CHAPTER-2

RELATED LITERATURE : CRITIQUE AND REVIEW
Chapter 2

2.0.0. RELATED LITERATURE : CRITIQUE AND REVIEW

This chapter presents a review of researches conducted either on inclusive education or on integrated education for the disabled children or on similar studies to both.

2.1.0 STUDIES ABROAD

"According to Barton (1992), studies have shown that generally teachers are not ready to accept children with disabilities in general schools.

Beh-Pajosh (1992) and Shimman (1990) findings indicate that the importance of trainings in the formation of positive attitudes of teachers towards children with disabilities is very much supportive. Their findings showed that teachers who had been trained to teach children with learning difficulties had more favourable attitudes, emotional reactions to children with special education needs and their inclusion than did those who had no such trainings.

Another study on teachers attitudes carried out by Clough and Lindsay (1991) revealed that although teachers appeared more supportive of education of children with special education needs in general schools, they identified children with learning disabilities, and to great extent, children with emotional and behavioural difficulties as the most difficult categories. Moreover, majority of the teachers believed that they
do not have sufficient time, skills, training and resources necessary to teach these children in general schools.

- Studies have provided evidences that school ethos and the personal beliefs of its staff have a considerable impact on the attitudes towards children with disabilities.

  (Quoted in Self Learning Material, Shukla:p. 85)

**BARKLAY (1987)** has developed a very effective parent-training sequence to deal with very difficult hyperactive children. He taught parents to attend positively to their child, to ignore the negative response, to follow time out procedures and to apply these principles to manage the child's behavior in school or in public places.

According to **Maryam & White (1988), and Thurston & Dasta (1990)**, parents can effectively improve skills such as reading rate, comprehension or visual motor performance of children with special needs. Parents can also be used in correcting errors.

**Abramson et. al, (1983)** expressed their views that unfortunately, parents-participation levels tend to be low, because they tend to believe that they have very little to contribute.

**Cone, Delawyer & Wolfe (1985)** are of the views that mothers are more involved than fathers; parents also tend to become less involved as their children get older.
Brantlinger (1987), Cone et. al. (1985), Lynch & Stein (1987) have expressed their views that the incomplete understanding of educational issues, the low level of involvement of parents from diverse cultural background, lower income parents and parents with lower educational levels are troublesome.

Vaughn, Bos, Harrell & Lasky (1988) are of the views that even if parents participate, they tend to be too passive during planning conferences, asking too few questions and contributing little. (Quoted in Self Learning Material on NCFSE and Education of Special Focused Groups, Shukla: pp.90-91)

Davis & Watson (2001) argue that schools will be prevented from becoming fully inclusive until adults who control schools, take account of children's views of specific educational processes and until educational policy makers adopt a more nuanced multi level approach to inclusion. Children should be enabled to challenge the structural, cultural and individual conditions which create disability.

According to Priestley (1998) most researches with disabled children have been preoccupied with differentiating children on the basis of their impairments, measuring childrens bodies and minds against physical and cognitive norms.

Hargreaves (1967), Ball (1981) and Hargreaves (1989) say that in regard to non-disabled children, an interplay between structural issues within schools (e.g. streaming, time
tabling, staff/child ratios and wider economic consideration) and teachers' attitude act to limit disabled children's educational opportunities.

Clark, et. al. (1997) concluded that mainstream education is very often less segregated, rather than fully inclusive.

Davis & Watson ("Disability & Society" vol 16 (5), 2001, P. 685) findings concur with those of Leicester (1992), which suggest that a lack of resources and the attitudes of adults and other children create difficulties for children and prevent full inclusion in mainstream schools.

Bogdan and Taylor (1989) expressed their findings that friendship relations between pupils with special needs and professionals in their environment and friendship with other pupils of the class can be of great value.

Meijer, Pijd and Hegarty (1994) are of the views that inclusion should be based on the premise that children differ from each other and that these differences are fundamental to educational planning and provision.

2.20 STUDIES IN INDIA

Rane (1983) studied on "Integrated Education of Disabled Children : An Evaluation of the scheme of Integrated Education for handicapped children based on a study of the
working of the scheme in Maharashtra" His major findings are:

* Of the 103 disabled children in the sample, 58.3 percent were boys and 41.7 percent were girls in the age-range of 13 to 20 years.

* The disabled children under study had no problem of social relationships in the schools and they had happy school-experiences.

* A large majority of the parents / guardians found integrated education useful for their children.

* Most of the institution based beneficiaries belong to poor families in rural areas.

* The parents were reported to be unable to take the child home and continue his education there.

**Cowasji (1985)** studying on "The Effectiveness of Orientation Programmes for Teachers working in the Integrated Education for the Disabled children in Rajasthan" concluded as

* The headmasters of the selected schools had high qualifications, were experienced and were experts in the field of teaching.

* The academic and professional qualifications of the teachers were of the expected level and all of them were trained, they had adequate experience of teaching normal students as well as those covered by this scheme.

* The special reference rooms in these schools were in good conditions.
* The number of beneficiary boys belonging to scheduled classes was greater than that of those from scheduled tribes.

* Teachers maintained their diaries regularly in all the schools. The position of teaching-aids was not good and repairs were needed.

* Special activities were being run in all the schools and each school had a specific project.

* Written work helped in improving examination results.

* The teachers felt that the orientation helped in raising their standard and it was useful.

* Because of orientation, special activities like sewing and toy-making were introduced for the first time in school.

Pathak (1984) studied on "Disabled children in normal school" and concluded:

* Most of the disabled children came from families with poor economic backgrounds.

