CHAPTER-II

REVIEW OF RELATED LITERATURE

“I HAVE GATHERED A POSIE OF OTHER MEN’S FLOWER, AND NOTHING BUT THE THREAD THAT BINDS THEM IS MINE OWN”.

--JOHN BARTLETT.
CHAPTER-II

REVIEW OF RELATED LITERATURE

2.0 INTRODUCTION

The review of related literature is of paramount importance for the researcher. A researcher needs to be aware of the related researches conducted in the field of study in the past. It is through the review of related studies that the researcher knows the researches that have already been carried out in the past and the gaps that have to be bridged up through conducting new researches.

To quote Good (1972), without a critical study of the related literature, the investigator will be groping in the dark and perhaps uselessly, repeat the work already done. Therefore, to save time, energy and resources, it is necessary to undertake a detailed review of all available literature.

This Chapter is devoted to review of available literature relevant to the present study. An effort has been made to present a review of related literature which has a direct or an indirect bearing on this study.

Keeping in mind the objectives of the present study, the present Chapter has been divided into three parts:

(i) Studies related to implementation of various aspects of inclusive education practices.

(ii) Studies related to inclusive education practices adopted by teachers.

(iii) Studies related to opinions of parents of children with and without special needs about inclusion.
2.1 STUDIES RELATED TO IMPLEMENTATION OF VARIOUS ASPECTS
OF INCLUSIVE EDUCATION PRACTICES

Rane (1983) studied the facilities available to children with disabilities in Maharashtra. It was found that the Government of Maharashtra made no assessment about the facilities available to children with disabilities. No monitoring cell was set up to implement, monitor and evaluate the work. There was no specific Government policy for placement and education of children with disabilities in integrated setting. Administrators and headmasters face a lot of problems and difficulties such as non-availability of trained teachers, lack of training of teachers, lack of proper machinery, appropriate tools to identify children with disabilities and non-availability of instructional materials.

Singh and Prava (1987) evaluated integrated educational facilities for physically handicapped in schools of Bihar. They found that facilities available in schools were not enjoyed by the students for whom these facilities were provided. It was also found that although these children were well adjusted with their families, there was lack of communication between such children and non-disabled children.

Echman (1993) in a study titled, “Attitudes of educators in GATEWAYS sites toward the inclusion of children with moderate or severe handicaps in regular education classrooms”, examined if attitudes of educators in sites that had been operating for several years were different from attitudes of educators in sites that were newer. The data were collected from 543 respondents from thirty schools across Pennsylvania. Two factors ANOVA showed significant differences in acceptance of inclusion between elementary and secondary respondents. Respondents from elementary schools were in acceptance of inclusion. There were indicators that educators feel that the level of
inclusion operating in their school is the best regardless of whether that is 100% inclusion or mostly special education placement.

Pickett (1993) examined the relationship between school structure, culture and student views of diversity and inclusive education. The samples were from two middle schools in two separate districts: one identified as consciously advocating for the principles of inclusion and the other with traditional approaches to education. Data were gathered through focus groups of seventh and eighth grade students, depth interviews with faculty and document review. Significant structural and cultural differences were found between two schools. Additionally, students in both schools differed in their views of inclusive education. Students in traditional school not only believed negative misinformation about people with disabilities, but also segregated themselves and their peers into rigid groupings. They characterized the possibilities of inclusion as a potential “disaster” and unanimously believed that it was a bad idea. In contrast, the students in the inclusive school revealed a broader, more positive concept of diversity, subsuming differences in a more accepting frame of “like us”. Despite the noted imperfections, these students also characterized inclusion as worthy and workable, with benefit to all students. A key finding is that despite previous school experiences, all students strongly believed in the importance of belonging and the worthiness of supporting their peers.

Davis (1994) conducted a study on “Full inclusion of students with moderate to severe disabilities. How do administrators & teachers feel about it?” The philosophy of educating students with moderate to severe disabilities in neighbourhood schools and even in regular classrooms has increasingly become recognized nationally as the “best educational practice”. Being able to attend the neighbourhood/home schools allows these
students to participate meaningfully in school situations with “normal” peers, just as they hopefully would in neighbourhoods. The term for this “practice” or “service delivery model” is called full inclusion. The study examined the views of regular and special education teachers and administrators on what is critical to ensure the success of full inclusion of students with moderate to severe disabilities in home/neighborhood schools and determined their attitudes towards the inclusion of these students in home schools.

Galis (1994) in pre-doctoral research titled, “Inclusive education: Attitudes and beliefs of special and regular educators in the state of Georgia” studied the provisions of services to students with disabilities. It was found that most respondents strongly agreed that it is important to make modifications for students who need adaptations to benefit from a particular instructional environment. The respondents also believed that special education provides a valuable service for students with disabilities. They further opined that maximum class size should be reduced when students with disabilities are placed in regular classrooms.

Yeager (1994) carried out a study on “Analysis of absenteeism achievement & Self concept of elementary students in an inclusive classroom”. The results of the study confirmed that the inclusive model for special education services was effective in the interaction of the positive self-concept with good attendance and produced similar results on student’s achievement. Although students with disabilities compared to their peers had enduring significant differences in the achievement levels tested, Class-within-A-Class results presented a positive academic self-concept and academic progress for all students involved.
Afzali (1995) reviewed literature on inclusion of deaf students in the regular classroom and perceptions of regular educators and deaf educators relating to inclusive education, in the study titled, “Inclusion of deaf students in the regular classrooms: Perceptions of regular educators and deaf educators”. Many educators believe that all students benefit when students with special needs are taught in regular classes. Many deaf educators believe that the purpose of educating these students is to teach them to function in a non-hearing society. This study assessed perceptions of teachers about the full inclusion of deaf/hard-of-hearing students in the regular classrooms. Views regarding outcomes of inclusive education and the desirability of various educational conditions were related to the respondent’s position and experience.

