CHAPTER-II
REVIEW OF LITERATURE

The review of relevant literature is of paramount importance for the researcher. It is through the review of related studies that the researcher knows the work that has already been done over a period of time. He knows the areas untouched or unexplored and has an idea of the scope of the subject or the study in all aspects.

Review of related literature serves as a guide post not only with regard to the quantum of work done in the field but also enables the researcher to perceive the gap and lacuna in the concerned filed of search. The investigators’ analysis and review of such resourceful studies work as an impetus which pushes the investigator into greater details and wider applicability of the problem in hand to provide new ideas, theories, explanations or hypothesis.

Good (1972) remarks “The orientations provided by survey of related literature are helpful in making a straightforward statement of need for the investigation.” The review of related literature promotes a greater understanding of the problem and its crucial aspects and ensures the avoidance of unnecessary duplication. For conducting research in any field, the research worker is required to have full acquaintance with the library and its many sources to take advantage of studies undertaken earlier. Review of related literature, besides allowing the researcher to acquaint himself with current knowledge in the field in which he is going to conduct his research serves the following specific purpose:

- The review of related literature enables the researcher to define the limits of his field. It helps the researcher to delimit and define his problem. The knowledge of related literature brings the researcher up-to-date on the work which others have done and thus to state the objectives clearly and concisely.

- By reviewing the related literature, the researcher can avoid unfruitful and useless problem areas. He can select those areas in which positive findings are very likely to result and his endeavors would be likely to be adding to the existing knowledge in a meaningful way.
• Through the related literature, the researcher can understand related views, principles and hypothesis.

• The review of related literature gives the researcher an understanding of the research methodology that refers to the way the study is to be conducted. It helps the researcher to know about the tools and instruments, which proved to be useful and promising in previous studies.

• Through the review of related literature, the researcher can avoid unintentional duplication of well establish findings.

This chapter is devoted to review of available literature relevant to the present study. An effort has been made to present a review of pertinent literature which is likely to have a direct or indirect bearing on this study. The review of the related studies at global and national level is presented as follows:

**Rane (1983)** studied the facilities available to disabled children in Maharashtra. He found that the Government of Maharashtra made no assessment about the facilities available to disabled children for their education. No monitoring cell had been set up implement, monitor and evaluate the work under the scheme. There was no specific state government policy for placement and education of disabled children in integrated education, programme. Administrators and headmasters face a number of problem and difficulties such as non-availability of trained teachers, lack of training of teachers, lack of proper machinery to identify disabled children and non-availability of equipment and instructional materials.

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

**Davis (1994)** conducted a study on how administrators and teachers feel about full inclusion of students with moderate to severe disabilities. The philosophy of educating students with moderate in severe disabilities in neighborhood schools and even in the regular classrooms has increasingly become recognized nationally as
the “best educational practice” or “service delivery model” is 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 also to determine their attitudes towards the inclusion of these students in home schools.

**Galis (1994)** conducted a study on attitudes and beliefs of special and regular educators in the State of Georgia. The purpose of this study was to investigate the perceptions and beliefs of regular and special education administrator and teachers in the state of Georgia regarding the provision of services to students, including at rest students and students with disabilities. The study investigated school reform issues that revolve around the concept of inclusive education. It was found that most responders strongly agreed that it is important to make modifications for students who need adaptations to benefit from a particular instructional environment. The responders also believed that special education provides a valuable service for students with disabilities. It is important for student’s progress to be graded according to ability rather that only with standardized measures according to the sample that responded to this survey. They further opined that maximum class size should be reduced when students with disabilities are placed in regular classrooms.

**Yeager (1994)** made analysis of absenteeism, achievement and self-concept of elementary students in an inclusive classroom. The study’s results confirmed that this inclusive model for special education services was effective in the interaction of the positive self-concept with good attendance and produced similar results on students’ achievement. Although students with disabilities compared to their peers have 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.

**Doyle (1995)** made a qualitative inquiry into the roles and responsibilities of para-educators who support students with severe disabilities in inclusive classroom. The purpose of this research was 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 educators).
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 educators’ responsibilities related to instruction, and para-educator’s support to the general and special educators in fulfilling their teaching responsibilities. In addition, five factors emerged that appear to contribute to understanding the variety of roles and responsibilities of highly effective Para-educators. These factors are: (a) pattern of interaction among triad members, (b) Para-educators’ skills and training, (c) specific students’ characteristics, (d) classroom structure, and (e) experience of the general and special educators.

