CHAPTER – II

REVIEW OF RELATED LITERATURE

Review of related literature is an important part of any research process. Review helps the researcher to get an insight into the problem. Effective research is based upon past knowledge related to the studies. A summary of the writings of recognized authorities and of previous evidence helps the investigator about the familiarity of topics that is already tested or untested. It also helps to eliminate the duplication what has been done on that particular field. One can find out useful hypothesis and suggestions for significant investigation from reviews of related studies.

L R Gay (1990 p-36)(foundation of educational research and statistics Nanda Charan Gourang and Khatoi Keshari Pratap, Kalyani Publishers 2005, 26) defines related literature as, “the review of related literature involves the systematic identification, location and analysis of document containing information related to the research problem. These documents include periodicals, abstracts, reviews, books and other research reports.” one source can lead to another.

The source of related literature can be categorized in two types – primary and secondary sources. Primary source is related to a description of a study written by the person who conducted and secondary source is generally much briefer description of a study written by someone other than the original researcher.

The review provides historical, theoretical and research based findings to substantiate the raised research questions and objectives of the study. It also helps to exhaust ideas and find out theoretical framework to the study with the help of various sources from different authors and researches including pertinent documents of the related study.
2.1 International Studies

Krauss (1993) (Review of related literature, Mentally Handicapped Children and Family Stress, M. Annapurna, Discovery publishing home, SCERT, 2010) conducted a study to determine whether there were significant differences between mothers and fathers of young children with disabilities in the amount of child related and parenting stress. It can be mentioned that child-related stress refers to behavioral and temperamental qualities of a child and parenting stress refers to dimensions of parent’s functioning.

The investigator had selected one hundred and twenty one (121) mothers and fathers of toddlers with disabilities. To conduct the study the investigator used Parenting Stress Index (Abidin, 1983) Child Improvement Locus of Control Scales (De Villis at 1985), Parent Support Scale (Dunst, Jenkins and Trivetre, 1984), (Family Adaptability and Cohesion Evaluation Scales of Infant Development (Baylay, 1969).

The findings of the study were as follows:

1. There was no significant differences associated with the child’s type of disability between mothers’ and fathers’ scores for child related and parenting stress, locus of control, family functioning or size of their support networks.

2. It was revealed that fathers reported more stress related to their child’s temperament and their relationship to their child.

3. It was found that mothers were reported more stress from the personal consequences of parenting
4. Fathers were more sensitive to the affects of the family environment whereas mothers were more affected by their personal support network.

Prince, Mayfield, McFadden and Marsh, (2000)( Paul Sumana, Inclusive Education, Lakshi Publishers and Distributors, New Delhi-110092, 2013), find out that the teachers will be required to accept the pupil and adjust the classroom, curriculum and instructional activities to meet the academic, behavioral and social needs of the pupil.


The study investigated the attitudes of 354 Australian parents who had a child with a disability and also who attend a state school in Queensland. The types of disability of the children were broadly in accordance with accepted prevalence figures, except for a greater number reported as having autistic spectrum disorder reported and fewer students with a learning difficulty/ attention deficit hyperactivity disorder. The children were in a range of classes from special schools to schools there was in-class help from a special teacher or teacher aide.

One hundred pre- schools, 150 primary schools and 150secondary schools were randomly selected from the lists of preschools, primary schools and secondary schools from the database of Education of Queensland schools. The findings of the study were –

i. The response of the parents regarding inclusion was moderate. All parents were strongly or moderately supportive of the benefit of inclusion for Children with Special Needs children in general. The mutual benefits of
social interaction, greater independence, greater understanding and
tolerance by their peers, friendship with non-disabled peers and imitating
their behavior proved as the most salient benefits of inclusion.

ii. Parents were more conservative about their own child with 50% favoring
special classes, though there was substantial recognition of the benefits of
inclusion for Children with Special Needs.

iii. 70% parents were in favor of requiring more patient teachers, extensive
changes in general classroom procedure and substantial additional training
for regular teachers in regular schools. Parents regarded special class
placement as causing worsened social and emotional development for
Children with Special Needs.

iv. The behavior of students with special needs in regular classroom expressed
equal support for the view that children with special needs were poorly/
well behaved. 10% felt that peers would be harmed by the presence of a
student with special needs in a regular classroom.

v. The preschool group had the highest proportion reported not to receive
special training 11.9%, secondary group 3.8%.

vi. 50 parents reported that their child’s placement pertinent to preschool, 76
to primary – aged and 46 to high- school-aged students.

vii. 4 parents were identified as positive viewer, 2 parents cited reasons for
negative view. One school had required the parent to identify a suitable
teacher aide, which was a school responsibility, and one mother felt that a
previous unsuccessful enrolment in that school of a child with Down
syndrome had prejudiced her child’s education.
viii. Among parents of primary-aged children, only one reported on training needs, lack of resources, especially aide hours, was identified by 11 respondents.

ix. Regarding the school’s provision of appropriate curricula and support – 32 parents of preschool level were uncertain about the future education placement for their child, on the other hand several parents expressed a high degree of satisfaction.

x. Regarding issues and concern to parents- 3 parents expressed lack of support and one of them was in favor of family support. One recommended facilitating information exchange between home and school.


The purpose of the study was to examine parents’ attitudes toward inclusion of their children with disabilities in Greek general settings and to associate their perspectives with parent variables (e.g.-education) and child variables (e.g.-age, severity of disability)

The sample size consisted of 119 parents (68 mothers, 51 fathers) of children with disabilities (56 with mental retardation without Down Syndrome (DS), 21 with mental retardation with Down Syndrome, 8 with autism and 27 with cerebral palsy) in Thessaly region. Attitude Toward inclusion/ Mainstreaming Scale (Leyser and kink, 2004) was applied to collect the relevant information from parents. The objectives of the study were:-
i. Benefits of inclusion for students with and without disabilities as perceived by parents,

ii. Parent satisfaction with their child’s progress and special education services compared to inclusion,

iii. Parent perceptions of teacher ability and inclusion support by parents of students without disabilities,

iv. The child rights factor related to the philosophical and legal justification of inclusion.

The findings of the study revealed that –

i. The parents did not express a major concern about whether inclusion would hurt their children emotionally. However they were concerned whether their children would be socially accepted by peers without disabilities,

ii. Quality of instruction and availability of support services created a feeling of uncertainty to parents of children with disabilities about the positive or negative outcomes of inclusion of inclusion practices. Parents did not strongly support their children’s chance to participate in typical classes, an attitude that to some degree was attributed to their frustration regarding the provision of special policies in Greece,

iii. Parents were more confident regarding equal treatment of their children by teachers in typical classes and their acceptance by parents of peers without disability,

iv. Student’s age concerned as the principal factor that influenced parents’ perceptions about inclusion, parents of students aged below 18 years
appeared more emotionally involved and concerned about the future of their children through inclusion practices,

v. Parents’ education level and children’s type of disability did not emerge as factors that influenced parental views about inclusion.

Elliot (2008)(Paul Sumana, Inclusive Education, Lakshi Publishers and Distributors, New Delhi,110092, 2013) examined the relationship between teachers’ attitudes toward the inclusion of children with mild to moderate mental disabilities. The findings revealed that there exists relationship between teacher attitudes toward inclusion and teacher effectiveness. Teachers with a positive attitude toward inclusion provided all of their significantly more practice attempts, at a higher level of success.


The objectives of the study were to examine:-

1. What attitude teachers hold towards inclusive education?
2. Which variables are related to their attitudes and
3. If these affect the social participation of pupils with special needs in regular classes.

The study revealed that variables related to attitude of teachers may affect in several ways. The study carried out on a review of the literature of 26 studies on the attitude of teachers towards inclusive education. it has been found that several variables
related to teachers attitudes, such as training, experience with inclusive education and pupils’ type of disability.