Doyle (1995) made a qualitative inquiry to gain an initial understanding of (a) the roles and responsibilities of para-educators and (b) the interaction patterns among members of the instructional triad (i.e. para-educator, general educator and special educator) in the study titled, “A qualitative inquiry into the roles and responsibilities of para educators who support students with severe disabilities in inclusive classrooms” Findings indicate that there was a great deal of variability associated with what it means to be a highly effective para-educator. Three specific variables were identified as being related to para-educator’s “effectiveness”. These variables are: affective characteristics of para-educators’ attitudes towards students, para-educators’ responsibilities related to instruction and para educator’s support to the general and special educators in fulfilling their teaching responsibilities.

Herman (1995) examined the perceptions of elementary school principals regarding the desirability and feasibility of adapting regular elementary classrooms and programmes
for inclusion of children with moderate and severe disabilities in the study titled, “Adaptation of regular elementary classrooms for children with moderate and severe disabilities: Inclusion practices from the Principal’s perspective”. Elementary principals in this study identified 95% of the presented adaptations as significantly more desirable than feasible with demographic factors having little or no effect. Principals did not view implementation of the adaptations as impractical.

Jha (1997) conducted a study on management pattern of integrated and special schools for the disabled in Bihar. He found significant difference between integrated and special school management system with regard to their staffing/manpower, reporting and record maintenance pattern.

A study by Barrafato (1998) examined the supports which contributed to the successful inclusion of children with disabilities at the early childhood level. Results indicated that overall the children were socially integrated and adjusted to their settings. All teachers and parents identified factors like teacher’s aid, increased support services, appropriate in-service training for teachers and smaller class sizes, which must be in place to successfully integrate children in regular classrooms.

Brown (1998) conducted a study to examine the criterion variable of school personnel’s attitude towards inclusive education and how they are related to the variables of academic assignment, gender inclusive education experience, and the number of years. There was a significant difference between the academic assignment groups on the criterion variable of attitude towards inclusive education. The analysis of data revealed a significant difference between the teachers’, counsellors’ and administrators’ attitudes towards inclusion. The findings in this study indicated that administrators demonstrated a more
positive attitude towards inclusion than teachers and counsellors. There was also a significant relationship between their attitude towards inclusive education and the composite set of variables: academic assignment, gender, inclusive education experience and number of years in education.

**Zahn (1998)** in a study titled, “Perceptions and attitudes of elementary school teachers towards the practice of inclusion, its implementation, impact & future”, found that although the majority of teachers indicated support for the philosophy of inclusion, many teachers did not seem to believe it can work within the parameters of their school setting. Pre-service and in-service training efforts did seem to be addressing instructional need of teachers working within inclusive classrooms. However, teachers still felt that the training they are receiving was not extensive enough to meet their needs. Whatever may be the attitude towards disabilities or the practice of inclusion, it is clear that teachers need support, both through local and state administrative practices and staff development.

**Clasberry (2000)** conducted a study on perceptions of inclusive education held by general education teachers at different grade levels. Results indicated that general education teachers generally felt insufficiently prepared for students with disabilities.

**Hill (2000)** in a study titled, “Relationship between teacher beliefs & inclusive education” found that teaching efficacy was negatively correlated with the perceived level of support needed to make curricular modifications. Second, years of experience were negatively correlated with the perceived level of support needed for instruction.

**Naidu (2000)** studied the conceptions that four teachers in a Midwest Urban Head Start programme held about inclusion in the study titled “head start teachers’ conceptions of full inclusion of young children”. Findings indicated that teachers (a) viewed inclusion of
all students as a moral imperative, (b) believed that inclusive education meant that all
children were teachable, and (c) expressed their own sense of self-efficacy and worth,
which included their positive effect on all children and their roles as social change agents.

student placement and persistence in inclusive settings” used both qualitative and
quantitative research methods for investigation. The findings of the study revealed that
although many students with disabilities were initially placed in regular education classes
for receiving special education services, most students did not persist in those settings.
Inclusion is not really happening in those settings, as the environment is more restrictive.
Students with non-cognitive disabilities are most likely to be placed in and persist in
inclusive settings. Both students requiring academic intervention and students needing
environmental adaptations are unlikely to persist.

A study on teacher perceptions regarding new knowledge needed for inclusion of
children with severe multiple disabilities was conducted by Ricciato (2000). The study
found that the professional development needs of the regular and special education
teachers were not significantly different. It also affirmed that the perceived training needs
of the teachers are congruent with promising practices identified in the literature. Many
teachers had participated in professional development programmes which were
considered as essential in order to move forward with inclusion initiatives. While 93% of
the teachers either agreed or strongly agreed that inclusion was a positive concept, their
level of agreement on including children with disabilities decreased commensurately with
severity of the disabilities.
Wills (2000) carried out a study on the effects of government restructuring on inclusive education-perceptions of educators in a school division in Alberta. Four major findings emerged from this study. First, inclusive education is being constrained by government restructuring to the point where serious consideration is being given to abandoning inclusive education in favour of a more cost effective segregated model of special education programme. Second, aspects of restructuring involving shared decision-making and the devolution of authority to the school site facilitated inclusive education. Third, aspects of restructuring inclusive education included: (a) the philosophical underpinnings of a business model that are incongruent with the philosophy of inclusion, (b) the emphasis on fiscal restraint, and (c) complete decentralization of responsibility for special education to the school site. Fourth, educators identified specific strategies for how effective inclusion could occur within the parameters of restructuring.

