CHAPTER-II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

Over the past decade a considerable amount of research has been conducted and many written policies were framed to change the views and philosophies of how the children with special needs are to be educated. Many organizations worldwide have taken the lead in playing a pivotal role in promoting inclusive education as part of human rights agenda that advocates the increase in participation of all learners in regular schools. In this chapter the investigator reviewed many studies, conducted in the area of inclusive education in different context, globally, regionally and locally with the purpose of finding the status of inclusive education in elementary schools, the challenges teachers encounter and the gains they made in the implementation of inclusive education.

Review of literature is an important aspect of any research report. It renders valuable clues to the investigator. In the words of Good ‘The keys to the vast store house of published literature may open doors to source of significant problems and explanatory hypothesis and provide helpful orientation for the definition of problem, background of problem procedure and comparative data interpretation of result.’

For the convenience, the literature reviewed related to this study is presented in two categories viz. ‘studies conducted in India’ and ‘studies conducted abroad’

2.2 STUDIES CONDUCTED ABROAD

Fuchs, D, Fuchs, L.S., Mathes, P.G. and Simmons, D.C. (1977) in their experimental study entitled, ‘Peer-assisted learning strategies: making classrooms more responsive to diversity’ on 120 students from 40 classrooms (grades 2–6) in 12 schools representing 3 districts explored the effectiveness of peer-assisted learning strategies , by comparing the
reading progress of three learner types (low-achieving with and without learning disabilities and average-achieving pupils) to corresponding controls using Comprehensive Reading Assessment Battery. Pre-treatment, post treatment and growth scores were measured. The sample consisted of 23 teacher and 112 student. Teachers completed questionnaires to express their views of the academic and social benefits of peer-assisted learning strategies (PALS), students were interviewed to explore student satisfaction.

Findings indicated that special students in peer-assisted learning strategy classrooms made significantly greater progress than their counterparts in No peer-assisted learning strategy classrooms across the three reading measures. Teachers believed peer-assisted learning strategy had positively affected their students' reading achievement and social skills. Peer-assisted learning strategy students expressed that the treatment had helped them to become better readers.

**Abraham, S., Stoker, R. G. (1984)** in their study entitled, ‘An evaluation of methods used to teach speech to the hearing impaired using a simulation technique’ took the following sample: hearing impairments; speech skills; simulation; cued speech; program effectiveness. In this study the effectiveness of syllable practice and word methods in teaching speech to severely hearing-impaired children was investigated with normal-hearing listeners. The effect of cued speech was evaluated for each teaching method. Results indicated that a syllable practice approach showed significantly higher average gains in acquisition of novel phonemes that did a whole word method.

**Toole, T. (1984)** in his study entitled ‘Retention of movement cues by visually impaired persons’ have taken the following sample: visual impairments; kinesthetic perception; visually handicapped mobility; college students; motor developments. In this study eleven visually impaired and 11 sighted college students were equally effective in using the kinesthetic system to retain distance and location cues, but visually impaired students were significantly more variable in movement reproduction than sighted students.
Carney, J. J. (1985) in his study entitled ‘Using sign language for teaching sight words’, has taken up the following sample: mild disability; sign language; sight vocabulary. In this study an approach that combines a signing or gestural component with an integrated approach to word learning- reading, listening, speaking, and writing- has been used successfully with mildly disabled children who demonstrate difficulty acquiring sight words through typical approaches.

Jenkins J.R., Jewell, M., Leicester, N., Jenkins, L. and Troutner, N.M. (1991) in their study, ‘Development of a school building model for educating students with handicaps and at-risk students in general education classrooms’ reported that cross-age tutoring programme failed to show effects on oral reading and basic academic skills (student achievement in math, written expression, spelling and reading measures) regardless of student type (regular, remedial, special education).

Fuchs, L.S., Fuchs, D., Hamlett, C.L., Phillips, N.B. and Bentz J. (1994) in their experimental study, ‘Class wide curriculum-based measurement: helping general educators meet the challenge of student diversity’ studied 40 general education teachers (Grades 2–5) which were randomly assigned to three treatments: (a) Curriculum-Based Measurement(CBM) with instructional recommendations, (b) CBM without instructional recommendations, and (c) a contrast group Observations and interviews were conducted to assess the accuracy with which CMB-teachers and students implemented treatments. Teachers’ overall satisfaction with CBM was high, regardless of treatment condition.

Kamps, D.M., Barbetta, P.M., Leonard, B.R. and Delquadri, J. (1994) in their experimental study entitled, ‘Class wide peer tutoring: an integration strategy to improve reading skills and promote peer interactions among students with autism and general education peers’ trained all the students on Classroom wide peer tutoring (CWPT) procedures as a supplement to baseline reading instruction. Each week students was assigned a tutoring partner and were then assigned either to the red or the blue tutoring team. Participants consisted of three male students with autism and their peers who were enrolled full-time in general education classrooms in three suburban elementary schools.
The findings indicated that class wide peer tutoring was an efficient and effective strategy for increasing the academic achievement and social interactions of students with autism and their nondisabled peers. Specifically, CWPT positively affected academic achievement for the majority of the students by increasing reading fluency, and correct responses to reading comprehension questions. Mixed results, however, were noted for error rates across conditions. An additional positive finding was that the occurrence of CWPT appeared to influence students socially by increasing the duration of social interaction time during unstructured free time activities immediately following sessions. Teachers strongly agreed that CWTP was easily implemented.

**Dailey, R.A. and Banerji, M. (1995)** in their study entitled, ‘A study of the effects of an inclusion model on students with specific learning disabilities’ found that

- students with specific learning disabilities made some academic and affective gains at a pace comparable to that of normal students
- Parent and teacher surveys indicated improved self-esteem and motivation in students with specific learning disabilities.
- Anecdotal data suggested reduced stigma for students with specific learning disabilities.

**Corcoran, B. (1995)** in his experimental study examined, ‘The integration of children with disabilities: A study of integration policies and practices’ in a sample of students from Dublin primary schools. The major findings of the study were:

- Very few parents were involved at classroom level;
- 68% of schools did not have a statement of policy on integration in their school plan; 53% of teachers had devised IEPs in respect of the students with SEN in their classes;
- Nearly 97% of teachers lacked professional training in teaching students with SEN;
16% of schools had been provided with specialized equipment/resources/materials.

47% of the SEN students did not have access to the services of professionals such as psychologists, physiotherapists, occupational therapists, speech and language therapists.

**Palombaro, M., Salisbury, C., Gallucci, C., and Peck, C. (1995)** examined ‘Strategies that promote social relations among elementary students with and without severe disabilities in inclusive schools’ using interviews of the focus groups. Five themes which represented categories of strategies that teachers used to influence the development of social relations between children with and without disabilities in inclusive schools are as follows:

- Co-operative grouping, collaborative problem-solving, by structuring time and opportunity, Peer tutoring and classroom roles helps in promoting active facilitation of social interactions.

- Willingness of teachers to release control for decisions to students and to value the insights that students brought to bear on classroom issues.

- Building community in the classroom: beyond their commitment to be inclusive, teachers intentionally worked to build a climate of concern for others.

- Modeling acceptance: teachers consistently reflected on the importance of modeling an attitude of acceptance for all children in their classrooms.

- Organizational influences: teachers spoke of many ways their work was supported by specific practices and policies within the school such as collaborative teaming, shared teaching responsibilities, innovative classroom organizational practices and assigning clusters of students from the prior year together.

**Slavin, R.E. and Stevens, R.J. (1995)** in their study ‘The cooperative elementary school: Effects on students’ achievement, attitudes, and social relation’ administered achievement test for total reading, total language, and total mathematics on 1,012 students in second
through sixth grades in five elementary schools of a suburban Maryland school district of California. The major findings of the study were-

- Academically handicapped students in co-operative elementary schools had significantly higher achievement in math computation, and math application, reading vocabulary, reading comprehension, language expression, in comparison with similar students in comparison schools.

- There were also better social relations in co-operative elementary schools. The handicapped students were more socially accepted by their non-handicapped peers then were similar students in traditional schools with pullout remedial programmes.

- The results also suggest that gifted students in heterogeneous co-operative learning classes had significantly higher achievement than their peers in enrichment programmes without co-operative learning.

Jaumann, O. and Riedinger, W. (1996) in their study entitled, ‘Inclusive education in the primary school’ report on classroom practice of inclusion in mainstream classes with children of different disabilities. It was found that inclusive education needs team teaching, co-operation with parents (parents of students with and without SEN), individualized weekly plans for every student and the regular change between teacher instruction for all students together, individualized self-learning situations and group work (projects).

Bennathan, M. (1997) in his study explored, ‘Effective intervention in primary schools: What nurture groups achieve’. It was found that the total environmental support afforded by nurture groups leads to positive learning, reduction in exclusion and suspension of pupils for unacceptable behaviour, and a reduction in referrals for formal multi-disciplinary assessment.

Wasilewska, T. and Iszatt, J. (1997) in his experimental study examined ‘Nurture groups: An early intervention model enabling vulnerable children with emotional and behavioural difficulties to integrate successfully into school’ reported that nurture groups
benefited the whole primary school as they represented a source of support for the whole staff, offered advice regarding assessment and ensured continuity for the pupils concerned. Pupils were reported to gain confidence and self-esteem which, in turn, enhanced their capacity to learn.

Palombaro, M. and Salisbury, C. L., Evans, I. (1997) examined one elementary school serving approximately 650 students with and without disabilities in grades K-4 of Johnson city in their case study entitled, ‘Collaborative problem-solving(CPS) to promote the inclusion of young children with significant disabilities in primary grades’. Field notes, observations, interviews were used for data collection. The major finding of the study were:

- The educators recommended CPS as an important strategy for promoting the physical, social and instructional inclusion of students with disabilities in their classroom.

- Social skills abilities developed in the students were identified as: develop concern for others, accept and value diversity, empowered to create change, work with others to solve problems, develop meaningful ways to include everyone, foster understanding and friendship.

- Students used creative thinking, perspective talking, advocacy, and communications skills to change classroom routines.

Preuss, L. U. (1998) in their quantitative study of ‘Inclusion and tolerance: Experiences of children inside and outside of integration settings’, used Questionnaire; socio metric measurement; feedback to the teachers to collect data from 600 students from 30 classes in 16 schools in Eastgerman Brandenburg, 252 parents of 15 classes; 63 teachers from 50 mainstreaming classes. The major findings of the study were:

- In all classes – integration or not – a good acceptance of inclusion is reported;

- in integration settings there is in general a significantly better social atmosphere;
Children with SEN have a good school motivation and teacher acceptance; also a good social integration in classes and in afternoon friendships (no differences between boys and girls).

Positive attitudes of parents are reported, even those who were anxious at the beginning of integration. High satisfaction by teachers in classes with integration.


The programme tested the intervention programme and the best practices proposed in the past few years by research studies in education for students at educational risk fully integrated into the classroom. Pre-test/post-test on reading, writing and mathematics was administered. Significant effects were found on writing scores for students at risk and on reading and mathematics scores for general education students. No significant treatment effects were found for students with learning disabilities.