The major findings of the study were as follows:-

1. Majority of the teachers were undecided or negative in their beliefs about inclusive education. They did not rate themselves as very knowledgeable about educating pupils with special needs. They did not feel competent and confident in teaching pupils with various types of special needs. The teachers also hold negative or neutral behavioral intentions towards the SEN students.

2. The study revealed that teachers’ attitudes are related to several variables like-gender, years of teaching experiences, and experience with inclusive education, training and types of disability.

3. Regarding the affect of teachers’ attitudes on pupils’ social participation, the study could not find out any conclusion as no studies were found in which this aspect was investigated.

Regarding gender female teachers were more supportive than their male counterparts towards inclusive education. Teachers with less teaching experience were significantly positive in their attitudes towards Special Educational Needs students. Again who had previous experience with inclusive education were significantly positive in their attitudes than the teachers who had less or zero experience, The teachers who received training hold more positive attitude than others who have least knowledge towards inclusive education In some cases the teachers shown negative attitude regarding inclusion of pupils with learning disabilities, behavioral problems and
cognitive disabilities but it was positive about the inclusion of pupils with physical
disabilities and sensory impairments

Singal et al, (2010) undertaken a study on disabilities. The study was purpose-
designed survey that included questions on disability, collected information on
individual, family and administered on 1094 urban and rural household. Stratified
Random Sampling was followed on nine districts in two provinces – Punjab and Kyhber
Pakhtunkhwa.

The findings of the study were –

1. Schooling for youth with disabilities were decreasing than the non-disabled
   children,
2. The number of never-enrolled was more than one-third that was 10%
   points lower than the disabled,
3. The study indicated that there was discriminating attitude towards girls
   with disabilities,
4. Gender discrimination was considerable in this regard.
5. Though in some cases young women were enrolled in school they less
   likely completed high school compared to that of men.
6. In inclusive education, family’s preference was more in regard of young
   people with disabilities as there was no cost of studying in Madrassah.
7. Social participation and high status in society influenced in this regard, as
   they made it their habit.
8. Another possible cause was the belief they developed regarding religion.
A review report prepared by Dr. Eileen Winter and Mr. Paul O’ Raw, (ICEP Europe, (2010)- “Literature Review of the Principles and Practices relating to Inclusive Education for Children with Special Needs”) emphasized to produce a detailed summary of existing literature on inclusion, current definitions of inclusion and a collection of the main principles and practices involved in inclusive education.

The general approach to complete the review involved in two main strands. The first one conducting a literature review, gathering relevant information from national and international sources related to inclusion and the second one incorporated an analysis of the information gathered during study and construction of a framework of inclusion based on literature review.

The review revealed that there was no one agreed definition. The review proposed that inclusion has defined as a process of:

- Addressing and responding to the diversity of needs of learners through enabling participation in learning, cultures and communities and,
- Removing barriers to education through the accommodation and provision of appropriate structures and arrangements, to enable each learner to achieve the maximum benefit from his/her attendance at school,
- The review also revealed that inclusion has differentiated for students with special educational needs,
- Scaffold instruction needed and learners can be benefitted by cooperative group learning, peer tutoring, direct instruction and co-teaching measures,
- The style of teaching should involve of variety of methods so that the educational need of children can be meet.

To conduct the study databases including ERIC (1984-2000), BEI (1986-2000) and Psych INFO (1984-2000) were searched for articles related to teacher attitudes towards mainstreaming, integration and inclusion. Relevant books, literature reviews and all identified relevant reports were searched for additional references.

The major analysis of the study was as follows:

Child-related variables – Teachers’ concept of children with special needs normally consists of types of disabilities, their prevalence and the educational needs they exhibit. Generally, teachers’ perceptions could be differentiated on the basis of three dimensions – physical and sensory, cognitive and behavioral-emotional.

- Teacher related variables - Gender- female teachers had a greater tolerance level for integration and for special needs persons than the male teachers.

- Age-related experience- younger teachers with fewer years of experience have been found to be more supportive to integration. Educators gained experience in teaching became less accepting on integration.

- Grade level taught – senior high school teachers displayed significantly more positive attitudes towards integration than junior high school and elementary school teachers. As children’s age increased, teacher’s attitudes became less positive to integration. Teachers of older children tend to be
concerned more about subject-matter and less about individual children differences.

- Experience of contact – as teachers implement inclusive programs therefore get closer to students with significant disabilities, their attitudes might become more positive. Social contact did not lead to favorable attitudes. Contact experience with children with Special Educational Needs did not result in the formation of more positive attitudes.

- Teachers’ beliefs – it can be stated that teachers who accept responsibilities for teaching a wide diversity of students and feel confident in their instructional and management skills, can successfully implement inclusive programs.

- Teachers’ socio-political views – teachers with abstract conceptual systems showed less need of order, less permission and less interpersonal aggression, characteristics which have been related to the low levels of authoritarianism. Socio-political and ideological beliefs and values have some relation to integration, attitudes cannot be considered as a strong predictor.

- Educational environment related variables – availability of support services at the classroom and the school levels resulted positive attitude. At the same time continuous encouragement from the head–teacher can be stated as instrumental in creating positive attitude among the teachers. Support from resource teachers, specialist resource teachers and school environment were other factors of positive attitude.
Human and physical support can be regarded as important factors in generating positive attitudes among mainstream teachers towards the inclusion of children with Special Educational Need.

A Report commissioned by the Australian Research Alliance for Children and Youth (ARCY) 2013 for the Department of Education, Employment and Workplace Relations (DEEWR) conducted a study on inclusive education to investigate and explore what research has been found to work and to improve not only school attendance but also school achievement and other learning outcomes for students with disability. The report presented an overview of inclusive education in an international and Australian context.

Analysis and Policy discussion was made in this regard on three key research questions:

a. How is Australian sitting internationally in relation to the context students with disability or additional learning needs can access and participate in education on the same basis as students without disability,

b. What are the Australian and international policies for imparting learning outcomes for students with disability or additional learning needs,

c. What programs are currently being implemented and what learning needs are they attempting to meet.

Data obtained from a wide variety of key- published sources including journals, government publications, internationally accepted authorities and Australian education system websites. 150 individual data were reviewed to find out the conclusions. The analysis and conclusions of the report was as follows:
The policies and practices should be cautiously adopted without due consideration of context and the complexity of the jurisdictional of educational systems that exists within its states and territories in Australia.

The Finnish (Finland) education system was not linked positively to their model of inclusive education and recent changes in support in funding have not been evaluated, so decisions based on the Finnish system should be heedful.

Despite the rhetoric supporting, inclusion, as a concept and in practice was recognized with challenges in the enactment of inclusive education in Australia.

The major challenges were the lack of consistent data across all the jurisdictions of students with disabilities.

To ensure that inclusive educational policies address the needs of learners and that implementation ideas through policy development are manageable and practicable, a proactive systematic approach was needed that was supplemented by local input and involvement.

Before implementing the policies of inclusive education in a popular region, urban- rural situations as well as the fiscal constraints, support structures and the capacities of the implementing authority should be kept in mind.

Appropriate preparation of all stakeholders was another requisite of inclusive approach. Social inclusion issues should be responded well, issues surrounding choice and equity; increased pressure to demonstrate improvement in academic outcomes; acceptance of social and political
changes in the school community; aligning teacher education programs with inclusive education policy; initial teacher education and teacher education as a professional learning, all need further review and clarification.

Dapudong C. Richel (2014 International Journal of Learning & Development, vol-4, No-4, 1-20) carried out a study on “Teacher’s Knowledge and Attitude towards Inclusive Education: Basis for an Enhanced professional Development Program”, to focus on the need of attitude of teachers regarding inclusive education (International Journal of Learning and Development, 2014, vol-4, no-4). If the right to education for all has to become a reality, all learners must have to access to quality education that meets basic learning needs and enrich lives. The attitude of teachers affects the process and the outcome of inclusion to a great extent. Inclusion largely depends on teachers’ attitude towards pupils with special needs and on the resources available to them. The researcher conducted the study on four international schools situated on the Eastern Seaboard Region of Thailand, following UK National Curriculum or the American Curriculum. The research study has mainly concerned on the areas like:-

1. The profile of international school teachers in terms of gender, age, nationality, degree held area of specialization, years of teaching experience, training in special education and experience in teaching students with disabilities in the classroom.