Maricle (2001) conducted a study on attitudes of New Jersey public secondary school Principals towards inclusive education and educational strategies related to its practice. Principals had positive attitudes towards the inclusion of students with disabilities in all categories surveyed, with the exception of students with the most severe disabilities.

Leyser, Kapperman and Keller (2004) undertook a cross-cultural study on “Teacher attitudes towards mainstreaming: A cross-cultural study in six nations”. Their findings showed that there were differences in attitude to inclusion between these countries. Teachers in the United States and in Germany had the most positive attitudes. Positive attitudes in the United States were attributed to inclusion being widely practiced there as a result of Public Law 94-1423. Teachers in Germany exhibited positive attitudes towards inclusion, though at the time of the study, Germany had no special education legislation,
their teachers were not provided with special education training, their children eighth special educational needs were educated in segregated settings, and integration was being practiced only on an experimental basis.

Thomas (2005) in a study titled, “Inclusive schools for an Inclusive society” found the balance of opinion was against the integration of children with intellectual difficulties (the moderate learning difficulties) in England and the Educable Mentally Retarded (EMR) in the USA. Also in this study attitudes were more positive towards integration when the contact special educator also held positive attitudes towards integration.

Ali, Mustapha and Jelas (2006) examined the attitude and perceived knowledge of mainstream and special education teachers of primary and secondary schools towards inclusive education in Malaysia. It was found that in general, teachers have positive attitudes towards inclusive education. They agreed that inclusive education enhances social interaction and inclusion among the students and thus, it minimizes negative stereotypes on special needs students.

Bowman (2006) made fourteen nation UNSESCO study of approximately 1000 teachers’ with experience of teaching children with special educational needs in the study titled, “Implementing SRV: Post-Secondary Education as a Pathway to Socially Valued Roles”. The study reported a wide range of difference in teachers’ opinions regarding integration. The countries surveyed were Egypt, Jordan, Columbia, and Mexico, Venezuela, Botswana, Senegal, Zambia, Australia, Thailand, Czechoslovakia, Italy, Norway and Portugal. The teachers were found to favour different types of children for integration into ordinary classes. Although educator responses varied in terms of their educational
systems in general and of special education in particular, there was a general hierarchy of conditions that were regarded as possible for inclusion.

A study by Downing (2007) titled, “Inclusive education: What makes it a good education for students with moderate to severe disabilities?” pointed out both agreement and some differences in perception of inclusive education across professional role and level of implementation in the study.

Center and Ward (2007) conducted a study on teacher’s attitudes towards the integration of children with disabilities into regular schools. The study indicated that their attitudes to integration reflected lack of confidence both in their own instructional skills or management skills on the part of the teacher.

Berwal (2007) conducted a study on Impact of an Intervention Programme on Awareness Levels and Attitudes of High School Students, Teachers and Administrators towards Pupils with Disabilities in Inclusive Settings. The objective of study was to study the impact of intervention programme on the awareness and attitudes of high school students, teachers and administrators towards pupils with disabilities in inclusive settings. It was found that:

1. The intervention programme had a significant positive impact on changing the teachers’ and administrators’ attitude towards inclusion.

2. It was found that the intervention programme had played a critical role in changing the attitudes of teachers and administrators with regard to behavioural and disciplinary problems in a positive direction. However, majority of the teachers (68%) even after their exposure to the intervention programme opined
that students with disabilities got easily upset in comparison to their able-bodied peers.

Nayak (2008) examined the attitude of teachers towards inclusive education titled, “Attitude of parents and teachers towards inclusive Education”. Results of the study reported that teachers looked forward to teaching in an inclusive environment and were ready to face the challenges. Result of the study also showed significant difference in the opinions of teachers of normal school.

Mitchell, Lenge and Thuy (2008) presented an educational initiative to implement inclusive education in rural KwaZulu-Natal, an area of South Africa that is most seriously affected by pandemic of HIV and AIDS in the study titled “Let’s not leave this Problem: exploring inclusive education in rural South Africa”. The authors have highlighted many crucial issues central to the construction of inclusive ethos: (a) the use of methodological interventions to transform social research through capturing and reflecting on the voices of teachers and students in schools; (b) the importance of social constructivism in contextualizing and producing the kinds of knowledge relevant to the insiders’ perspectives; (c) the interconnection between research, participatory policy-making and policy interventions in shaping and developing a democratic project of inclusive education; and (d) the optimistic view of re-intervening our inclusive schools by getting everyone engaged and taking action.

Opertti and Belalcazar (2008) in a study titled, “Trends in inclusive education at regional and interregional levels: Issues and challenges”, found that the extent to which special education schools and institutions should be maintained and improved in parallel with mainstream schools is still open to debate. At the same time, mainstream schools are
facing the dilemma of integrating special needs children with or without adapting the curriculum and pedagogy to the particular needs of the children.

