 2002 in 248 districts of 18 states including United Andhra Pradesh in India. Programmes of Sarva Shikha Abhiyan are implemented through concerned state government. In the beginning it was by DPEP. Later, it was named as SSA.

A recent initiative of the government of India to Universalize Elementary Education in Sarva Shiksha Abhiyan (SSA) is a response to the demand for quality basic education all over the country. However, UEE cannot be achieved unless children with special needs are also provided access to education. Hence, education of CSWN is an essential part of the SSA framework.

**1.10. Special Education Teachers**

Special education teachers who work with students have a wide range of learning, mental, emotional, and physical disabilities. They adapt general education lessons and teach various subjects, such as reading, writing, and math, to students with mild and moderate disabilities. They also teach basic skills, such as literacy and communication techniques, to students with severe disabilities.

**1.11. Role of Special Education Teachers**

Special education teachers are the backbone for developing inclusive practices. They can make or mar inclusion. Teachers need to develop the capacity to improve and
adjust the curriculum to deliver educational programs, which are appropriate for all children. A shift in philosophy is needed from a focus on deficits to an understanding that all children are capable of learning. Rather than placing responsibility for failure on the child or the environment, the task is to specify the conditions under which diverse students can achieve optimal learning success.

The school and the classroom provide space to the teachers to carry out inclusive practices, such as class-room transaction which includes pedagogical processes and instructional material used for effective teaching, besides a friendly environment. Often in the past, schools tended to ignore the diverse needs of learners. The practice of inclusive education hinges on an understanding of this diversity among learners and planning sustainable educational provisions responding to specific situations.

It is a reality that the existing teachers are the first generations practitioners of inclusion, but the related fact is that it is the teachers only who can provide solutions to physical and learning barriers. Experience has also revealed that adequate training and support to regular teachers can enable them to provide solutions to barriers faced by CWSN at the school level. Teachers have developed teaching learning material for CWSN and also, created an indigenous barrier free environment.

Within the overall move towards Education for All, it is essential to ensure a concern with quality. This being the case, there will be a need to consider the issues such as how can education system, institutions and services within them, review their existing arrangements to provide adequate supportive measures to the teacher and child to make inclusive practices effective.

There will perhaps be a need to consider issues such as: “Inclusion is an idea and a belief to discuss and elaborate according to local conditions and merely not a universal model to impose.” Inclusion defies a single solution and necessitates the need for
determining different modalities. The main concern is to provide education, which is effective for ALL children.

1.12. Conceptual Frame Work

Conceptual frame of the study includes the job satisfaction, job stress and the adjustment of the special education teachers. The details of the concepts are described below.

1.12.1. Job Satisfaction

The term "satisfaction" is normally used in psychology to denote the state of an individual with respect to a need when that need has been fulfilled. Therefore, job satisfaction could be taken to be an attitude of a person reflecting the degree to which his important needs are satisfied by his job. Job satisfaction has been an issue to the extensively and intensively investigated since the early 1900s and continues to be of interest today.

Job satisfaction is how content an individual is with his or her job. Scholars and human resource professionals generally make a distinction between affective job satisfaction and cognitive job satisfaction. Affective job satisfaction is the extent of pleasurable emotional feelings individuals have about their jobs overall, and is different to cognitive job satisfaction which is the extent of individuals’ satisfaction with particular facets of their jobs, such as pay, pension arrangements, working hours, and numerous other aspects of their jobs.

Definition of Job Satisfaction

There are many different definitions of job satisfaction. Although there exists no universally accepted definition of job satisfaction, most researchers generally agree that it is an attitude and an effective response of individuals resulting from their jobs (McCormick and Jilgen, 1980).
Muchiusky (1991) presented a similar notion with regard to job satisfaction which stated that "job satisfaction is the extent to which a person derives pleasure from a job."

Locke (1969) defines "job satisfaction as the pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating the achievement of one's job values".

