Second chapter of the present study deals with review of literature. An extensive review of literature is done and some important studies are presented here.

Both social acceptance and socio-psychological adjustments are considered to be the prerequisites of successful rehabilitation of the handicapped. These qualities are, however, related to the competence of an individual. The competence or usefulness of a handicapped person needs to be developed through a programme of formal education and training. In the latter part of the eighteen century, in France, Valentin Hauy encountered several cases of the handicapped which further convinced him of the necessity of organizing formal education for handicapped children. Motivated by these considerations, he started the first school for the blind in Paris in 1784. In due course of time, this was followed by several educational experiments.

Over the years, much literature on the problems of physically challenged has built up. For example, de potter has emphasized the importance of motor education for the handicapped. He suggests a programme of motor education for them including tests of kinesthetic sense, bimanual coordination, reaction time and texture.
identification. He also discusses the rationale, methods and benefits of the programme.

Berla and Butterfield\textsuperscript{2} have studied the effects of training on handicapped students in shape-recognition, accuracy and speed, and accuracy of locating shapes on a tactile map by using a distinctive feature analysis-strategy and line-tracing. Performance of shape recognition by a group of 25 trained Brille-readers improved in comparison to a 25 matched group of untrained Brille-readers. In another experiment the performance of shape-location by 21 trained students showed significant improvement as compared with the control group, and a significant decrease in the average time to locate a shape on a tactile map. For proper development of perceptual conceptual abilities of the visually handicapped, according to them, their systematic training in handling and exploring of textile materials, is of critical importance.

Kang and Masoodi\textsuperscript{3} have examined attitudes towards physically handicapped among theology and education graduates students, by taking samples both from conservative and liberal groups. For this, the Disability factor scales, blindness and selected items from the polyphasic value inventory have been used. A similarity of attitudes in both the groups is reported. Although education students reacted more unfavorably to 'rejection of intimacy' dimension, theology students reacted more unfavorably to disability. Female students showed more favorable reaction to disability than did male students.
Anastasiow has looked into opinions and expectations of 13 specialists in early childhood education for the handicapped and has found that stated expectations largely make for obtainable goals. He suggests that (a) emphasis must be placed on normal Child growth and development and that child are treated as a source of learning, (b) Greater emphasis be laid on working with parents and on multidisciplinary training, and (c) screening should be conducted with the help of several instruments.

Integrated education programme of the physically handicapped is also being termed as ‘mainstreaming’. Gresham provides an inclusive analysis of this concept. He asserts that mainstreaming is based on three wrong assumptions: (a) Placement in regular school could lead to increased social interaction with normal children, (b) could increase their social acceptance by non-handicapped peers, and (c) interaction would even change the behaviour of non-handicapped. According to him, these assumptions are incorrect. Instead, he suggests imparting of social skills to handicapped children for better social interaction and peer acceptance.

Battle undertakes a comparative study of the self-esteem of students in regular and social education classes and administers culture-Free Self-Esteem Inventory for children and the Perception of Ability Scale to a selected group in regular and special classes. His conclusions are that students in special classes experience greater gains in self-esteem and perception of ability scores than those in regular classes.
Bennet\textsuperscript{7} examines the use of informal measures in the educational assessment of exceptional children. He recognizes the utility of informal assessment in ascertaining the impact of special education. He emphasizes the need to improve the technical quality and utility of evaluation tools and to make a cautious application of these measures.

Sato\textsuperscript{8} has studied the speed of Braille-reading among blind children through an author-developed Braille-reading test given to 572 blind children in grades 1-9. He reports that over the grades from I to IV, Braille-reading speed tends to go up significantly, and after the IV grade, the speed is gradually reduced. Accuracy in reading also follows this pattern, and after the IV grade, it often levels off.

Ainsa\textsuperscript{9} has conducted a 10 year post study of parents perspective of early education of their handicapped children, mostly aged 13 years, who has undergone mainstreaming in public schools. Students were enrolled in the programme at age three and entered public school at age six. In response to an open ended questionnaire, parents reported positive experience about early intervention of their children and also felt that this helped in the acceptance of their children. Mother also played a significant role at home in continuation of the activities at school.

Horne\textsuperscript{10} has examined the issue of facilitating positive peer interaction among handicapped and non-handicapped students and finds that, in spite of mandatory legislation in the USA regarding maximum participation of handicapped students in regular
classroom, researches indicate a rejected status of these students. The study is a review of programmes and procedures for modifying peer acceptance of exceptional children in the regular classroom.

