CHAPTER-II

REVIEW OF RELATED LITERATURE

The survey of related literature in research is of immense importance, because it stimulates and encourages the investigator to see deep into the pros and cons of the problem and derive pleasure and satisfaction of its own. Research takes the advantage of the knowledge which has accumulated in the past as a result of constant human endeavor. It can never be done in isolation of the work that has already been done on the problems which are directly or indirectly related to a study proposed by a researcher. A careful review of the research, journals, books, dissertations and other sources of important information on the problems to be investigated is one of the most important steps in planning of any research study.

A review of literature and studies is very helpful for the investigator to find out the research already conducted in the area with their finding. It provides ideas, theories and explanation of investigators research. It also gives the researcher an understanding of the research methodology which refers to the way and study to be conducted. It helps the researcher to know about tools and instruments which proved to be useful. The advantage of related literature also provides insight on statistical methods through which the validity of results is to be established.

In the words of Carter V. Good “The key of the vast storehouse of published literature may open doors for sources of significant problem which explains hypotheses and provides helpful orientation for a definition of the problem and helped in the selection of procedure and also provide comprehensive data for interpretation of results”. Thus a review of related literature promotes a greater understanding of the problem and its crucial aspects and ensures the avoidance of unnecessary duplication. An attempt has been made to review some
of the studies which are directly or indirectly related to the present investigation.

So keeping in mind the objectives of the study the researcher has collected the following related literature and is presented in a chronological order under the following headings:

2.1 Studies related to Academic support for children with special needs
2.2 Studies related to Administrative support for children with special needs
2.3 Studies related to Parental support for children with special needs
2.4 Studies related to Community support for children with special needs
2.5 Studies related to Peer support for children with special needs
2.6 Studies related to inclusion of children with special needs and support services

2.1 STUDIES RELATED TO ACADEMIC SUPPORT FOR CHILDREN WITH SPECIAL NEEDS

Galis (1994) examined on the attitudes and beliefs of special and regular educators in the state of Georgia. It was found that most responders strongly agreed that it is important to make modifications for students who need adoptions to benefit from a particular instructional environment. The responders also believed that special education provides a valuable service for children with disabilities. They further opined that the maximum size of the classes should be reduced when students with disabilities are placed in regular classrooms.

Mendez (1998) conducted a study to investigate the effect of teachers' perceived role stress, perceived self-efficacy, and support for research based effective teaching behavior on their attitude towards inclusive education. The results of the study indicated that support for research based effective teaching behavior not only had an indirect effect through role stress, but also had the most direct effect on
teachers’ attitude towards inclusive education. Given that a relationship exists between attitude and behavior, the attitude of teachers’ towards inclusion related issues will play a significant role in their interactions with children with special needs and hence, influence the quality of these students’ experience.

**Treder (1998)** study entitled teacher effectiveness and teacher’s attitude towards children with special needs- implication for inclusive setting. The results of the study indicated adoptive and appropriate student behavior deemed too critical to a successful adjustment in their classrooms, and inappropriate and maladaptive students’ behavior was deemed to be unacceptable in their classrooms. The study also found that more effective teachers’ indicated greater interaction with special needs students and indicated a higher level of promotion of inclusive practices in their schools.

**Barrafato (1998)** revealed the extent to which supports such as school 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 identified certain factors which must be in place to successfully integrate children in regular classrooms. The importance of teachers’ aid, increased support services, appropriate in service training for teachers and smaller class sizes were stressed.