Herman (1995) examined the perceptions of elementary school principals regarding the desirability and feasibility of adapting regular elementary classrooms and programmes for the inclusion of children with moderate and severe disabilities. Responding 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. Moderate to high scores on the feasibility scale, however, indicated that principals do not view implementation of the adaptation as impractical. Conclusions of the study emphasize that the differing views of desirability and feasibility may be attributed to either a perceived lack of available resources or administrative autonomy or both.

Thomas, Bryant and Land (1996) conducted a study entitled "Planning for effective co-teaching: the successful inclusive". In their three year study of inclusive programming at the elementary level, in which a co-teaching model was implemented, both students with disabilities and low achieving general education students experienced improvements in social skills and all students experienced increases in self-esteem related to their abilities and accomplishments.

Quality indicators in inclusive education programmes were studied by Gorne (1997). This study examined the relationship that exists between regular education teachers’ degree of satisfaction with including students with disabilities in their classroom demonstrated in the programme. The results indicated that the teachers were successfully implementing programme quality indicators in the areas of
classroom organization, instructional methods, staff collaboration and support, and student social support. There appeared to be a positive significant relationship between use of these indicators and teacher’s satisfaction with their experience of including students with disabilities in their classrooms. Teachers were also concerned regarding professional preparation, training and support.

**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 recording maintenance pattern.

**Ainscow and Giorgis (1998)** considered that the situation in countries of Central and Eastern Europe, examining particular developments that have occurred in recent years and how these compare with overall trends internationally. The analysis suggests certain barriers to progress, including attitudes within communities towards certain groups of children, traditional practices in the field of special education, and the effects of the depressed economic situation within the region.

**Barrafato (1998)** examined the extent to which supports such as school funds and resources, parental and teacher attitude, in-service training, and planning contribute to the successful inclusion of children with disabilities at the early childhood level. Results demonstrated that overall the children were socially integrated and adjusted to their settings. All teachers and parents indentified certain factors which must be in place to successfully integrate children in regular classrooms. The importance of the teacher’s aids, increased support services, appropriate in-serving training for teachers and smaller class size were stressed.

**Brown (1998)** conducted a study on Middle School Personnel’s attitudes towards inclusive education in a suburban Texas school district. The purpose of the study was 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 of experience in education. Results revealed that there was a significant difference between the academic assignment groups on the criterion variable of attitude towards inclusive education. The analysis of data supported a significant difference
between the teachers’, counselors’ and administrators’ attitudes towards inclusion. The findings in this study support that; administrators demonstrated a more positive attitude towards inclusion than teachers and counselors. There was also a significant relationship between attitude towards inclusive education and the composite set of variables: academic assignment, gender, inclusive education experience, and number of years in education. However, there was a significant independent relationship between attitude towards inclusive education and the predictor variable of academic assignment. Interaction was found between inclusive education experience and gender on the criterion variable of attitude towards inclusive education.

**Zahn (1998)** investigated the perceptions and attitudes of elementary school teachers towards the practice of inclusion, its implementation, impact and future. The study revealed that although the majority of teachers indicated support for the philosophy of inclusion, many teachers do not seem to believe it can work within the parameters of their school setting. Pre-service and in-service training efforts do seem to be addressing the instructional needs of teacher working within inclusive classrooms. However, teachers still feel that the training they are receiving is not extensive enough to meet their needs. Whatever may be the attitudes towards disabilities or the practice of inclusion, it is clear that teachers need support, both through local and State Administration Practices and Staff Development.

**Hill (2000)** conducted a study on the relationship between teacher beliefs and inclusive education. Findings of the study revealed 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.

**Myreddi and Narayan (2000)** explained in their writing, "Preparation of special education teachers: Present status and future trends", that the majority of school personnel in India were not trained to design and implement educational programs for students with disabilities in regular schools. Most the universities which used to cover some aspects of special education in their teacher training program failed to train teachers adequately to work in integrated setting. There found a limited coverage of information about practical strategies.
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 favor 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, aspect of restructuring that constrained 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.

Alur (2001) in her study, "Inclusion in the Indian Context" found that disability in India is not seen as something 'normal' and 'Natural', rather it is seen as an "evil eye". Guilt, stigma and different kinds of fear tend to be paramount in such families. She further concluded that "the contradiction here was that Indian society, although integrated in accepting and valuing diversity in so many ways has a special role construct of disability which is negative, discriminatory and exclusionary".

