CHAPTER-II

REVIEW OF RELATED LITERATURE

Review of related literature is an essential part of research work and research can never be undertaken 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. Review of related literature allows the researcher to acquaint himself / herself with current knowledge in the field or area in which research to be conducted. The present study is going to examine the social and economic status of the parents of Children With Special Needs and their education in an inclusive classroom setting in Nagaon and Morigaon district of Assam. In this chapter an attempt has been made to make a careful review of the research journals, books, dissertations, theses, unpublished researches and other sources of informations on the problem to be investigated. A large number of studies have been reviewed by the investigator both in international as well as in national and regional contexts relating to inclusive education for Children With Special Needs which helps the researcher to develop a rationale for the study.

2.1. Related studies done at International level.

Cook, B.G.; Semmel, M.I. and Gerber, M.M. has conducted a study on “Attitudes of Principals and Special Education Teachers towards the Inclusion of students with Mild Disabilities” in the year 2000. Attitudes of 49 principals and 64 special education teachers regarding the inclusion of students with mild disabilities were investigated. Results of a discriminant analysis indicated that principals and special educators were separated into groups with 76% accuracy according to their responses to items drawn from the Regular Education Initiative Teacher Survey (Semmel, Abernathy, Butera, & Lesar, 1991). Items measuring attitudes towards the efficacy of included placements with consultative services, the academic outcomes associated with included placements, and the protection of resources devoted to students with mild disabilities correlated most highly with the
discriminate function. Findings are discussed in relation to their implications for the implementation of inclusion reforms and the educational opportunities of students with mild disabilities.

Goldkowaska (2000)\(^2\) made an attempt to take a structural approach to show the start of education in the child with mild mental retardation. Here in the study relationship were sought between the educative sensibility of special school pupil and preliminary diagnostic information about his or her psychophysical state, retardation etiology, previous forms of care and upbringing as well as physical development. Educative sensibility was understood in the context of developmental tasks at the early school stage. The study tried to show the interlinking structure of conditionment of educative elements affecting the readiness of the mildly retarded child to undertake learning. Investigator reported that this study could serve to encourage a deeper analysis of the system of diagnosis, decision and qualification of children for special schooling and helps in the construction of an Inclusive image of the mentally retarded child.

Nesi Linda (2000)\(^3\) studied about tragedies and turn rounds of mentally retarded children. From the case studies which the investigator studied in an inner city elementary school, it is found that the class rooms are seriously overcrowded and most of the students come from low income homes. Many of the students have reading difficulties and some have been identified as having behaviour disorders, learning disabilities or mental retardation and are eligible for special education. The case focuses on one student who had been considered a behavioural problem throughout his schooling. The case illustrates what the author, a 5th grade teacher, did to enable him to succeed in her classroom. As a result, he became a peer helper in co-operative group and a valued student in the gifted and talented programme. When he moved on to a classroom where there was no discussion, no co-operative learning and no direct teaching, the student did not have as much success.

Stromme and Magnus (2000)\(^4\) examined associations among SES (Socio Economic Status) level and IQ and causative factors in children with mental

\(^{(53)}\)
retardation. The investigation was designed as a cross sectional population based study of Akershus country, outside Norway’s Capital Oslo. The source population comprised 30,037 children born between 1980 and 1985 of 178 children (aged 8-13 years). 79 had severe mental retardation (MR) and 99 had mild MR. SES was grouped from I to V according to Parental Education Diagnostic Workup regarding etiology and medical diagnosis was extensive. The etiology of Mentally Retarded was divided into two main groups.

Tanner, C.K.; Linscott, D.V. and Galis, S.A.5 has made a study on “Inclusive Education in the United States: Beliefs and Practices among Middle School Principals and Teachers” in the year 2000. School reform issues addressing inclusive education were investigated in this nationwide study. A total of 714 randomly selected middle school principals and teachers responded to concerns about inclusion, degree of change needed in and importance of collaborative strategies of teaching, perceived barriers to inclusion, and supportive activities and concepts for inclusive education. Respondents demonstrated support for the integration of students with disabilities into the regular education environment through their agreement with statements supporting inclusion as an effective strategy and a part of the continuum of services. Study revealed that there was support for collaborative strategies, provisions for staff training and shared planning time. Behavioural expectations were identified as a concern when students with disabilities were included; cost considerations were not identified by the respondents as a priority among the possible perceived barriers. Principals and special education teachers revealed statistically significant support for inclusion; principal respondents reported a high level of input when planning took place for students with disabilities served in the regular classroom.