**Stoiber, Goettinger and Goetz (1998)** in their study found that practitioners (special educators, regular educators, support services personnel) beliefs about inclusion were influenced by their level of education, training and years of experience. Those teachers with least specialized training were least prepared to work with children with severe disabilities as compared to those having specialized training. They suggested that there should be increased communication skill and teamwork training for practitioners and they also needed peer’s support and ongoing opportunities for professional development.
Yuen and Westwood (2001) studied on integrating children with special needs in Hong Kong secondary schools: teachers’ attitudes and their possible relationship to guidance training. Results suggested that the teachers did not hold particularly favorable or supportive attitudes towards the policy of integration. While the majority supported the underlying principle that it is every child’s right to learn in a regular classroom, most were uncertain about the actual practicalities of such placement. In particular, negative attitudes were expressed concerning the feasibility of integrating students with behavioural problems, and those with severe visual or hearing difficulties or with mental handicaps. Most positive attitudes were expressed towards integrating students with physical disabilities and those with mild health or speech problems.

Ross, Susan (2002) in the study examined the feelings of competency of 30 regular and special middle school teachers in Suffolk County (New York) school district about educating children with special needs in fully inclusive setting. A two part questionnaire was provided to them which contained demographic and training background information for teachers and teacher’s own responses to competency and beliefs about the adequacy of their training and support. The findings of the study were that generally teachers felt competent in teaching special needs children in inclusive settings especially if there background experiences included sufficient training and support. It further added that as the severity of the child’s disability increases, teacher’s feeling of competency decreases.

Sharma (2002) analysed the attitudes of teachers towards the disabled, how these attitudes relate to various background factors, and the ways of bringing about a change in the attitudes of teachers.

She reported that the willingness of teachers to include children with SEN in the general class depended on the children’s disabling conditions. Teachers had positive attitudes towards some children with specific disabilities like visual and hearing disabilities. Attitudes were least positive towards the intellectually impaired and those with
behavioural problems. The severity of problems in case of locomotor and intellectual disabilities negatively influenced their attitudes towards the inclusion of children with disabilities in their classroom. The majority of the teachers felt the need for change in the school and classroom infrastructure. The attitudes were found to be inversely related to the age and experience of the teachers teaching ordinary children. However, the experience of working with the disabled was positively related to the attitudes of the teachers. Female teachers were more positive towards the inclusion of the disabled in their classes than their male counterparts. Science teachers had a more positive attitude towards inclusion than those teaching humanities subjects. The higher the confidence in the use of teaching strategies, the more positive the attitude of the teacher towards the disabled. All teachers reported that they needed more information on the types of disabilities, curriculum adaptation, educational implications, and skills and strategies required for meeting the needs of students with SEN.

Bradshaw et al (2004) conducted studies on special education in United Arab Emirates in relation to anxieties, attitudes and aspiration. Findings of an ongoing study about the attitudes of teachers and pre service teachers towards the integration of children with special needs into regular schools across the United Arab Emirates have been discussed. As the country continues its dramatic period of change as a nation, changes in the education of children with special needs will occur at a rapid rate.

Chang (2005) revealed on the perception and the needs of the preschool educators toward children with disabilities. The major findings of this study were as follows: Preschool educator’s attitude toward young children with special needs turned positive through time went by. In order to provide better services to children, preschool educators made some changes as follows attitude and expectation toward children with different needs; adjustment of class management; self-empowerment providing support from school
partners. In regard of teaching children with special needs, educators faced some barriers as follows: difficulties between the curriculum adjustment and class management, lack of professional training in problem solving; lack of effective support from school partners. Through experience, preschool educators expect services as follows: opportunities of effective professional training; building available school-based support network.

Jessie et al (2005) examined teacher perceptions on what a functional curriculum should be for children with special needs. It has been found that curriculum planning for the intellectually disabled must be forward looking, giving due consideration to the students’ current and future needs, sensitive to the environments in which the individuals will ultimately be expected to adapt and function after leaving school.

Ali, Mustapha and Jelas (2006) conducted on empirical study on teachers’ perceptions towards education of children with special needs in Malaysia. The main finding shows that, in general, teachers have positive attitudes towards children with special needs. The findings also show that collaboration between the mainstream and the special education teachers is important and that there should be a clear guideline for the implementation of inclusive education. The findings of the study have significant implications to the school administrators, teachers, and other stakeholders who directly and indirectly involved in implementing inclusive education.