Sharnia (2001) in his study, "The attitude and concerns of school principals and teachers regarding the integration of students with disabilities into regular school in India", found that a large number of school personnel were not aware of funding available to include students with disabilities in regular school. There was some evidence that those educators who were knowledgeable about government policies and laws concerning integrated education tend to had positive attitude towards implementing such programs. There was also evidence when parents were knowledgeable and supportive of integrated education, then tend to have a positive effect on school personnel.

Verma (2002) conducted a study on the topic an evaluative study of integrated education for disabled children (IEDC). The investigator found that in all 83% of the teachers were familiar with the concept of integrated education of
disabled. 6902 children with different disabilities were identified in regular schools under IEDC. 198 teachers were trained as resource teachers in six states under the study. The public teacher ratio in these states was found to be 35:1 variation was observed in some schools in Rajasthan with PTR being 91:1 and Mizoram 75:1 integrated education of disabled had helped in improving the attendance of CWSN in schools, facilitated their progress and participation in curricular and co-curricular activates (83%). It had been instrumental in developing positive attitude among general teachers and non-disabled children (85%) improved their personal, social and academic skills (83%) self esteem of children with disabilities (83%) reduced the dropout rate (82%).

Julka (2003) studied strengthening the teacher education curriculum of DIETs from the perspective of special needs education. Results of the study indicated that need to revise the existing teacher education course contents in order to prepare the teachers to respond to diversities in the classroom. There is an overwhelming need for all teachers education institutions including DIETs to orient teachers to issues of inclusive education, teaching approaches and styles steps need to be taken to ensure inclusive education theory and practice strategies in their programmes along with capacity building of trainers in DIETs and other teachers training institutions building partnerships with institutions and individuals working in this area would beneficial in updating knowledge and skills of the trainers and trainees. There is need for resource material to support new methods appropriate to inclusive classrooms. Researches undertaken at DIET level must also include topics related to education of learners with special education needs.

Soni (2003) conducted a study on the topic, “Perception of parents, teachers and students about education of disabled children”. There was no significant difference between the perceptions of male and female respondents in all three groups. District wise variations were also not evident. Special facilities for disabled children were not insistent in schools. Village education committees had not taken any step for the education of disabled children. All three groups (parents, teachers, and disabled students) were not aware of the provisions of facilities for disabled children under Sarva Shiksha Abhiyan(SSA) organization of awareness programmes
for the community to promote education of disabled children is needed.

Peter (2004) reported that the differences and similarities among some OECD (Organisation for Economic Co-operation and Development) countries in educating special need students. Although there are large differences in the type of provision made, when the process of inclusion is examined, there are more similarities than differences. OECD countries have agreed to reallocate their own national categories into three cross-national categories: (1) students whose disabilities clearly arise from organic impairment; (2) students who have learning difficulties that may well be acquired, for example, through unsatisfactory experiences in and out of school; and (3) students whose difficulties arise due to social disadvantage. Unlike the identification systems, the educational provisions made available to special educational needs students are straightforward, although there is substantial variation among countries as to how they are applied. In the vast majority of countries, all--or almost all--children receive some form of education, usually organised by Ministries of Education. France, which still has some one percent of school-age students with disabilities in provision supported by the Ministry of Health, is a notable exception. Educational provision takes three forms: special schools, special classes in regular schools, or full inclusion in regular classes. The indicators described in this article are based on these classifications.

Verma (2004) conducted a study on, ‘Role of Parent Teacher Association for promoting inclusive education’. There were number of areas in which parent teacher associations (PTAs) helped to promote inclusive education. PTAs were above to develop healthy relationship between disabled and non disabled children. They took number of initiatives to promote inclusive education such as creating awareness in society regarding the education of disabled children, proving solutions for problem arising in the classroom, encouraging the children with disabilities to achieve maximum of their capabilities, organizing training programmes for teachers and parents of children with disabilities, conducting different programmes and cultural activities to draw the attention of members of community towards the problem of children with disabilities, encouraging various organizations and NGOs to provide help to the children with special needs, collecting funds from different
sections of the society. Providing vocational training to children with disability as per their capabilities and proving good medical and health services to the children with disabilities by motivating the doctors in primary health centers (PITCs) PTAs also made attempts to change the attitude of communizing towards the disabled children and majority (97%) succeeded in it.