2. Do the teachers conceptualize inclusive education as a system of education for all, an integration of special educational needs and a way of reducing social discrimination?
3. Level of attitude of teachers towards inclusive education of children with special needs in terms of their – beliefs, feelings and actions.

4. Significant differences in attitudes of teachers when grouped according to gender, age, nationality, degree held, area of specialization, years of teaching, training in special education and experience in teaching.

5. Feasible intervention program to improve the knowledge and attitude of teachers towards inclusive education for Children with Special Need.

The findings of the research study concluded as follows:-

1. The teachers had a partial knowledge on inclusive education as a system of education,

2. The number of female teachers was more than the male aged 31-50 years old. Most of them were British teachers holding BA and MA with a relevant teaching experience of six years and more. Nearly all teachers were from general education background and a few of them were from other fields and special education. Two- third of them experienced with teaching in disabilities and majority of them have attended some kind of training or workshop in special education,

3. The teachers had moderate knowledge on inclusive education as a way of reducing social discrimination and as integration of Special Educational Needs students in mainstreaming,

4. They had a favorable attitude towards inclusion of Special Educational Needs in regular classrooms. In general they hold a neutral attitude towards inclusion they were uncertain whether to support the ideas and
practices of inclusive education in the setting where they were familiarized,

5. There were no differences in attitudes among the school teachers when they were grouped according to seven variables. Only gender had a significant effect on the attitude of teachers. The conclusion was that it was a vital matter to consider the demographics of the respondents when there was a need to determine the attitude towards the issue.

The UNESCO EFA Global Monitoring Report (2014) coined Pakistan as the second highest out of school population, i.e., 10% of the world’s share, with high gender disparity. The Pakistan Education Taskforce (barber, 2010) declared it as to be a state of ‘educational emergency’, national priorities continued to remain very aspiration with little effort being made at the ground level. Government document Vision 2015 stated, “The aim is to create a globally competitive and prosperous country providing high quality of life for all its citizens.”

National Policy for Persons with Disability (2002) was one of the most significant official documents on disability. Though the report was very aspiration with little reference to ground reality and there was no clear indication of steps that would be taken for realization of goals. Regarding education it was stated, “Adopt a shift from exclusion system of education to inclusive education for the children with disabilities.”

The National Plan of Action (NPA 2006) suggested that services should be designed in an integrated way by pooling and mobilizing all resources. It identifies 17 critical areas of intervention from problem assessment to service delivery to meet by 2025. The main objectives were the creation of barrier free physical environment for
PWDs in all public, private and commercial buildings and revision of construction by laws.

Another two important documents i.e., Islamabad Declaration Accessibility for Persons with Disabilities (2006) and the Islamabad Declaration of Rights on Persons with Disabilities (2009) resulted of various Non-Government Organisation’s coming together for commitments towards addressing disability issues. It has rightly been argued by the commentators that existing policies and laws on disability in Pakistan need to be redefined and updated. Rehabilitation and mainstreaming of persons with disabilities were two main issues in this regard.

Wondwosen Mitiku, yitayal Alemu, Semahgn Mengsitu, (Asian Journal of Humanity, Art and Literature, vol-1, no-2/2014) conducted a study “Challenges and Opportunities to Implement Inclusive Education”. The study was undertaken in selected primary schools of North Gondar Zone in order to assess the challenges and opportunities to implement inclusive education. The specific objectives of the study were:

a. To check the implementation of inclusive education in the schools.,

b. To identify the practical opportunities for the provision of inclusive education in the schools,

c. To identify the practical challenges to apply inclusive educational system in these schools,

d. To suggest possible solutions by comparing the opportunities and challenges for the provision of inclusive education in these schools.

To carry out the study the survey method was followed in two schools Chilga and Tikil Dingay primary schools. The sample size was thirty consisting of professional
teachers, students with different disabilities and school principals. The major findings of the study were summarized as follows:

1. The schools had little opportunities to pave the way to implement inclusive education. Challenges that faced to implement inclusive education were – the attitude of the teachers and the parents towards children with disability and teachers of students with special needs, lack of attention from the education office, lack of educational materials, large class size and lack of skilled manpower etc.

2. There was no provision for identification and assessment process to identify and assess children with special needs in those schools.

3. There was absence of eligibility criteria to admit students with special needs.

4. There was not any provision for preparation of Individualized Educational Plan (IEP) for the Special Educational Needs students.

5. The teachers used different methods/ strategies for involving students with special needs in all activities, but they did not provide extra time to complete their activities and the testing procedures was not modified and adapted for them.

6. The library, resource room containing reference books written in Braille and some geographical and mathematical aids were not sufficient for the students.

7. Facilities provided for visually impaired students were not sufficient and adequate for the students with special needs.
8. Due to the size of the classroom, the visually impaired students did not have access to move freely as they were narrower.

Arjmandia Ali Akbar and Kakabaree Keivan (2014) conducted a study on “The Investigation of Parent’s Attitude toward Inclusive Education for Slow Learners”. The main purpose of the research study was to investigate the effective factors on the attitude of parents that experienced parenting slow learner children in regular schools toward educational integration. 204 parents were available in Arak for the study. The study was correlation research study and the questionnaire of assessing attitude was prepared by the researchers.

The study seeks to find out answers of the following questions:

a. What are factors related to attitude of parents toward inclusive education?

b. From the viewpoints of parents, what problems do the schools encounter to execute integration plan?

c. What are the attitudes of parents of slow students toward integrated education?

Findings of the study were revealed in two descriptive and inferential sections.

Major findings of the study were –

1) 45% of total parents were not consent about facilities of schools and compression of students in a class, but 31% were consent about it. Lack of individualized instruction and extra classrooms for borderline students was one of the major problems and limitations of inclusive schools. One of the affective factors of non-consent of parents was communication of slow learners with their normal classmates,
2) 80.4% of parents of slow learners expressed positive views towards integration plans and only 8.3% of them possessed negative views.

3) Variables of parent’s ages, parent’s academic level, level and number of children’s friends had a significant relation with parent’s views. The more the age, educational level and number of children’s friends, the more the positive were found. The result indicated that increment of social compliance and interpersonal relation of students was very important factors for the parents.

4) Students could educate in inclusive schools. It required exact planning, usage of more facilities, and support of parents, teachers and classmates. Inclusion was better educational option for slow learners but that educational setting needed some facilitations and preparations.

2.2 National Studies

Prasad S and Srivastava A N (1992) conducted a study on the perceptual motor problems of LD and NLD children in the age range of 5-10 years. The sample was selected from various types of schools such as convent school with superior physical facilities and Nagarpalika schools with very poor infrastructure from both rural and urban areas. It has been conducted that the children who were poor in perceptual skills were also inferior in their academic performance.

Swarup P and Sharma (1993) conducted a study on the effect of cognitive behavior training on the written syntax of the learning disabled children in the age range of 10-14 years. The result of the study show implications in terms of creating an awareness of the learning problems in syntax faced by the students in the normal school
set up. Further it focused on attention need for specific instruction, modeling and immediate feedback in writing task and practice in free expression of writing so that the children could master the necessary skills.