Gaad & Khan (2007) conducted a study on primary mainstream teachers’ attitude towards inclusion of students with special educational needs in the private sector. The major findings of the study indicated that one of the main challenges facing primary mainstream teachers in Dubai in the United Arab Emirates (UAE) stems from the current educational movement towards inclusion. It is an international phenomenon, a process that emphasizes providing special education services to students with special educational needs within the regular classrooms. These teachers felt students with
special educational needs lack skills needed to master the mainstream regular classroom course content. The teachers also expressed that the heavy teaching load in the mainstream classroom makes it hard to meet the needs of students with special educational needs in the private sector. However, results also indicated that teachers perceive additional training, support from administrators, and access to related services and resources as necessary in order to meet the needs of their students with special educational needs in the mainstream education setting.

Kalyva et al (2007) studied on 42 Serbian teachers’ attitude towards inclusion. It was found that Serbian teachers held overall slightly negative attitudes towards the inclusion of children with SEN, with teachers with experience in teaching children with SEN holding more positive attitudes towards inclusion in comparison to teachers without such experience. No differences were observed in teachers’ attitudes towards inclusion according to their years of teaching experience.

Rose et al (2007) investigated on Estonian vocational teachers’ attitude towards inclusive education for students with special educational needs. The paper concludes that whilst most teachers in Estonian Vocational Schools demonstrate positive attitudes towards the greater inclusion of students with special educational needs, concerns remain with regards to the readiness of these schools to accept such pupils onto existing courses. Training of teachers emerges as a critical factor in promoting inclusive practice and there is evidence of the support provided to a cohort of teachers through training courses having positively influenced attitudes and expectations.

Haider, Sonia Ijaj (2008) in her study on Pakistani teacher’s attitude towards inclusion of students with special educational needs took Fifty mainstream classroom teacher (48 women two men) and fifty special education teachers (47 women and three men) from four schools of Lahore. The findings of the study were teachers have
positive attitudes towards inclusive education. They agree that it enhances social interaction thus minimizes negative attitude towards students with special needs. The findings also show that collaboration between the mainstream and the special education teachers is important. The study has significant implications to the school administrators, teachers, and other stakeholders who are directly and indirectly involved in implementing inclusive education.

Smith and Acharya (2010) in their study on attitude of teachers towards inclusive education for the disabled found that the teachers have unfavourable attitude towards inclusive education.

2.2 STUDIES RELATED TO ADMINISTRATIVE SUPPORT FOR CHILDREN WITH SPECIAL NEEDS

Singh and Prabha (1987) evaluated integrated educational facilities for physically handicapped in the schools of Bihar. The facilities granted by the Government were not availed of by the schools. The facilities available in the schools were not enjoyed by the students for whom they had been provided. The schools were utilizing only 33 percent of the resources allotted for this purpose. The admission policy was defective. Physically handicapped students were well adjusted within their families but there was lack of communication between such students and their non-physically handicapped fellows. The resource teachers were not trying to bridge this gap. The schools had not taken advantage of the training facilities extended to them for the resource persons for the handicapped students. None of the schools had a separate resource room; facilities like grants of books and stationary were not being availed of by some schools.

Carter (2006) attempted to study on the development of special education service in Thailand. It has been found that the government of Thailand has historically provided a limited number of educational opportunities for individuals with special needs but has recently demonstrated movement toward a more comprehensive educational system. The educational policy has not only begun to expand the
incorporation of services for children with special needs but has also introduced efforts to include children with special needs in regular education classrooms.