**Corcoran, B. (2009)** studied the Integration of Children with disabilities in a sample of Dublin Primary Schools. The study set out to discover the number of pupils with physical and/or mental/learning disabilities which have been integrated into mainstream primary schools in Durbin City of North area and to examine the practical implications of integration for the schools involved. Questionnaires were completed by principal, teachers and class teachers in relation to 42 children with a variety of disabilities in 28 schools; 57% of the children were physically disabled; the most prevalent disability was cerebral palsy; 11% had a hearing impairment; 11% had a mild general learning disability; 19% had Down’s syndrome; 2% were emotionally disturbed; 67% of the schools had over 300 students; 36% had more than 15 teachers on staff; all but one of the schools had a full-time or part-time learning support teacher. The 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; 97% of teachers did not have professional training in teaching students with SEN; 16% of schools had been provided with specialized equipment/resources/materials. On the average, schools had the support of the Visiting Teacher Service for one hour per week; 47% of the SEN students did not have access to the services of professionals such as psychologists, physiotherapists, occupational therapists, speech and language therapists.

**Pathy (2010)** conducted a study titled, “Pre-service trainees attitude towards inclusive Education”. The respondents in this study were full time teacher trainees of C.I.E, Delhi
University, New Delhi, Jamia Millia Islamia, New Delhi, and M.D. University, Rohtak. The sample comprised 122 students, fifty seven males and sixty five females. An adaptation of questionnaires used by Gordons (2005) and Choles (2006) were used to collect data. The findings of the study were: (i) pre-service trainees responded positively towards inclusive education with regard to inclusion of children with special needs, (ii) majority of pre-service trainees were ambivalent towards mainstreaming, (iii) Majority of pre-service trainees needed for special skills to deal with children with special needs, (iv) A majority of the respondents felt that there was a need for special resources to teach in inclusive classes and (v) Pre-service trainees responded more positively towards children with special needs.

Unnikrishnan (2010) mentioned that ‘Education for All’ could remain as empty promise on the part of the Government of India if there are not adequate means to operationalise and implement them in the study titled, “Inclusive Education in India-Challenges and Implications for persons with Special Needs”. DPEP is seen as a laudable step by the Government of India in promoting Inclusive Education, but much more needs to follow if we have to make Inclusive Education a reality in the coming decades.

Swamy (2011) reported that inclusive educational system does not happen in the vacuum, it requires careful reflection and preparation, for appropriate inclusive educational system, distance learning should be implemented with proper attitudes, accommodations and adaptations. Distance education system should aim at providing improved access to the needy and underprivileged sections of the society. Courses adapted to congregate the requirements of the disadvantaged need to be introduced in
local languages, if possible, so as to register more learners from the disadvantaged sections like scheduled caste & scheduled tribes.

Booth (2011) considers the inclusive development of teacher education, drawing on changes made for the new edition of the index for inclusion in the study titled, “The name of the rose: Inclusive values into action in teacher action”. It critiques approaches to inclusion that are confined to the mainstream participation of children categorized as “having special education needs”. It suggests that besides preparing teachers to promote inclusion in schools, teacher educators who wish to promote inclusion within universities and colleges must attempt to put inclusive values into action in the cultures, policies and practices of their own institutions.

Smith and Tyler (2011) conducted a study titled, “Effective inclusive education: Equipping education professionals with necessary skills and knowledge”. The objective of the study was to explore the use of web-based materials to expand and supplement traditional teacher education coursework and professional development activities. The authors are of the opinion that while web-based resources offer many potential advantages (e.g; convenience, universal access, instructor support, interactivity and multimedia experiences, relatively low cost), instructors must consider some important cautions and concerns. The authors are confident that as the curriculum of teacher education is revised and reformed, web-based units on effective practices will give both current and future teachers the tools they need to educate every student effectively.

Yu, Su and Liu (2011) conducted a study titled, “Issues of teacher education and inclusion in China”. Since the 1980s, children with disabilities in China have been integrated into general education settings; the practice is termed as sui ban jin du, literally
“learning in a Regular Classroom” (LRC). The term LRC means ‘receiving special education in general education classrooms’, and is regarded as a practical form of inclusion in China. It was found from the study that as a pragmatic model of inclusion in China, the LRC benefits a great number of children with disabilities and continues to allow more children with disabilities to access equal education.

**Vaillant (2011)** analysed the current challenges facing inclusive education in Latin America and explores some possible solutions in the study titled, “Preparing teachers for inclusive education in Latin America”. The author suggested that teachers should play a key role in providing education that is inclusive for all.

- Teacher Recruitment: attract the most competent students to the teaching profession.
- Pre-service education: improve the link between initial training and the requirements for professional development.
- Continuing education: provide permanent support and training to teachers
- Professionalism: promote it as a strategy to improve the situation and working condition of teachers.
- Regional and international cooperation: use it as an instrument to promote teacher mobility and competence.
- Alliance between private and public sectors: create them in a quest for better education for all.

**Amr (2011)** examined teacher education programmes in the Arab region and the extent to which teachers are prepared to work in inclusive education settings in the study titled, “Teacher education for inclusive education in the Arab world: The case of Jordan” It was
found from the study that both pre and in-service teacher education programmes lacked training in inclusive education although many children with learning difficulties attended school in regular classrooms and were taught by classroom teachers. These children are not likely to have their needs met in the mainstream classrooms because teachers are under prepared to teach all children, especially those with special educational needs.

**Khan (2012)** conducted a study titled, “A study of the attitudes of the teachers and parents towards Inclusive Education and its effect”. The objectives of the study were (i) to study the attitude of special teachers and regular teachers towards inclusive education, (ii) to study attitude of teachers and parents towards inclusive education. 100 (50 regular and 50 special) teachers and 100 parents (50 of children with special needs and 50 of non-disabled) were taken as the sample of the study from Bareilly city working in different inclusive schools. It was found the study that (i) regular teachers and special teachers do not differ with regard to attitude towards inclusive education, and (ii) teachers have better attitude towards inclusive education than that of parents.