Walker, D. Thomas, G. and Webb, J. (1998) in their study, ‘The making of the inclusive school’ charts the process of closing a special school and placing all the pupils in mainstream schools with support from staff previously employed in the special school. Interviews, documentary analysis, observation were used to collect data. Main findings with particular relevance to classroom practice were:

- those supporting individual pupils must have clear lines of management and work as a team with the class teacher;

- pupils were included by a range of classroom strategies: changing the arrangement of groups, adapting goals, changing the way in which instruction was delivered, using different materials, altering the format of the lesson and providing alternative tasks.
social relationships in inclusive classrooms were enhanced by: carefully structured joint activities, altered classroom layout and organization, opportunities for co-operation in class work, systems for facilitating peer co-operation (peer tutoring, budding systems, circles of friends etc.);

mainstream teachers benefit by on-going support and advice with including pupils with significant difficulties;

non-contact time needs to be available for joint planning between teachers, support assistants and coordinator;

IT can be a valuable resource for inclusion if used imaginatively.

Ainscow, M. and Giorgis, M. H. (1998) in their paper entitled ‘The education of children with special needs: Barriers and opportunities in Central and Eastern Europe.’ discussed children with disabilities and many others who experience difficulties in learning and are often marginalized within or even excluded from school systems. This paper considered the situation in countries of Central and Eastern Europe, examined particular developments that have occurred in recent years and how these compare with overall trends internationally. This analysis suggested certain barriers to progress, including attitudes within communities towards certain groups of children, traditional practices in the field of special education, and the effects of the depressed economic situation within the region. The paper concluded with a consideration of possible opportunities for improvements in provision and an outline of issues that need to be kept in mind.

Ainscow, M. (1999) in his study ‘Understanding the development of the inclusive schools.’ reckoned that barriers to participation can be identified if classroom teachers are encouraged to examine their practices carefully and systematically; consideration should be given to the most effective use of learning support assistants. Positive interdependence, individual accountability, face-to-face interaction, social skills are recommended for group work. Teachers within a school need to develop a ‘shared language’ in which to
discuss what is happening the classrooms and to articulate what is often intuitive and unconscious.

**Ramanathan, K. A., Zollers, J. N. and Yu, M. (1999)** examined ‘The relationship between school culture and inclusion: How an inclusive culture supports inclusive education’ This article presented a study of the culture of an urban elementary school that had succeeded in implementing and maintaining a model inclusion program. The authors found three underlying characteristics of the school's culture to be related to the success of its inclusion program: an inclusive leader, a broad vision of school community and shared language and values, which they argue combine to create what they term an inclusive school culture. The authors believed that fostering an inclusive culture within a school community can greatly contribute to the success of an inclusion program.

**Centre for the Study of Inclusion (CSIE) (2000)** examined the ‘Index for Inclusion’ and concluded that the desirable conditions for inclusive classrooms implied by the materials produced for school self-evaluation included the following:

- an induction programme to welcome new students to the school/classroom; this programme should be effective regardless of the time of a student’s entry to the school/class

- management and career structures for learning support assistants;

- focus on the student’s perspective;

- collaborative training for support assistants and teachers;

- attention to home-school communication;

- lessons are accessible to all students, develop an understanding of difference and are responsive to student diversity;

- students are actively involved in self learning and also learn collaboratively;

- evaluation encourages the achievement of all students;
❖ learning of all is ensured through homework
❖ students were encouraged to participate in activities outside the classroom;
❖ resources are shared to support inclusion;
❖ staff expertise was fully utilized;
❖ student difference were used as a resource for teaching and learning.

European Agency for Development in Special Needs Education (2001) in their report entitled ‘Inclusive education and effective classroom practices’ conducted an overview of the existing literature within the context of inclusive education in 15 countries including American studies. The project was undertaken with the following research questions:

❖ which groups of pupils with special education needs cause the most problems within mainstream settings?
❖ what are the major (educational) problems in countries concerning the issue of classroom practice within mainstream classrooms that include pupils with special education needs?
❖ what are the educational factors and practices that were found to be effective for inclusive education?

It was found that behaviour, emotional and/or social problems are mentioned by almost all countries as being the biggest challenge within the area of inclusion of pupils with special educational needs. This included problems relating to disaffection and problems related to unmotivated pupils. Within European mainstream classrooms managing differences or diversity in the classroom forms one of the biggest challenges and consternations when dealing with pupils with special educational needs. The report underline the finding that, in general, the development of pupils with special education needs is at least equal and sometimes better in mainstream settings compared to placement in separate special provision. The findings of the international literature
review, point to at least five groups of variables that appear to be effective for inclusive education. These are co-operative teaching/ team teaching/co-teaching, co-operative learning/peer tutoring, collaborative problem solving, individual planning and heterogeneous grouping/flexible instruction/differentiation.

**Mccomas, J., Pivik, J. and Laflamme, M. (2002)** in their study titled ‘Barriers and facilitators to inclusive education’ examined educational reform in inclusive schools in Ottawa, Canada. Purposive sampling was used to select 15 students with mobility limitations (9-15 years) and 12 parents from eight different schools in the Ottawa-Carleton area. The data was collected using focus group interview. Barriers to inclusive education identified across the eight schools by parents and students were (a) environmental barriers, (b) intentional attitudinal barriers, (c) unintentional attitudinal barriers, and (d) limitations inherent to the physical disability.

**Stevens, B., Everington, C. and Kocsis, K.S. (2002)** in their study entitled ‘What are the teachers doing to accommodate for special needs students in the classroom?’ surveyed forty two elementary teachers from a district implementing inclusive practice to establish a) if the frequency of curricular modifications made differ by type of student disability, b) if there is a difference in the frequency of curricular modifications made for special and typical students, and c) if a relationship existed between modifications made for special needs students and for typical students. The tool used for the study was Questionnaire; the data was analyzed using t-test, ANOVA, Pearson product moment correlation. Results indicated that teachers who are making modifications for special needs students are also making modifications for typical students. The type of disability does not differ the frequency of teachers’ curricular modifications; significantly more frequent modifications for special needs students is made; and that significant relationship exists between the frequency of modifications made for special and for typical students.

**Tauvinga, M. (2002)** researched on ‘A study of the attitude of primary school teachers in Harare, Zimbabwe, towards the inclusion of blind children in regular class.’ The ultimate aim of the study was to assess the acceptability of moves towards inclusive education in
mainstream Zimbabwe school. The study established that the majority of teachers have a negative attitude towards the inclusion of blind children in regular classes and those male and female teachers are equally rejected of the idea. It was difficult to promote inclusive practices in situation of mainstream classes were large and resources, including aids, support staff are rare.

Elkins, J., Kraayenoord, E. V. C. and Jobling, A. (2003) in their study entitled, ‘Parents’ attitudes to inclusion of their children with special needs’ used survey questionnaire to investigate the attitudes of 354 Australian parents who have disabled child attending school in Queensland. The children were in a range of classes, from special schools to schools where there was in-class help from a teacher aide or special teacher. Open ended questionnaire was used as a tool for data collection. The study reported that many parents favored inclusion, some would if additional resources were provided, and a small group of parents favored special placement. Limited number of negative attitudes to inclusion was reported by the parents, and though some parents thought that some need existed for in-service education about inclusion, this was not a widespread view.

Olson, M. J. (2003) in his study entitled, ‘Special education and general education teacher attitudes toward inclusion’ used researcher developed survey tool to collect data. Responses reported were tabulated in frequencies and percentages to arrive at the results.

Major findings of this study are:

The general education teachers agreed significantly more than special education teachers that;

- students with disabilities participate in classroom activities with their peers without disabilities,
- students with learning disabilities are able to participate productively in general education classroom learning activities,
The disabled children showed improvement in their social skills ability due to inclusion,

- students without disabilities accept their peers with disabilities, and

- students with learning and cognitive disabilities seem to adapt academically and behaviorally to inclusion.

The special education teachers agreed that the special education room should only be used as a resource when the general education teacher cannot satisfactorily meet the needs of the student with disabilities in their classroom. Majority of the teachers agreed that collaboration between the special education and general education teachers should be there for inclusion to be successful.

The study conducted by Anup, Sonoti and Mbarara, M.et.al. (2003) was carried out by senior staff from the special needs education division on the MOEs (Ministry of education and sports) assisted by a senior consultant in special needs education and the inclusive education. The findings from the study indicated that there is remarkable progress in the introduction and implementation of inclusive education in Uganda. The findings also indicated that learners and teachers in Uganda have a relatively positive attitude to the inclusion of learners with special educational needs.

Sakari (2003) worked on ‘A Study of attitudes of 1936 Zambian and Finish teachers towards inclusive education environment.’ Finish ordinary teachers were the most critical group on the subject of inclusion and the Finish special education felt that inclusive education enhance social justice. However, pursuit of inclusion in practice, specially the guarantee of good and effective education for all was seen as problematic compared to finish respondents. The Zambian respondents preferred a more segregated educational environment for children with different disabilities.

Tali, H. (2004) designed the study to examine and compare ‘British and Israeli teacher’s perception, expectations, and needs regarding the inclusion processes. The result pointed to similarities and difference in the teacher assessments of the factors that facilitate and
hamper the inclusion process. While British teachers focused on non-disabled students, teachers and the educational system as facilitating inclusion, Israeli teacher emphasized the role of included students and of teachers, as those who impede the process. Most teachers in both countries preferred that students receive academic support outside of their classrooms. British teachers emphasized the advantages of inclusion for the entire class. These findings suggested that although the teachers evaluated the inclusion process in different ways and tended to implement it in their school.

**Ainscow, M. (2004)** in his study entitled, ‘Developing inclusive education systems: what are the levers for change?’ determined the levers which may direct the systems in a more inclusive direction. It was found that school principles, community, education department, forms of evaluation, school development and review are the factors within schools that influence the development of thinking and practice, as well as widen contextual factors that may restrict such developments. It was argued that many of the barriers experienced by learners arose from the existing ways of thinking. Consequently, strategies for developing inclusive practices involved interruptions to thinking, in order to encourage an exploration of overlooked possibilities for moving practice forward.

**Papadopoulou, D., Kokaridas, D., Papanikolaou, Z. and Patsiaouras, A. (2004)** in their study entitled, ‘Attitudes of Greek physical education teachers toward inclusion of students with disabilities’ examined the attitudes of ninety three Greek physical education teachers working at different schools of Athens toward the inclusion of students with disabilities in regular education settings and compared the results with the findings of similar studies. Teacher integration attitudes questionnaire was used to assess scores for four factors: skills, benefits, acceptance and support. The results of the study confirmed that the attitudes of physical education teachers toward the inclusion of students with disabilities in their regular classes are related to the level of knowledge that the teachers believe they have for the special needs conditions. The participants expressed doubt about the success of inclusion, due to the lack of appropriate support services.
Azad (2006) studied ‘The attitude of head of schools, special teachers, pre-primary general teachers and primary level general teachers regarding inclusion of special educational needs and inclusive systems of education’. The sample consisted of 232 participants the people who responded to the questionnaire were 52 heads of schools, 42 special teachers, 16 pre-primary teachers and 122 primary level general teachers. The results indicated that 91% showed positive attitude, 6% negative attitude and only 3% could not easy anything about good or bad qualities of inclusive education program. According to them there is a need to establish proper relationship between special and general teachers.