Owen, Cilla (2007) did his study on "Ten years on": do disabled young people think they are 'included' in mainstream secondary education in Somerset. He observed that Young people with disabilities are increasingly included within mainstream schools in Britain. Recognition of the human rights and social justice issues involved has guided legislation both nationally and internationally over the past thirty years, and education in special schools has steadily declined in favour of mainstream provision. During this time schools have increasingly provided the crucial support for disabled children and young people in mainstream schools by the employment of learning support assistants, many of whom start work with no specific training. In Somerset the decision to close a large special school for disabled children ten years ago by 'Barnardos' began a County-wide 'inclusion programme'. More recently there has been concern that inclusion may not be in the disabled young people’s interests as their specific needs may be ignored. This qualitative research study undertaken with the advice and assistance of a disabled young person, was done in four secondary schools with six young pupils aged 11 to 16 years who had a learning support assistant. The study has shown that young people feel included and for the most part enjoy school. There are concerns by young people about bullying and poor behaviours in school, and this amongst other things provides barriers socially and educationally for them.

2.3 STUDIES RELATED TO PARENTAL SUPPORT FOR CHILDREN WITH SPECIAL NEEDS

Harton (1998) investigated the opinions of parents of disabled and non-disabled elementary children regarding inclusion of disabled students in regular education classes. Results indicated that parents of disabled children had more favorable opinions about inclusion compared with non-disabled children. Parents of disabled children
were more accepting of inclusion than were those with non-disabled children in inclusive settings. Parents’ answers differed depending on the type of disability being included.

**Al Shammari (2008)** investigated the extent of parental involvement in improving the students’ level in special education programs in Kuwait. The researcher found that the students’ progress recorded a significant influence from their parents’ involvement in their special education programmes. Most of the parents of these students with special needs actively participated in school meetings and followed their children’s progress in the special education programmes. The parents agreed that their children benefited through these special education programmes and their level of progress improved based on parental involvement, school plans, and the special education teachers’ strategies of engaging parents in meetings, activities, projects and decisions. However, all administrators, teachers and others in the special education programs must concentrate on older parents who did not involve and participate as much, as described in the results of this research.

**Mulholland and Blecker (2008)** revealed on parents and special educators: pre-service teachers’ discussion points. It has been found that most educators have little or no training in family involvement and pre-service teacher training in this area is at best limited, the purpose in this effort was to increase the opportunities for pre-service teachers to interact with special educators and parents of special needs children through an interview assignment designed to help them gain a fuller understanding of each of their roles and the need for partnerships.

**Nayak (2008)** has indicated in his study that parents of disabled children have actual interest in inclusive education and they want their children to get educated with normal children. It was further revealed that the teachers look forward to teaching in an inclusive environment and are ready to face future challenges.
2.4 STUDIES RELATED TO COMMUNITY SUPPORT FOR CHILDREN WITH SPECIAL NEEDS

Pathak (1984) conducted a study on disabled children in normal schools. The major findings of the study were most of the disabled children came from families with poor economic background. 63 of the 79 children’s father had studied only up to higher secondary or below. Parents of 46 children had a family income below 500 rupees per month. Most of the disabled children were from large families having four to five children. The disabled children were somewhat reserved, emotionally stable, satisfactorily adjusted but low in scholastic ability, demanding and easily excitable, obedient, vigorous and not very tense. Overall adjustment was average. Emotional adjustment was average. The few problems which disabled children faced were fear of the school, difficulty with classroom learning, and inability to participate in co-curricular activities.

Dash (2004) investigated the community support services for the disabled and autistics in Orrisa. The major findings of the study were that none of the disabled are being benefited by the support systems extended by the professional or by the key community members. As per the opinion of the community members VHWS around the community hardly extend their support to these members. TBA were so untrained that they were incapable enough to render their labor services at the time of child delivery which act as the sufficient sources for creating a disable. Teachers had not played a major role on teaching mobility or orientation skills, daily living, and home economic skills to students, they had learnt it from their parents before being institutionalized from friends after institutionalization. Teachers were confined only in imparting educational and vocational skills. Similarly religious leaders were rendering all sorts of superstitions training to the community members which at a greater extent were restricting the parents of disabled for pursuing better treatment services.
Skarbrevik (2005) revealed the quality of special education for students with special needs in ordinary classes. The findings showed that resources made available by the municipalities had an impact on equality as well as adequacy. This was also found for the availability of teaching materials, which had a significant impact on the quality of the reading, writing and arithmetic, and for students with psychological problems, are reported. Although the students’ scored low on social inclusion as assessed by the teachers, the parents reported that most of them thrived well or very well at school.