Examining the independence for the physically handicapped, Brunken\textsuperscript{11} gives a description of equipment in the computer lab at Nebraska school for the visually Handicapped, for a variety of training programmes in regular course work, computer literacy, vocational skills, etc. He also discusses skills required for this kind of computer technology.

In a discussion about special educational needs of handicapped children and the place of parents, Welfendable\textsuperscript{12} lays emphasis on parental involvement and participation in the education and development of children as reflected in the policies and practices which are widely acceptable. Concludes that provision of special education services is likely to be compatible with mainstream functioning.

Jaysree\textsuperscript{13} has studied manneristic behavior of physically handicapped and normal children and reports that manneristic behavior among physically handicapped children is sometimes considered to be a divide for releasing tension arising from anxiety and frustration. Using a test based on 17 mannerisms, she infers that even sighted children also exhibit such behavior in certain situations and that manneristic behavior varies in different situations. Certain mannerisms tend to be more with physically handicapped children, yet there does not exist a significant difference in this respect between sighted and visually handicapped
children. From this follows that mannerism can be corrected through persuasion and guidance.

Gaur\textsuperscript{14} has studied the effect of level of intelligence on the occupational aspirations of handicapped students in Delhi, on a sample of 202 boys and 98 girls in X standard selected randomly from Delhi schools. He has used Castell's Culture Fairs Intelligence Scale and Occupational Aspiration Scale. His conclusions are that a higher level of achievement induces a higher occupational aspiration.

Singh\textsuperscript{15} has undertaken a comparative study of expectations, aspirations and intelligence among undergraduate handicapped students. He gives mental ability and level of aspiration tests to 74 male and 91 female undergraduates. He concludes that males and females do not differ in intelligence and females gave slightly greater as privation than males. He further states that an intelligent student achieves more and that higher expectations led to higher achievement.

Dodonov\textsuperscript{16} critically evaluates the handicapped children on the Information theory of Emotions, propounded by Simonov who describes emotion as a function of necessity, required information and actual information. Dodonov concludes that though the theory gives a correct understanding of emotional phenomenon, its assertion that the emotion does not carry information about the environment is not correct.

For investigating relationship between anxiety and school achievement, Verma\textsuperscript{17} has administered an anxiety scale to 50
students of XI standard. He assesses their scores in relation to their achievement in X standard. From analysis, he confirms that there is a positive correlation between anxiety and school achievement.

Pandya\textsuperscript{18} examines the effect of increased level of aspiration on academic achievement on a sample of 22 female handicapped students using a Desai-Bhatt group intelligence Test in Gujarati, and a teacher made test of attainment in Hindi, in Surat (Gujrat). His conclusions are that increased level of aspiration results in a significant increase in academic achievement, and that the effect of interaction between intelligence and level of aspiration is quite significant.

Husain\textsuperscript{19} has studied anxiety and level of aspiration in relation to certain social factors on a sample of 58 undergraduate handicapped students. The L.A. coding test and Sinha W-A Self-Analysis forms are administrstered. Overall results show significant differences in level of aspiration in respect of religion, nature of home (normal vs. broken) and while anxiety shows significant differences with regards to age, parental income and nature of home.

While examining the life plans and aspiration level in rural adolescents, Nowaczyk\textsuperscript{20} has studied the differential effect of intelligence on life goal and aspiration levels among rural handicapped children in grades V-VIII. He assesses the level of aspiration through the student’s choice of professional training, and IQ through standardized tests. A moderator correlation co-relation with IQ is noticed and an ambitious planning among less intelligent students is found to be the factor depressing the correlation. It is also

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found that students from rural background have a much lower aspiration level than urban youth attending the same schools.

Skorny\textsuperscript{21} has examined studies on aspirations of studying and working polish youth from urban and rural background and brought up in different cultural and social environment. He also ascertains the influences of age, sex, school achievement etc. on their aspirations and finds that their main aspirations are to secure an education and a job, to have a family, to achieve recognition and a suitable living. Differences in aspirations are due to differences of influence of environmental conditions, life situation, etc.

Cochran\textsuperscript{22} has looked into the relationship between the status of career aspirations and strength of career orientation of a selected group of XII graders through a specially developed 20 items semantic differential career orientation inventory. It is found that student with higher status professional aspirations have stronger career orientation than those with lower status aspirations.