Errol, D., Helen, H., Lawrence, I. and Clara, W. (2006) conducted a thorough review of the state of inclusion of student with disabilities in Haiti in their study entitled, ‘A study that investigated the attitudes of urban and rural teacher in Haiti towards inclusion’. Participants were administered the opinions relative to integration of student with disabilities instrument. The results indicated that teacher’s attitudes towards integration were not associated with year of teaching experience, education was positively associated with attitudes, and teacher in rural Haiti did not differ from teachers in urban Haiti. Other finding indicated that variables representing teacher cognition and beliefs were more important in predicting attitudes than variables related to the teacher actual experiences of teaching.

Forlin, C. , Sharma, U., Loreman, T. and Earle, C.(2006) in their study entitled, ‘Pre-service teachers’ attitudes, concerns and sentiments about inclusive education: An international comparison of the novice pre-service teachers’ investigated the nature of concerns and attitudes held by pre-service teachers regarding inclusive education and their degree of comfort on interaction with people with disabilities. Purposeful sample of pre-service teachers(N= 1060 ) enrolled in an undergraduate teacher preparation program at a teacher training institution in one of four international jurisdictions, namely, Western Australia; Victoria, Australia; Alberta, Canada; Hong Kong and Singapore was undertaken. Survey instrument was employed to collect data. Results indicated that majority of participants having average, poor or nil knowledge of disability acts or
policies that may impact on the education of such children in their jurisdiction. A significant difference was found in attitudes towards students with disabilities between the students in the eastern countries of Singapore and Hong Kong, and those in the western countries of Canada and Australia. The study also suggested that in most instances pre-service teachers have more positive attitudes towards people with disabilities and inclusion, and more confidence in implementing inclusive practice when they have had additional training and / or experience with people with disabilities.

Subban, P. and Sharma, U. (2006) in their study entitled, ‘Primary school teachers’ perceptions of inclusive education in Victoria’ investigated the relationship between particular demographic factors and teachers’ attitudes toward and concerns about inclusive education. Participants included 122 teachers from primary schools around Victoria. The attitude towards inclusive education scale, and the Concerns about inclusive education scale, were utilized to determine participants’ attitudes and their level of concern about the inclusion of students with disabilities into mainstream settings. Participants who had undertaken training in special education were found to hold more positive attitudes and reported to experience lower levels of concern, about implementing inclusive education. In addition, participants having a family member with a disability, and those who possessed some knowledge of the Disability Discrimination Act (1992) exhibited more positive attitudes toward including students with disabilities, while participants with a close friend with a disability and those who felt more confident about their roles as inclusive educators experienced fewer concerns about implementing inclusive education.

Gojkovic, D., Kalyva, E. and Tsakiris, V. (2007) in their study entitled, ‘Serbian teachers’ attitudes towards inclusion’ investigated the attitudes of 72 Serbian teachers towards the inclusion of children with special educational needs (SEN) in mainstream schools in relation to the effectiveness of changes that were implemented recently in Serbia regarding the educational rights and needs of children with SEN.
‘My thinking about inclusion questionnaire’ was used as a tool to collect data. The study reported that Serbian teachers with experience in teaching children with special education needs held more positive attitudes towards inclusion as compared to teachers without such experience who held slightly negative attitudes towards the inclusion of children with special education needs. Teaching experience did not affect the teachers’ attitudes towards inclusion.

Mdikana, A., Ntshangase, S. and Mayekiso, T. (2007) in their exploratory study investigated ‘Pre-service educators’ attitudes towards inclusive education’. Convenient sampling design was employed to select 22 students of Johannesburg studying in the final year the Post Graduate Certificate in Education, B. (Phys. Ed) and B.A (Ed) program of the University of the Witwatersrand. A questionnaire developed by Choles (1997) was adapted to record the responses of the research respondents. Descriptive statistics was used to analyze data. The study reported that the participants were having positive attitudes toward inclusive education. The paper advocated community mobilization and advocacy work for making the public, educators, learners and parents aware about the concept of inclusive education.

Raver, A. S. (2007) in his qualitative study entitled, ‘The emergence of inclusion for students with disabilities in Ukraine’ identified government policies, funding, public negative public sentiment and instructional procedures as key factors for non implementation of inclusive education.

Shelfo, L. K. (2007) in her study titled, ‘The status of inclusive education in Maryland School Band and Orchestra Programs’ conducted an on line survey to collect data. The data was analyzed using the graduate version of SPSS 15.0 software. The results of this study revealed discrepancies in the delivery of instruction to special learners included in band and orchestra classes, conflicting attitudes toward inclusion, specific disabilities and insufficient preparation on working with special populations for the instrumental music teacher.
Ajuwon, M. P. (2008) in his study entitled, ‘Inclusive education for students with disabilities in Nigeria: Benefits, challenges and policy implications’ conferred that in the midst of a major reform in Nigerian education system, which propagated the policy to include students with special needs in regular classrooms. The study suggested that to ensure long-lasting success, there was a need to eradicate all forms of superstitious, beliefs about disabilities that have repressed the involvement with people with disabilities in education and the community. The paper emphasised on the need of proper documentation of children and youth with disabilities for effective programming, proper deployment of available trained special educators at primary and secondary school levels. The paper reinforced that it is not sufficient for government officials to merely endorse international protocols of special needs education that have not been adequately researched or tested in developing countries but recommended that for successful implementation of inclusive education developing positive attitudes toward disability, identify the scope of children and youth with challenges, Conducting comprehensive, methodologically-sound research into effects of inclusion, determine the efficacy of inclusion on general education students and their teachers, applying the principle of universal design to school building, curriculum and pedagogy, creating a culturally-responsive school environment and extending inclusion to the community is important. The bottom line for students with disabilities should be equitable access to opportunities that will guarantee successful outcomes in employment, education, and community integration.

Naicker, J. and Hed, J. P. (2008) in their study entitled, ‘Educators' preparedness for inclusive education’ conducted an empirical survey to focus on educators who had the skills, knowledge, attitudes, training and access to support structures to ensure successful inclusion of learners with special education needs (LSEN) in mainstream classes. A structured questionnaire, constructed by the researcher, along with the literature study was used as a means to obtain a database from 120 educators. It was found that effective preparedness of educators was one of the determinants for the success of inclusive education. Educators need to be prepared:
❖ to engage in a positive relationship with the LSEN

❖ to be positive in terms of their attitudes, opinions, beliefs, paradigms and perspectives towards learner with special needs and inclusive education

❖ In-service training was found to be lacking to empower teachers with the necessary knowledge, skills and competencies required to teach in an inclusive class

❖ They need adequate support from principals, colleagues, remedial educators, special educators, school-based support teams and district support teams, to respond to the challenges that present themselves in an inclusive class.

❖ Educators need to be emotionally prepared to alleviate anxiety, fears and concerns associated with including learner with special needs in the mainstream class

Weweldenige, A. (2008) in his paper entitled, ‘Holistic approach to develop a barrier free environment for people with disabilities in Sri Lanka’ had taken up the people with disabilities as a sample. Main objective of the study was to assess the appropriateness and impact of the approaches adapted by government to increase mobility of people with disabilities in rural areas. It concluded that establishment of partnership among government officials, policy makers, development practitioners, researchers, donor agencies and community is vital in achieving overall objective of making barrier free environments.

Pijl, J. S. and Frissen, A. H. (2009) in their study titled, ‘What policymakers can do to make education inclusive’ analyzed via literature study how, if at all, policymakers can bring about changes in schools. Specific steering concepts of policymakers, whose interventions seem to address schools as ‘machine’ bureaucracies, while in fact they are professional ones, force schools to create the illusion they have adapted to include students with special needs. Schools and teachers themselves must be the driving forces of change.
UNESCO (2009) in their policy guidelines on inclusion in education, observed guidelines, explained the relevance of inclusive education and described the link of inclusion to ‘Education for All’. They outlined the key elements in the shift towards inclusion with a particular focus on teaching for inclusion and the role of educators, teachers, non-teaching support staff, parents and communities. It also suggested some simple tools for policy-makers and education planners for analysis of education plans in view of inclusive education.

The guidelines aimed to assist countries in strengthening the focus on inclusion in their strategies and plans for education, to introduce the broadened concept of inclusive education and to highlight the areas that need particular attention to promote inclusive education and strengthen policy development. It also suggested the ways in which barriers to inclusion can be reduced which are as follows:

- Performing local situation analyses on the issue, available resources and their utilisation in support of inclusion and inclusive education
- Mobilising opinion of everybody on the right to education
- Building consensus for the concepts of inclusive and quality education
- Reforming legislation to support inclusive education in line with international, declarations conventions and recommendations
- Support localized capacity-building to promote development towards inclusive education
- Developing ways to assess the impact of inclusive and quality education
- Developing mechanisms to identify children out of school and find ways to help them enter school and their retention
- Helping teachers to comprehend their role in education and making them to realize that inclusion in the classroom is an opportunity, not a problem.
The paper identified the following as the major concerns and concrete areas of action:

- Attitudinal changes and policy development – through clarifying inclusive education, regional and national advocacy and dialogue, making sustainable socioeconomic policies and the use of an integral multi-sectoral and collaborative approach

- Ensuring inclusion through early identification of disabilities and their care and promoting their education by early interventions

- Making curricular changes for cohesive transition and articulation, making the curriculum less academic, developing opportunities for formal and informal education and encouraging multiple stakeholders to participate in curriculum design.

- Ensuring quality teachers and teacher education – through better teacher-education programs, training of all education professionals, and improving the teachers’ welfare

- Resources and legislation – incorporate notions of inclusive education national legislation, sign, ratify and domesticate international conventions, and make equitable, transparent, accountable and efficient budgetary allocations for inclusive education.

Implications suggested are providing required supports to the teachers which include professional training, assistance, reduction of workload, and ratio of adults per children in the classroom.

**Andrews, A. A. and Frankel, E. (2010)** in their qualitative study, ‘Inclusive education in Guyana: A Call for change’ examined children with special needs from the perspectives of teachers, policy makers, and parents. Purposive sampling was used to collect data from a sample of twenty two participants. The study used grounded theory for the collection and analysis of data. From the study the four themes which surfaced as
the potential barriers which surfaced in four themes emerged from the data as potential barriers to implementing inclusive education in Guyana: attitudes and perceptions toward those with special needs, change agents, resources, and experiences with children with special needs. This study identified interrelating relationships between the core phenomenon (i.e., attitudes toward those with special needs), and the other conditions (i.e., change agents, resources, and experiences with children with special needs) necessary for successful inclusion stimulates strategies or actions. These lead to consequences, which prevent sustainable and successful inclusive education within Guyana.