Dart (2008) conducted a study on provision for learners with special educational needs in Botswana: a situational analysis. It has been found that attitudes towards people with disability appear to be changing to become more inclusive but there is still evidence that many are still on the fringes of society. There are strong policy statements on the provision of special education. Policy has moved to an inclusive model but practice lags in the field. Most provision for children with special educational needs is at units for particular categories of disability attached to ordinary schools. The majority of these are at primary schools. There is a drive to build support for pupils in the ordinary school and classroom. This is slow in developing but might speed up in the near future as all newly trained teachers now have elements of special needs education as part of their initial training. Non-governmental organizations play a key role in Pre School and vocational training for students with special needs and also in provision for hearing impairment. However they struggle with funding and staff training. Issues of poor coordination between key stakeholders, a lack of curriculum development and a shortage of specialist staff all conspire to limit the effectiveness of provision.

Dempsey (2008) examined on the processes and outcomes in family-centered services for Children with special needs. The results shows that the importance of being family centered when providing services to children with a disability and their families has gained currency in the research and practice literature. A growing body of
evidence has validated many of the theoretical links between the help-giving practices of staff and desirable outcomes for families with a child with a disability. However, it is clear from the research to date that the relationship between the provision of family-centered services and the achievement of positive outcomes for children and their parents is complex and is yet to be fully understood.

2.5 STUDIES RELATED TO PEER SUPPORT FOR CHILDREN WITH SPECIAL NEEDS

Rai (1991) did a study on cooperation-based learning strategies for disabled and non-disabled children in integrated setting. It has been found that cooperative learning experiences promote a close relationship between the disabled and non-disabled. When learning situations are structured cooperatively and they worked together, they interact in positive ways, feel supported and encouraged to achieve. The five major sets of strategies for structuring cooperative learning includes clearly specifying the objectives of the lesson, decisions about placing of students and size of the group, explaining the task, positive interdependence and learning activities with students, monitoring the learning groups intervening to provide the task assistance, and evaluating students in their achievement.

Grider, 1995 studied on ‘Full inclusion: A practitioner’s perspective’ which focused mainly on autistic behaviour of the children. He founded that placing disabled students in regular education setting promote greater acceptance by their peers and they gain more academic knowledge through teacher instruction and small group activities.

Bryan G. Cook, Melvyn I. Semmel (1999) this preliminary study examined the effects of severity of disability and classroom composition on the peer acceptance of included students with disabilities. Two hundred eighty-five students, 44 of whom had disabilities, from 14 elementary classrooms in southern California constituted the sample. Twenty-nine students were rated by teachers as having no immediately noticeable, or mild, disabilities; 15 received
ratings indicating immediately obvious or severe, disabilities. Peer acceptance was measured by nominations from classmates regarding with whom they would most like to play and work, as well as with whom they actually played on a regular basis.

**Schmidt and Cagran (2008)** studied self concept of students in inclusive settings. The results indicated that, in comparison to their hearing peers, integrated students with a hearing impairment have a lower academic and social self-concept, as well as a general self-concept but a higher physical self-concept. There are differences among students with a hearing impairment in both the individual dimension and general self-concept. There are no statistically significant differences between the class with integrated students, on the one hand, and the class without them, on the other; however, there is a noticeable advantage for the students from the class with integrated learners over the other class serving as a control group in all three individual dimensions as well as in general self-concept.

