CHAPTER II: REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

Any research work or scientific investigation starts with a review of the related literature. Without this, no research activity can be started effectively. It is an important element of research in social sciences. One of the important steps in the planning of any research study is a careful review of the related sources of literature on the problem to be investigated. So, review of related literature is to proceed any well – planned research study.

A.K. Singh defines literature as the collective body of works done by earlier scientists.¹ Review of related literature implies general survey of the previous writings relating to one’s problem, by studying and evaluating reports of relevant researches. A study of the published articles, going through the related portions of Encyclopaedia, Research abstracts and manuscripts are required. Researcher must devote sufficient time in reviewing the related literature on related problems and must be surveyed carefully. This will enable the researcher to overcome the difficulties that may be encountered in the research study.

Though it is time consuming, but it helps in bringing out the thesis or research work in a grandeur way properly and completely by drawing maximum benefit from the previous investigations, findings and tries to add some new knowledge on the study.

2.1.1 SOURCES OF THE REVIEW OF LITERATURE

There are different sources of the review of the literature. But it can be broadly classified into two categories as

(a) Primary Sources; and
(b) Secondary Sources

It will be in the fitness of things to explain both the sources briefly one after another.

(a) PRIMARY SOURCES

Primary sources of data provide a good source of information and also help the researcher to make his own judgement regarding the study. In this primary sources of information, the author or the relevant person providing the information, reports his own work directly.

It provides more information about a study that can be found elsewhere. Though it is time consuming to consult for a researcher, yet it provides a good source of information on the research methods used.

(b) SECONDARY SOURCES

Here, the researcher studies and summarises the findings of the work done by others and interpret it. He tries to cover all of the important studies in an area in the form of encyclopaedia of education indexes, abstracts, bibliographies and bibliographical references. There is no direct involvement of the author. This is one of the disadvantages of the secondary sources. The reader depends upon someone else's judgements about the significance of the study. So, the researcher must develop the expertise to use sources without much loss of time and energy. Some secondary sources are discussed briefly as reviews.
REVIEWS

Reviews are mainly found published in journals, yearbooks and encyclopaedias. These are short articles that give brief information regarding the work done in a particular area over a period of time. Reviewers select the required articles of their interest, and complete them content-wise to study their findings and conclusions.

ABSTRACTS

The researcher gets all the relevant information such as the title of the research report, name of the author and the journal pagination information, etc. regarding the research article. The abstracts are the useful sources of up-to-date information for researchers.

DOCTORAL DISSERTATIONS

It is also very good source of the review of the literature. Doctoral dissertations are available in the libraries of universities. The researcher can choose among them of their interest and find useful and relevant information there. He can also have access through Dissertation Abstracts International, which publishes the abstracts of the doctoral dissertations submitted to different universities. In India, the Survey of Research in Education edited by M. B. Buch, is doing the same function providing information for the research study.
2.1.2 NEEDS AND PURPOSES OF REVIEW OF RELATED LITERATURE

Review of related literature is a very important phase of research programme. It allows the researcher to acquaint himself with the current relevant knowledge in the area where his research work is going on. Because of its specific objectives and purposes, it is very useful. The purposes are as follows:

(a) To enable the researcher to define the limits of his field: If the researcher makes a careful review of literature, then it helps in discovering important practical variable conceptually relevant to the concerned area of the present research.

(b) To avoid unfruitful and useless problem areas: The research can select those areas in which positive findings are very likely to result and his endeavours would be likely to add to knowledge in a meaningful way.

(c) To avoid unintentional duplication of well established findings: It is of no use to replicate a study when the stability and validity of its results have clearly established.

(d) To give an understanding of the research methodology: Review refers to the way the study is to be conducted. It helps the researcher to know about the tools and instruments which proved to be useful

and promising in the previous studies. The related literature provides insights into statistical methods through which validity of results is to be established.

(e) To know previous recommendations: The final and important specific reason for reviewing the related literature is to know about the recommendations of the previous researchers for further research which they have listed in their studies.