Patel\textsuperscript{23} has studied the relationship of family, personal and social adjustment to achievement in high school handicapped students. Percentage score from 350 students in grades IX-XI are standardized, classifying the students into 200 low and 150 high achievers. Students are assessed on two specially designed inventories. Results indicate that high achievers score much more than low achievers in all the three areas of adjustment, but boys score much higher than girls on personal adjustment.

Bhavsar\textsuperscript{24} has conducted a study of social adjustment among 570 high school students. He uses Badami’s Social Adjustment
Inventory and applies analysis of variance test. Results show than boys are socially better adjusted than girls. Social adjustment is found significantly related to sex, grades and degree of urbanization of the locations. Students coming from urban areas are better adjusted in than others.

Teare\textsuperscript{25} has examined bahavioural adjustment of 23 partially sighted or blind students through (CBC) Child Behavior Checklist and observes that behavioural problems in blind students are much influenced by cognitive ability as by visual functioning.

Gullinan\textsuperscript{26} has studied adjustment problems of 360 students comprising four groups of handicapped students through a behavior problem. He finds that all handicapped groups have more problems than non-handicapped groups at least in one dimension of adjustment problems. Teachers should, therefore, be helped to deal with problems of social withdrawal, inferiority feelings, fear, anxiety etc.

Asher\textsuperscript{27} has examined the influence of children's social skill on their acceptance by the peer group. He concluded that children who lack friends are also deficient in social skill. From a study with 65 handicapped kindergarten pupils, it is found that popular pupils are more socially competent than unpopular ones.

In the course of discussion on theoretical ad practical considerations for the training of social competencies in handicapped children, Bachtold\textsuperscript{28} applies nine theorems based on the work of Bronfenbrenner to a theory of social competence for
handicapped children. It is finally suggested that training these children needs much more than the classroom instructions.

Greshan has studied social skills and self-efficiency for exceptional children and considers mainstreaming efforts in special education as unsuccessful since the assumptions are based on academic attainment only without a proper consideration of social development of handicapped children. He concludes that mainstreaming as practiced today "does not consider the level, strength, or magnitude of self-efficiency expectations of handicapped children; it should be judged from the point of view of social acceptance in various spheres."

Srivastava has looking into achievement, motivation and self-concept in the two settings, by administering a measure of self-concept and the TAT to 25 rural and 25 urban boys. The researcher finds that achievement and high self-concept are co-related and high achievement and high self-concept are found frequently among urban students.

Tim and others have studied the relationship of parents support to handicapped children's school achievement by examining children from 362 homes. The researchers measure their assessment through Cognitive Skills Assessment Battery, and remaining variables by the Parent Questionnaire. They observe a considerable impact of parental support on achievement of the child. Regardless of income or educational level of parents, home support is effective, particularly for language development and recognition skills.
Ray\textsuperscript{32} has examined the relationship between academic achievement and home, health, social and emotional adjustment in 101 female handicapped college students through a battery of tests, including 16 PF, and questionnaire. He concludes that adjustment factor have some impact on academic achievement of the students.

Hoben\textsuperscript{33} has looked into the purpose of educating handicapped students in the mainstream and observes that the intention should be make them an integral part of this environment rather to be simply present in the regular classes. Realizing that integration is the result of the main streaming, particularly with reference to students must be encouraged.

Blacher-Dixon\textsuperscript{34} has examined the perspectives of mainstreaming at the early childhood level in the following three areas for future research: effects of preschool mainstreaming on more severely handicapped children, parental involvement activities, and the impact of mainstreaming on the public school system.

Odom\textsuperscript{35} has examined the problem of mainstream vs integrated special education. Through variables, he finds discrimination in the type of programmes, and suggests that programmes containing high proportion of handicapped children be termed as ‘integral special education’ and those containing low proportion of such children be called ‘mainstreamed’. He also highlights differences between the two types and problems associated with them.
The question of integrating handicapped infants into the school system has been examined by Bassi. He attempts to provide a better understanding of handicapped as well as non-handicapped children.

Brinker has examined the integration of severely handicapped students and the proportion of IEP (Integrated Education Performance) objectives achieved; he investigates educational impact of 245 severally handicapped students in Public schools. He concludes that over and above functional level, degree of integration (as measured by integration with non-handicapped) is an important predictor of educational progress as measured by the IEP.

Zigler has looked into mainstreaming and suggest a careful monitoring so as to understand which handicapped child will benefit from the programme and to recommend adequate teacher training arrangements accordingly.