**Chadha et al. (2005)** conducted a study on, ‘Evaluation of Inclusive education under DPEP- III’. It indicated that out of 66721 children enrolled in these schools, there were 1023 CWSN (58.7% boys and 41.3 % girls). Enrolled CWSN boys were 1.8% and total boy population and enrolled CWSN girls were 1.3% to total girl’s population. In Schools 7.1% of such children were using aids and appliances and rest (92.9%) were not using any assistive devices. Out of CWSN using assistive device, 11.8% children were using visual aids, 7.1% children were using hearing aids and 58.9% children were using orthotic and prosthetic aids. As per teachers rating performance of majority of CWSN (56.6%) was average. Teachers (79.2%) needed extra support in the class, either through special training (58.7%) or in the form of additional teachers to address the learning need of CWSN (41.4%). This study revealed that, out of 241 schools visited most schools had teaching learning material (66.1%), adequate lighting (63.3%) but lacked learning corner with special TLM for CWSN (85.5%). Some schools had resource rooms, ramps, handrails and had attempted toilets modification. Under DPEP, (65.2%) teachers received training for IED. Training increased the number of teachers with positive attitudes towards CWSN from (60.9%) initially to 95.7% after training. Community members were aware of numbers of CWSN in their village and they were involved in the implementation.

**Julka (2005)** conducted a study of programme and practice for education of children with special education of children with special education needs in different states. It indicated that there were number of diverse but effective practices in the states for education of children with special education needs (CWSN). However, nearly half of the population of CWSN was still not in any school. There were a number of obstacles faced by the local government in educating CWSN, in mainstream schools. The use of categorization for providing services was prevalent.
in all the states under study. Inventive approaches were used by the state level practitioners in mobilizing support from all possible sources. There is a need for capacity building at all levels and managing attitudinal barriers for facilitating inclusive education.

In her another study, Julka (2005) studied a review of existing instructional adaptations (general and specific) being used in integrated/inclusive classrooms. The study found that review of instructional adaptations revealed that majority of teachers teaching in integrated/inclusive schools do not adapt instructions frequently in the class room to meet the needs of the children. Most of teachers preferred to use lecture method for teaching. Teachers, lack of knowledge and empowerment was the reason for making no adoptions. Teacher’s responses with regard to feasibility and effectiveness of different instructional adoptions compiled from related literature indicated that many teachers did not find these strategies very feasible in Indian classroom.

Santhanam (2005) studied the remedial programmes for children with learning disabilities. Findings of the study the intellectual capacity of the children with learning ability was significantly higher than that of those with learning disability. Children with learning disability showed better academic performance after remedial programme.

A study on the social integration of the children with mild and moderate disabilities in mainstream classrooms under Sarva Shiksha Abhiyan conducted by Seatharms (2005) and the main findings indicated that disabled students at primary level scored higher in peer group affiliation and academic performance than the disabled students at middle school level. Psycho-Physical developmental stages were significantly related to peer group affiliation and academic performance. Pre-adolescents have performance better than adolescents. Family annual income, social community status and categories of disability have significant effect on peer group affiliation per assessed behavioral characteristics and academic performance. Socio-Metric Status of disabled students has significant effect on academic performance and all the components of peer behavioral assessment.
Soni (2005) carried out a study on the interventions for education of children with disabilities. Findings emerged from the study the facilities for education of children with disabilities were in the initial stages in Himachal Pardesh and Madhya Pardesh and non-existent in Megaalaya and Mizoram. No special teachers to help children with disabilities were appointed in any of the states. In all the states some general teachers had been given orientation in the area of inclusive education. The teaching learning strategies being used in the classroom did not net specific needs of different categories of disabled children. Reading materials for visually impaired children were not available in the schools. Aids and appliances for education of different categories of disabled children were not found in all the schools. The grant of Rs. 1200 per disabled child was not reaching the beneficiaries although the authorities claimed so.

Thomas (2005) carried out a research on a sample of schools in Delhi recognized or having made progress towards becoming more inclusive titled, "Inclusive Education in India: a lot of talk but not enough action". The author found that schools believed they deserve the label 'inclusive' as they included students with special needs and were developing a range of responses to meet their special needs. Whilst head teachers were familiar with the term 'inclusive education and most teachers were unfamiliar with the concept. Changes had been found driven by government and parental pressure: teachers had hardly been involved and the voice of children had been completely neglected. Teachers had been received little or no formal training to help the CWSN and had made only small changes to their teaching methods: they primarily were depending on informal and outside support from home tutors and parents.