Ramgopal and Rao (1994) attempted to assess the behavior disorders in moderately mentally retarded and their relation to parental attitude. The study was conducted at three special schools for mentally retarded and their relations to parental attitude. Three special schools at Bangalore were selected as a sample of the study. The sample comprised of parents (either father or mother) of sixty (60) moderately mentally retarded of both sexes in the age group of 8-12 years. To conduct the study Conner’s Parent Rating Scale was administered to assess the learning and conduct problems one hand which was present to a high degree and psychosomatic disturbances, impulsive hyperactive and anxiety problems to a low order on the other hand.

The findings of the study showed that regarding parental attitude scale the attitude of the parents towards the moderately retarded children was negative. There was a non-significant negative correlation between behavior disorder and parental attitude of the moderately mentally retarded children.

Geetha (1998) developed a remedial package and assessed its efficacy in augmenting primary school teachers’ skill to help dyscalculia children. The sample of the dyscalculia children was identified from standard Ito v. The package was found to be effective for teachers used in facilitating learning of children with dyscalculia.

Sharma V. conducted a study on ‘The attitude and concerns of school principals and teachers regarding the integration of students with disabilities into regular schools in Delhi, India’ (2001). In this study the researcher explored the attitudes and concerns of 310 primary school principals and 484 teachers working in government schools in
Delhi regarding the inclusion of students with special needs into the regular school programs. Researcher found the best predictors of teacher’s attitudes towards inclusive education were their length of teaching experience, contact with a student with special needs and perceived parental support for inclusive education were found to significantly influence the teachers attitudes and actions. The study also revealed that both principals and teachers were concerned about the lack of resources such as special education teachers and Para-professional staff, non-availability of appropriate instructional materials, lack of funding and lack of teachers training to implement inclusive education policies.

In 2008, District Sarba-Siksha-Abhiyan conducted a study on “Integrated Education for Disabled” jointly with Economics Department, the University of Burdwan. The main objective of the study was to measure the educational status of the children with special needs and the degree of consciousness of the schools and the community members. 50 Children with Special Needs children were selected for the purpose and out of them 25 samples taken out for preparing the report.

The findings of the study revealed that attitudinal barriers prevented Children with Special Needs from coming to schools. It was needed to undertake widespread awareness on the need and importance of educating the Children with Special Needs. There was no perceptible difference between the condition of the Children with Special Needs in the areas with District Level Resource Officers (DLRO) and in the areas without them. Consequently, even in the limited areas where the program had additional manpower and institutional support, it was not doing as much for the children in need as desirable.
Elliot (2008) examined the relationship between teachers’ attitudes toward the inclusion of children with mild to moderate mental disabilities. The findings revealed that there exists a relationship between teacher attitudes toward inclusion and teacher effectiveness. Teachers with a positive attitude toward inclusion provided all of their significantly more practice attempts, at a higher level of success.

Florian and Kershner (2009) stressed the need of effective teacher for inclusive education. an effective teacher proved able to respond to and make sense of the differences among learners. Inclusive education may be distinguished by individual acceptance of differences between students as ordinary aspect of human development. Florian (1998) in his book ‘Promoting Inclusive Practices ‘ suggested that teachers for inclusive education need knowledge about learning difficulties and they need to be skilled in using specific instructional methods.

Singal Dr. Nidhi (2009) (A background paper for GMR 2010/ ED/ EFA/ MRT/ P1/ 21) carried out a study ‘Education of Children with Disabilities in India’ .The author discussed about the efforts was being undertaken by SSA towards the education of children with disabilities. Main focus was on issues of access as well as the quality concern of education that was delivered. It also examined the role of the non-governmental sector in educating children with disabilities as well as the rate of participation in early childhood education. The paper highlighted the vast inter-state variations in responding to the educational needs of children with disabilities.

The study revealed that there was a significant lacuna of knowledge in the field of special and inclusive education in India. Some of the findings were –

i. Young people with visual impairments had completed the highest number of years of education. Except two young men living in the rural area who
had not attended any school, attended a special school for a considerable number of years at some point during their period of education.

ii. Young people with hearing impairments had considerably less years of schooling; the highest class completed was only class 8. They seemed more anchored in one system or the other than the visual impairments. Most of them attended a mainstream school; two of them had studied in special schools.

iii. All young men and women with physical impairments had received some school education and they had studied only in the mainstream setting.

In India, education of children with disabilities, have been largely framed by the distributive paradigm of social justice. Focus has been on equality in terms of access and provision of resources here. Redistribution of resources and access has been considered as one of the desirable and important matter in case of inclusive education. Children with disabilities tend to belong to the lower economic strata and without these special schemes it cannot facilitate the basic elements. For girl’s access to education depends on infrastructure and transformations in the curriculum and pedagogy. The focus needs to shift from the outside to the ‘inside’.

Inclusive education requires a careful consideration of every aspect of schooling and societal context. Effort should be made at macro, micro and interpersonal levels. Both society and school should intimately involve considering responsibility. The attitude and role of the teachers plays a significant role in this field.

Anbalagan Dr. C in the article “problems and Prospects of Education for Disabilities in India – An Overview (2011) (KKIMRC IJRECT Vol - 01-No. 01
September) focused fully on disability in relation to education for village and rural
people of those who required the education to develop themselves and carrier. Under
PIED, there had been a significant increase in the number of not only mildly disabled,
but also severely disabled children, with the number of orthopedically handicapped
children for outstripping other disabled children.

The study was based on National Sample Survey Report, 1991. The NSSO,
through the Department of Statistics, Ministry of Planning and Program,
Implementation conducted a sample survey of literacy and disability related questions.
Some of the findings highlighted in the survey were as follows:

1. Causes of visual disability were found due to several factors like – old age
   (24.4%), cataract (25.8%), eye disease (11.9%), glaucoma (3.8%), injury
   (3.4%), small pox (3.2%), diarrhea (1.2%) and others (26.4%).
2. Causes of speech disability had been found due to factors like – paralysis
   (21.6%), mental illness (9.1%), voice disorder (7.7%), injury (4.0%),
   hearing impairment (3.4%), cleft palate (2.0%), other illness (21.4%), and
   old age (2.3%), other (28.8%).
3. Causes of loco motor disability founds as – palsy (33.7%), burns (21.8%),
   cardio respiratory (11.4%), old age (5.2%), cerebral (4.8%), leprosy
   (3.5%), polio (2.5%), smoke (2.0%), other illness (1.9%), and other
   (13.7%).
4. Causes of hearing disability had been found due to factors like - other
   illness (27.9%), other (40.8%), ear discharge (23.1%), old age (5.6%),
   noise induced hearing loss (2.8%).

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The 1991 round of the National Sample Survey revealed that – it estimated that people with visual, communication and loco motor disabilities number at least 14.56% million, or 1.9% of the total population of India. It included people who were profoundly disabled and does not include moderate to mild disabilities such as, mental disabilities, deteriorating neuro-muscular conditions and leprosy affected people. A separate sample survey on the incidence of mental retardants estimated 3% of all children aged 0-14 were developmentally delayed, including learning disabilities and 5-10% suffered mental disorders of varying types and degrees of severity. Village level surveys revealed that 4-10% of the population of the country constitute persons with disability.

The author concluded that of all people living with disability, 35.9% belong to the 0-9 year’s age group, which in absolute terms to 7 million young people. The Sarba-Shiksha-Abhiyan (SSA) made an effort to promote the inclusion of children with special needs, but the system faced challenges in identifying the Special Educational Needs children and responding to their needs. The special schools also experienced some disadvantages. These institutions experienced to reach out to a very limited number of children, largely urban and they were not cost effective. The special schools segregated CWSN from the mainstream, thus developing a specific disability culture.

Banu Nasreen and T. S. Nagamani (2011, Psycho-Lingua, 41(2) page-136-142) in the study “Impact of Home Based Education (Inclusive Education) on Children With Special Needs (CWSN) investigated the impact of home on the Children with Special Needs in Andhra Pradesh. The total sample selected for the study included 9 districts, 43 Mandals, 43 Resource Teachers and 258 children with special needs. The objectives of the study was – to study the demographic profile of children, parents and resource teachers attending Home Based Education, to find out the status of Children with
Special Needs at the time of enrolment, the teaching strategies followed by the Resources Teachers, to find out the opinion of teachers with regard to mainstreaming Children With Special Needs and the impact of Home Based Education on the development competencies of Children with Special Needs.