Vroom (1964) defines job satisfaction as "the positive orientation of an individual towards all aspects of work situation"

One comprehensive definition is that it is a generalized attitude, resulting from many specific attitudes in three areas: 1. Specific job factors 2. Individual characteristics and 3. Group relationships. Therefore, the understanding of job satisfaction requires the consideration of factors such as wages, supervision, and steadiness of employment, working conditions, advancement opportunities, and recognition of ability, fair evaluation of work and redressal of grievances and so on. In addition to these the employee's age, health, temperament, desires, level of aspiration also play a significant role and must be considered. Further his family relationships, social status; recreational outlets also contribute to job satisfaction. Job satisfaction can be measured by finding out the gap between what a person experiences in actual condition and what he thinks should be there. It is the favorableness or unfavorableness with which people view their jobs.

One of the biggest preludes to the study of job satisfaction was the Hawthorne studies. These studies (1924-1933), primarily credited to Elton Mayo of the Harvard Business School, sought to find the effects of various conditions (most notably illumination) on workers’ productivity. These studies ultimately showed that novel changes in work conditions temporarily increase productivity (called the Hawthorne Effect). It was later found that this increase resulted, not from the new conditions, but
from the knowledge of being observed. This finding provided strong evidence that people work for purposes other than pay, which paved the way for researchers to investigate other factors in job satisfaction.

Scientific management also had a significant impact on the study of job satisfaction. Frederick Winslow Taylor’s 1911 book, Principles of Scientific Management, argued that there was a single best way to perform any given work task. This book contributed to a change in industrial production philosophies, causing a shift from skilled labor and piecework towards the more modern approach of assembly lines and hourly wages. The initial use of scientific management by industries greatly increased productivity because workers were forced to work at a faster pace. However, workers became exhausted and dissatisfied, thus leaving researchers with new questions to answer regarding job satisfaction. It should also be noted that the work of W.L. Bryan, Walter Dill Scott, and Hugo Munsterberg set the tone for Taylor’s work.

1.12.2. Occupational Stress

Today’s life is full of challenges. In everyday life we come across many situations. The work of a teacher is a physically and mentally challenging. A teacher needs to use a lot of energy in his daily chores in the classroom coupled with his personal and family commitments. This trend which is a routine for a teacher forwards a lot of stress to the teacher. More than ever before work is not seen as the root of infinite satisfaction and fulfillment, but rather a source of stress, discontentment and humiliation. This increase negative orientation to work is probable due to the fact that man no longer finds meaning or a sense of him/herself in the community or as Freud (1962) ones suggested, but which does not seen to exist today, his work at least gives him a secure place in a portion of reality in the human community. It is because of the dramatic changes that have taken place in society over the last decade or two that work and life
stress have became more immediate focal points of interest. This interest has reflected itself in an ever increasing research orientation into occupational stress, the impact of life events, stress with a burgeoning and desperate range of investigations being undertaken into the sources and manifestation of stress, it was felt that we should ‘step back’ and reflect on what should or needs to be done, that is to focus on priorities or issues or problem areas of importance.

Teachers not only have the stress of dealing with so many diverse children on a daily basis. They are also charged with educating and helping to mold these children into productive members of society. With rules, regulations, guidelines, and performance expectations all around teachers can have very high levels of stress. The job is very demanding in that it has hardly any end. Quite often teachers must take their work home overnight or on the weekends in order to be prepared for the next class section. The traditional summer break that so many teachers once looked forward to has begun to disappear as well with most schools beginning to adopt block schedules which require nearly yearlong school sessions with no more than one nine week vacation built in.

1.12.3. Adjustment

Adjustment, in education and psychology, is the behavioural process by which humans and other animals maintain equilibrium among their various needs or between their needs and the obstacles of their environments. A sequence of adjustment begins when a need is felt and ends when it is satisfied. Hungry people, for example, are stimulated by their physiological state to seek food. When they eat, they reduce the stimulating condition that impelled them to activity, and they are thereby adjusted to this particular need. In general, the adjustment process involves four parts: (1) a need or motive in the form of a strong persistent stimulus, (2) the thwarting or non fulfilment of this need, (3) varied activity, or exploratory behaviour accompanied by problem solving,
and (4) some response that removes or at least reduces the initiating stimulus and completes the adjustment.

The employees need congenial atmosphere at work place which leads to mental health. This needs greater adjustment among the employees and the employers also take such steps to put the employees in comfortable position for yielding good results. In many cases simple and cost-effective workplace adjustments can make a big difference and can allow people with mental health conditions to keep in touch with the working world and live healthy and productive lives. The adjustment needed could be a change in practice or workload.