The study recommended that transformation among the societal beliefs and attitudes will support transformation among the educational system (e.g., policy development, accessibility and allocation of funds, securing of inclusion advocates, ensuring adequate special needs teacher training, proliferation of inclusion philosophies and shared commitments throughout schools.

Odell, T. (2010) in his article entitled, ‘Not your average childhood: Lived experience of children with physical disabilities’ raised in Bloorview Hospital, Home and School from 1960 to 1989’. In this study sixteen adults with physical disabilities were taken as a sample who participated in this emancipatory research study to document their recollection of institutionalization in Toronto’s Bloorview Hospital, home and school between 1960 and 1989. This study suggested that: there were two distinct cohorts of residents, with the latter group having a relatively more positive experience; residents operationalized a hierarchy among themselves; residents experienced emotional, physical and sexual abuse while in residence; peer relationships were valued, both within and outside the institution; residents found creative ways to be rebellious; reprisals took the form of physical abuse related to disability; most residents had difficulty expressing their sexuality; family relationships were highly valued by residents; therapeutic interventions were not valued; recreational programs were highly valued by residents and contributed to self-esteem; and educational experiences were highly valued, but deemed inadequate.
Respondents, in retrospect, supported an ongoing role for institutions as a resource for technology and for fostering independence.

Charema, J. (2010) in the qualitative study entitled, ‘Inclusive education in developing countries in the Sub Saharan Africa: From theory to practice’ discussed on constraints experienced by developing countries in relation to the demands of inclusion, implications for integration and special schools as well as teacher training. Human differences, learning differences recognize and responded to the diverse needs of their students by the school, improved the efficiency and ultimately the cost effectiveness of the entire education system, law or policy for inclusive education, are some of the major challenges that developing countries face in implementing inclusive education. The study suggested that inclusion is about attitudes, values and beliefs and political will. It recommended change of attitudes, change of values, change of teacher training programmes and change of school systems for successful implementation of inclusion. It advocated that there is need for change of mindset such that the society at large and the school in particular cultivate norms that include pupils with special needs both in society and at school. It pointed out that even communities need to plan buildings, accommodation, roads and sporting facilities accommodating the needs of people with special needs and schools need to adapt their facilities in order to easy the movement and operational activities for children with special needs.

Chhabra, S., Srivastava, R. and Srivastava, I. (2010) examined the ‘Inclusive Education in Botswana: The Perceptions of School Teachers. The purpose of this study was to identify the attitudes and concerns of teachers toward the inclusion of students with disabilities in the general classroom. The findings indicated that teachers in Botswana have somewhat negative attitudes with some concern about inclusive education. Significant correlation was observed between attitudes and concerns (r = 0.323). The results also revealed that many regular teachers feel unprepared and fearful to work with learners with disabilities in regular classes and so display frustration, anger, and negative attitudes toward inclusive education because they believe that it could lead to lower academic standards.

(1) The importance of preschool teachers' attitudes as the human environment factor that may facilitate inclusion of children with disability; and

(2) Teachers’ major concerns about environmental accommodations that inclusion implies.

Fifty-three preschool teachers from Northern Israel participated in the study. Three questionnaires served to investigate the teachers' attitudes and requirements for environmental accommodations. These questionnaires consisted of a demographic questionnaire, the attitudes toward disabled persons scale, and the environmental accommodations of school.

Analyses were performed with SPSS 14. Independent t-tests were performed to examine the significance of differences in teachers’ attitudes and perceptions of requirements for accommodations according to their personal characteristics and work conditions. Pearson test served to analyze correlations between independent variables such as teacher's characteristics and attitudes towards people with disabilities; and between these independent variables and teachers' perception of requirements for accommodations. MANOVA was used to distinguish teachers according to three different kinds of past experience with people with disabilities, and their various attitudes towards inclusion of children with disabilities.

The results suggested that while inaccessible environments might limit children's participation, potential solutions are not always implemented due to negative attitudes and environmental factors. These, which may erect specific barriers to inclusion, included lack of direct support for the student and lack of indirect support for the teacher by the school and the general education system.
Kilanowski, P. L., Foote, J. ,Chandra, R. and Vince, J. (2010) in their survey study entitled, ‘Inclusion classrooms and teachers: A survey of current practices’ investigated the current state of inclusion practices in general education classrooms via survey of 71 inclusion teachers currently serving as special educators across the state of New York. Specifically, small group instruction, co-teaching, one-to-one instruction, and planning support are explored in relationship to class size, number of students with disabilities, and severity of disability. The qualifications, strengths, and professional development experiences of inclusion teachers based on their reported years of teaching experience, preparatory course work, and professional development opportunities were examined. Finally, information on common forms of assistance including consultant special education teachers, teacher assistants, and classroom volunteers were documented. Quantitative analysis of survey responses indicated great variability among the inclusion practices employed in general education classrooms. Co-teaching, though frequently cited as the most beneficial model of inclusive practice, emerged as the least documented method of instruction, with the utilization of consultant teacher models emerging as the most prevalent. Endorsement of the use volunteer support was found to be the second most common support mechanism employed within inclusive classrooms. Few differences in the types of supports employed were found across population densities. Findings highlighted the heterogeneity of current inclusion practices, and bear implications in terms of future research examining the qualifications of support staff assisting students with special needs, such as volunteers, and the overall efficacy of inclusion practices in general.

Miles, S. and Singal, N. (2010) in their study entitled, ‘The education for all and inclusive education debate: Conflict, contradiction or opportunity’ challenged some of the rhetoric, but also highlighted the opportunities created by the current international interest in, and apparent commitment to, delivering quality education for all children. The paper argued for greater collaboration and synergy between these currently parallel initiatives, and suggested ways in which practitioners and policy makers can develop more sustainable, and context appropriate, policies and practices.
Rydstrom, H. (2010) in the study titled, ‘Inclusive education of disabled girls and boys in Vietnam’ examined the inclusive education strategy in Vietnam and the extent to which it facilitated learning in students with disabilities. After the introduction of the renewal policy in 1986, Vietnamese society went through a period of rapid transformation, including the educational sector. Debates on teaching means, curricula, learning, and the inclusion of children with disabilities in public school classes increasingly became a focus of concern. Supported by international aid organizations, the Vietnamese government initiated the implementation of an ‘inclusive education’ program which aims at mainstreaming the public school system in order to include all students regardless of disabilities. Even though the partners involved in the introduction of the inclusive education program into Vietnam usually refer to it as a success, data indicate that the program tends to amplify already identified problems in the public educational system mainly caused by overloaded and abstract curricula and a pervasive rote-learning tradition. Disabled girls, in particular are susceptible to pedagogical setbacks in the public school system.

Wah, L. L. (2010) in his study entitled, ‘Different strategies for embracing inclusive education: A snap shot of individual cases from three countries teachers’ provided a snapshot into how three individual schools from three different countries practice inclusive education. In the case of the UK primary school, inclusive practices were focused on the provision of external resources and expertise to supplement instruction in the classroom. In the Netherlands, the focus on teacher change through change of attitude and in-service development of skills. The third case, a Malaysian case, highlighted the discrete relationship between special educators and regular teachers in providing inclusive education in their school. The research evidence showed that strategies to promote inclusive education is dependent on the current strengths and needs of organizations. Each of these organizations embraced inclusive education by capitalizing on their own strengths. It is proposed that inclusive education be interpreted based on situational contexts and should be broad enough to encompass a continuum of needs. The implication of this is that inclusion is an ongoing developmental process whereby all
organizations can continue to develop towards greater inclusion whatever is its present state.

**Alquraini, T.** (2011) in his study entitled ‘Special education in Saudi Arabia: Challenges, perspectives, future possibilities’ examined the perspectives of teachers regarding general education setting for students with disabilities in Saudi Arabia by reviewing a number of research studies. He suggested that teachers are influential in determining students’ inclusion in general classrooms it emphasizes on the role teachers can play in promoting successful inclusion for students. It is suggested that the best way to change perspectives of the teachers is by being more supportive of these students in a general education setting. Finally, it suggested that the schools should consider providing related services in support of their IEP’s, particularly occupational, physical, and speech-language therapy.

**Armstrong Derrick, Armstrong Cheryl Ann and Spandagou Ilektra** (2011) in their qualitative study entitled ‘Inclusion: by choice or by chance?’ examined inclusion within and across educational systems and its problematic implementation both in the countries of the North and of the South. It suggested that the perception of inclusive education is different in different countries. In the countries of the North, despite the differences in the ways that inclusion is defined, its effectiveness is closely related to managing students by minimizing disruption in regular classrooms and by regulating ‘failure’ within the education systems. In the countries of the South, the meaning of inclusive education is situated by post-colonial social identities and policies for economic development that are frequently generated and financed by international organizations.

The paper identified the problems in the implementation of Education for all (EFA) are economic disparity between countries; cultural imperialism which means that countries of the North dictate the pace and direction to countries of the South; a lack of political will at a global level to do what is right in terms of equitable distribution of resources; and a lack of political will at country levels.
The paper observed that it is very easy for member countries of the UN to verbally express commitment to the concept of EFA. It is altogether another matter as to whether EFA is a realistic and achievable goal for post-colonial societies that find themselves locked into a spiral of indebtedness to international lending agencies. Action Plans need to be a part of a national plan for sustainable development and should be backed by financial resources linked to sustainable sources of income to make EFA a success.

**Berhanu, G. (2011)** in her paper entitled, ‘Inclusive education in Sweden: Responses, challenges, and prospects’ maps out the challenges and responses to inclusive education in Sweden from a cultural/historical point of view. Core concepts that have bearing on inclusive education practices were discussed. As the current Swedish political and educational discourses reflect contradictions and dilemmas among varied dimensions of the educational arena, the analysis had been conceptualized in terms of the assumption that policy and practice decisions involve dilemmas. Swedish social welfare/educational policy had traditionally been underpinned by a strong philosophy of universalism, equal entitlements of citizenship, comprehensiveness, and solidarity as an instrument to promote social inclusion and equality of resources. Within the past decades, however, Sweden had undergone a dramatic transformation. The changes were framed within neoliberal philosophies such as devolution, market solutions, competition, effectively, and standardization, coupled with a proliferation of individual/parent choices for independent schools, all of which potentially work against the valuing of diversity, equity and inclusion. Marginalization and segregation of socially disadvantaged and ethnic minority groups had increased. Result and resource differences have widened among schools and municipalities and among pupils. Those early educational policies, included the macro political agenda focused on the social welfare model, had helped to diminish the effects of differential social, cultural, and economic background on outcomes. This had come under threat. The paper suggested that there is still some hope, however, of mitigating the situation through varied social and educational measures combined with an effective monitoring system and a stronger partnership and transparent working relationship between the central and local government systems.
Glazzard, J. (2011) in his study entitled, ‘Perceptions of the barriers to effective inclusion in one primary school: Voices of teachers and teaching assistants’ examined the barriers to inclusion in one primary school in the north of England. Qualitative data was collected from teachers and teaching assistants through the use of a focus group interview. The evidence suggested that practices within the school were varied and ranged from highly inclusive to highly exclusive. Some teachers worked in good faith to develop effective inclusion for learners with special educational needs. Conversely, other teachers displayed negative attitudes towards these pupils and this impacted negatively on the school’s commitment to inclusion. Attitudinal barriers, Lack of funding, resources and training were identified as key barriers to inclusion. Parental resistance to inclusion was also evident within the context of this school and there was a strong feeling that the inclusion agenda was problematic in the context of the standards agenda. The study recommended that policy change is necessary to break down these barriers and practitioners on the ground need to be empowered to embrace alternative pedagogies.