### 2.6 STUDIES RELATED TO INCLUSION OF CHILDREN WITH SPECIAL NEEDS AND SUPPORT SERVICES

**Zaveri (2001)** reported that teachers feel inclusion as desirable but not feasible on account of large class size, vast curriculum content, lack of training of teachers, lack of awareness among teachers to deal with children having special needs and rigid curriculum. It was also found that there was lack of awareness regarding provision and policies formulated for handicapped children among general educators.

**Mumpande, Piriyes (2002)** did a study of knowledge, attitudes and practices (KAP) of service providers towards the inclusion of deaf children aged 3-8 years in mainstream educational activities in Binga District, Zimbabwe. The objectives of this study were to assess the knowledge, attitudes and practices (KAP) of participants trained by the hearing-screening programme in five selected Wards and to explore how the existing educational resources include deaf children in educational services in Binga. It was a cross sectional study which
collected data by using self-administered questionnaires (n=32), focus group discussions (n=7) for both participants who have had workshop training and those without, as well as observing deaf children enrolled in four selected schools. Both trained and untrained participants showed wide knowledge of deafness, its causes and how it can be prevented. Participants who have had workshop training were more aware of deaf children’s previous complaints of hearing difficulties that their untrained counterparts. Workshop-trained participants preferred deaf children to participate in mainstream community activities compared to their untrained counterparts, who preferred them sent to special schools. Workshop-trained participants wanted deaf children taught in the ordinary schools in Binga as opposed to special schools outside Binga as the untrained participant advocated. Trained participants communicate confidently with deaf children at a deeper level than their untrained counterparts. Deaf children in four selected wards were included in mainstream educational activities. Workshop-trained participants had an edge over their untrained counterparts in terms of both attitudes and practice towards deaf children. However, no identified deaf children in the selected wards were fitted with a hearing aid, but appear to be coping well in schools’ day-to-day activities.

Cambra (2003) examined students with special educational needs in the inclusive classroom: social integration and self concept. The results indicated that the special needs children have a positive self concept although it is significantly lower than that of their counterparts, especially in the social and academic dimensions. The paper argues that while school integration is a necessary condition facilitating social integration of special educational needs children-and consequently improving their self concept. It is not in itself always sufficient for optimization of both these aspects of socio- effective development.

Allan Jim Mapsea (2006) This study seeks to investigate primary school teachers’ views and experiences in implementing the
Inclusive Education Policy in regular schools. The study was conducted in five districts of the Enga Province of Papua New Guinea. Six primary schools were selected and involved 77 teachers who responded to questionnaire items, while 12 teachers within the group were chosen to be involved in interviews. Data for the study were gathered and analyzed from the questionnaires, and the interview transcripts. The findings from the study revealed that most teachers supported the notion of Inclusive Education Policy and would like to implement it. However, they indicated that there needed to be a change in attitudes of teachers, peers, boards of management, and parents/caregivers to provide assistance for children with special needs. Most teachers felt that there needs to be more awareness of the principle and the importance of inclusion. Teachers’ limited knowledge of teaching children with special needs was also highlighted. In this study teachers admitted they needed more training in the field of educating children with special education in order to accommodate and teach children with special needs. This shows that teachers’ colleges and universities need to have trained lecturers to develop more courses in special education. Teachers expressed concern that school inspectors do not know enough about the inclusive education concept and need to be trained as well so collaboratively they could implement the policy. Government support is needed to effectively implement the inclusive education policy. This includes training of specialists to support teachers, funds for teaching and learning resources and facilities in schools.

Koutrouba and Vamvakari (2006) highlighted factors correlated with teacher’s attitudes towards the inclusion of students with special educational needs in Cyprus. The findings of this research confirm that the provisions in the new laws have adopted the right course of action, although teachers’ feelings of inadequacy, non-Special Educational Needs (SEN) students’ circumspection and SEN students’ hesitation have not yet been satisfactorily addressed.
Dunn (2006) studied on classroom teachers’ referral criteria for special education services. The results of this study indicated a combination of student characteristics that teachers observed (inattention, lack of comprehension, inability to complete tasks in the allotted time, and poor test performance) and what teachers inferred. The implications of the research for classroom and special education practices in particular are discussed.