It can also be said that the review of literature interprets the prior studies which indicates their usefulness and forms the basis for the present study.

2.2 REVIEW OF THE RELATED LITERATURE OF THE WORKS DONE IN THE AREA OF MENTAL RETARDATION

When an attempt has been made to go through the history of the movement on the position of mental retardation, the condition was not good and they were treated as public fools. But despite this ill-treatment, due to the advancement of the society, many steps are taken up from time to time for providing special care and protection for mentally retarded children. It will be evident from the development of mental retardation at the international level.

2.2.1 DEVELOPMENT OF THE EDUCATION OF MENTAL RETARDATION AT THE INTERNATIONAL LEVEL

In the history of mental retardation, one cannot skip the primitive attitude in which these persons were ill-treated and not respected at all. They were also exempted from their human rights. They were considered
as a result from some curse, and not to let them mingle with the
society. No difference can be seen between them and a mentally – ill
person. But as time passes by, they got the opportunity to be cared for, as
some initiatives came upon for them.

According to the Encyclopaedia Americana 3, the first recorded
attempt to care for the feeble minded was that offered by the Bishop of
Myra in the 4th century. During the middle ages, the mentally deficient
people were confused with the insane. Some care was given in
FLANDERS during the 13th century. But it was in France during the later
part of the 15th century and the early part of the 16th century that specialised
care was organized by St. Vincent de Paul.

It was from the 19th century that initiatives were taken up for the
study of mentally retarded children. From this time, the modern movement
started for the development of mental retardation. According to
Encyclopaedia Brittanica 4, the modern movement for the scientific study
and supervision of the mentally deficient began at the turn of the 19th
century with the capture of the wild boy of Aveyron. J. E. Marie Gaspard
Itard, the French Physician undertook the training of this boy and scientific
study starts in the field of mental retardation from his pioneer work in
1800. In Switzerland, Dr. Guggenbehl and his institutions for cretins did
well. Dr. Saegart founded the first school for mentally retarded persons in
Germany in 1842. The movement for the control and to provide special
care and training to mentally retarded children began to be counted with
the establishment of the first and the foremost experimental cum residential

school for the mental retardation was opened in MASSACHUSETTS in 1846. After this, many schools specially designed for them were being established in other states and countries of the world, as people started realising that they too need love, care and attention. Everyone has the right to get the benefit from education.

One by one, many special schools and institutions were established to give special classes at New York in 1851, Ohio in 1857, Connecticut in 1858, Kentucky in 1860, Illinois in 1865, Providence in 1896, Chicago in 1898, Philadelphia in 1901 and Los Angeles in 1902. The first private school for the care and training for the mentally deficient was established in 1852 at Media Pa. Proper care and training for the mentally retarded is highly needed. So, from the very beginning, many special public and private institutions were established to provide protection and educate them to make them adjust themselves in their surrounding and society and helping them to get their rights and fruitful life.

2.2.2 DEVELOPMENT OF THE EDUCATION OF MENTAL RETARDATION IN INDIA

In India, the status of mental retardation in the beginning stage was also not good. In the ancient days, the mentally retarded people had been seen in their ordinary respective homes of the Indian Society. They were also seen enjoying the participation in the celebration rituals, festivals and fair with the other normal people. These were not special segregated

institutions. Despite the above facilities, due to their incapabilities, not only them, but also the parents especially the mothers were discriminated. They were strongly considered to be similar with mental disorder and supernatural power or as a result of their fate. But, it was also seen to be emphasized in the need for the development of welfare schemes on the care of mentally retarded children. As time passes by, the condition of mentally retarded children are also seen to be changed as the initiatives are taken up for providing special care and support. Educating them is also a part to make them take care of themselves.