Hulgina, M. K. and Drake M. B. (2011) in their study entitled, ‘Inclusive education and the no child left behind act: Resisting entrenchment’ examined inclusive education in view of the current US policy climate. The no child left behind act provided the opportunity to examine dominant social forces and the underlying theories of mechanism and positivism that run counter to a constructivist approach to inclusive education. The incompatibility of these theories was explored in terms of four factors that influence efforts to implement change: images of teaching and learning, images of organization, approaches to policy and organizational characteristics. This framework provided a means of clarifying and working to restore the movement towards inclusive education within local schools and communities.

Obiakor, E. F. and Offor, T. F. (2011) in their study entitled, ‘Special education provision in Nigeria: Analyzing contexts, problems, and prospects’ examined the pre-colonial and British colonial influence on Nigeria’s education. The paper expressed that Nigeria is a multi-ethnic nation with each tribe teaching and living its own culture to influence attitude of tribal members regarding persons with disabilities. There is no
homogenous Nigerian cultural attitude toward anything; with an apparent intrusion of the European culture in all aspects of activities. Nigerians see disability as (a) a curse on the family or the wider community for offenses against God or the gods, (b) an anger of the ancestors or ancestral gods for neglect or breach of promises, (c) a punishment of the child for offenses committed in the previous incarnation, (d) a punishment for a parent’s misdemeanor, (e) a way to know a potential evil person curtailed by the gods, (f) a punishment for offenses against the laws of the land or breaches of custom, and (g) a wicked act of witches and wizards.

Nigeria had recognized the importance of special education for its citizens with disabilities by publishing laudable policies for special education (Universal Basic Education Commission, 2008). The paper suggested that for building cultural bridges, the government must be willing to provide the necessary funding that will make implementation of the laudable ideas a reality. The paper identified that the negative attitudes toward persons with disabilities in Nigeria are due to the lack of parental involvement in the education of their children moreover many parents are insufficiently informed and aware of the role of special education in equalizing educational opportunities for their children with disabilities. The paper concluded that lack of implementation of special education can be attributed partly to the lack of funding, lack of educational philosophy, high illiteracy rate, and lack of political will. It suggests that Nigerian government needs to enact laws and policies to guide the proper implementation of special education, instituting a national commission for persons with disabilities and public enlightenment. It strongly recommended that individuals and private sectors must be encouraged to educate parents and the public about different disabilities and what they entail so as to transform public attitudes towards persons with disabilities.

Wangechi M. N. (2011) in their study ‘Challenges of implementing inclusive education for urban refugees in primary schools within Eastleigh, Nairobi and Kenya’ used descriptive survey design. The sample comprised of all the 238 teachers, the 7 head-teachers and the TAC Tutor in the zone totaling to 245 respondents. The study used questionnaires as the research instrument for data collection. These were administered to
the teachers and the head-teachers. Data was analyzed by the use of qualitative and quantitative techniques while the results were presented in frequency tables. Data revealed that several teacher factors affected the implementation of inclusive education for refugee children in primary schools in Eastleigh Nairobi. It was also revealed that teachers faced difficulties in handling refugee children especially because of the language barrier, lack of training, lack of awareness about the concept of inclusive education and absence of resource teacher support. The study also revealed that classrooms were not refugee learner friendly. Cultural issues hindered refugee pupils’ full integration in the school.

Ananti, M. Nisreenand, A. A. (2012) in their descriptive study entitled, ‘Including students with disabilities in UAE schools: A Descriptive Study’ described the current practices that shape the nature of inclusive education in UAE schools from the teachers’ perspective. A bilingual Arabic-English questionnaire was developed to target teachers in 26 public and private schools in the UAE. The results drawn from this questionnaire indicated that a variety of public and private organizations under the umbrella of the UAE ministry of education are committed to secure the complete participation of students having special needs in mainstream schools. Teachers’ dissatisfaction was due to a lack of qualified special education professionals to deal with students with disabilities, a lack of proper training for teachers in mainstream classrooms, a lack of knowledge about inclusion among senior-level administrators, a lack of financial support for resources and services specifically in private schools, and a lack of society awareness of the inclusion issues that students with and without disabilities may face in inclusive settings.

Mukhopadhyay, S. , Nenty, H. J. and Abosi, O. (2012) conducted a qualitative case study entitled ‘Inclusive education for learners with disabilities in Botswana primary schools’. The study described the experiences of key stakeholders about the inclusion of learners with disabilities in regular schools in the South Central Region of Botswana. Multiple stakeholders, such as school-heads, general education teachers, learners with disabilities, and their peers, from six elementary schools participated in this research. The
data collection methods included focus group discussions, school and classroom observations, and document analysis. Findings indicated that most of the teachers preferred to include learners with mild disabling conditions compared with learners with severe to profound disabling conditions. School-heads raised concerns such as inadequate training in special education, lack of resources, and high student–teacher ratio as barriers to successful implementation of inclusive education. In contrast to this, the students’ peers expressed high levels of acceptance of learners with disabilities.

Mwaura, J. W. (2012) through his unpublished thesis entitled, ‘Factors affecting the implementation of inclusive education policy of children with special needs in public primary schools in Kikuyu division, Kiambu district’ sought to identify the factors that affected the implementation of the inclusive education policy of children with special needs in public and primary schools in Kikuyu division.

The study was a descriptive study adopting an ex-post facto design. The respondents of study were sixty teachers from thirty schools sampled through stratified random sampling from the four educational zones in Kikuyu division. Interviews were conducted for the head teachers while the teachers were required to complete a questionnaire to find the level of preparedness and availability of the necessary resources and support services in inclusive school investigated the level of awareness of the teachers.

From the analyzed data, the study revealed that the school setting needed to be adopted to accommodate children with special needs, the curriculum also needs to be adapted for the various handicapping conditions, teachers need to be sufficiently prepared as very few are presently ready to teach children with special needs, the training of teachers and the development of an accommodative curriculum was also the need of the hour. Sufficient learning resources and support services for children with special needs need to be made available as well as legal and policy frameworks being put in place to allow for its sustenance. The study also revealed a profound reluctance by the head teachers to commit the available scarce resources in improving the welfare of children with special needs. This emanated from lack of clear guidelines on what needs to be done at school level to allow for inclusion.
Sagahutu, B. J., Malachie, T. and Struthers, P. (2013) in their study entitled, ‘Physical environmental barriers to school attendance among children with disabilities in two community based rehabilitation centers in Rwanda’. The aim of this study was to identify the physical environment barriers to school attendance by children with disabilities in two community based rehabilitation (CBR) centre in Rwanda. A quantitative, cross-sectional, descriptive study was conducted to identify barriers to school attendance. The data was analyzed using SPSS. The result of the study revealed that more than 90% of children with disabilities in developing countries do not attend schools. Children with disabilities either do not receive any education or, if they do, it is often inappropriate. It was found that the long distance from home to the nearest school, and the status of the school physical environment were the major barriers to school attendance. The study recommended strengthening existing measures to make a conducive physical environment would enhance school attendance among children with disabilities and subsequently the overall inclusive education.

Kabiaru, R. N. (2013) in their project, ‘Analysis of the roles of school management committees in the implementation of inclusive education in public primary schools in Kasarani District, Kenya’ conducted simple random sampling to get the sample size of 175 teachers, 375 pupils and 125 school management committee members making a total of 675 respondents. Questionnaires for head teachers, teachers, pupils and interview schedule from school management committee members were used in data collection. Descriptive statistics were used to analyze data. The findings of the study were that the school management committee’s role of procurement of teaching and learning resources was positively impacting on the implementation of inclusive education. The school management committee in Kenya is the legal trustee of the school. Majority of the head teachers stated that they had facilitated training for their schools’ school management committee members which enabled them carry out their duties effectively and efficiently. Majority of the school management committee members had been trained in the mobilization of school funds. School management committees’ were mobilizing parents
and community on sourcing for funds from project donors on the implementation of inclusive education. The sources of funds included: government free primary education grants, parents’ contributions, NGOs and from well wishers. The school management committees played its role of establishing proper communication channels to teachers and parents on implementation of inclusive education. Open communication channels enhanced free interaction among school management committee members, teachers, pupils and the community.

**Chireshe, R. (2013)** in his study, ‘The state of inclusive education in Zimbabwe: Bachelor of Education (Special Needs Education) Students’ Perceptions’ sought to establish the current state of inclusive education in Zimbabwe. The study focused on the perceived gains of inclusive education, challenges in its implementation and how the challenges could be addressed. A survey design which was fundamentally qualitative in nature was used. Forty-two Bachelor of Education (Special Needs Education) purposefully selected students from Great Zimbabwe University participated in the study. The data were collected using an open ended questionnaire and were content analyzed. The results revealed that the participants faced challenged due to lack of specific policy on inclusive education; scarcity of resources such as special needs education trained teachers and assistive devices; existence of negative attitudes among some stakeholders and lack of understanding of the meaning of inclusive education. The participants suggested several ways to address some of the above challenges. These included enacting a specific policy on inclusive education, training more teachers in special needs education, implementing more community awareness programmes, having itinerant specialist teachers, sufficient funding of the education system as a whole and availing more resources for inclusion.

**Nayangoti A. (2014)** investigated the, ‘Institutional factors influencing implementation of inclusive education in public primary schools in Rigoma Division, Nyamira County, Kenya’. The aim of the study was to investigate the institutional factors influencing effective implementation of inclusive education in public primary schools in Rigoma
division, Nyamira County. Five research objectives were formulated to guide the study. The research objectives sought to establish how physical facilities, professional qualifications of teachers, adequacy of learning, teaching resources methods of instruction and support services influence implementation of inclusive education in public primary schools. The study used the descriptive survey design. The sample comprised of 12 head teachers, 96 teachers and 180 pupils. Questionnaires and observation check list were used to get the information. Findings revealed that physical facilities influenced the implementation in inclusive education in public primary schools. Schools did not have adapted toilets, walkers/ crutches and swings playground ramps on doorways, spacious rooms and also lacked adapted desks and wheel chairs that were needed to cater for special cases in their school. It was also concluded that head teachers and teachers had not been trained in handling special needs children which had a negative effect on the implementation of the inclusive education. It was also found that teaching learning materials were not available, instructional methods content delivery was not enough. It was also established that quality assurance officers from the Ministry of Education were not supportive on improving inclusive education.