The findings reveal that Home Based education was offered as one of the educational options for children with severe and profound disabilities under Sarva-Siksha-Abhiyan. Provision was made to teach specialized skill to those children by specially trained teachers. Successful inclusion of children with disabilities was only possible when the regular schools could involve and committed to inclusion

Bhat Shabir Ahmed and Puju Javed Ahmed carried out a study on “Self perception and Adjustment- A Study on Post Graduate Visually Impaired and Crippled Students (2011). They compared two groups of students i.e. visually impaired and crippled post graduate students on two dimensions of self- perceptions like ideal self and perceived self and various dimensions of adjustment like- home, health, social and emotional adjustment from 200 post graduate students in Kashmir University.

The objectives of the study were- to study the perceived self of visually and crippled postgraduate students as well as the adjustment of visually and crippled postgraduate student. Again to compare the perceived self of visually and crippled impaired and to compare the adjustment of visually and crippled postgraduate impaired students. To carry out the study the researchers selected 100 visually impaired and 100 crippled postgraduate students.

The findings of the study revealed that the crippled students exhibited better real self than the visually impaired student. Regarding home adjustment the crippled students’ possessed better concept than the visually impaired students. On health
adjustment both the group possessed similar health adjustment. Both the groups showed similar emotional adjustment but regarding social adjustment the crippled students’ concept was better than the visually impaired postgraduate students. Regarding total adjustment, the crippled students showed better perception than the visually impaired students.

Chandra Satish and Meetei M Rohan in a study “Taking the challenge of Inclusive Education in India: The case of Children with Special Needs” (2012), (Research Journal of MDKG, vol.1, no-1, page-73-87) focused on the needs of Children with Special Needs under Sarba-Siksha-Abhiyan, irrespective of category, kind and degree of disability. The objectives of the study were- to analyze the progress made by the government schemes and programs, to discuss the challenges and issues in inclusive education, and to find out remedies for including all as per their educational needs. Only secondary data were used for the study. The objectives of the study were –

1. To analyze the progress made by the government schemes and programs
2. To discuss the challenges and issues in inclusive education
3. To find out remedies for including all as per their educational needs

The study revealed that the attitude of teachers towards Children with Special Needs and skill development should be positive whereas the reality was different. To deal with the disabilities the attitude of general teachers should be geared up with adequate knowledge and competencies. Infrastructures in schools were not sufficient to meet the needs of Children with Special Needs. The number of resource teachers was also limited. In rural areas resource centers were facing untrained manpower and improper environment along with limited teaching- learning materials. Restructuring the teacher-training program and uniformity in curriculum and financial implication was
another need of the hour. There was need to minimize the teacher-student ratio which was very high in reality. Involvement of community and introduction of ICT was another emergent needs to make Children with Special Needs education as inclusion as a success.

Rekha Dr., Kumar Vikash Dr. in a study “Challenges facing the implementation of inclusive education in elementary schools of Punjab”, 2012(International Multidisciplinary e-journal Vol-1, Issue-iv, April, 15-) revealed the problems and challenges faced by inclusive education in Punjab. The main objectives of the study were-

i. To study the problems and challenges faced by the Teachers and Heads in the inclusive education,

ii. To determine the teachers and heads knowledge about inclusive education

iii. To study a relationship between the problems and challenges facing the implementations of inclusive education and the attributes of teachers and heads such as qualifications, attitudes, age and the grades taught at school.

To carry out study purposive sample was used. The sample consisted of 50 elementary school teachers 10 from each block i.e. Aur, Balachur, Banga, Nawanshahr and Saroya and 10 Head Masters (two from each block). The respondents were approached because they were accessible, knowledgeable, experienced and informative with regard to research under investigation. The major findings of the study were as follows-

1. Both Children with Special Needs as well as peers of Children with Special Needs were benefitted in the inclusive set ups,
2. Teachers grew professionally and enhanced personal support as a result of opportunities to collaborate with others in the development of inclusive services,

3. There was a relationship between the teacher’s qualifications, attitudes, stress, gender, and large classes and problems challenges associated with the implementation of inclusive education,

4. Teachers who participated in the study were qualified to teach but were inadequately trained to teach learners with barriers in learning. Teachers lack of appropriate professional training to implement inclusive education and meet the needs of diverse learner population,

5. The teacher’s understanding of the extent of inclusive education was limited and also viewed inclusive education in a limited way as a means of ensuring equality of educational opportunity for learners with barriers in learning and development in the general education classes,

6. Teachers with little or no experience had negative attitudes towards the inclusion of those learners in the regular classrooms. Experience tends to change the attitude.

Thorat Shukhadeo, Chairman, Indian Council of Social Science Research (ICSSR) and UGC, New Delhi, in his convocation address at the 20th convocation of North Maharashtra University, Jalgaon, 2012, ‘Focus on Inclusive Education’ emphasized on more inclusion of students at higher stage to provide opportunities for greater access and develop their human capabilities, so that they can be able to participate and benefit from the gains of economic development. He emphasized on both public-private enthusiasm regarding inclusion at higher stage. New entrance should
make possible from rural areas and from economically and socially disadvantaged background, as well as from diverse social, religious and cultural backgrounds. The universities and colleges need to be developed schemes for academic support both in languages and core subjects for catching up with the advanced courses.

Thorat in his speech revealed that the economic opportunities in terms of access to resources and income may be unequal but equal access to higher education and skill to all persons, poor and non-poor helps to use economic opportunities on equal footing. Education can play a significant role in equalization process by offering equal opportunities to all to develop their human capacities.

Kumar Anil (2012, May, EDUTRACKS, vol -II, no-9 17-20) discussed about the need of Common School System to make education for all concept more meaningful. In the article, “Common School system still a Distant Dream,” the author focused on the journey of the concept from Kothari Commission, where concept came out and till now it is going on, i.e., Right to Education Act2009. The Kothari Commission recommended for “Common School System” to “bring the different social classes and groups together and thus promote the emergence of an egalitarian and integrated society.”

The author in the study defined the “Common School System” as mentioned by Kothari Commission of 1964-66. Each school within the Common School System (CSS) should be attended by all children in the neighborhood. The basic aim of Common School System is to provide equitable quality elementary education to all children of the society irrespective of caste, creed, community, language, gender, economic condition, social status and physical and mental ability.
There are number of policies and commissions regarding implementation of CSS. But despite of strong recommendations of the commissions, committees and educationists it is a utopian dream in Indian society. Only the poor or marginal people send their children to government schools. Even the Children with Special Needs are not fully enrolled to mainstream in education system. There are number of hurdles to reach the goal.

The author concluded about the Common School System (CSS) by emphasizing the need of making reality the Right of Children to Free and Compulsory act, 2009. It mentioned the Clause 3 (1) in chapter II that every child of the age of six to fourteen years shall have a right to free and compulsory education in a neighborhood school till completion of elementary education. Both the government and local bodies should involve carrying out the provisions of this Act.

The section 8(d) ensures appropriate infrastructure including school building, teaching staff and learning equipments from the government. Under section 8(g) the government should ensure good quality elementary education conferring to the standards and norms specified in the schedule.