These guidance notes are intended to help employers think through the kinds of adjustments at work which they can make for people with mental health conditions. They include practical advice and links to other resources which might help them to support job retention and return to work. The key thing to remember is that everyone’s experience of mental ill health is different – so two people with a diagnosis of depression may have very different symptoms and need different adjustments.

1.13. Statement of the Problem

"Job Satisfaction of Special Education Teachers of Andhra Pradesh in Relation to Occupational Stress and Adjustment”.

1.14. Need and Significance of the Study

Job satisfaction of the teachers is highly explored area in general teacher education and the same is not explored in special education although a huge number of special education schools were established during 1990s. Teacher is the central point of the system and his/her satisfaction is utmost important for running the special schools successfully. His/her job satisfaction would be linked with many factors and there is a necessity to look into this area. In order to understand the relation between the job
satisfaction and the occupational stress and the adjustment, the present study is undertaken. Further the study on job satisfaction of special education teachers in relation to occupational stress and the teacher adjustment is not tried by the investigators. The results of the study would help immensely to understand the factors responsible for job satisfaction, occupational stress and adjustment among special education teachers. Also the results of the study would be useful in solving some of the problems confronted by the teachers related to the above three variables included in the study. The results of the study would influence the administrators and Government to create a congenial atmosphere in the institutions for better running of the schools. Therefore the present investigation is undertaken.

1.15. Objectives of the Study

1. To study the level of job satisfaction of special education teachers
2. To study the influence of personal variables such as gender, location, category and the qualification of special education teachers on their job satisfaction, occupational stress and the adjustment.
3. To find out the correlation between the job satisfaction and the occupational stress of the special education teachers.
4. To examine the relationship between the job satisfaction and the adjustment of special education teachers.
5. To suggest possible measures on the basis of the results of the study to improve job satisfaction, reduce stress and to make adjustment among special education teachers working in schools.

1.16. Research Questions:

The following research questions are framed for finding answers through the study:

1. What is the level of job satisfaction of the special education teachers?
2. Do the variables such as gender, location, category and qualification of the special education teachers influence their job satisfaction, occupational stress and adjustment?

3. Is there a significant relationship between the job satisfaction and the occupational stress of special education teachers?

4. Is there a significant relationship between the job satisfaction and the job adjustment of special education teachers?

1.17. Hypotheses of the Study

1. The personal variables such as gender, location, category and qualification of the special education teachers do not influence their job satisfaction.

2. The personal variables such as gender, location, category and qualification of the special education teachers do not influence their occupational stress.

3. The personal variables such as gender, location, category and qualification of the special education teachers do not influence their adjustment.

4. There is no significant relationship between the occupational stress and the job satisfaction of the special education teachers.

5. There is no significant relationship between the job satisfaction and adjustment of special education teachers.

1.18. Operational Definitions

Some terms have wide scope of meaning in different contexts but for working knowledge of the study, the researcher should put into precise terms the connotations and meanings of the terms involved in the statement of the problem. It is also essential for the researcher to define some terms frequently used in a specific sense with some limitations in the study. The key words are given below.

Special Education Teacher: The teacher who teaches children with special needs
**Job Satisfaction**: Job satisfaction describes how content an individual is with his or her job. The job satisfaction was measured by using a tool developed by the investigator.

**Occupational Stress**: Occupational stress is defined as the harmful physical and emotional responses that occur when the requirements of a job do not match the capabilities, resources, or needs of the teachers. The occupational stress of the special education teachers is measured using the tool developed by Sajid Jamal & Abdul Raheem (2012), which was translated into Telugu.

**Adjustment**: Adjustment is the capacity of an individual to withhold the given position. For the present study, adjustment of the special education teachers is studied on the areas: Adjustment with academic and general environment of the institution, Socio-psycho physical adjustment, Professional relationship adjustment, Personal life adjustment and financial adjustment.

**United Andhra Pradesh**: The study was initiated when the Andhra Pradesh state was undivided. Thereafter the state bifurcation was effected on June 2nd 2014 and it was divided into Andhra Pradesh and the Telangana and the data was collected from the two Telugu states special education school teachers.