* The disabled children were somewhat reserved, emotionally stable, satisfactorily adjusted but low in scholastic ability, demanding and easily excitable, obedient, expedient, vigorous and not very tense.

* Over all adjustment was average. Emotional adjustment was good, social and educational adjustment were average.

* Sociometric status of disabled children was satisfactory. Only three students were isolates.
"Most of the children wanted to continue studies up to postgraduation. Teaching was the most preferred pursuit.

The few problems which disabled children faced were fear of the school, difficulty with classroom learning, dissatisfaction with teachers, ridicule by other children and inability to participate in curricular activities.

Singh and Prabha (1987) studied in a UNICEF sponsored topic "Evaluation of Integrated Educational Faculties for Physically Handicapped in the Schools of Bihar". Their main findings are:

- Physically handicapped students were well adjusted with their families but there was lack of communication between such students and their non-physically handicapped classmates. Resource teachers were not trying to bridge this gap.

- The schools had not taken advantage of the training facilities extended to them for the resource persons for the handicapped students.

- None of the schools had a separate resource room. Facilities like grants of books and stationery were not being availed of by some schools.

- The monitoring by the SCERT was indifferent. The allotment were received in the schools at the end of the session."
Mukhopadhyay and Sharma (1990) identifying teaching competencies specifically for integrated education of the disabled children found that

* The teachers had a positive attitude towards equal educational opportunities for disabled children in integrated classrooms.
* The male and female teachers did not differ in their perception of skills required for enhancing integration.

Muruganandam (1990) had indicated that the visually impaired children learned more science concepts when they were taught through the specially prepared teaching-learning materials.
* The learning package on science teaching for visually impaired children was found effective.

Rai (1991) studying on cooperation based learning strategies for disabled and non-disabled children in integrated settings concluded that
* The cooperative learning experiences promote a closure relationship between the disabled and the non-disabled. When learning situation are structured cooperatively and they work together, they interact in positive ways, feel supported and encouraged to achieve.

Sharma (1988) in her study mainstreaming the visually handicapped concluded that
* Loss of sight does not produce any special behaviour among the blind.

* Maladjustment in society, family and specially in schools and unsuitable school-settings are the most prominent factors which lead to academic retardation of the visually handicapped.

* After completing pre-primary or primary education at special institutions, emphasis should be laid on placing the visually handicapped in integrated educational settings.

Shrivastava and Afiah (1992) had concluded that

* Age had a significant influence on disability in reading language-writing and spelling.

* There was no significant difference between boys and girls in their disabilities in reading arithmetic, language and spelling but sex had a definite bearing on the writing disability of the learning disabled.

* The Hindus, Muslims and Christians did not differ significantly on five learning disabilities.

Verma (2001-02) in her evaluation study of IEDC concluded that the scheme of Integrated Education for Disabled children sponsored by Government of India has helped considerably in changing the attitude of teachers, teacher educators, educational administrators, parents and community.
2.3.0 SOME LESSONS FOR THE PRESENT STUDY

If we analyse the findings of researches conducted either in abroad or in India, we find very controversial and non-concluding results. For example, Barton (1992) concluded that generally teachers are not ready to accept children with disabilities in general schools but Bogdan and Taylor (1989) found that friendship relations between pupils with special needs and professionals in their environment and friendships with other pupils of the class can be of great value.

According to Maryam & White (1988) and Thurston & Dasta (1990) parents can effectively improve skills. They can be also used in correcting errors of children with special needs but Abramson et. al. (1983) concluded that parent's participation levels tend to be low, because they tend to believe that they have very little to contribute.

Controversial and non-concluding views still remain when Priestley (1998) says that most researches with disabled children have been pre-occupied with differentiating children on the basis of their impairments, measuring children's bodies and minds against physical and cognitive norms and Meijer, Pijl and Hegarty (1994) suggest that inclusion should be based on the premise that children differ from each other and these differences are fundamental to educational planning and provision.
Similarly, if we analyse the findings of researches conducted in India, we find that these researches are very specific, mostly concentrating on the evaluation of Integrated education of Disabled children. They, too, have mixed findings. Pathak (1984) found that the few problems which disabled children faced were fear of the school, difficulty with classroom learning, dissatisfaction with teachers, ridicule by other children and inability to participate in curricular activities but Rane (1983) is of the view that the disabled children under study had no problem of social relationships in the school and they have happy school-experiences.

Inconclusive, mixed and controversial findings of researches reviewed above, leave scope for further study on Inclusive Education / Integrated Education for disabled children. In this context, relevancy of the present study is obviously established.

There is considerable paucity of researches attempting the effectiveness of Inclusive Education in terms of well thought indicators of its successful implementation as it was attempted in the present study.

In short, the present study departs from the previous investigations in that:

* It attempts to study the effectiveness of Inclusive Education in terms of well suggested indicators of successful implementation of inclusive education. None of the researches reviewed above has included most of these indicators.
Since the last few years, all DPEP states of the country including new State Chhattisgarh have organised intensive training programmes of teachers, parents and officers who are involved in the implementation of new concept Inclusive Education for mainstreaming the disabled children. Especially in Chhattisgarh, these trainings are based on well prepared teacher-guides and suggestions given by apex bodies like NIEPA, Department of Education of Groups with Special Needs, NCERT, RIEs and others. The present study is a new attempt and has very relevant significance for further successful implementation of inclusive education.

Samples of schools and teachers and resource persons involved in the present study are selected from the whole State following the principle of Quota Sampling, very similar to proportionate stratified sampling. (Singh : 1997, pp.294-95).

Hence selected samples are very good representatives of the true populations under study.