Paul Dr. Adam (2012) conducted a study on “An analysis and observations of Teachers and Parents on Social Skills of Mentally Challenged Children”, at Guntur district. The sample size of the study was 50 teachers, 50 students and 50 parents of the area. The main objectives of the study were-

i. To focus the opinions of the parents and teachers on the categorization of the skills of mentally challenged children.
ii. To investigate the opinions of the teachers and parents on social skills of mentally challenged children on the aspects such as categorization of skills, social skills to be developed and activities to be developed.

iii. To investigate the observations of teachers on categorization of skills, social skills to be developed and activities to be developed,

iv. To categorize and observe the social skills of mentally challenged children by the teachers with respect to social interactions with other children, parents, teachers, elderly persons, social institutions, classroom, in public places, self introduction and everyday etiquette,

v. To analyze area wise observation of teachers on the social skills of mentally challenged children,

vi. To record the observations of the parents on the domestic social skills,

vii. To study the influence of observations of parents on domestic social skills of mentally challenged children with respect to gender, educational qualifications, occupation, residence and income,

viii. To investigate the observations of teachers on the social skills of mentally challenged children with respect to educational background, teaching experience, level of retardation and age group,

ix. To conduct three case studies in each of low, moderate and high level of social skills of mentally challenged children.

Findings of the study

1. Parents gave more importance to development of personal skills and teachers for social skills.
2. Cueing has been found as an important reinforcement for the mentally challenged children in the development of social skills.

3. Parents gave importance on social skills like smiling in response whereas teachers on saying please, thank you and sorry approximately.

4. Different types of reinforcement were needed for the development of different social skills in mentally challenged children.

5. Teachers who possessed the special degree were better equipped to educate the mentally challenged children in development of social skills.

6. Experienced teachers were more effective in developing the social skills among mentally challenged children.

7. The mild and moderate mentally challenged children show equal performance on social skills according to their teachers.

8. The mentally challenged children above 15 years of age group show more social skills than other to their social skills.

9. On the development of domestic skills both male and female parents had the same opinion.

10. Parents who were employed and had degree qualification provided effective training to their children.

11. Parents from urban areas and with higher income were comparatively better than the rural counterpart.

Barwal Sandeep and Devi Nirmala in a study “Attitudes of Pre-Service Teachers towards the Inclusion of Students with Disabilities into Mainstream Education” (2013,
January) focused on attitude of teachers towards the inclusion of students with disabilities in mainstream education system. The objectives of the study were:-

1. To explore the attitudes of pre-service teachers towards the inclusion of students with disabilities into mainstream education system,
2. To examine the effect of gender and residential background on attitudes of pre-service teachers towards mainstreaming of students with disabilities.

The sample size of the study was 217 students from four colleges of education. The findings of the reveals that both students with and without disabilities should include in teaching-learning program. To support participation and achievement of the learners both abled and differently abled, opportunities should be provided to improve classroom conditions. Provision should be made in teachers training programs to develop the attitude of teachers towards designing of inclusive curriculum in mainstream schools. Moreover inclusive education should be a collaborative attempt from all sections of people in society to make it a grand success. Need—based teachers training should be provided from time to time so that skills can be developed among teachers.

Rout Kumar Gyanendra, in his article “Attitude of Teachers towards Inclusive Education in India” (EDUTRACKS, March 2014, vol-13-No7, 15-19) reviewed that attitude of the teachers plays a significant role in inclusion. The author focused on the need of inclusive education that values all students to respect diversity- irrespective of disability, community background, sexuality, ethnic background etc. It is a process of enabling all children to learn and participate effectively within the mainstream school system. The whole process depends on the attitude of teachers towards inclusive education because they are the main driving force to meet the needs and demands of
SEN students. Various studies indicate that teachers are developing positive attitude gradually towards inclusive education. The objectives of the study were:-

1. To bring together scientific papers on the topic, describe the content, summarize it,
2. To identify gaps for further research.

Altogether 12 sources were searched by the researcher and the data was collected between 1995 and 2007 from journals of psychology, journal of special needs education, unpublished reports, conference documents and electronic databases- Eric. The main focus was on established findings on Inclusive Education. The findings of the study may be mentioned as:-

1. Various factors affect and regulate the development of Inclusive Education in India. One of the determinant factors refers to the attitude of the community towards persons with disabilities and inclusive education. Another one is a limited understanding of the concept disability, negative attitude towards Person with Disability and inability to change the mentality.

2. Positive attitudes of individuals with disability, non-disabled peers, teachers and administrators contribute to the successful implementation of inclusive education.

3. Majority of the teachers who were participating in inclusive programs, had strong negative feeling about inclusion and several factors may affect the success of inclusion like- class size, inadequate resources, lack of adapted curriculum and lack of adequate training.
4. Lack of academic and flexible curriculum and lack of training are the ultimate challenge in affecting teacher’s attitude negatively.

5. Improper planning and training of teachers develops negative attitude towards inclusion that in turn affects their roles. Therefore, regular teachers must be provided with the training and resources they need to meet children’s specific learning and behavioral needs for the successful implementation of inclusion.

6. Inadequate financial provision, lack of teachers training programs, adapted curriculum, negative attitude of teachers, inadequate material and equipmental provisions are among the frontiers of challenges in the implementation of inclusive education.

The author concluded that teacher’s attitudes were found to be influenced by the nature and severity of the disabling condition, training of the teachers, experience, gender and availability of support. There is an urgent need for availability of training, adapted curriculum, positive attitudes to make inclusion more meaningful in Indian society.

Premila K. S. and Mary Arul in a study “Building Disability Awareness among Students is Need of The Hour,” (EDUTRACKS, October 2014, vol-14no-2, 9-11) emphasized the use of disability awareness strategies as vital in teaching others the value of recognizing people with disabilities as equals. The authors have mentioned that to provide one a fair chance to live well in the society, equality among people is very much needed and hence the need to find out disability through awareness so that proper care may be taken to tackle with the problem.
In India education of Special Educational Need (SEN) started from segregation to integration and at present the term defined as ‘inclusion’. Though in philosophical sense the attitude towards Person with Disabilities has been comes out from charity, at present it perceived as ‘right based’ needs of the people. From sociological aspect initially it was a medical problem and at present it has been replaced by the Developmental and Sociological model. Hence equal opportunities should be provided to all.

The study reveals that disabled people are equally capable of arranging achievements in various fields and as such they should be treated with the utmost respect and recognition. The initiative for awareness program in public schools must come both from the school itself as well as the organizations fostering increased awareness for the light of the differently abled. The author also recommended some measures in this regard as follows:-

1. State should recognize the principle of equal primary, secondary and tertiary educational opportunities for children, youth and adults with disabilities along with integral educational system.

2. Education for Person with Disabilities should form an integral part of national educational planning, curriculum development and school organization.

3. The education program should be cost- effectiveness of the entire system and it should be the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all.
4. Schools should accommodate all children regardless of their physical, intellectual, emotional, social, linguistic or other conditions.

The author concludes that for the success of inclusion, peers positive attitude and acceptance is essential.

Patel V. Jayanthbhai in a study “Inclusive Education in India: Interpretation, Implementation and Issues” (University news 53(12) March 23-29, 2015, 20-25) discussed about various issues on inclusive education regarding– concept, policy perspectives on national and international levels, curricular aspect and role of teachers and teacher education on implementation of inclusive education successfully to provide education for all children. The study indicates that Children with Special Needs are subjected to diverse needs depending upon the type of impairment.

The study reveals that inclusion means the child’s right to participate and benefit on an equitable basis to their peers. It stressed the duty of schools to adapt and in principle accept all children, besides full participation from the part of the children in educational, wider social, civil and cultural rights.

Regarding curricular adaptation, an inclusive curriculum applies to all students regardless of their physical, intellectual, emotional, linguistic or other conditions. It should be accessible to all including Children with Disabilities, gifted, street and working children, children from remote areas, from linguistic differences, disadvantaged and marginalized groups.

As teachers are the key factor of education system, so they must have proper knowledge and academic qualifications as well as a high commitment to student’s individual needs.
The study concludes that intellectual performance of children of education can be changed under inclusive education program. Responding to special needs under inclusive education has positive returns for all students. To handle the education of children with special needs in a regular classroom, provision should be made to recognize and respect to the potentialities of all children with their individual strengths, weaknesses and expectations. Student’s diversity in a classroom is not a liability but an asset to improve one’s teaching.