Based on the findings, it was recommended that the government should put in place physical facilities that structured to accommodate learners with special needs to facilitate implementation of inclusive education in public primary schools. It was also recommended that teachers should be trained so that they are able to handle learners with special needs to effective implementation of inclusive education. That the government should provide adequate learning and teaching resources that facilitates the implementation of inclusive education, in public primary schools. It was also recommended that teachers should adapt a range of methods that will assist all kinds of learners to be on task and minimize interruptions.

Kogei Joseph Kipkosgeiin (2014), in his unpublished thesis entitled, ‘Factors influencing enrolment of learners with disabilities in an inclusive education in primary schools in Nandi South District Kenya’ determined how physical facilities were structured to accommodate learners with special needs, determine sufficiency of teaching and learning
resources, teacher preparedness to handle learners with disability, relevancy of curriculum to meet needs, aspirations and expectations of special learners and to determine adequacy of available funds in financing special needs education. The study used descriptive survey research design and data was gathered using two questionnaires from 44 head teachers and 306 teachers. The data was analyzed using descriptive statistics. It was found that absence of structured physical facilities, insufficient teaching learning resources, lack of trained teachers and absence of support from the resource teacher and management leads to poor status of inclusion. The recommendations were government should allocate more funds, the physical facilities need to be structured, TSC should recruit more trained teachers and the curriculum should be structured according to the needs of the special learners.

2.3 STUDIES CONDUCTED IN INDIA

Mani (2000) in his book, ‘The experiences of inclusive education programmers’ reported that approximately 80000 children with disability were educated in 18000 general schools of India. Some of the specific observations made by him were; the retention rate among the disabled children had been reported high as compared to the non-disabled children, majority of the teachers felt that they were becoming better teacher by including children with special learning needs in their class, the children with all their disabilities barring the mentally retarded perform at par with their non-disabled peers in inclusive settings etc.

A detailed analysis of the cultural and moral implications of inclusive education in India conducted by Alur Mithu (2001) revealed that although India addressed diversity in many ways it tends to exclude people with disability from national programmes. The study suggested that moral and ethical considerations demand that people engaged with inclusion need to work towards inclusion of all children wherever necessary and that each individual first of all needs to internalize the change within them.
Sharma (2002) worked on, ‘The attitude of the teachers towards the disabled’. The study examined how is the attitude of teacher’s related to various background factors, and the factors responsible for bringing about changes in the attitude of teachers. She reported that: the willingness of teachers to include children with special education needs (SEN) in general class depended on children’s disability conditions. Teachers had positive attitude towards some children with specific disabilities like visual and hearing disabilities. Attitudes were least positive towards the intellectually impaired and those behavioral problems and the majority of the teachers felt the need for change in the school and classroom infrastructure.

Madan, J.M. (2002) in his article ‘Barriers to access and success: Is inclusive education an answer?’ concluded that barriers to access and success can be viewed in physical as well as structural sense. But more than that, it is the curriculum, the pedagogy, the examination and the school’s approach, which create barriers. Unless these unseen barriers are taken care of, access to all children and an assurance of success to all would remain a far cry. The inclusive education movement, combined with technological development and a new approach to open schooling had come at this crucial juncture. Countries and school systems choosing a holistic approach to access and success were more likely to succeed in reaching education for all.

UNICEF (2003) in their report, ‘Examples of inclusive education in India’ analyzed the state of special and inclusive education and the documentation of inclusive model practices in India, the following key observations were made.

Central and state governments had taken a number of initiatives to improve the enrolment, retention and achievement of children with disabilities in India. There was a need to establish interlinks and collaborations among various organizations to prevent overlapping, duplication and contradictions in programme implementation.

- Most services for children with disabilities are concentrated in big cities or close to district headquarters. The majority of children with disabilities who lived in rural areas did not benefited from these services.
Community involvement and partnerships between government agencies and NGOs had been instrumental in promoting inclusive education.

Different disabilities require different supports. The number of skilled and trained personnel for supporting inclusive practices is not adequate to meet the needs of different types of disability.

The curriculum lacked the required flexibility to cater to the needs of children with disabilities.

There were limited developmentally appropriate teaching–learning materials for children both with and without disabilities. The teaching–learning process addressed the individual learning needs of children in a limited way.

Families did not have enough information about their child’s particular disability, its effects and its impact on their child’s capacity. This often leads to a sense of hopelessness. Early identification and intervention initiatives sensitized parents and community members about the education of children with disabilities.

Singhal and Rouse (2003) carried out ‘A study on practitioner’s perspective in some inclusive schools in India.’ Many teachers who were interviewed stated that, there had been no changes in their teaching. Some justified, this status by stating that the including children do not have less I.Q.; hence they can fit into the existing classroom procedures. Teachers also argued that many existing constraints did not allow them to make significant changes in their practices. These constraints included large class sizes, task of maintaining discipline, limited time, vast amount of syllabus and the fact that the included students was just many in class.

Biswa, P.C. and Panda, A. (2004) in their study entitled, ‘A study on attitudinal barriers to inclusive education’ described the nature and extent of attitudinal barriers to inclusion of children with disabilities in the regular school as perceived by the high school senior students. A purposive sampling of two hundred (N=200) students, boys and girls, studying in classes IX and XI, enveloped into eight different classrooms located in
rural and urban areas of Jaleswar district or Orissa, constituted the subject of study. It was found that the subject constituting two groups of secondary children studying at 9th grade and + 2 stage (11th grade) of either sex residing at rural and urban areas of Orissa possess negative attitudes of the person with disabilities and also their schooling.

Seetharam, R. (2005) conducted, ‘A study on the social integration of children with mild and moderate disabilities in mainstream classroom under Sarva Shiksha Abhiyan, Tamil Nadu’. The study was undertaken with the following objectives:

- To find out the peer group affiliation of mainstream students towards their disabled classmates.
- To find out the differences in peer behavioral assessment between disabled students who are accepted and isolated by their classmates.
- To explore the perception of the class teacher on the academic and social behavior of the disabled students.
- To make an estimation of various aids and facilities that are made available to the disabled students and to find out the extent to which the facilities are being utilized.

Major findings of the study were:

- The disabled students at the primary level had scored more in peer group affiliation and academic performance than the disabled students at middle school level.
- Psycho-physical developmental stages were significantly related to peer group affiliation and academic performance.
- Pre-adolescents had performed better than adolescents. Family, annual income, social community status and categories of disability had significant effect on the peer group affiliation; peer assessed behavioral characteristics and academic performance. Socio-metric status of the disabled students had significant effect on academic performance and all the components of peer behavioral assessment.
Singhal, N. (2005) in her study entitled, ‘Mapping the field of inclusive education: A review of the Indian literature’ reviewed the literature in the field of inclusive education in the Indian context with an aim to elucidate the different perspectives in its understandings and various conflicts in its conceptualization, while identifying significant gaps. The paper began by adopting a chronological approach, tracing the development of this concept. Further engagement with the literature attempts to seek answers to questions such as; who is included, into what they are included and why they are included. Based on reflections gathered from the literature, it is noted that the field of inclusive education is driven by a rather narrow and limiting perspective. It is therefore argued that inclusive education must be regarded as an approach encompassing the broader education system. Only when understood as such, goal of education for all can be fulfilled.

Sandill, A. (2005) carried out her study titled, ‘A study to explore the adjustments that schools offered for differently abled children’ in 10 schools in Delhi. It was found that the schools employed strategies like peer pairing, modified curriculum, alternative evaluation systems to facilitate the participation of differently abled in regular classes, and made structural and organizational modifications to reduce physical barriers and increase autonomous mobility. The insights from the study indicated (a) need for the coordination between the different hierarchical levels in the school system that came from consistent review and open communication, and (b) dynamic home school partnership to contribute to the efficiency of the process of inclusion creating conducive places for the differently abled children in the school system.

Effectiveness of innovative teaching strategies for promoting inclusive education (2006) Under the mentioned project the teachers from nine different states of Rajasthan, Maharashtra, Uttar Pradesh, Uttarakhand, Himachal Pradesh, Orissa, Mizoram, Goa and Delhi were trained on using innovative teaching strategies in the classroom and in the context of special education. These teachers and teacher-educators were supposed to practice these strategies in the classrooms at their place of work for two academic years. Data was collected from 36 districts of nine states. Around 1500 children participated in the project. The project aimed at studying the impact of innovative teaching strategies
like cooperative teaching, child to child approach and peer tutoring to promote inclusive education. The major objectives of the project were (i) to acquaint the general teachers and teacher-educators with the new approach to special needs education; (ii) to prepare them to address the individual needs of children in the classroom; (iii) to develop a list of successful teaching strategies to promote inclusive education; and (iv) to bring out a handbook for effective teaching-learning strategies to meet individual needs of the children in the classroom. The data had been analysed and the final report is being prepared.

**Emerging Shape of Inclusive Classrooms at Pre-primary and Primary Levels (2006).** This research project aimed at finding out the existing status of inclusive classrooms at pre-primary and primary levels with respect to physical, instructional and socio-emotional environment provided to students with Special Education Needs (SEN). A sample of 54 schools was chosen from 17 different states. Out of these 54 schools; 16 were pre-primary schools and 38 were primary schools. The data of this project was collected in the year 2005-06. The report of the study was prepared during 2006-07. The data analysis results presented an encouraging picture, and showed that above 50 per cent schools use proper tools for identification and assessment, take specialists support as and when needed and involves parents in the process. In all the 54 schools, the evaluation procedures were being adapted suitably in altogether 161 classes. The attitude of 91 per cent of heads of schools, special teachers and general teachers towards inclusion was found to be positive. In addition, the perception of 87 per cent heads of schools, 76 per cent special educators, 90 per cent special teachers and 80 per cent general teachers were found positive. The attitude of neighborhood and community of these children towards inclusion seemed quite positive. The project implicated that the entire education system needed to adapt itself to meet the essential requirements of schools for implementing inclusive education.

**Rao, N. J., Govinda L. (2006)** in their qualitative study entitled, ‘Utilizing existing resources for inclusive education of children with disabilities in India’ suggested that positioning of human resources suitably to meet the educational needs of children with
disabilities, adapting of curriculum, evaluation and feedback were imperative for optimum use of existing resources. It highlighted the role of national institutes for enhancing inclusion. It also insinuated that educating children with mental retardation had to be done keeping in mind their limited intellectual ability levels. The study suggested that those children with severe and profound levels of retardation would benefit from inclusion if they were provided special classes in regular schools, with non-disabled children interacting with them under supervision for purposes of teaching and training them. Each regular class can have some time allotted every week for this purpose. This would enable the teacher to provide individual attention to each child with disability under her supervision through nondisabled students of the school.

Singhal, N. (2006) in her study entitled, ‘Inclusive education in India: International concept, national interpretation’ examined education of children belonging to marginalized groups, with particular reference to children with disabilities, within the Indian context. It explored the Indian government's focus on the development of special schools, its efforts towards integration, and the more recent emphasis on inclusive education. Furthermore, the study attempted to elucidate ‘inclusive education’ as understood in various official documents. The study concluded by arguing for a need to develop a contextual understanding of inclusive education that is reflective of current educational concerns in India.