Berwal, Sandeep (2007) conducted a study on the Impact of an Intervention Programme on awareness levels and attitudes of high school students, teachers and administrators towards pupils with disabilities in Inclusive settings. A total sample of 250 students, 5 teachers and 10 administrators was drawn from five high Schools, where inclusive programmes are in progress from Hamirpur district of Himachal Pradesh. It was found that the students were found to have a low level while the teachers and administrators were found to have an average level of awareness about pupils with disabilities before the intervention programme. Students’ attitude towards facilities/services provided to students with disabilities before the intervention programme was somewhat negative. There was a positive significant change in their attitudes after exposure to the intervention programme. It was found that the intervention programme has played a critical role in changing the attitudes of teachers and administrators with regard to behavioural and disciplinary problems in a positive direction. However, majority of the teachers (68%) even after their exposure to the intervention programme opined that students with disabilities get easily upset in comparison to their able-bodied peers.

Zascavage et al (2008) conducted a study on recruitment of special educators within high school peer support groups and effectiveness of recruitment. The teacher shortage in the United States of America is a complicated balance of supply and demand. Within this balance, special education contains some of the most severe deficits, (American Association for Employment in Education, 2000; Centre on personal studies in special education, 2004), deficits that
are particularly severe in inner city and poverty areas. This study examined the role, high student peer support groups can have in recruiting future special educators. They contented that when addressing emergency educational needs, identification of potential educators became the fundamental first step in an effective recruitment strategy.

Das, Ashima (2010) conducted a qualitative study of describing and analyzing the process of educating children with disabilities in private inclusive schools in Mumbai. Data was collected through in-depth interviews and focus group discussions with stakeholder groups and observation in classrooms. The findings were under the four main themes of (a) support systems (b) Challenges (c) Process and (d) Outcomes for children with disabilities in inclusive schools. The major support systems were identified as academic, physical, psychological and parental. Within ‘academic support’ the schools offered remedial teaching to the children, gave them concessions and favoured and practiced supportive classroom strategies. As part of physical support, the school endeavoured to enhance the mobility and accessibility for children with differing physical needs by installing elevators and ensuring accessibility of the toilets. Apart from these provisions and the help the children sought from the non-disabled peers, there were no practices reported. The psychological support was provided by the counselors, resource teachers and peers. The major challenges which emerged from the findings were the negative attitude of the teachers, peers, shortage of resource and lack of training for handling diversity within the classrooms. The outcomes of educating children with disabilities in inclusive schools were mixed. The outcomes of educating children with disabilities were dependent on the nature / severity of the disability, the support mechanisms in school and the environment and culture of the schools. The most common outcome for the children was the fulfillment of aspiration of leading ‘normal’ lives as their non-disabled peers. The study also recommended that the inclusive school must build comprehensive inclusive cultures and
Kiliyayil, Resheed K (2011) conducted a study on Attitude of teachers, heads of schools, hearing impaired children and normal children towards integrated education programme and challenges encountered by the groups regarding the implementation of the programme. The investigator concluded from study the following findings:

1. The Regular teachers, Resource teachers, Heads of schools, Hearing impaired children and Normal children in the Primary schools of Kerala have different levels of Attitude (ie, favourable and unfavourable) towards Integrated Education Programme for the Hearing impaired. The average of percentage of favourable and unfavourable Attitude showed that in all dimensions, favourable Attitude was more than that of unfavourable Attitude.

2. There was a significant difference in the mean scores of the Attitude of Regular teachers and Resource teachers towards the Integrated Education Programme in the Primary schools of Kerala.

3. There was no significant difference in the mean scores of the Attitude of Normal children and Hearing impaired children towards the Integrated Education Programme in the Primary schools of Kerala.