2.3 Regional studies

Bhuyan Prabhat Chandra conducted a Ph.D study on “Development of Education among Physically Handicapped Students of Assam since Independence (1991). The study area covered the physically handicapped students studying in different educational institutions meant for them. The differently abled include the blind, the deaf and dumb and the orthopedically handicapped students. All the special educational institutions for the physically handicapped children of Assam and 50 orthopedically handicapped students in regular schools were selected for the study. The objectives of the study were framed to find out the existing educational, vocational and rehabilitation facilities for the physically handicapped students in the state of Assam, educational and other problems of the educational institutions of the PH, to identify the factors of becoming PH and to suggest remedial measures, to study their educational, physical, emotional and social problems and to suggest a scheme of education for proper development on the basis of findings and for proper vocational rehabilitation of the PH. The study covered the PH students studying in different educational institutions.
meant for them in Assam and 50 orthopedically handicapped students in regular schools
were selected for the purpose.

The findings of the study revealed that funds were not adequate for the blind as
most of them were regulated by voluntary organizations, there was lack of adequate
number of qualified and specially trained teachers for the blind and deaf and dumb. Pay
scale and service conditions of the teachers were deplorable, inadequate hostel facilities
and low quality food were supplied to the blind, dearth of teaching aids and equipments
affected the education, curriculum for the PH were not properly organized, there was
lack of provision for training or orientation and mobility for the and the facilities for
vocational training was improper. Assessment for the visually impaired, acuity of the
blind and assessment of degree of hearing loss of the deaf and dumb children found
improper. The study indicated that there was improper and irregular medical check-up
and lack of provision for prosthetic and orthopedic appliances. There was no provision
for special education and health and nutrition facilities were poor. Poverty and socio-
economic condition in the rural areas were the main obstacles for proper development
of the children.

Borah Jyoti Rani (2002) in her study, “An in-depth study into the Problems of
Education of the Mentally Retarded Children in Assam,” discussed about the problems
of disabled children to study the socio-economic conditions of parents of the mentally
retarded children. The area of the study covered entire area of Assam. The sample size
covered 10 principals/ Head of the institutions, 55 teachers and 50 parents of the
mentally retarded children of special educational institutions of Assam. The main
objectives framed to conduct the study were to study the facilities available for
education in the schools for mentally retarded children, to study the male- female ratio
of the mentally retarded in special schools, to study the socio-economic conditions of
the parent of the mentally retarded and to study the parent’s role in the care and
supervision of the mentally retarded children.

The major findings of the study revealed that the infrastructural facilities
available for the retarded children were not satisfactory as per need of the children,
communication facilities and had found different depending on the location of the
schools. Grants-in-aid provided to the schools were not satisfactory and teaching aids
and equipments found improper and poor and pre-vocational aids were not available in
special schools. Furniture and desk-bench provided to the schools were ordinary. The
study indicated that though the teacher-student ratio was satisfactory, but training
provided to the teachers was not satisfactory. Curriculum followed in the classes was
normal and teachers applied different methods in the classes. Co-curricular and
recreational facilities meant for the children was not up to satisfactory level. Most of the
students belonged to lower income group. Parents took care of their children and helped
them in various ways in their daily life and the attitude of the neighbor was not
satisfactory.

aids and appliances on educational performance of children with special needs,” Tezpur
University, Tezpur.

The main findings of the study may be mentioned as follows:

i. Sampled children were mainly using three types of aids and appliances –
   hearing aids (67), wheel chair (69), tricycle (79) and others (7).

ii. User’s manual were not received with aids and appliances
iii. Parents were not given any training/demonstration for use of aids and appliances provided to their children

iv. Wheel chairs and tricycles were not suited to village roads.

v. Hearing aids too need to be properly adjusted.

vi. Some instances of Children with Special Needs being provided with aids and appliances which they do not need were also reported.

Goswami Anjana (2009) conducted a Ph.D study on ‘A Study of Effectiveness of Psycho education of Families in the Management of Persons with Major Mental Diseases. The objectives of the study were –

i. To study the effectiveness of psycho education on urban and rural families, in the management of major mental illness.

ii. To find out the different types of burden experienced by the care givers of persons suffering from a major mental illness.

iii. To make a comparative study of pre and post intervention knowledge amongst caregivers from urban and rural families.

iv. To study the extent to which psycho education has helped in reducing stigma related to mental disorders.

v. To make a comparative study on the involvement levels of female and male caregivers in providing care to persons with mental disorders.

vi. To make effective suggestions for developing coping skills of family caregivers.

Major findings of the study were

1. Psycho education creates change in the lives of caregivers.
2. Families living with a person having a major mental disorder, experiences, psycho-social stress as well as financial and social burden
3. Families having care givers with psycho education have better understanding of the illness than families without psycho education.
4. The psycho education intervention was found to be more effective in the educated urban population than the rural areas.
5. Female caregivers were more involved in the care giving process than their male counterparts.
6. The application of the concept of psycho education has been found an effective means of family intervention.

Baishya, Dr. Purabi (2010) in her Ph.D research study, ‘A Study on the Academic Achievement of the visually and Hearing Impaired Children of Assam’, find out that academic achievement of visually impaired children was found to be higher than the hearing impaired children. The objectives of the study were

1. To study the Academic Achievement of visually impaired children,
2. To study the academic achievement of hearing impaired children,
3. To have a comparative study of the academic achievement of the VI and HI children,
4. To study the involvement of VI and HI children in co-curricular activities,
5. To study the parental behavior and awareness (PBA) regarding the education and needs towards their impaired and normal children,
6. To study the influence of teachers’ effectiveness of the academic achievement of the VI and HI children,
7. To study the wastage and stagnation rates of the VI and HI children,
8. To prepare a paradigm of action about the problems as perceived by the teachers, students and parents.

The sample size of the study was seven (7) VI schools selected in Kamrup, Nagaon, Jorhat, Dibrugarh and Lakhimpur districts and three (3) HI schools situated in Kamrup and Jorhat districts. The number of VI student was 117 and 257 HI students.

Findings of the study

1. Academic achievement of Visually Impaired children was found very high.
2. Academic achievement of Hearing Impaired children was very low.
3. The academic achievement of VI children was very high than the HI children in their HSLC examination during the period from 2000-2008.
4. More number of HI children was found to be involved in different activities than VI children.
5. No significant difference of PBA was found regarding the education of both impaired and normal children.
6. Female teachers were found to be more effective than male teachers in respect of both the VI and HI students.
7. No wastage rate was found in school levels during the years due to certain measures taken up by the Govt. through the policy implementation like DPEP and Sarba-Siksha-Abhiyan.

Kalita Mun (2011) conducted a Ph.D study on “A Comparative Study on the Self-Concept and Emotional Adjustment of Normal and Visually Impaired Adolescent Students of Assam. The objectives of the study were to compare the normal and visually impaired adolescent students with respect to their emotional adjustment, to compare the self- concept of normal and visually impaired adolescent students, to compare the self-
The concept of normal and visually impaired adolescent with respect to different dimensions, to study the relationship between self-concept and emotional adjustment of normal adolescent students and to study the relationship between self-concept and emotional adjustment of visually impaired adolescent students.