In 1982, the Council for Social Development has critically evaluated the centrally-sponsored scheme of Integrated Education for Handicapped Children in Delhi. It examined classroom achievement as perceived by children, parents and teachers, and analyses suggestions for proper implementation of the scheme.

Incidence of visual and other physical handicapping conditions has been studied from time to time. Forms of vocational training and placement problems have also been examined. Educational methods have been designed to overcome the difficulties arising from certain physical or mental disabilities.
For the first time in 1960 the cost benefit analysis was used in the social welfare field in a study entitled "Estimate of Cost Benefit Relations in Beggar Homes " in New Delhi and proved merely an academic exercise. Of late, however, cost effectiveness analysis has been applied in its proper spirit by the Department of Social Welfare, Govt. of India. After realising the futility of the sectoral approach to child welfare, the Government has evolved the scheme of Integrated Child Development services and inducted it in the fifth five year plan. In order to ensure optimum use of scarce resources, it was considered necessary to put the scheme of I C.D.S. through an experimental phase with a view to testing its cost effectiveness and management efficiency. Thus, for the first time in India, social welfare programmes are being undertaken on scientific lines from the point of view of resource allocation and cost efficiency. (Report of MSW and GOI)41

Patil42 has used the cost benefit analysis in social welfare and is forced to conclude that though we have been spending hundred of millions of rupees from different sources every year with a view to eliminating the vulnerability of the weaker sections and promoting their welfare, it has been to a larger extent a wasteful expenditure. It has not helped any weaker section to eliminate its vulnerability even partially.

Chopra43 has made an evaluative study of the special employment exchange for the physically handicapped, New Delhi. He has ascertained the views of the job-seekers towards the Employment officer and the staff of the Employment Exchanges
which was found satisfactory. However, the job seekers felt that the waiting for employment through exchange was delayed because of the severity of their handicap, employer's reluctance and very few job opportunities. The maximum number of employers employing the physically handicapped have policy decision as their main consideration in employing them.

Mandal has made an empirical study of the desirable impact of the post-matric scholarships to the physically handicapped persons since 1955. It has been revealed that the financial assistance in the form of scholarship will promote education and training among the handicapped which in turn will help in assuring the adult roles in work, marriage and community participation. The study points out that though the scholarship has handicapped recipients to take up higher education, yet their number has been rather small over the decades, the reasons listed include lack of information about the scheme, ignorance about the educational facilities, and concentration of institutions of higher education in certain pockets of the state. Thus, on the one hand there is a cry for a better deal to the handicapped while, on the other, there is under-utilisation of opportunity like the scholarship scheme.

Sushma Batra has conducted a study on the integration of the blind persons with the normal persons. The study aims at analysing the factors which have increased or hindered the integration of the blind with the society. Her findings are that the disability of the blind is not just physical and the greatest hurdle in their integration with normal people is the misconception prevalent among them about the
blind. Most of it is the result of ignorance. But once the people with normal vision come in contact with the blind, Sushma Batra has noted a very positive attitude towards each other.

M. Thangavelu\textsuperscript{46} elaborates the services that will be required under the programme, the training that will be imparted, the feedback that will be required and the effort that will be needed to link services with cost. He has also discussed the appropriate administrative arrangements for delivering the services and for involving the people in the entire programme.

V. Ramalingaswami\textsuperscript{47} takes up the problems of the disabled in India and warns the country “Zerox copying” of technologies and rehabilitation development techniques in the more affluent countries. He pleads for early detection of disability, especially among children and also underlines the efficiency of prevention of disability over subsequent efforts at care.

N. R. Inamdar\textsuperscript{48} and Nalini Paranjpe say that the welfare services for the handicapped in the country are hamstrung by inadequate finance. Allocations are regarded as “Consumption expenditure”, with the connotation that they mean a drain on the economy. They viewed that the third plan no doubt called for investment in “human resources”, but this is not seen in practise and the welfare schemes of the handicapped are still in essence seen as measures of charity. They call for a cost-benefit analysis of the different services so that the meagre resources can be put to the best use.
Afzal Jehan has pointed out for ascertaining professional skills and competence of the needy disabled, and realized that the achievement of the disabled depends on the opportunities provided to them for learning and development of skills and attitudes. The economic cost of rehabilitating the disabled is certainly higher but the social cost of their remaining disabled is higher still.