Walther Thomas, C.C. and Tapasak, R.C.6 has made a study on “Evaluation of a First Year Inclusion Program: Student Perceptions and Classroom Performance” in the year 2000. This article summarizes the first-year evaluation of an inclusive education program at an urban elementary school. Sixty primary-level students and 50 intermediate-level students were evaluated using individualized
and teacher report measures. At the primary level, results showed significant increases in self-perceptions of cognitive competence for both students with disabilities and students without disabilities. Self-perceptions of physical competence were higher for the students with disabilities group. No significant differences were found in preferred playmates. At the intermediate level, students without disabilities reported higher perceptions of their academic and social abilities than students with disabilities. Teacher ratings showed improved social skills for both primary and intermediate students with disabilities. Finally, report card ratings and teacher comments suggested different expectations for students with disabilities and their typical peers.

Cook, B\textsuperscript{7} has conducted a study on “A Comparison of Teachers Attitudes Towards their Included Students with Mild and Severe Disabilities” in the year 2001. In this study researcher investigated teachers attitudes towards their included students according to the disability degree (mild and severe disability). The study sample was consisted of 70 teachers, which nominated three students to promote corresponding with the attitudes of attachment, concern, indifference and rejection. On one hand researcher found that students with severe disabilities were significantly over represented among teacher’s nominations in the indifference category, on the other hand, students with mild disabilities were significantly over represented in the rejection category, also the results indicated that teachers demonstrated different attitudes depending on the degree of disability. Therefore, the study suggested that those students were at risk of getting appropriate educational interactions.

Hay, J.F.; Smith, J. and Paulsen, M.\textsuperscript{8} has conducted a study on “Teachers Preparedness for Inclusive Education” in the year 2001. This investigation focused on the preparedness of teachers for the new policy of inclusion. An eventual sample of 2577 teachers was utilized from the total of 12 districts. Through a comprehensive questionnaire an effort was made to ascertain the knowledge, skills and attitudes of teachers towards inclusive education. Study revealed that a surprisingly low number of respondents had heard of the concepts inclusive
education, mainstreaming and whole school approach. Only 35.9% of the sample of 2577 respondents could describe inclusive education and only 10.4% respondents knew what mainstreaming is. Study showed that teachers felt unprepared and unequipped to teach integrated classes and ascribed this to lack of training, lack of time, large classes, lack of facilities and lack of teacher experience. The finding of the investigation suggests that a huge effort should be made by policy makers and provincial education departments to affect the paradigm shift towards inclusive education. Results also showed that the average teacher is apparently neither prepared nor ready to teach learners of inclusive classrooms effectively.

Sardoc, Mitja⁹ has conducted a study on “Models of Inclusive Education: A comparative analysis” in the year 2002. This study examines in detail the main theories, policies and concepts of inclusive education and critically evaluates the various questions in public education policy related to inclusive education. This study also present a comparative analysis of several policy documents in the area of inclusive education in UK, USA and South Africa.

Downing, J.E., Eichinger, J. and Williams, L.J.¹⁰ has conducted a study on “Inclusive Education for Students with Severe Disabilities: Comparative views of Principals and Educators at Different Levels of Implementation” in the year 2003. Structured interviews were conducted with elementary school principals, general educators, and special educators at different levels of inclusive educational programming to determine perceptions towards inclusive education for learners with severe disabilities. Comments from the 27 participants were categorized according to the main questions asked during the interviews, with similar comments aggregated per category. Comparisons made by professional role and level of implementation regarding inclusive education revealed several concurring statements as well as some discrepancies. Differences in perception of inclusive education for students with severe disabilities across professional role and level of implementation of respondents are described in the study. Implications for future research and inclusive educational practices are also discussed.
Aniftos, Michelle and Mc. Luskie, Linda\textsuperscript{11} has made study on “On Track towards Inclusive Education” in the year 2003. This study commences with a consideration of Legislative and policy mandates for inclusion in the context of teacher education in Queensland, Australia. This study also attempts to reconcile the broad and somewhat disparate interpretations of inclusivity and diversity in the context of schooling. This study also shifts the focus from inclusive education as a product to inclusive education as processes of attitudinal change and development of collaborative learning communities. Study also reported that Queensland schools are central to those processes.