Lindsay, G. K. (2007) in his study entitled, ‘Disability and inclusive education in India’ focused on the current status of inclusive education (IE) in India with a focus on children with disabilities. Children with disabilities were a minority that were not prioritized in the context of education programmes in India, although they were often found in many marginalized groups that were catered for if nondisabled - for example, girls, scheduled tribe, scheduled caste, and other backward caste children. Inclusive education may be a way of merging these children’s needs in order to improve school quality and achieve education for all. However, a dominant special needs conceptualization of inclusive education in India, combined with negative attitudes towards disability were currently prevailing this approach.
After exploring the relevance of disability and inclusive education in the context of Education for All (EFA), this paper analysed the interpretation and implementation of IE in India. The issues and constraints faced by the stakeholders involved, and the implications these may have, particularly for children with disabilities, lead to the conclusion that a twin-track approach to disability may assist not only in improving education access, but also their conceptualization of IE as a school quality issue. In the long-term, it was hoped that this could assist in fulfilling the right to education for all children.

Volunteers of Child Rights and You (CRY) & SRUTI disability centre (2007) in their study entitled ‘Gap between Rhetoric and Reality’ examined the underline problems faced by the students with disabilities attending mainstream and regular schools of India. It reveals how inclusive schools in the city actually are. This study aimed to find out the gaps between the policy and the existing situation which would be used for advocacy purpose and for lobbying with government bodies and school authorities to ensure inclusive education for children with disabilities.

Aryal Madhav, Gnyawali Subodh, Shrestha B. Jyoti, Shrestha Binjwala, Shrestha S. Gauri and Upadhyay Madan (2006-2009) conducted a study entitled ‘Educational status of blind and vision impaired children studying in schools of Nepal’. The main objective of the study was to obtain representative data on status of education of blind and vision impaired children studying in integrated/ special schools. For this they set pre-tested and validated tools consisting of interviews, classroom observation were used to obtain information from a) Blind children b) Sighted peers c) Headmasters d) Resource teachers. Direct observation of resource rooms was also done using a checklist. They found that timely availability of teaching learning material and better trained teachers were the major felt need, need to find extra time and effort to teach blind visual impairment specially geometry, maps and figures were identified as constraints. Support from sighted peers for mobility and reader services and government for hostels were reported as facilitating factors. However, living conditions and food was reported to be unsatisfactory. Headmasters agreed with students and resource teachers about late and/or
non arrival of teaching learning material, Sighted peers seem to understand the problems of blind and vision impaired well, have positive attitude and are generally helpful to the blind and vision impaired students, general observation of class room showed satisfactory environment for education of blind and vision impaired children.

Hodkinson, A. and Devarakonda, C. (2009) in their study entitled, ‘Conceptions of inclusion and inclusive education: A critical examination of the perspectives and practices of teachers in India’ discussed the details of the development and operation of a system of inclusive education in India during the latter part of the twentieth and the beginning of the twenty-first century. Through a literature review and the employment of in-depth semi-structured interviews the study sought to determine how inclusion was defined and how the professional development and attitudes of Indian practitioners were affecting the evolution of this educational initiative. The study's conclusion detailed that inclusion was somewhat of an elusive concept and one that was subject to terminological ambiguity. The paper argued that if inclusive education was truly to become effective then there was a requirement for teachers to gain more knowledge and understanding of how inclusion can be defined and operationalized within the context of the Indian educational system.

Pandey Yogendra (2009) in his study ‘A study of barriers in the implementation of inclusive education at the elementary level’ reviewed the existing special educational programme and identified the barriers in the implementation of inclusive education policies. The design of the present study was descriptive survey type and mainly based on the data collection through interview and observation schedule. The population of the present study consisted of Head/Principals and regular teachers of all school that had children with special needs in Delhi. The study concluded that the concept of inclusion as whole was not clear to majority of the principals. A large majority of the principal were unaware of the resources. They could make use for providing supportive services needed by CWSEN for their education in inclusive setup. More than half of the principals of both public and Government school accepted that they do not have knowledge and
awareness about legal provisions for education of CWSEN; almost all regular teachers of both types of schools were affirmative about the need for specialist support. The majority of schools did not have essential physical infrastructure/facilities like ramps, disabled friendly toilet, sitting and lighting arrangement etc. Most of schools did not have basic equipments, aids and appliances for children with special educational needs. They did have only computers with text to speech software.

Mehta, L. K. Dr., Algotar, A. Dr. (2009) in their study entitled, ‘Creating an inclusive education model in India’ reviewed the earlier studies based on inclusive education and then took up the case study of USA. The paper discussed the policies and acts passed to support the inclusion of special children. Then it highlights the American best practices case like Disability resource Center at University of Arizona. It highlighted the campus services, individual services, campus and community partnerships, adaptive athletics under the services and programs provided under their services. The paper further elaborated on the facilities like medical, designated staff for disabled, accommodations at various levels, libraries with large doors, computers with special screens, lifts, flashing beacons; vibrating pillows moreover disabled friendly websites and access technology loan scheme provided by the B schools. A flow chart was used to explain the project. In addition to this the researcher discusses the PWD Act 1995 and Indian Education Bill. It was suggested that India too should wake up to the good practices followed globally to create equal opportunities for education and better opportunities through an inclusive learning environment.

Gupta, S. (2009) conducted his study ‘What are the different strategies and approaches to realize Right to Education (RTE)’ with the research question ‘Does the new Right to Education (RTE) legislation matter for the realization of education rights for the children of India?’

This study found that legislation is not an imperative for realizing rights but it was a useful tool, which can assist on the claiming of a right. It was not; however, a
determinant of whether or not people have their right to education realized but it could be used as a mobilization tool to transform rights and policies into reality.

Singal, N., Jeffery, R. and Jain, A. (2009) studied the ‘Disabled young people's perceptions of the role played by education in their lives’. This paper analyzed data on how disabled young people in urban and rural India understood the role played by education in their lives. The research aimed to gain access to the voices, views, feelings and experiences of the young people. It contrasted the poor outcomes for young people’s employment with their own sense of the value of schooling in enhancing their social skills and opportunities. The following were the major findings:

- Few young people had secured employment despite the jobs reserved for people with disabilities. Their perception was that the government had not been serious in implementing this fully.

- Their perceptions of the economic benefits of schooling were more in terms of potential than actual achievements.

- For the significant others of the young people, they were more interested in education leading to employment and expressed frustration if the youth failed to get employment after school. The youth on the other hand, the other non-economic benefits of schooling as of equal or even greater in significance.

- The perception that education provided many benefits over and above those related to employment was widely shared by all the schooled and non-schooled.

- The young people were positive about schooling's actual and potential contribution to their personal development and to the contribution it could make to how they carry themselves in public and deal with the outside world.

- The most positive outcomes of schooling was the boost to young people’s social capital - the countering of stigmatization enabling them to hold their heads up with more self-confidence than would otherwise be the case.
The paper presented the following policy implications:

- A focus on schooling needs to move beyond entry towards greater engagement and empowerment of young people with disabilities.

- Additionally, there was a need to focus on enhancing the relevance of the curriculum delivered in schools.

- Greater provisions were needed for young people with disabilities to be given opportunities to make transitions into work places.

- There was a need to develop a much greater awareness of the rights and entitlements for people with disabilities. Collaboration between the state and the NGO sector would help achieve better results. Another useful link could be a better dissemination of this information to different stakeholders in the school.

Singal, N. (2009) in Education for All Global Monitoring Report 2010 entitled, ‘Education of children with disabilities in India’, reported that any attempt to develop a truly inclusive system (which extends beyond the narrow conceptions of education of children with disabilities as currently envisaged) ultimately required a careful consideration of every aspect of schooling and societal context. It entailed a need to address issues at macro, micro, and interpersonal levels. Here not only does society’s conception of difference become important, but it also brought into critical focus the need to reflect on the responsibilities of schools, the attitude and role of teachers and indeed the vision of education for a developing society.

Bandyopadhyay, R. (2009) in his paper entitled, ‘Designing barrier free services for visually challenged persons in the academic libraries in India’, aimed to design barrier free environment in university libraries by procuring proper equipments, technologies and providing proper infrastructural facilities and need based services for the visually disabled. It was reported that till now academic library services for these persons were not adequate although some university libraries have taken steps in this regard. As per the survey Bharathiar University, Jammu University, Delhi University, Punjab University,
JNU, Lucknow University, Calcutta University either established or was going to establish Digital Braille and audio library. The study reported that presently Information Technology (IT) could be used to provide user friendly and adequate services for these people who are neglected for long time. UNESCO & IFLA had issued guidelines to provide equal library services to all including people with disabilities. Governments of India and University Grants Commission had also issued guidelines in this regard. This paper highlighted the special equipments and services that the librarians of academic libraries are expected to provide fulfilling the purpose and missions of libraries framed & supported by IFLA and UNESCO.

Singh, D. (2009) in her paper entitled, ‘Challenges in Inclusive Education and Service Provisions: Policies and Practices in Indian Context’ highlighted the early policies and legislation passed by the Indian government i.e. RTI Act 1992, PWD Act 1995 and National Trust Act 1999. The reasons for unsuccessful implementation of inclusion in India were identified after reviewing few studies. It was found that the studies indicated fragmented implementation of inclusive education (Alur, 2002; Jangira, 2002), exclusion of people who didn’t fit the required criteria (Singal, 2005), inadequate resources and dissemination (Jha, 2001), miniscule coverage of children with disabilities in the mainstream institutions (Julka, 2005). All these studies indicated the lack of quality programming for inclusive education. The paper discusses the IECYD, National policy for persons with disabilities, 2006 meant for inclusion of persons with disabilities and questions the reality of mainstreaming of special children in light of access and participation, assessment and evaluation, attitudinal changes, label free policy and survey and Pre service training and in service professional development.

It recommended that issues like socio-economic constraints, attitudes, curriculum, environment, language and communication, governance and human resource development should be given their due attention for enforcing better implementation of inclusive education.
It suggested proper accountability mechanisms to check the policy implementation and avoiding report corruption it advocates creating some kind of legal enforcement mechanisms. Network of regular monitoring and evaluation by external evaluators to ascertain whether the policy is indeed being implemented appropriately. It also recommended that the government officials should be trained at all levels for managing monitoring and evaluation systems and enforcing accountability as well as for conceptual awareness of inclusive education and disability.


The paper identified that education structures, systems and methodologies to meet the needs of all children, act as the support for implementing inclusion in schools. The barriers identified for educating children with disabilities in regular classrooms were scarcity of resources, negative attitudes of teachers, non-disabled peers and their parents. It was also found that since the teachers were not trained and sensitized they had an indifferent attitude towards special children.

The main recommendations of the study were to enhance the participation of children with disabilities and foster their aspiration included recruitment of resource teachers in proportion to the numbers and needs of the enrolled children with disabilities in a school; pre-service and regular in-service training of regular teachers on issues related to managing inclusive classrooms, peer sensitization; and introducing relevant alternative activities for children with disabilities.