S.K. Verma and Anil Chawla have drawn attention to the correlation between disability and socio-economic disadvantages and opine that no single intervention at any one stage would solve what is a complex and multifaceted problems of the disabled.

Surrender Saini observes that for the neglected lot of deaf, the services are ad-hoc and confined to urban areas. Much of the deafness is preventable by early detection, diagnosis and proper treatment and it is advisable that maternity and child welfare centres should be equipped to cater to these inspected of the people’s health problem. The economic rehabilitation of the deaf is also possible through their proper training.

A research study undertaken by Rehabilitation International concludes that the vocational rehabilitation of the disabled can add to the national product through the individual disabled person who is placed in productive employment. There is not only increase in his lifetime earnings but also his tax payments and the savings and social security benefits, including sickness and invalidity payments which, without rehabilitation efforts, he and his dependents might receive throughout his lifetime. A nation may thus regain the costs of its rehabilitation services in a comparatively short period (say 3
to 5 years) whereas the disabled worker may be productive for as long as 30 to 40 years.

Once child becomes learning disabled, no matter what the degree of disability, different parents react differently to the problem both on conscious and unconscious level. Norman (1966)\textsuperscript{53} suggested that there is general relationship between the modelling processes of the LD child and parents. The value system of the parents affects the values and school performance of the LD child.

Chapman & Boersma (1974)\textsuperscript{54} found that parents of LD children reacted more negatively to their children’s failures and are less positive to their success.

Kaslow (1979)\textsuperscript{55} observes that the mother of child is extremely close or over involve with the child, while the father plays a distant or detached role. Thought Goldman and Barchlay (1974) stated that the mothers of LD are less supportive and encouraging than mothers of NLD children.

Werner and Smith (1979)\textsuperscript{56} concluded that the mothers of LD children are careless, erratic, indifferent and worrisome.

Humphries and Bauman (1980)\textsuperscript{57} suggested that mother of LD children were more controlling and authoritarian when compared to mothers of NLD children.

Warburg (1911)\textsuperscript{58} professed the opinion that learning disability is related to low SES.

Hallgren, (1985)\textsuperscript{59} have generally believed that head of household’s socio-economic status has no effect upon learning disability.
Carlson (1987) examined that the parents of children with learning disabilities show lower educational attainment. Venugopal & Raju (1988) found that children of middle class families represented more learning disability.60

Paul & others (1990) concluded the lack of educational stimulation and overall family difficulties were about three times more common among the families of students with learning disability.61

Sometimes boys with disabilities adjust quickly to the environment where they live like in school while girls find it hard to adjust and as a result, begin to exhibit severe social and emotional problems. They may resort to aggression, abusive communication, rudeness that can result into few if not lack of social groupings. As a result this discrimination can lead to low self-concept due to isolation (Bonjo, 2003)62.

Perlman (1978)63 attempted to evaluate a number of behaviors involved in the interaction: looking, staring, eye contact, cooperative play, movement, helping behavior, and talking to the disabled child or talking about the wheelchair. Perlman's result indicated that nondisabled children evidence signs of greater discomfort, greater avoidance, and generally less interaction with a disabled child. Children in her study also verbalized a preference for the nondisabled child.

Disabled people frequently do not get accurate feedback regarding their performance from the nondisabled. (Kleck, 1969)64
Comer and Piliavin (1972)\(^6\) studied the behavioral output of physically disabled persons in interpersonal interactions. Consistent with their expectations, it was found that disabled people exhibit similar behaviors of greater motoric inhibition, less eye contact, termination of an interaction sooner, and admission to feelings of uncomfortableness when initially interacting with a nondisabled peer.

Parents depressive symptoms when they have a child with a physical disability and the toll that it takes on their child. The functioning of parents is related highly to the emotional and behavioral functioning of children and adolescents (Holtz & Tessman, 2006)\(^6\).

The number of people with disabilities is increasing due to population growth, ageing, emergence of chronic diseases and medical advances that preserve and prolong life, creating overwhelming demands for health and rehabilitation services (Srivastava and Khan 2008)\(^6\).

In South-east Asia, the prevalence of disability ranges from 1.5 – 21.3% of the total population, depending on definition and severity of disability (Mont 2007)\(^6\).

Review of Residential System of Education for physically Challenged Children:

(i) Low Coverage: of the 51 countries that supplied information for a recent study by UNESCO (1988), 34-most are developing countries – have less than 1 percent of their total population enrolled in special
education provisions, with 0.03 percent at the lower end of the range.