Downing, J.E.; Ryndak, D.L. and Clark, B\textsuperscript{12} has made a study on “Para-educators in inclusive classrooms: their own perceptions” in the year 2005. The perceptions of para-educators regarding their roles and responsibilities in supporting students with moderate to severe disabilities in general education classrooms were the focus of this qualitative study. Sixteen para-educators were interviewed using a semi-structured interview guide to determine their understanding of their role, challenges they experienced, training needs, and relationships with other team members. Numerous roles and different types of responsibilities for CWSN were described in the study such as teaching, adapting materials, facilitating interactions with peers, and implementing behavioural interventions and para-educators also reported a considerable degree of independence in decision making and implementation of programs. Implications for the field concerning the use, training and supervision of para-educators are presented in this study.

Sandkull, O.\textsuperscript{13} has conducted a study on “Strengthening Inclusive Education by Applying a Right-Based Approach to Education Programming” in 2005. Sandkull reported that Inclusive Education is a basic human right and foundation for a society and a right based approach to achieve education for all. Investigator argued that a right framework is meaningful for promoting inclusive education because of its focus on challenging issues of exclusion, inequality, disparities, power imbalances and social injustice and this education enable all students to
reach their full potential and never discriminate on any ground such as disability, gender, socio-economic background, ethnicity, geographical location or language etc. He further concluded that inclusion is about interrogating the question of who experiences barriers to access and participation in education, and how barriers to educational access and participation can be minimized.

Stephen, George and Zayapragassarajan, Z\textsuperscript{14} conducted a study on “Yogistic Approach for Counseling Children with Learning Disabilities” in the year 2005. Study stated that children with learning disabilities cannot try harder, pay closer attention, or improve motivation on their own; they need help to learn how to do those things and learning disabilities usually results in poor achievement which can be cured to some extent with variety of interventions and treatments. The primary thesis of this study is to examine the effect of Yoga in the learning outcome of the children with learning disabilities. Study reported that Yoga has a great potential as an effective therapy for chronic diseases and conditions and Yoga can help children with learning disabilities to develop greater concentration, balance and composure in their daily lives. In this study the researchers reinforces the need to create an awareness how yoga can be used as an innovative treatment for learning disabilities. The researchers also suggested the need to evolve a yogistic approach as a counseling strategy for the students with learning disabilities and stated that the only requirements are proper instruction and regular practice.

Engelbrecht, P.; Oswald, M. and Forlin, C.\textsuperscript{15} conducted a study on “Promoting the Implementation of Inclusive Education in Primary Schools in South Africa” in 2006. Study reported that if the school principal is prepared to embrace a democratic leadership style and share power with all the other role-players in the school community then the ideals of inclusion will being realized and a visionary and dedicated school leaders with strong devotion to inclusive and democratic values and principles are necessary for schools to move towards the implementation of a more successful inclusive and democratic system.
Mastropieri, M.A.; Comoldi, C; Terreni, A. and Scruggs, T.E.\textsuperscript{16} has made a study on “Teachers Attitudes in Italy after Twenty Years of Inclusion” in the year 2006. The purpose of this study was to determine the nature of Italian teachers’ attitudes toward inclusion after 20 years of inclusion policies and practice. A total of 523 education teachers in Northern and Central Italy responded to a survey that was based on common core items taken from a review of previous surveys conducted in America. Overall support for the concept of inclusion was found to be very strong. However, Italian teachers responded far less positively on practical items addressing their satisfaction with time, training, personnel assistance, and resources provided for inclusion efforts. These attitudes were also compared with teacher attitudes toward inclusion reported in similar surveys in the United States. Implications for inclusion practices in the United States were discussed in the study.

Saddler, Bruce; Newman, Dianna and Katerina, Passa\textsuperscript{17} has conducted a study on “The Benefits of Integrating Technology into Inclusive Classrooms” in the year 2006. Study stated that with the introduction and implementation of ‘No Child Left behind Legislation’, schools are reassessing processes and outcomes pertaining to using technology supported curriculum and instruction in inclusive classrooms. The purpose of this study is to identify teacher’s and administrator’s perceptions of the outcomes of technology use within elementary inclusion classrooms. Data represent a subset of a larger study that examined outcomes of technology training and infusion in a large urban district. 98 teachers and 38 administrators participated in the study; data were collected over a two year time span, via surveys, interviews and observations. The findings support the use of technology infused instruction within inclusion classrooms.