Today, in our country like other countries, many organisations and institutions come to rise up for this special field on mental retardation. Some very important steps necessary for their education, care and support are pointed below. The list has been taken from the report of Federation for the Welfare of the Mentally Retarded (India) “FWMR”. 7

a) The first “Home” opened specially for the retarded was the Home for Mental Deficient Children’s Aid Society in 1941, a direct outcome of the Children’s Act.

b) “School for Children in Need of Special Care” was started by a parent group in 1944, in Bombay.

c) In the fifties, 11 more schools were started in various parts of the country. The sixties showed a little slowness in providing services for the mentally retarded children.

Role of the Government and Voluntary Organisations in the Education of Mentally Retarded Children in Manipur

d) Till 1966, there were 51 institutions and total jumped to 91 till 1973. Now, more than 200 institutions, rehabilitations and vocational centres are functioning in India.

e) In 1966, the Federation for the Welfare of the Mental Retardation (FWMR) was formed and registered under the Societies Registration Act, 1860, with its headquarters in New Delhi.

f) The first training programme for teacher was started in 1955 at the school for the children in need of special care (Bombay).

g) Sahan Institute, formally inaugurated in February, 1982, is a very multi - million rupee project of the FWMR. Its salient features are comprehensive education for mentally handicapped, specialised training for teachers and other categories of personnel including those required to be deployed to work in rural areas, sheltered workshops for vocational training and research facilities. The facilities given are education and training of students in the age group of five to thirty years belonging to various categories and helping to develop the latent talent.

h) The Central Ministry of Social Welfare has set – up the National Institute for Mentally Handicapped (NIMH) at Hyderabad in the year 1984, on February 22nd to take up research and training programmes in the field of mental retardation in the country, with its headquarter at Secunderabad, and Regional Centres located at Kolkata, Mumbai and New Delhi.
i) The model school for the Mentally Deficient Children, New Delhi, was established in the year 1964 functioning under the auspices of NIMH since 1986. The assessment and the evaluation clinic offers services of psychological diagnostic evaluation, guidance and the counselling and the home management programme and offer skill training programme, pre-vocational, co-curricular activities, behaviour modification and counselling.

j) Educational programmes for student with profound was initiated during the year 1986 with the objectives of developing curriculum, strategies and materials, NIMH periodically organizes vocational skill competitions and programmes so that mentally retarded children can exhibit their abilities and talent.

2.2.3 RESEARCHES ON EDUCATION

Many researches are done on education. Research in the field of special education is in embryonic stage. So, the coverage of the dimensions is also very limited. Being a multidisciplinary area, it involves many different sectors like medicine, education, psychology and sociology. Special education may be in the field of hearing impaired, visually impaired, orthopaedic and neuromuscular impairments, speech impairments, mental retardation, learning disability, behavioural and emotional disorder, gifted, integration and also in special schools. As the present study is in the field of education of the mental retardation, so reviewing literature is only done on the researches completed on mental retardation. Nineteen studies have been reported in the area of mental
retardation\(^8\). It represents almost one-third of the research reported in special education. One reason for the larger number of studies in this area is that cognitive development forms a component of psychology courses.

In studies comparing the family background of mental retardations and other children revealed that more mentally retarded children came from poor family background revealed that more mentally retarded children came from poor family background (BISWAS, 1975; Ghatak, 1980; and Ishtiaq, 1973). The studies were correlational and did not establish a cause-effect relationship. Rane (1983) and Cawasji (1985) studied the implementation of the Centrally Sponsored Scheme of Integrated Education for Disabled Children, in Maharashtra. The study brought out several deficiencies. Inadequate assessment procedure, lack of training of general teachers, head of the institutions, educational administrators, inadequate adaptive learning, teaching aids, and inadequate monitoring and evaluation were highlighted.

"The inclusion of special education for disabled persons in the NPE under the section on equal education opportunity for all, the concerned voiced about research in special education in the NPE programme of Action, the increased involvement of agencies of educational research in special education, the emergence of National Institutes for the Handicapped, and improved funding augurs well for a quantitative growth of research in special education for disabled persons."\(^9\)

It is clearly given in the fourth Survey of Research in Education by

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M. B. Buch that many researches were done in the field of mental retardation relating to their parents, personality characteristics and dimensions of the educable and trainable mentally retarded children, their management and problems of the education of mentally retarded children. But among them all, only the researches done relating with the education of mental retardation is reviewed here and their problems, objectives, methodology and findings are highlighted which are related to the present study and are studied thoroughly.