Verma (2005) conducted a study on the topic, ‘Innovative teaching strategies for promoting inclusive education’. Main findings indicated that teachers of experimental group had initial reservations about the use of cooperative teaching strategies. Parents and members of the community involved in the project also provided support in implanting co-operative teaching strategies. They found their children learning better, got more involved in their work and worked cooperatively with this peers. Use of cooperative teaching strategies led to self training methods,
made students responsibilities for their own learning as well as for the learning of their peers. Small group work made each child participate and enhance his/her self confidence. Peer tutoring was successful in language teaching. A number of different methods and the combination of method emerged as useful for meeting the individual needs of children.

Banerjee and Mehendale (2006) conducted a study on the topic, ‘Understanding Inclusive practice and community initiatives to make education accessible to all’. Main findings of the study were NGOs working in the field of IEDC have progressive perspective of inclusive education. In their view children with special needs need not be treated as a separate section of human beings. Resource teachers for inclusive education and regular teacher were of the view that integrating children with special needs in regular schools makes it difficult for teacher. Resource teachers pointed out that educating challenged child with normal school children would provide opportunities to such children to develop an awareness of their abilities rather than their disabilities. In parents view special resource teachers are needed to cater to these children. Teaching aids and appliances especially for these children were not available in the schools. Physical environment in terms of disabled friendly buildings, play grounds, toilets, furniture etc also need to be made more disabled friendly. Community in general was by and large indifferent to the needs of children with special needs. School management and development committees the status of these children.

Belsur, Swamy, Geetha and Jamal (2006) conducted the study entitled, ‘An evaluation of integrated education of disabled (IED) programme’. The main findings were districts wise variations were observed in number of schools for children with special needs as well as type of disabilities amongst the children. Among the teachers who underwent training majority (65%) found the training effective and were implementing the training skills in classroom (84%). Most (60.7%) of them were of view that there was scope for improvement in the training. In teachers view these children got along well with normal children (75%) and their performance was at per normal students (58%). Large numbers of students were taught by resource person children with special needs received scholarships in very few disabilities.
Chudasama, Jadeja and Mehta (2006) conducted a study, ‘Impact of integrated education for disabled children IEDC scheme under SSA’. The main findings of study were BRCEs (50%) stated that the training had been provided and trainees were made sufficiently acquainted with the information on disabilities. All teachers were trained under IEDC scheme for 2 to 8 days. In head teachers (77.4%) teachers were familiar with the information regarding disability and had sufficient information about the special care to be taken of disabled children (85.9%) they communicated with the guardians of disabled children (91.9%) a guardian of disabled chilled was a member of the VEC in many cases (53.2%), guardians were familiar with the ‘equipment kit’ provided to disabled children (59.3%) facility of ramp existed in the schools (51.6%) medical camps were arranged to identify disabled children (56.5%). Schools had no facilities for transporting the disabled children (93%), special programmes were not arranged in the schools for the disabled children (51.6%), facility of resource room was not available at the block level (61.3%). All teachers reported that IEDC material for bringing community awareness about the disability had not been received generally VEC meetings or camps were held for distribution of equipment kit, certificate were issued to increase community awareness during celebration of flag day, World disabled day and organization of competitions like education, drawing etc.

Idol (2006) evaluated the programme in the study, "Inclusion of Special Educating Students in General Education", to determine the degree of inclusion of CWSN in general classes in four elementary and four secondary schools; the similarities and differences in how special education services were offered, and the way in which CWSN were supported in the least restrictive environment. The findings revealed the positive attitude of educators about educating students with disabilities in general education setting. They found conservative about how to best do this, with many of them preferring to have the included students accompanied by a special education teacher or instructional assistant or continuing to have resource room services. Nearly everyone favored using instructional assistant to help all students, not just the students with the disabilities. Most educators reported feeling positive about working collaboratively and felt they had administrative support to offer inclusive education.
Kalyanpur (2006) found that inclusive education is considered as any educational service, even a special school, for the children with disabilities because it will result in their inclusion in society. The quality of any programme or policy will become meaningless in the absence of proper conceptualization and real and common understanding of inclusive education.