In line with this, WHO estimates that institution based services which are the predominant form of service delivery, cater to nearly 1-2 percent, of rehabilitation needs in developing countries (UNESCO, 1988). Other estimates have indicated that possibly less than 1 per cent of disabled children in these countries receive any educational assistance (Brohier, 1990)

ii) High cost: The residential services tend to be very costly due to the following factors:

1) Large expenditure on buildings, equipment, infrastructure, and establishment
2) Large per student expenditure on the specialist staff as the teacher-student ratio is as low as 1:5.
3) Pupils need to be provided boarding and lodging facilities and other amenities
4) There is hardly any financial contribution from the family

The trend in India is that such residential schools should provide completely free boarding and lodging facilities. The residential schools are run not as educational institutes but as charitable institutes.

iii) Restricted Growth: As the students at such schools are labeled as “special” it makes it difficult for them to ever re-enter the mainstream.

Ahuja (1980) also supports this contention and maintains that the students coming out of the residential schools are totally
unprepared for life. They are unfit for employment in the open market and their emotional growth and development of personality too are limited. Shukla (1990) admits that the students who pass out of these institutions also develop rigid attitudes and do not appreciate 'give and take'.

iv) Isolation of the Inmates: Stein (1990) goes to the extent of comparing residential schools with Ghettos i.e., completely isolating the blind from society. People recognize the need for special education but do not want to be a part of it. The approach is comparable to creating special rooms for sick and dying. Under the pretext of doing something for the ailing, the society created special rooms and thus isolated them totally. The same logic could be true for the creation of special schools.

v) Creating a Separate Group: The residential schools, however, for the first time in history raised hopes for the blind, hope for their liberation from mediocrity and hope for a better life. These schools, however, contributed to the phenomenon of "the blind - a group set apart." These schools could cater to the needs of only a fraction of the blind population, and lacked genuine rehabilitation concepts and provision for the reintegration of the blind into the community.

vi) Resulting to Aggressive Behaviour: Mathur (1985) after conducting an in-depth study on social aggression of a blind inmate of a residential education and training programme concluded that since the subject was socially deprived of love, affection and economic support (Mayor, 1981), from his family, he gradually developed the tendency of hostility, which later on was manifested
in aggressive behavior. The factors which play a significant role in socialization and fostering kinship being absent in a residential school and coupled with social isolation, turned him to an aggressive individual. This study concludes with the observation that integration of the subject would save him from developing hostility and aggressive behavior.

**vii) Inadequate Services**: Jangira (1989) refers to the absence of adequate early intervention, Parental Participation and Preschool education programmes in such schools. There is also a conspicuous absence of programmes for meeting the educational need of visually disabled children with other disabilities like mental retardation and hearing impairment. There is also a lack of instructional material for improving access of blind children to appropriate curricula to ensure equal educational opportunities. These areas of concern, as pointed out by Jangira are true for integrated education in the present context.

In the field of education as a whole, Jangira (1989) lists two more areas of concern i.e., isolation of special schools and the tendency of such organizations to consider similar organizations as competitive organizations; moreover most of these voluntary organizations confine their activities to a single disability.

**viii) Poor Quality**: Saxena (1932) is also very critical of the quality of education in the residential schools. The increase in the number of such schools has not been accompanied by a corresponding increase in qualitative excellence in the standard of education. The residential schools function as islands and are woefully ill-equipped
to fulfil the expected role. Similarly Gallaghe (1933) is not certain as to the potential role and impact of technology on residential schools. Kehmore (1972) identified three major limitations of the residential education:

1. It has been assumed in all countries that what was done in special schools was the best possible. Today it is known from many graduates of some of these schools, that there have been many things not good there.

2. A second assumption about special schools was that teachers gained special understanding and knowledge about blindness. This is not necessarily true. Often older teachers passed onto younger teachers poor ways of teaching various subjects, incorrect information about blindness, and peculiar attitudes which hampered each succeeding generation of blind children.

3. A third assumption was that it was a kindness to blind children to shelter them from the world of the sighted while they were young and to prolong their childhood as long as possible. Special schools around the world often kept blind people in school until they were well into their thirties. The students of these schools thus always remained diffident and dependent.

Kenmore (1972) concluded that integrated education can help correct those old problems of special schools, can contribute to their improvement for integration must be tied to special schools. As one type of programme flourishes, the other will also.
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