**Khochen and Radford (2012)** explored the attitudes of teachers and head teachers towards people with a disability in mainstream primary schools in Lebanon, a middle-income Arab country in the study titled, “Attitudes of teachers and head teachers towards inclusion in Lebanon”. The findings of the study indicated positive attitudes towards the inclusion of students with disabilities in mainstream schools. However, participants expressed reservations about including all students, especially those with social, emotional and behavioural difficulties. Further challenges include limited training, availability of qualified specialist teachers and high cost of supporting inclusion.
2.2 STUDIES RELATED TO INCLUSIVE EDUCATION PRACTICES ADOPTED BY TEACHERS

Quality indicators in inclusive education programmes were studied by Gorne (1997). The study examined the relationship that exists between regular education teachers’ degree of satisfaction with students with disabilities in their classroom. The results indicated that teachers were successfully implementing programme quality indicators in the areas of classroom organization, instructional methods, staff collaboration and support, and student social support. Teachers were also concerned regarding professional preparation, training and support.

Mendez (1998) conducted a study to investigate the effect of teachers’ perceived role stress, perceived self efficacy and support for research based effective teaching behaviours on their attitudes towards inclusive education. The results of the study indicated that support for research based effective teaching behaviours not only had an indirect effect through role stress, but also had the most direct effect on teachers’ attitudes towards inclusive education. Teachers’ efficacy beliefs did not contribute to the hypothesized models.

In a study by Treder (1998) titled, “Teacher effectiveness and teacher attitudes towards children with special needs-implications for inclusive education”, the attitudes of effective and typical teachers towards inclusion-related issues were compared. The results of the study indicated: (a) adaptive and appropriate student behaviours deemed to be critical to a successful adjustment in their classrooms, and (b) inappropriate and maladaptive student behaviours were deemed to be unacceptable in their classrooms. The study also found that more effective teachers indicated greater interaction with special
needs students and indicated higher levels of promotion of inclusive practices in their schools.

A study on teacher perceptions regarding new knowledge needed for inclusion of children with severe multiple disabilities was conducted by Ricciato (2000). The study found that the professional development needs of the regular and special education teachers were not significantly different. It also affirmed that the perceived training needs of the teachers are congruent with promising practices identified in the literature. While teachers agreed on inclusion philosophy they are concerned with the functional aspects of inclusion which must be examined closely.

Maricle (2001) conducted a study on attitudes of New Jersey public secondary school principals towards inclusive education and educational strategies related to its practice. Principals were found to have positive attitudes towards the inclusion of students with disabilities in all categories surveyed, with the exception of students with the most severe disabilities. Finally, all three educational strategies (in-class support, use of instructional assistant, and curriculum adaptation) were viewed as effective strategies for inclusion. Principals, in general, supported inclusion of students with disabilities in their schools.

Heiman (2004) conducted a study and found that most of the teachers in United Kingdom and Israel thought that an in-and-out model would be more effective for the students with learning disabilities. The two-teacher model was somewhat popular in Israel and less so in Britain. According to this model, two teachers teach simultaneously in the classroom with one of them, who has training in special education, concentrating on the students with disabilities. Low percentage of teachers in both countries reported that full inclusion was the right model to apply within the regular classroom. Some
teachers in both countries rejected inclusion completely. The teachers in this group were of the view that it would be better for students with disabilities to study in separate classes, according to special programs, so they could progress at their own pace. Most teachers would apply hybrid models such as two-teachers and in-and-out approaches.

The studies by Davies and Green (2005), Gordon (2005), Dada and Alant (2006), Van Reusen, Shosho & Bonker (2003), Agran, Snow and Swaner (2009) indicated that teachers were positive towards inclusive education.

Mastropieri and Scruggs (2006) made meta-analysis of teacher perceptions of mainstreaming/inclusion, which included 28 survey reports conducted from 1958 to 1995 and reported that two thirds of the teachers surveyed (10,560 in total) agreed with the general concept of integration. Moreover, only one third or less of teachers believed they had sufficient time, skills, training and resources necessary for integration. The above studies indicated that teachers were often not prepared to meet the needs of students with significant disabilities and that the severity of the disabling condition presented to them determined their attitudes towards integration. This is especially insightful in view of the work of Schumm and Vaughn who, in a number of studies, examined how teachers (elementary through high school) plan and make adaptations for students with learning difficulties. The results revealed that teachers at the elementary level were more likely to plan individual assignments, alternative materials, and individualized assessments than were secondary teachers (Schumm & Vaughn, 2001) and collaborated more with special education teachers than did secondary teachers.

Bhengu (2006) in a study titled, “Principals as professional leaders: Implications for the management of rural secondary schools during transition”, investigated the influence of
teaching facilities and teacher training on the attitudes of primary school educators towards the implementation of inclusive education, and found that children with disabilities were not easily accepted in regular classes. If the curriculum is not effectively implemented in the classroom, the greatest losers in the process are learners.

Anjana (2006) examined the impact of an intervention programme in the remediation of reading difficulties among children with learning disabilities in the study titled, “Impact of an intervention programme on the remediation of reading difficulties among children with learning disabilities”. The study employed a compatible pre-test post-test Experimental Research design involving three operational stages as identification, treatment and post-testing. A sample of 40 subjects in the age group 8-10 years of grade IV was purposively selected from three English Medium schools of Panipath town in Haryana. Descriptive statistics- mean, SD, and inferential statistics 't'-ratio were employed for data analysis.