Rodda, Michael and Eleweke, C.J.\textsuperscript{18} has made a study on “Enhancing Inclusive Education in Developing countries” in the year 2007. This study is concerned with enhancing inclusive education programmes in the developing countries. Study estimated that 80\% of the world’s population of people with disabilities lives in developing countries of Asia, Africa, the Caribbean, Latin
America and the Middle East, some 150 million of them being children, but only 2% are receiving any form of special needs services. Study revealed that though the successful implementation of inclusive education could increase the number of children with disabilities receiving education in the developing countries but this education is not satisfactorily implemented in these countries. Factors such as absence of support services, relevant materials and facilities, inadequate personal training programmes, lack of funding structure and the absence of enabling legislation are signified as the major obstacle in the effective implementation of Inclusive Education in developing countries. Major issues in the development of effective community based Inclusive Education programmes in the developing countries are also identified in this study.

Daveta, Meroni L.\textsuperscript{19} has made a study on “Inclusive Education for children with disabilities in Fiji: Teacher Perspectives and Attitudes” in 2009. The purpose of this research was to examine teacher perspectives and attitudes on inclusive education for children with disabilities in Fiji. A qualitative approach using semi structured interviews was selected as the methodology for this research. Nine teachers from nine different schools in Suva, the capital city of Fiji, participated in this research. The nine participants were selected from three different school settings. Three of the participants were from special schools, three were from primary schools and three were from secondary schools. Data collected showed that teachers support inclusive education, however, they had reservations on the inclusion of students with severe disabilities. Factors identified to influence teacher’s attitudes towards inclusion were severity of disability that the students had, inadequate training of teachers on teaching students with disabilities, inadequate government funding, lack of specialized resource personnel and lack of appropriate equipment and resources to support students and teachers in the teaching learning process. Limited commitment from the Ministry of Education and limited participation and consultation of teachers on policy and curriculum design were also identified as contributing factors for non inclusion of students with disabilities in regular schools. Study concluded that, teachers need to change
their perspectives and attitudes and schools need to be welcoming and prepared to accept all students with disabilities into the general education system in Fiji.

Panerai, S.\textsuperscript{20} et.al has conducted a study on “Special Education versus Inclusive Education: The Role of the TEACCH program” in the year 2009. This study compared the treatment and education of children with autism using the TEACCH program versus an inclusive non specific program. Boys with autism and severe mental retardation were enrolled in one of different programs over a 3 year period. Thirteen boys were enrolled in the natural-setting (HS-TEACCH; home and mainstream school) program, 11 boys in the residential (R-TEACCH) program, and 10 boys in the inclusive education-nonspecific (INSP) approach. Boys in either one of the TEACCH programs (NS or R) improved from baseline in 11 or more skills (for example, perception, fine motor, gross motor). Boys in the INSP showed improvement in perception only. The study reported that TEACCH programs may be more helpful for Children with autism than the non specific inclusive education program.

Powell, J.J.W.\textsuperscript{21} conducted a study in 2009 and has noted that though there is a growing awareness of the need for inclusive education there are many obstacles like segregated educational settings, attitude of teachers working in well resourced special schools and earn higher salaries then general school teachers etc. to achieve successful inclusive education. Powell revealed that in 2006 the national average of students with special educational needs integrated in regular schools was 14% in Germany although this varied in the different states.

Schneider, Cornelia\textsuperscript{22} of Mount Saint-Vincent University has made a study on “Current Issues in Inclusive Education in the Eyes of Children” in the year 2009. This study reported that the sociology of childhood opens up new perspectives on inclusive practices, as it considers children themselves as actors in their environment. The researcher aims at expanding this notion to children with special educational needs. At first, this study clarifies notions of inclusive education and special educational needs, and then analyze children’s agency by
using two case studies involving children with special educational needs in France and Germany. The qualitative research methodology i.e. sociometric surveys and semi-directed interviews gave priority to children’s viewpoints with and without special educational needs. The two cases revealed how two children with special need deal with risks of stigmatization and exclusionary practices in the inclusive setting. An important outcome of the study is that children are able to consider their own social status in the class and that they adapt to challenges imposed on them by institutional structures and/or other persons. Study also reveals that these children may contradict the adult’s viewpoints on their inclusion.

Schneider, Cornelia and Harkins, Mary J.\textsuperscript{23} has made a study on “Transalantic Conversations about Inclusive Education: France and Nova Scotia” in the year 2009. This study compares and analyses in depth two different educational systems on two continents with regard to their development of inclusive education and their current issues with this policy. Study reported that France and Nova Scotia have two different traditions of schooling and of the education of children with disabilities, so this study tried to compare the educational systems, policies, definitions of inclusive education, and the shifting teacher’s roles and responsibilities.