Narayan and Rao (2006) reported in ‘Utilising Existing Resources for Inclusive Education of Children with Disabilities in India’, that the resources for inclusion were available in the country and there was a need for coordination for optimum utilization. He also mentioned that the opinions on the merits of inclusive education were unequivocal and policies promoting inclusion had been developed. He found different government departments had specific plans of action towards disability rehabilitation which resulted in overlaps and gaps. He suggested towards consolidated and coordinated efforts. He mentioned that focus on material development, teacher preparation and provision of barrier free infrastructural facilities, were constantly being carried out by the state and government, but awareness among the public regarding inclusion, needed focused efforts for effective removal of attitudinal barriers and improved and justified use of resources.

Singal (2006) pointed out in his study that the type and extent of disability play as key role in the decision to include certain children or not in the mainstream. Children who look to physically different or who have some mental illness or low IQ are not included in the mainstream and their entry remains barred. The schools are just meeting the formality of mainstreaming because of the government's pressures from upper class parents for their own children with disabilities to be educated in the regular schools and because the schools want to prove themselves innovative in a lightly competitive market.

The findings of the study by Venkatesh (2006) depicted that the facilities included providing suitable physical infrastructure and equipment district level planning, budgeting and conducting training programmes for persons involved in providing service to children with special needs and awards to exceptional persons among the specially challenged. Different programmes organized for the education of children with special needs include identification of such children through home
to home enumeration work, providing scholarships and medical assistance, organizing medical camps, training teachers as IED teachers and organization of awareness programmer for classroom teachers, parties and community.

**Das (2007)** carried out a study entitled, ‘Evaluation of the impact of IED intervention with focus on enrolment and retention in the school’. He found that there had been improvement in the identification of CWSN (57.6%). Out of total CWSN identified, two third (68.4%) were enrolled in the schools. Retention level of CWSN was high (99.4%). Insufficient infrastructure (27.6%), level of disability of CWSN (20.4%) and lack of parent’s cooperation (9.3%) were some of the major problems faced in implementation of IED problems faced in implementation of IED intervention in Assam. Parents (52.7%) stated that intervention has improved their children to some extent. Some (39.5%) stated that it had a positive impact on their children with special needs, but very few (7.7%) felt that intervention had any great impact on the personality and behavior of CWSN.

In his another study by **Das (2007)** conducted on, ‘Education of children with special needs under Sarva Shiksha Abhiyan’. He highlighted the role of teachers, parents and community to make inclusion go beyond tokenism into reality. In India, inclusive education is not an option but compulsion to reach out. Inclusion of children with special needs is back in terms of psycho-social development as well as academic and vocational development for education and rehabilitation of children with special needs. The major aspect of study was to throw light on National Level initiatives taken so far the education of children with special needs and to offer a critical discussion on various aspects to develop inclusive ethos in normal schools.

**Manapatara and Pande (2007)** conducted a study, ‘Possibility and challenges in Inclusive Education children with hearing impairment’. The study reflected possibilities and challenges in education of children with hearing impairment experience of researchers with a prelingual serve hearing impaired. Certain strategies were highlighted for successful inclusion of these types of children's in regular schools. The present piece of case study stands as a model for motivating the hearing impaired children to develop self-learning habits and provides a direction to parents of hearing impaired for successful integration of their
wards in the mainstream education.

Ramu (2007) conducted the entitled study, ‘Education of Children with Special Needs Policies and Practice a Statistical Analysis’. The major focus of this study was on a comparative study of the growth pattern of education of CWSN in an inclusive environment, with an objective to mold the existence practices to a better shape so as to achieve the target of the education of CWSN is the Indian context.

Upasana and Bhattacharya (2007) conducted a study on the topic, A Study of Needs of visually impaired children in integrated setting. The Researchers reflects the importance of positive pear group support through early age intervention and encouragement of teachers, societal acceptability towards visually impaired.

Berwal (2008) conducted an experimental study titled "Impact of an Intervention Programme on Awareness Levels and Attitudes of High School Students, Teachers and Administrators towards Pupils with Disabilities in Inclusive setting". He found a low level of awareness among students, moderate level of awareness among teachers and administrators before his intervention programme. He conducted a pre-post test one group experiment on a total sample of 250 students, 25 teachers and 10 administrators in Hamipur district of Himachal Pradesh. He found a significant impact of his intervention programme on the attitude and awareness of the students, teachers and administrations towards pupils with disabilities in inclusive setting. He also concluded that the well-designed intervention programme had demonstrated that the awareness and attitude of students, teachers and administrators towards pupils with disabilities and more so, for inclusive education could be significantly changed.