The important findings of study were:

1. The prevalence rate of learning disability in reading among grade IV students was found to be 8.68%. This rate varied from 8.29% to 9.60%.

2. The intervening program in the remediation of reading difficulties among children with learning disabilities was found to be effective in improving reading skills.

3. The intervention program was found effective with respect to Sound Symbol Association (SSA).

Salisbury, C., Gallucci, C., Palombaro, M. and Peck, C. (2007) conducted qualitative research study on strategies that promote social relations among elementary students with and without severe disabilities in inclusive schools in USA titled “The administrative
climate and context of inclusive schools”. Phase 1 of study consisted of individual semi-structured interviews with each of the purposefully selected teachers. Interviews included a series of questions designed to identify strategies the teachers used and thought were useful in mediating the development of social relationships among students with and without severe disabilities. In addition, a minimum of 3 hours of direct observation was conducted in each participant’s classroom to corroborate the reports provided by the teaching staff and inform the interpretation of the interview data. Five themes emerging from the analytic process were used as input into phase 2 of the investigation. Phase 2 consisted of focus-group interviews. Participants were asked to provide any additional examples of strategies they found useful in promoting social relationships among students with and without disabilities. General education teachers in two inclusive elementary schools serving students in grades K-6 participated in this study. All teachers (N = 18) had served or were serving at least one student with a moderate or severe disability full time in their classroom within the past 12 months. Five teachers in each of the two schools were selected from the initial pool on the basis of observed ability to promote positive social outcomes between children with and without severe disabilities in their classroom. The remaining teachers participated in focus-group interviews. The main findings of the study were five themes that represented categories of strategies that teachers used to influence the development of social relations between children with and without disabilities in inclusive schools:

1. Active facilitation of social interactions:
   - Co-operative learning was an essential strategy for promoting positive social interactions.
• Working together around issues of mutual concern enabled students to learn more about others and strengthened the likelihood that positive social interactions would occur.

• Students assisted the teacher by taking care of their disabled friends. In keeping their commitment to equity they provided assistance to any child who might need help.

• Classroom schedules needed to allow both the time and the opportunity for students to connect and just be together was seen as important condition for the development of social relationships.

2. Students as resources in promoting the social inclusion of students with severe disabilities.

3. Teachers intentionally worked to build a climate of concern for others.

4. Teachers reflected modeling of an attitude of acceptance for all children in their classrooms.

5. Teachers work was supported by specific practices and policies within the school such as collaborative learning, shared teaching responsibilities, innovative classroom organizational practices and assigning clusters of students.

Mishra and Kumar (2009) conducted a study to evaluate the influence of inclusive education practices on learning and teacher attitude towards children with special needs as well as to evaluate how children with special needs placed in regular schools were benefited. Twenty children with disabilities of two from each 10-randomly selected school were chosen for case study. It was found that not only mild and moderate, but children with disabilities having any severity level were part of the primary schools.
Significant gap between school age and chronological age; and lower grade level and inappropriate examination practices were also found. Retention of children with disabilities was found satisfactory with appropriate attendance. Half of the teachers’ attitudes towards these children were not favourable; however, positive peer acceptance was found out.

Bindal and Sharma (2010) have emphasized that teachers in an inclusive classroom should have the ability to solve problems, be able to informally assess the skills a student needs (Rather than relying solely on standardised curriculum), ability to take advantage of children’s individual interests and use their internal motivation for developing needed skills, ability to set high but alternative expectations that are suitable for the students, ability to make appropriate expectations for each student, regardless of the students’ capabilities. If teachers can do this, it allows all students to be included in a class and school. Also the teachers must be able to: (i) Recognise and respond to the diversity of students in their classrooms; (ii) Accommodate to students’ different learning styles and rates of learning by employing a range of teaching methods, including cooperative group; (iii) Learning, peer tutoring, team teaching and individualized instruction; (iv) Be aware of the rights of students with education support needs; (v) Locate appropriate material, equipment or specialists; (vi) Identify and overcome barriers to learning; (vii) Consult with and develop partnerships with parents/caregivers and colleagues; (viii) Use appropriate forms of assessment; (ix) Adapt their instruction to the prior knowledge and beliefs of students; (x) Create an inclusive community that extends beyond the walls of the school; and (xi) Seek to enhance the self-esteem of all students.
**Smith and Tyler (2011)** in a study titled, “Effective inclusive education: Equipping education professionals with necessary skills and knowledge” found that web-based units on effective practices would give both current and future teachers the tools they need to educate every student effectively.

**Upadhyay (2012)** conducted a study titled, “Impact of Sarva Shiksha Abhiyan (SSA) interventions in primary schools for children with Deaf and Hard of Hearing (DHH)”. Randomly identified 10 schools from SSA and 3 special schools were taken up for the selection of DHH students. Data were collected using intervention inventory schedule prepared by the author as well as the school records available at each sample schools. The study revealed relatively poor scholastic performance of DHH students in SSA school due to several factors and some of the important factors were the combined classrooms, non-use of available amplification devices, and teachers’ disorientation towards itinerant teachers’ intervention.

### 2.3 STUDIES RELATED TO OPINIONS OF PARENTS OF CHILDREN WITH AND WITHOUT SPECIAL NEEDS ABOUT INCLUSION

**Afzali (1995)** reviewed literature on inclusion of deaf students in the regular classroom and studied perceptions of parents relating to inclusive education. Many parents of deaf children believed that the purpose of educating these students was to teach them to function in a non-hearing society.