4. There was no significant difference between the mean scores of the Attitude of Hearing-impaired children towards Integrated Education Programmes in the Primary schools of Kerala for the sub samples based on sex, locality and management category of the schools.

5. There was no significant difference between the mean scores of the Attitude of Normal children towards Integrated Education Programmes in the Primary schools of Kerala for the sub samples based on sex, locality and management category of the schools.

6. There was a significant difference between the mean scores of the Attitude of Teachers (Regular teachers and Resource teachers)
towards Integrated Education Programmes in the Primary schools of Kerala for the sub samples based on sex, locality and management category of the schools.

7. There was no significant difference between the mean scores of the Attitude of Heads of schools towards Integrated Education Programmes in the Primary schools of Kerala for the sub samples based on sex, locality and management category of the schools. The interaction effect of Sex of Heads of schools with locality and management category of the schools on Attitude of Heads of schools towards Integrated Education Programme is not significant.

8. There was a significant interaction effect of Sex of Regular and Resource teachers with locality and management category of the schools on Attitude of Regular and Resource teachers towards in Integrated Education Programme. 9. There was a significant interaction effect of Sex of Hearing impaired children and Normal children with locality and management category of the schools on Attitude of Hearing impaired and Normal children towards Integrated Education Programme.

10. There were different types of challenges encountered by Teachers, (Regular teachers and Resource teachers) Heads of schools, Hearing impaired children and Normal children in the teaching learning situations in the Integrated Education Programme.

2.7 AN OVERVIEW OF THE RELATED LITERATURE

From the above review of literature it is found that most of the studies related to academic support, administrative support, parental support, community support and peer support have been conducted in Abroad. Very few studies are directly conducted on the support services i.e. academic support, administrative support, parental support, community support and peer support in India specially Punjab, where Sarv Shiksha Abhiyan (SSA) “Education for all campaign” stride towards achieving the long cherished goal of universalization of elementary education. This movement promises to change the face of elementary education by providing quality
education to all children with special needs (CWSN) in 6-14 years age group.

The review related to academic support shows that lot of work is done on the attitude of teachers towards inclusion of children with special needs in schools and it was found in most of the studies that teachers have favourable attitude towards children with special needs (Sharma 2002; Chang 2005; Ali et al 2006; Rose et al 2007; Kiliyayi, Rasheed K 2011). The studies also depicted that the attitude of the teachers is influenced by certain factors and working conditions like age, sex, experience, training,category/ severity of disability, class size, work load of teachers, administrative support, curriculum modifications (Barrafato 1998; Stoiber, Gettinger, Goetz 1998; Sharma 2002; Ross Susan 2002; Jessie et al 2005; Gaad and Khan 2007; Kiliyayi, Resheed K 2011).

In another study as a part of a support system for children with special needs ‘Academic support’ of the teachers offered remedial teaching and supportive classroom strategies (Das, Ashima 2010). Some studies also revealed that for academic support to children with special needs collaboration between general and special educators is very necessary (Ali, Mustapha and Jelas 2006; Haider, Sonia Ijaj 2008).

On the contrary few studies depicted the unfavourable attitude of teachers towards inclusion of children with special needs (Yuen and Westwood 2001; Kalvya et al 2007; Smith and Acharya 2010). Very few studies revealed Administrative support for children with special needs like admission of children with special needs in schools, provision of funds for teaching and learning facilities in school. The review also shows the role of parents in supporting children with special needs by their active involvement in meetings, activities and decision making and acceptance of inclusion especially by parents of disabled children.

Studies also showed support of peers to disabled children through cooperative learning experiences, acceptance in the
classrooms during work and outside the classrooms during play (Rai 1991; Grider 1995; Bryan G. cook, Melvyn I. Semmel 1999). Studies also revealed the important role played by families and NGO’s in providing support to CWSN (Dart 2008; Dempsey 2008). On the contrary one of the study depicted that disabled people did not get any benefit of support provided by the professional or community members (Dash 2004).