Chavuta and Siker (2008) conducted a study on the topic, ‘Evaluate the progress of Inclusive Education in Malawi’. The study had revealed a number of challenges that teachers, learners with or without disabilities were facing in schools. Those challenges included lack of knowledge and additional skills in teachers, inadequate resources, inadequate communication with CWD, frequent absenteeism from schools by CWD, negative attitude by the teachers and the community towards CWD, lack of interest and commitment towards education by the learners, inaccessible school infrastructure and lack of assistive devices.
Choudhury, Pranab and Bharali (2008) conducted a study entitled, ‘Impact of IED intervention in the areas with full resource support and partial resource support provided from SSA-A comparative analysis’. The results show that the resource teachers (RTs) and volunteers provided home based education and counseled parents. Around 50% of parents felt that their CWSN were treated like other children. Respondents repressed satisfaction with resource support in areas with full resource support (40%) under SSA and with partial resource support 38% under SSA. Majority of the children were not satisfied with the aids and appliances supplied to them. Teacher attitude towards students needed improvement.

Rastogi and Batra (2008) conducted a study on the topic, ‘Impact study of residential bridge course under IED’. The main findings out of 1986 CWSN from sampled districts 16830 (86.8%) were enrolled and attending schools in nearby Parishadiya schools. Out of the remaining 2556 children who were out of regular schooling system 490 (19.2%) attended residential bridge courses and got integrated in nearby parishadiya schools. Teachers (85%) consider residential bridge course useful for integration of disabled children in nearby school. Majority (67%) teachers stated that they are not able to pay full attention to CWSN. Teachers (41.5%) stated that learning capacity of CWSN in similar to the normal children. After residential bridge course hearing impaired children showed improvement in audibility, speech using hearing aids, day to day activities, reading and writing skills. Before bridge course none of the children was totally independent, some (40.8%) were dependent only in some work. After bridge course most (79.6%) of them were dependent only in some work, more than half (69.2%) of hearing impaired (HI) children and visually impaired (VI) children (6.1%) became totally independent.

Baruah, Sarkar and Hazarika (2009) studied the Impact of aids and appliances on educational performance of children with special needs. Major findings indicated that children were mainly using three types of aids and appliances: hearing aids, wheel chair and tricycle, blind stick, crutch etc. user’s manual was not received with aids and appliances; parents were not given any training/demonstration for use of aids and appliances provided to their children. Wheel chairs and tricycles were not suited to village roads. Hearing aids too need to
be properly adjusted. Some instances of CWSN being provided with aids and appliances which they do not need were also reported.

Das and Kathumari (2010) conducted a study in private inclusive schools people. They found two general attitudes of general teachers towards CWSN in Inclusive schools. First, regular teachers considered CWSN as the responsibility of resource teachers. Secondly, they felt CWSN to be a 'disturbance' to the class and as causing distraction which delayed course completion. Therefore, they choose to ignore their presence and concentrate on execution of their lesson plan. It was observed that most inclusive schools only enroll children with mild disabilities. The schools also found to assess the parental support during the time of admission. It was also found difficult for CWSN to make friends with the non-disabled peer because they were made fun of and bullied The CWSN were found to had a strong desire to be accepted by the children without disabilities in the class.

Singh (2010) concluded in her research paper "challenges in inclusive education and services previsions" that government policy focuses only on resources and physical access to regular schools or infrastructure rather than access to flexible curriculum and pedagogy. The policy fails to consider what happens in the regular classroom and how the children with disabilities that are included in the mainstream are provided flexible school environment and services ranging from curriculum to pedagogy and assessment. The policies for inclusion show that although the government has responded to the earlier shortcomings especially in the sense of considering the human rights issues of the person with disability, it is still not satisfactory as many of the promises are only in policy documents but the real implementation is poor. The policies fails to address the bigger issues of inaccurate identification measures, inadequate infrastructure and facilities, teacher shortage and training, quality of education in the non-formal and vocational centers, flexible services provisions for children with disabilities in regular schools, gender disparities and negative attitude of stakeholders.