Sharma, S., Smriti, A. B. (2011) investigated ‘In-Service primary teachers’ attitude towards inclusion: Survey results from district Kurukshetra (Haryana).’ The findings indicated that teacher had positive attitude towards inclusion for children with special needs along with their general counter parts. This kind of attitude about inclusion may
help practitioners in the effective implementing and successful inclusion at lower level that enhance all students’ (particularly children of special needs) academic and other performance.

**Shirvastava, R., Nagar, D. (2011)** in their article titled, ‘Impact of Information Communication Technology (ICT) on performance of visually challenged through open distance learning’ focused upon the impact of technology on performance of visually challenged. The sample consisted of seventy two, fifty six children were normal sighted while 16 students were visually challenged. All the students were eighth passed and were enrolled in the continuous and comprehensive assessment (CCA) course. The normal children were provided education in the conventional mode while the visually challenged students were exposed to multiple technology supported method which included a combination of screen reader and talking books. The result revealed that as compared to the fully sighted students the visually challenged students secured marginally better scores in the CCA examination. Based on the results it can be concluded that the visually challenged students can at least perform at par with their sighted peer if proper technological based education is given in a supportive environmental context. The result of this study is to be treated with caution largely because of small sample size. The only challenge for the society is to make adjustments in schools, training institutions and workplace through the use of ICT so that they are not only able to overcome their deficiency but also give their meaningful contribution in National development.

**David, R., Kuyini, B. A. (2012)** in their study entitled, ‘Social Inclusion: Teachers as facilitators in peer acceptance of students with disabilities in regular classrooms in Tamil Nadu’ used a triangulation method where along with the questionnaire, participant observation and interview method were used to collect data. The participants were selected through a multi-stage cluster sampling. The research population consisted of 93 primary school teachers and a total of 923 students from 3rd grade to 6th grade from the district of Ramnad, Tamil Nadu, India. Descriptive statistics and regression analysis was used to analyze data. Findings showed that in the context of the Inter-group Contact Theory, teachers’ classroom practices influenced the social status of students with
disabilities in regular classrooms. The teachers could make a difference in the social inclusion experiences of students and that such inclusion may also allow for better school outcomes that are associated with increased peer interaction amongst students with and without disabilities.

**Kohama, A. (2012)** in his study entitled, ‘Inclusive Education in India: A Country in transition’ concluded that policies that are inclusive for people with disabilities, their implementation efforts have not resulted in an inclusive system of education, nor have they reached their goal of ‘education for all’ across the country. Lack of political will was preventing full implementation of policies, lack of governmental resources and capacity. The paper recommended that the Government of India needs to bridge the gaps in their education system to build a strong system of inclusive education in India by consolidating the responsibility for education under the Ministry of Education holding the government accountable for their policies, establishing an accurate system of monitoring policies, financially commit to inclusive education for all, and monitor the money, train teachers in inclusive teaching methods, physical and intellectual accessibility in schools.

**Rana, N. (2012)** investigated ‘Pupil teachers' perceptions towards inclusive education’ of fifty pupil teachers, seventeen males and thirty three females. Out of these 24 pupil teachers were from B. Ed. Special Education and 26 pupil teachers from B. Ed. General. Convenient sampling design was employed. Data were collected through questionnaire developed by the researcher (Chronbach's coefficient Alpha of .77). The questionnaire comprised of the following sections: biographical details, general perception of pupil teachers, perceptions of pupil teachers on the concept of inclusion and pupil teachers' perceptions about types of disability. The data was analyzed employing descriptive statistics and t-tests. The results found that pupil teachers' perceptions towards inclusion of children with special needs (CWSN) were favorable. Gender differences were not found to be significant in perception towards inclusion. But, pupil-teachers from different training backgrounds differed in their perception towards the inclusion of CWSN.
Sharma, D. (2012) in her descriptive inquiry examined ‘Attitude of regular elementary school teachers towards inclusive education’. A self-designed scale containing 24 items was administered to study the attitude of teachers. Data was collected from 68 teachers from government and private elementary schools of five educational zones of Jammu district. Incidental sampling was used. In addition, in depth study of a sub-sample of 13 teachers was carried out to obtain further details of teacher’s attitude and factors influencing their attitude. The item wise analyses of responses indicated negative attitudes of teachers towards the education of these children in inclusive setting.

The implications suggested that for changing the attitude of in service teachers towards the education of children with special needs, systematic interventions, training and pedagogy upgradation is required. For pre-service teacher education the curricular component should have a paper on children with special needs. Practicum (Teaching practice) of the trainees should be planned in the inclusive school where they could get adequate exposure for education of children with special needs.

Rana, N. (2012) in her study entitled, ‘Relationship between socio-emotional school climate and self-concept of children with special needs’ made an attempt to study socio-emotional school climate and self-concept of children with Special Needs (CWSN) with respect to their sex and residential background. Further an attempt was made to study the relationship between socio-emotional school climate and self-concept of CWSN. A sample of 204 CWSN was selected from various government elementary schools of district Kangra through purposive sampling. The study revealed that sex differences are significant at 0.01 level while residential background differences are not significant with respect to their socio-emotional school climate. No significant difference was found between male and female CWSN in concept but rural and urban CWSN had significant difference at 0.05 level with respect to their self-concept. The co-efficient of correlation between socio-emotional school climate and self-concept was found to be 0.232, which was significant at 0.01 level. It indicated that high scores in socio-emotional school climate tend to accompany with high scores in self-concept.
Mathew, S. and Aggarwal, A. (2012) studied ‘Barrier free environment for inclusive education of children with hearing impairment at secondary level.’ The study discussed about international and national conventions, legislations and frameworks have endorsed the need for educating all children under one roof. The Article 3 of the Salamanca Framework for Action (1994) documented that schools should accommodate all children regardless of their physical intellectual, emotional, social, linguistic or other conditions. The study suggested that in order to attract and retain all children including children with hearing impairment, Indian education system should respond flexibly. The study acknowledged that the flagship programmes of Sarva Shiksha Abhiyan (SSA) and Rashtriya Madyamik Shiksha Abhiyan (RMSA) launched by the Ministry of HRD promoted inclusive education of all including children with hearing impairment in mainstream schools. The study suggested that in order to achieve the goals of SSA and RMSA, the barriers in inclusive education of children with hearing impairment needed to be identified and fixed. This paper listed the ways and means of creating a barrier free environment for children with hearing impairment in secondary schools.

Belapurkar M. A. (2012) in her study, ‘Knowledge and attitude about inclusive education of school teachers’ examined the knowledge and attitude of school teachers in urban and rural Pune about inclusive education. Three hundred school teachers were selected from various schools from urban and rural Pune, Maharashtra. The tools used were Attitude scale for inclusion and knowledge test on Inclusion. The results indicated overall positive attitude of school teachers towards inclusive education and the knowledge level of school teachers about inclusive education are significantly low and unclear. They were not clear about Government policies and planning, how to identify different abilities in children, and what remedial treatment could be given to different abilities children.

Kaur, S. (2013) studied, ‘Fostering barrier free access for children with special needs in India’. The study highlighted the importance of barrier free access, particularly in context of children with special needs because they have variety of needs which needs to be
addressed. The paper focused on access to the physical environment as well as access to the curriculum and the teaching environment of children with special needs. The various acts and policies emphasized on the provision of barrier free environment were also discussed. Secondary sources like books, journals, articles and websites had been used to collect the information. The paper suggested the strategies for institutional planners to help them in developing some mechanism for promoting accessibility and full participation of children with special needs.

2.4 CONCLUDING POINTS

2.4.1 Concluding Points of studies conducted abroad

Most of the previous studies conducted abroad highlight the following trends:

• The role of teachers in the process of inclusion was analyzed by some researchers. It was found that the skill and competencies of teacher had major impact on the children with special needs for their inclusion process.
• Studies revealed that change in attitude of stakeholders (educators, parents, policy makers and other professionals) towards inclusion is required for inclusion to be successful.
• It was suggested that laws, legislations and policies to guide the proper implementation of special education should be looked into.
• The concept of inclusion should be accepted and development of reforms at all levels of the educational system should be implemented.
• Lack of qualified special education professionals, proper training for teachers in mainstream classrooms, knowledge about inclusion among senior-level administrators, financial support for resources, society awareness of the inclusion issues, school environment, attitude of stakeholders and limitations inherent to the physical disability are some of the barriers identified in the process of inclusion by some researchers.
• Most of the studies recommended that transformation among the societal beliefs and attitudes would support transformation among the educational system.
• Human differences, learning differences, improve the efficiency and ultimately the cost effectiveness of the entire education system, law or policy for inclusive education, were some of the major challenges that developing countries face in implementing inclusive education.

• Educational reform, positive political will and economically viable models with community support were the instrument to promote inclusion.

2.4.2 Concluding Points of studies conducted in India

Studies conducted in India which were mostly general teacher’s competencies and training needs of teachers had following trend:

• The studies indicated lack of compliance by the states, poor conceptualization and execution need of quality programming for inclusive education as a major challenge for its implementation in India.

• The role of national institutes could not be neglected for inclusion to be successful. Positioning of human resources suitably, evaluation, adapting of curriculum and feedback were imperative for optimum use of existing resources to meet the educational needs of children with disabilities.

• The studies recommended promotion of physical, psychological, and social accessibility in teaching and learning in education institutions so that everyone had the same right and access to study regardless of one's characteristics.

• The role of teachers in the process of inclusion was analyzed. It was found that attitude of teacher had major impact on the children with special needs for their inclusion process.

• The studies found that combination of regular and resource classroom teaching results in improved educational progress for students with mild disabilities.

• The papers identified that education systems, structures and methodologies to meet the needs of all children, act as the support for implementing inclusion in schools.

• Barriers for educating children with disabilities in regular classrooms emanated from scarcity of resources, negative attitudes of teachers, non-disabled peers and their parents
• Most of the studies recommended recruitment of resource and special educator, training of teachers on issues related to peer sensitization, managing inclusive classrooms and introducing relevant alternative activities for children with disabilities for inclusion to be successful.
• A major limitation was the lack of availability of relevant literature in Indian context as very few empirical studies had been undertaken in India.

2.5 CONCLUSION

By and large the aspects related to inclusive education had been studied by the researchers at local and global level are limited to the existing challenges, policy interventions and teachers attitude in general. In short many studies had been done on all aspects of inclusive education. But, most of these studies had been done abroad. Several studies had been done in India on ‘Integration’.

So far the methodologies adopted by the previous studies had used varied tools and techniques such as structured interview observations schedules questionnaires etc to study the existing teacher’s competencies and training needs.

A few studies have endeavored on context specificity and subject specific to barriers in inclusive education, further there are least availability of the studies related to status of inclusive education especially at primary stage. The review also highlighted that there existed a lacuna of research evidences about the level and extent of awareness, extent of implementation of inclusive education in elementary inclusive schools and barriers in the implementation of inclusive education in elementary schools for children with sensory and locomotor impairment.