The findings of the study indicated that there was not vast difference between normal and disabled children. They showed similar self-concept and emotional adjustment. Teachers and administrators should be encouraged to collect full and more effective anecdotal records, methods of developing feelings adequately in the child through encouragement, love and guidance should be utilized at all levels. Parents should be helped to recognize that each child is a unique creation and they functions in terms of his/her self-concept. Ways to create better relationships between parent and children should be devised so that true understanding can be promoted.

i. To compare the normal and visually impaired adolescent students with respect to emotional adjustment,

ii. To compare the self-concept of normal and visually impaired adolescent students,

iii. To compare the self-concept of normal and visually impaired adolescent students with respect to different dimensions – behavior, intellectual and school status, physical appearance and attributes, anxiety, popularity and happiness and satisfaction,

iv. To study the relationship between self-concept and emotional adjustment of normal adolescent students,

v. To study the relationship between self-concept and emotional adjustment of visually impaired adolescent students.
The findings of the study were as follows –

The result of the study revealed that there was not vast difference between normal and disabled children. They showed similar self-concept and emotional adjustment. Teachers and administrators should be encouraged to collect full and more effective anecdotal records, methods of developing feelings adequately in the child through encouragement, love and guidance should be utilized at all levels. Parent should be helped to recognize that each child is unique and functions in terms of his/ her self-concept. Ways to create better relationship between parent and children should be devised so that the true understanding can be promoted.

Devi Mridusmita (2012) did a study on ‘Socio- Economic Status and Education of Children with Special Needs (CWSN) : A Study conducted in Nagaon and Morigaon District. The sample size of the study was Nagaon-480 and Morigaon- 400 (Total=920).

Major findings of the study were

1. The socio-economic status of the parents of Children with Special Needs found low in Nagaon and Morigaon districts.
2. Infrastructural and environmental facilities, co-curricular and recreational facilities availed by Children with Special Needs in the schools of Nagaon and Morigaon districts were inadequate.
3. Medical, parent-teacher association, midday meal, uniform and transportation facilities were not satisfactory in Nagaon and Morigaon district.
4. Academic support availed by Children with Special Needs in the schools was inadequate in Nagaon and Morigaon districts.
5. There was no significant gender difference in educational performance of CWSN of Nagaon and Morigaon districts.

6. There was close significant relationship between the socio-economic status of parents and educational performance of Children with Special Needs of Nagaon and Morigaon districts.

Devi, Yensembam Rajalakshmi (2012) in a study, ‘Self Concept and Adjustment of Physically Challenged Children in Integrated and Segregated Educational Settings of Meghalaya’, the study revealed self-concept and adjustment of physically challenged children in educational setting. The objectives of the study were

i. To study the level of self-concept of children with visual and hearing challenges studying in integrated and segregated educational settings,

ii. To study the level of adjustment of children with visual and hearing challenges studying in integrated and segregated educational settings towards peers, home, school, teacher and in general as a whole,

iii. To study the level of self-concept of children with different degrees of challenges studying in integrated and segregated educational settings,

iv. To study the level of adjustment of children with different degrees of challenges studying in integrated and segregated educational settings.

Major Findings

1. There exists a significant difference between challenged children studying in integrated and segregated educational settings in terms of their self-concept
2. There does not exist a significant difference between visual and hearing challenged children studying in both the educational settings in terms of their self-concept,

3. There does not exist a significant difference between partially challenged children and totally challenged children studying in both the educational settings in terms of their self-concept,

4. There exists significant interactional effect between types of educational settings and types of challenges in terms of different challenged children’s self-concept,

5. There exists a significant interactional educational setting and degrees of challenges among different groups of children in terms of their self-concept,

6. There exists no significant interactional effect between the types of challenges and degree of challenges in terms of children’s self-concept. Partial sighted and hard of hearing challenged children have better self-concept,

7. There exists no significant overall interactional effect among the types of educational settings, types of challenges and degree of challenges in terms of children’s self-concept. The partial sighted are better than the blind in segregated setting and deaf are better than hard of hearing in segregated settings in terms of their self-concept,

8. There exists no significant difference between visually challenged children studying in integrated and segregated educational settings in terms of their self-concept,
9. There exists no significant difference between the hearing challenged children studying in integrated and segregated educational settings in terms of their self-concept,

10. There exists a significant interactional effect between types of educational settings and types of challenges in terms of different challenged children’s adjustment,

11. There does not exist a significant interactional effect between types of challenges and degrees of challenges in terms of challenged children’s adjustment.

12. There exists a significant difference between visually challenged children studying in integrated and segregate settings in terms of their self-concept,

13. There exists a significant difference between hearing challenged children studying in integrated and segregated settings in terms of their adjustment,

14. There exists no significant difference between blind and partial sighted children in terms of their adjustment,

15. There exists no significant difference between deaf and hard of hearing children in terms of their adjustment.

Ali, Dr Shahjahan (2013) in his Minor Project study, ‘A Study of Integrated Education for Disabled Children of Elementary Schools with Special Reference to Barpeta District, Assam’, made an attempt to study the facilities and problems faced by differently abled students of elementary education.

The objectives of the study were to study the effort made by Sarba-Siksha-Abhiyan for integrated education, the present situation and the facilities available in the
IED for disabled children in the elementary schools, various problems related to IED, to find out various problems in the single teacher schools of elementary schools in Barpeta District.

The findings of the study revealed that in the field of educational adjustment disabled students differed significantly from the normal students. There was lack of communication between disabled and normal class fellow. The admission procedure of suitable disabled children for their placement in the integrated education program was inadequate. Facilities provided to such students were not sufficient. Only a few teachers had been trained for IED program. The Head Master considered disabled pupils attendance as a major problem in the IED and some of the schools were facing problems caused by single teacher provision.

Bhagawati, Dr. Nilima and Devi Mridusmita (2013) in a study “Impact of Socio-Economic Status on Achievement of Urban and Rural Children with Special Needs”, The CTE National Journal, volume XI, no-1 January- June,P-136-143) stressed on finding out the impact of socio-economic status on academic achievement of rural and urban children with special needs. The sample of the study consists of 920 special need children (480 from urban area and 440 from rural area) between the age group 6 to 14 years.

The objectives of the study were, to study the correlation of socio-economic status and academic achievement of Children with Special Needs, to study the correlation of socio-economic status and academic achievement of urban Children with Special Needs, to study the correlation of socio-economic status and academic achievement of rural Children with Special Needs.
The findings of the study revealed that the number of Children with Special Needs was higher at low socio-economic status, lower middle, average middle and upper middle; there was relationship between socio-economic status and academic achievement of urban and rural children; socio-economic status has found as one of the factor which influence the academic achievement of the Children with Special Needs.


The main objectives of the study were:-

i. To study the position of identification, enrolment, attendance of CWSN of different categories,

ii. To study the status of the supply, distribution, use and maintenance of the aids and apparatus,

iii. To study the status of monitoring and supervision of Inclusive Education Program

iv. To study the status of mainstreaming and retention of disabled children,

v. To find out the influence of the Inclusive Education interventions as motivational inputs on the parents and teachers in molding the Children with Special Needs.

The sample size of the study was seven special focus districts. The findings of the study reveal that:

1. There were variations in the position of identification, enrolment, attendance of Children with Special Needs of different categories,
2. There were not provided with proper aids and appliances to face the difficulties,
3. The stake holders maintained the aids successfully,
4. The volunteers, resource teachers, CRCC, ABRCC, served their duties sincerely,
5. The level of retention was very high and all seven districts organized equal number of 33 training programs,
6. Awareness programs were also organized by all the seven districts. The parents and teachers were being motivated by the training camps and medical check-up programs.

2.4 Review Summary

Review of the literature study has been done at three levels- International, National and Regional from 1991-2015. The review of studies mentioned above highlighted the various problems and prospects related to inclusive education for CWSN at elementary stage. It is very much related for implementation of inclusive education. Moreover success of inclusive education depends upon the positive attitude of teachers, parents and students. There is relation between good infrastructural facilities and needs of the children at general school set up. Moreover social acceptance is also another component for successful implementation of inclusive education.

The above mentioned studies thus established that the variables studied in the present study are effective to carry out the study.

The findings of research studies in different aspects related to the present study provided the present researcher ample scope for the formation of objectives to carry out
the investigation. Hence it was considered as justification to conduct a study in Barpeta District, Assam.