Nangia (2010) analyzed the problems with the implementation of inclusive education policies in India using multiple Government frame work in a conference in France. She analyzed that Inclusion is a relatively recent phenomenon in India
and has unsurprisingly acquired a definition that is less prescriptive but more target oriented. India has adopted a complex policy chain in inclusion of education she found no clear division of responsibilities between different institutional bodies. She also stated that the government efforts to promote inclusive education, although high in financial terms, were less influential in implementing the policies. She also found a contradiction between the Directorates of Education and Teachers. According to the education officers the government funding for promoting IE in mainstream school was 'more than sufficient', were in stark contrast of school heads and teachers in relation to funding for SSA. She also noted that the problem was manly to do with the parental involvement. They argued that the government's commitment to provide universal access and free 'EFA' to be a mere electoral gimmick. They did not regard it as a convincing policy that was serious enough to encourage parents to send their children with special needs to schools because the fear of social rejection or ostracism was still prevalent in mainstream schools.

Marschark, Spencer, Jennifer and Patricia (2011) examined the, ‘Evidence-Based Practice in Educating Deaf and Hard-of-Hearing Children of Teaching to Their Cognitive Strengths and Needs’. The findings pointed out that concerning the loci of the pervasive academic underachievement among deaf and hard-of-hearing (DHH) children and issues associated with interventions and instructional methods that could help to reduce or eliminate it. Investigators have hypothesised that at least 50% of the variability in DHH students' achievement may be because of instructional factors. Only recently, findings begun to emerge concerning related language and cognitive differences between DHH and hearing students as well as instructional differences between teachers with and without experience in teaching DHH students.

Prunty, Dupont and Rory (2012), reported in their study “Voices of Students with Special Educational Needs (SEN): Views on Schooling” that the perspectives of 38 children and young people with special educational needs on their schooling which formed part of a national review of the role of special schools and special classes in Ireland. Findings from the focus groups and individual interviews point to more favourable support for learning and social issues in special schools and special classes than in mainstream classes. Friendship is a recurrent theme in
students' accounts and appears to mediate their enjoyment of school.

The aim of the study entitled “Need for Instruction: Dynamic Testing in Special Education” by Tirza et al. (2012) was to examine the contribution of dynamic testing in the measuring of children's need for instruction and to explore responses of special education teachers to dynamic testing results. Thirty-six 10-12-year-old children with a moderate to mild intellectual disability and their teachers participated. Children in the experimental condition were dynamically tested. The results showed that dynamically tested children achieved significantly higher post-test scores than untrained children. Dynamically tested children, even with comparably low IQ scores, varied in their need for instruction—measured by the number and type of prompts they required during training as well as during construction problems. Teachers appreciated the reported dynamic testing outcomes, although substantial changes in teaching practice were not observed. Supplementing intelligence testing with a dynamic testing procedure is recommended to obtain a more accurate description of children's educational needs.

Overview of Review of Literature

On the basis of review of related literature, it is evident that the growth and development of inclusive education is in its continuous process. The earlier mentioned studies highlighted that the enrolment, attendance, and regularity of CWSNs were better in schools where the basic facilities were provided to the children. The thrust area of SSA is on providing integrated and inclusive education to all children with special needs in general schools. The policies and planning of SSA also supports their education through various other strategies including home based education wherever necessary. NCERT assessed the programme and practices for education of CWSN in 10 states and concluded that there is a need for capacity building at all levels and managing attitudinal barriers for facilitating inclusive education, (Julka, 2005), study pointed to the need for revising the existing teacher education courses, building the capacity of trainers in DIETs and other teacher training institutes and collaboration with institutions working in this area. NCERT in a study conducted in five states reported positive participation of PTA in promoting inclusive education (Verma, 2004). Another study reported improvement in
attendance of CWSN, their progress and participation in curricular and co-curricular activities because of integrated education. Another study reported increase in the identification of CWSN (Das, 2007). Evaluation of Inclusive Education under DPEP found that majority of CWSN liked coming to school, though some had difficulty in understanding the teacher. Most of them had non-disabled children as their friends, teacher taught them by using TLM through activities, books and games (Chadha, 2005). A study focusing on the social integration of children with mild and moderate disabilities in mainstream classrooms found psycho-physical developmental stages to be related significantly to peer group affiliation and academic performance,(Seetharam,2005). A major thrust under SSA is to mobilize the community to promote education, to help in development of education facilities and to oversee the functioning of schools. In the view of its importance as a strategy to achieve the goal of Universalisation of Elementary Education(UEE), education of Children With Special Needs( CWSN) has received due attention of researchers. Thus, it is significant to indicate that number of studies have been carried out in India but none of them bearing on the present investigation in Haryana state. This fact inspired the researcher to carry out the present investigation.