A study by **Barrafato (1998)** examined the supports such as school funds and resources, parental and teacher attitude, in-service training and planning which contribute to the successful inclusion of children with disabilities at the early childhood level. All parents identified certain factors which must be in place to successfully integrate children in
regular classrooms. The importance of a teacher’s aid, increased support services, appropriate in-service training for teachers and smaller class sizes were stressed.

**Horton (1998)** investigated the opinions of parents of both disabled and non-disabled elementary children about inclusion of disabled students in regular education classes in a study titled, “Opinions of parents of both disabled & non-disabled elementary school children regarding inclusion of disabled of disabled students in regular education classes”. Results indicated that parents of disabled children had more favourable opinions about inclusion than those of non-disabled children. Parents of disabled children were more favourable towards inclusion of their children in inclusive settings in comparison to parents of non-disabled children. Parents’ answers differed depending on the type of disability being included. Regardless of their children’s disabilities or inclusion status, the ranking of disability types were: social, sensory, motor, academic and behavioural from the view points of most acceptable for inclusion to least acceptable.

**Grove and Fisher (2000)** examined the research literature and found that there is a wide range of opinion amongst parents related to the placement of children in inclusive educational settings. Some parents prefer and advocate for inclusive placement, while others favour separate placement. As the trend towards inclusion grows, one of the chief concerns of parents is the protection of support services for their children. It may be difficult for parents to find schools with personnel, who are sufficiently knowledgeable about inclusive educational goals in order to provide appropriate services to their children. It is also found that the parents were of the view that staff lacked in knowledge about their children. They also found it difficult to access teachers or other staff willing to provide them with information as well as receive information from them. Even when
such a person is available, conflict can arise from divergent perspectives about the children’s needs.

Concerns about socialization were also expressed by parents in a study conducted by Freeman and Alkin (2000) titled, “Academic and social attainments of children with mental retardation in general education and special education settings.” It was found that parents believed that students with severe disabilities, who were included in regular classroom settings, would be rejected socially. Even when parents believed inclusion to have beneficial social implications, they still maintained that those with severe disabilities would be rejected.

Palmer, Fuller, Arora and Nelson (2001) analyzed the comments of 140 parents of students with severe disabilities, who were in special education settings to identify the reasons for their support of, or resistance to, inclusive education in Australia. Positive affirmations about inclusive practices provided by about half of the parents revealed that they believed their children would enhance their achievement and develop improved functional skills due to higher expectations and additional stimulation in regular classrooms. The parents, who held negative attitudes towards inclusive practices, reported that the severity of the children’s disability meant that the regular classroom was not an option for their children. The parents believed that regular education classes were not accommodating enough for their children and that the teachers could be overburdened when students with disabilities were in their classes. These parents were concerned with class size, teaching conditions, and the demands of teaching to a diverse range of students. Parents also indicated that their anti-inclusion stand was due to the fact that regular classrooms focused on the academic curriculum, rather than on basic living or
Parents, opposed to inclusion, were also concerned about the aspects of inclusive programming such as not receiving special attention, or fearing that their children would be mistreated, harmed or ridiculed in the regular classroom.

**Gilmore, Campbell and Cuskelly (2003)** examined the attitudes of community to the inclusion of students with Down syndrome in regular classroom settings. They found that parents recognised the educational, social and emotional benefits of inclusive education for both students with disabilities and their non-disabled classmates. Majority of parents felt that the needs of students with disabilities could be better met in special education classes.

**Daniel and King (2007)** in a study titled, “Impact of inclusion education on academic achievement, student behavior and self-esteem and parental attitudes” found that parents were more concerned about the degree to which their children’s Individual Education Plan (IEP) actually addressed the needs of their child when the children were being educated in an inclusive setting.

**Nayak (2008)** in a study titled, “Attitude of parents and teachers towards inclusive Education” found that Parents of disabled children have actual interest in inclusive education and they want their children to get education with normal children, whereas some of the parents of normal children do not like to take chance with inclusive education.

**Palmer, Borthwick-Duffy, Widaman and Best (2008)** in a study titled, “Influences on parent perceptions of inclusive practices for their children with mental retardation” found that parents of children with severe disabilities, who met the following criteria, had positive attitudes towards inclusion. First, the parents saw socialization as an important
educational goal. Second, their children had relatively higher cognitive skills, fewer behavioural problems and fewer characteristics requiring special education. Finally, their children had more time in regular classrooms.

Khan (2012) conducted a study titled, “A study of the attitudes of the teachers and parents towards Inclusive Education and its effect”. 100 parents (50 of children with special needs and 50 of non-disabled) were taken as the sample of the study from Bareilly city working in different inclusive schools. It was found that parents of non-disabled had favourable attitudes towards inclusive education compared to parents of children with special needs.

2.4 AN OVERVIEW

An overview of the studies reviewed in this Chapter is presented here.

An analysis of the review of studies conducted by the researchers revealed that the facilities available to children with special needs for their education were not assessed. Even if the facilities were available in the school, they were not enjoyed by the students. There were no monitoring cell to implement, monitor and evaluate the work and greater need was felt to make modifications for students who need adaptations to benefit from a particular instructional environment; whereas the principals were of the view that adaptations can be practically implemented. Teachers require appropriate in-service training, special skills, special resources, increased support service both through local and state administration and above all smaller class sizes for successful inclusion of children with special needs in regular classroom. Teachers, Principals and Administrators had positive attitudes towards the inclusion of students with special needs in all categories, but children with special needs did not have access to the services of professionals such
as psychologists, physiotherapists, occupational therapists, speech and language therapists and teachers with special skills, special resources (Corcoran, 2009).