In the year 1986, Dharap, N.Y., did research on “An investigation into the problems of the education of the Mentally Retarded Children.”\textsuperscript{10} The major objectives of the investigation were

(i) To study the facilities provided by special schools with a view to ascertaining their utility in relation to the needs of the mentally retarded.

(ii) To ascertain the difficulties of mentally retarded children attending special schools in completing the instructional and other courses.

(iii) To identify problems of parents of mentally retarded children, in development of personal adequacy and effective scholastic and social adjustment of their mentally retarded children.

(iv) To locate problems which teachers and headmasters of special schools for mentally retarded children faced in their day-to-day classroom teaching and in the adjustment of such children in school environment.

(v) To analyze different methods of teaching used by teachers in teaching different subjects to mentally retarded children.

The tools used were visits, interviews, questionnaires and observations. Case studies of the children were also done. Major findings were:

(i) The mentally retarded were not recognized as handicapped children by the Government and deprived of certain facilities.

(ii) Parents wanted to ensure the social security of their mentally retarded child, without burdening their other children or relatives and they wanted to end the anxiety of their mentally retarded child.

(iii) Parents did not have proper know – how about bringing up their mentally retarded child and they did not have precise and proper knowledge about the physical and mental development of such children. They did not know how to teach their mentally retarded child at home and bring him up to the best of his ability.

(iv) Parents had unrealistic expectations and high hopes about their mentally retarded child, out of sheer ignorance of the mental capacity of such children.

(v) Many qualified teachers were not being paid according to the prescribed pay scale.

(vi) There appeared to be some misunderstanding between the parents and teachers, complaining about each other.

(vii) People know very little about the mentally retarded children and made fun of them.
(viii) For rural areas, no provision of trained persons who would educate the parents there in training their mentally retarded child.

(ix) Toys for mentally retarded children needed to be specially made.

Khader M.A. and Ramaa S., in the year 1988 did a study on “Improving the Kannada reading performance of educable mentally retarded children.”

The study was an independent study. Some of the objectives were:

(i) To identify the educable mentally retarded (EMR) children from Grades III and IV studying in Kannada medium primary schools.

(ii) To assess the reading – readiness level of EMR and to compare them with normal children of the same age group.

(iii) To identify whether the reading readiness level of EMR children was related to their chronological age (CA), mental age (MA) and or IQ.

The methodology applied were the sample consisted of 58 EMR children attending Grades III and IV in 23 Kannada medium primary schools meant for normal children. They were identified on the basis of tests and teacher’s opinion. The tools used included Kannada Oral Reading Test, Raven’s Coloured Progressive Matrices, Kamath’s Intelligent Test, Reading Readiness Test, Letter Recognition Test and Reading Comprehension Test in Kannada. The data were analyzed using “t” test and ANCOVA. Major findings were:

(i) EMR children of 6 – 7 years of age were consistently low in total

reading – readiness as well as its sub – components as compared to normal children of the same age.

(ii) The gap between the normal children and EMR children in reading – readiness as a whole and its sub – skills decreased at a little higher mental age.

(iii) The reading – readiness level of EMR children has independent of intelligence quotient and chronological age but was dependent on their mental age to some extent.

(iv) Remedial reading programme was effective in improving the level of letter and word recognition and reading comprehension in Kannada among EMR children. The effectiveness was further strengthened by the analysis of errors conducted.

It was in the year 1991, Narayan, Jayanti and M. Ajit did research study on “Development of skills in mentally retarded child: The effect of home training.”