There were reservations among teachers about including all students, especially those with social, emotional and behavioural difficulties and teachers also believed that special education provides a valuable service for children with special needs. Even after their exposure to the intervention programme, teachers were of the opinion that children with special needs got easily upset in comparison to children without special needs in general classroom (Berwal, 2007). There were significant differences between inclusive and special school management system with regard to their staffing/manpower, reporting and record maintenance.

Although different aspects were included in the previous research studies, but the most important aspects like strategies adopted for identification, assessment and retention of children with special needs in regular classrooms, various interventions made in the sphere on environment, administration, social and academic, practices adopted by teachers, headmasters and administrators to make barrier free accession of inclusive schools to all students in rural as well as urban areas of Orissa have not been focused in any study. As a result, this particular aspect needs to be explored.

It is also revealed from the review of earlier studies that teachers were not prepared to meet the needs of students with severe disabilities and teachers’ attitudes to integration reflected lack of confidence both in their own instructional skills and management skills (Center & Ward, 2007). In inclusive education system, the teacher needs to understand and make necessary arrangements for providing content to all categories of students like, students with learning disabilities, students hard of hearing, students with visual
impairment, students with emotional problems, students with speech disorders, students with orthopedic handicap and other common non-disabled students. In such a scenario, the teacher should have the ability to solve problems, to informally assess the skills a student needs, ability to take advantage of children’s individual interests and use their internal motivation for developing needed skills, ability to set high but alternative expectations that are suitable for the students, ability to make appropriate expectations for each student, and ability to allow all students to be included in a class and school regardless of their capabilities. It is also found from the review of the studies that children with disabilities are not easily accepted in regular classes; whereas some studies reported positive peer acceptance. The intervening programme in the remediation of reading difficulties among children with learning disabilities has been found to be effective in improving reading skills, but relatively poor scholastic performance of children with Deaf and Hard of Hearing (DHH) in Sarva Shiksha Abhiyan (SSA) school was linked to factors like the combined classrooms, non-use of available amplification devices, and teachers’ disorientation towards itinerant teachers’ intervention (Upadhyay, 2012).

The earlier studies covered a few aspects of inclusive education practices, but did not study teaching-learning strategies adopted by teachers during teaching and making children with special needs sociable, adapting curriculum to the needs of the children with special needs, problems faced by teachers, use of various teaching skills like introducing the lesson, presenting the lesson, encouraging student participation and providing corrective feedback to students in inclusive classrooms. Understanding inclusive education practices in rural and urban areas assumes a greater significance in
the context of inclusive education. This aspect also needs to be explored through research studies.

Studies conducted by researchers in the past reported both complementary as well as contradictory views of parents on inclusive education. Parents of deaf children believed that the purpose of educating these students was to teach them to function in a non-hearing society whereas parents identified factors like teacher’s aid, increased support services, appropriate in-service training for teachers and smaller class sizes must be in place to successfully integrate children in regular classrooms (Barrafato, 1998). Similarly parents with disabled children were more favourable towards inclusion than those with non-disabled children, but parents had apprehensions about the availability of schools with adequate personnel knowledgeable about inclusive educational goals. Parents also viewed that staff members lacked in knowledge about their children and they found it difficult to access teachers or other staff for obtaining information from them. Parents were of the view that students with severe disabilities, who were included in regular classroom settings, would be rejected socially, whereas other parents recognised the educational, social and emotional benefits of inclusive education for both students with disabilities and their non-disabled classmates. Majority of parents felt that the needs of students with disabilities could be better met in special education classes and expressed concern about the degree to which their children’s Individual Education Plan/Programme (IEP) actually addressed the needs of their children when the children were being educated in an inclusive setting, as opposed to a segregated setting (Daniel and King, 2007).
The earlier studies focused on various parameters of parents’ attitudes, beliefs, apprehensions, concerns and views on including their children with special needs in regular classrooms, but very few studies have been conducted to find out parents’ feelings about their children with special needs, parents opinions about various aspects of school organisation that facilitate inclusion, parents’ opinions about various aspects of their childrens’ education in inclusive setting and parents expectation of school organisation, teachers and headmasters, suitable methods of teaching, etc., which further need to be explored. Similarly, the opinions of parents in rural and urban settings should also be investigated.

2.5 CONCLUSION

An analysis of the nature, type and quality of studies reviewed in this chapter throws light on the status of research in the area of inclusive education. Most of the studies conducted abroad have focused on attitudes of regular teachers, special education teachers, para-educators and principals towards inclusive education. A few studies have been also conducted on perception and beliefs of principals and administrators about the desirability and feasibility of inclusive education at primary level. Another trend was found among researchers to study the roles and responsibilities of para-educators, training needs of teachers, teacher effectiveness, student placement and persistence, opinion of parents of children with or without disabilities about inclusive education. The review of related literature also indicated that Indian researchers have not studied the practices of inclusive education in a comprehensive manner. In view of its importance as a strategy to achieve the goal of Universalization of Primary Education, there is a need to study inclusive education practices in India.
Studies which have been reviewed leave a gap that needs to be filled in. It is not enough to study the attitudes of regular education teachers, special education teachers, principals and administrators towards inclusive education. Beliefs and opinions of parents and administrators are important. We have to ensure that the practices of inclusive education are appropriate for the particular stage of education and types of children with special needs enrolled in schools. In our country probably very few attempts have been made so far to study the practices of inclusive education at primary level. Therefore, a comprehensive study on the inclusive education practices at primary level is justified.