The objective was to assess the effect of parental training on the skill development of a mentally retarded child. For the methodology, they used the single – subject design, a female mentally retarded child aged 5 years and 7 months was studied. She had no other associated physical handicap or medical problems. She was the first of two children of educated parents, living as an extended family with grandparents. The tool used was a pre-

primary level check – list developed at the National Institute for the Mentally Handicapped (NIMH) and percentages were used while evaluating. Major findings were:

(i) Though the chosen skills to be trained were only two, there was an improvement in all areas.

(ii) On the first skill, it was seen that the baseline was at 50% and in three sessions with three trials each, the child reached 90% accuracy in the skill.

(iii) On the second skill, baseline was 25% which raised to 50% by the end of the second session, 75% in the third session and maintained between 80% and 100% success from the fourth session onwards.

After the reviews relating to the development of mental retardation so far, it can be seen that the studies are having some similar trends to discuss about the problem. At the same time, some differences can also be found out even though they are mainly focusing on minimising or solving the problems and also emphasizing to find more appropriate suggestions. Comparing the reviews done above with the present study, some similarities can be seen with the works of DHARAP (1986) and KHADER (1988) in the objective of the study. In these studies, main emphasis is given on education of the mentally retarded children, how to teach the self independent and also studying on the facilities provided to the mentally retarded children by special school i.e. Inclusive School run by the Non–Governmental Organizations with financial support from the Government. There is also a similarity in finding out the problems of different categories of mentally retarded children in school regarding the instructions and courses of Inclusive education mainly prepared for them. The problems of the parents of the mentally retarded children are also focussed to be studied
and in the present study, one of the main objectives of the study is to assess the problems of the special educators and the principals, with the role they are playing to deal with such children. The objective is also found to be emphasized in the works of DHARAP (1986). So, there is still an urgent need to know the problem and study it to find out a far reaching solution.

In the present study, Educable Mentally Retarded (EMR) and Trainable Mentally Retarded Children (TMR) are emphasized, and the objective is to study the improvement in terms of their character or behaviour as well as vocational skills. And the same is found in the study of KHADER (1988) where he identified the EMR from the normal children. But the difference with the present study is that the EMR is assessed comparing with the TMR regarding the improvement of psychological, physical and social aspects of life after getting proper inclusive education. One difference also comes out; the present study is not an independent study on EMR. But for the present study, EMR children of the enrolled institutions are also taken as samples. Regarding the tools used similarities can be seen with the study done by DHARAP (1986) where he had used visits, interviews, questionnaires and observations are used. The case studies of the mentally retarded children are used. In this study also, visits of the Inclusive Education Centres, interviews of the organizers, and questionnaires for the special institution’s principals, vice – principals, special educators as well as some observation for the students and the institutions are also done. To know them well, the case studies are studied thoroughly. So, similarities in the tools used can be seen here. KHADER (1988) had used tools like KAMATH’S INTELLIGENCE TEST, KANNADA WORD RECOGNITION TEST AND READING COMPREHENSION TEST IN KANNADA. But the difference with the study is that here, these tools are not using at all as the objective of the
study is not supporting it to find out the solution. Narayan Jayanti (1991) and Ajit (1991) used the methodology which is quite different from this study. They used the single subject design for the methodology. But due to the objective of the present study, enrolled mentally retarded children in the institutions and selected for the convenience.

But one similarity is in between the two studies, that is, there is a need to assess the effect of parental training on skills and the development of the mentally retarded children. Because, parents are main educator to them so they need to know about the problems and how to solve it and teach their children to help them in their day-to-day life. Parental views about the education of their mentally retarded child and their misunderstandings, with the special educators and organizers of the inclusive education regarding their expectations is also seen to be emphasized. Focus is on findings out the problems and means to solve it by searching out the best way, by giving proper facilities they need. The major finding is mainly on the problems depending on the objectives of the study where the hypothesis is given in positive way. There is still the need to find out whether the mentally retarded children are not recognized by the Government and they are still deprived of the facilities. So, the above reviews of the studies for the education of mentally retarded children will be very helpful for the present study lead to know the provisions of mentally retarded children in India.