Bartolo, P.A.\textsuperscript{24} has made study on “The Process of Teacher Education for Inclusion: the Maltese Experience” in the year 2010. This study discusses major challenges for the development of teacher education for inclusion through an analysis of relevant experience in Malta. This study is based mostly on the reflective experience of the author at the Faculty of Education over the past several years. A brief picture of the Maltese education system is followed by a description of the challenges that have been encountered in the promotion of inclusion. These include the development of a right based approach to the education of persons with disability and the widening of its application to all minorities or disadvantaged groups, and the impact of political and social contexts on the development of inclusive schools. Finally, four current issues are highlighted, as: the strategic balance between the education of specialist educators and that of all teachers for
diversity, and between specific and infusion models for such education and finally the pedagogic balance between the academic and experimental learning about inclusion, and between the theory and practice of inclusive teaching.

Chhabra, S. Srivastava, R. and Srivastava, I. 25 of Botswana University has made a study on “Inclusive Education in Botswana: The Perceptions of School Teachers” in the year 2010. The purpose of this study was to identify the attitudes and concerns of teachers towards the inclusion of students with disabilities in the general classroom. The findings indicate that teachers in Botswana have somewhat negative attitudes with some concern about inclusive education. Significant correlation was observed between attitudes and concerns (r = .323). The results also reveal that many regular teachers feel unprepared and fearful to work with learners with disabilities in regular classes and so display frustration, anger, and negative attitudes toward inclusive education because they believe that it could lead to lower academic standards.

Dizdarevie, Atama; Tanjie, Medina V. and Nikolic, Milena 26 has made a study on “Inclusive Education in Bosnia and Herzegovina” which was published as journal article in 2010, March. This study describes the different challenges faced by all members of the local community who are directly or indirectly responsible for the educational reform regarding the process of inclusion in Bosnia and Herzegovina. Study reported that Yugoslavia education system is regulated in canton legislature and each canton has its own law on preschool, elementary school, high school and university education, with more than 30 laws covering the area of education. Study found that in Bosnia and Herzegovina general and special educations are regulated separately which violate the rights of children with special needs to be educated in the mainstream schools closest to their home. Negative attitudes, prejudices and stereotypes educational standards non supportive for the inclusive education, lack of engagement of university facilities and negligence of scientifically based research are also discussed in this study which are considered as major obstacle of Inclusive Education in Bosnia and Herzegovina.
Liang, Xiao and Abadeh, Heidi\(^27\) has made a study on "Inclusive and Segregated Classroom Assignment in China and the United States" in the year 2010. The focus of this article is on inclusive or segregated classroom in China and the United States related to inclusive education. The contexts of inclusive and segregated classrooms in a non-western country (China) and a western country (U.S.) are presented and the conceptual framework, assumptions and beliefs regarding the value of Inclusive Education are discussed in this paper. In this paper comparative analysis highlights similarities and differences of the manner in which the two countries approach Inclusive Education for CWSN. Article stated that China is just beginning to educate students with special needs, while the United States has a strong commitment to educate all children. The primary thesis of this article is to compare and contrast the approaches of each country and then discuss implications of the differences, along with recommendations for further research.

O' Gorman, Elizabeth and Drudy, Sheelagh\(^28\) has conducted a study on "Professional Development Needs of Teachers working in the Area of Special and Inclusive Education in mainstream schools in Ireland" in the year 2010. This study gives an account of the dimensions of inclusion in mainstream schools in Ireland. The working lives of teachers who have specific responsibility for students with disabilities or special educational needs in mainstream schools are explored in this study. Study shows that the responsibilities of the Irish special educational needs teachers are not formalized and tend to vary in different school contexts. The key aspect of the research was to explore the professional development requirements of these teachers. Study emerges that the professional development requested by teachers was supportive of traditional practices and that these practices more properly belonged to a medical model influenced, deficit approach to special education rather than to an inclusive approach to education. Study revealed that instead of responding to gradually evolving change, an alternative, more revolutionary approach to professional development could be adopted to challenge 'conventional wisdom' and promote a truly inclusive education system in Ireland.
Pijl, S.P.\textsuperscript{29} has conducted a study on “Preparing Teachers for Inclusive Education: Some Reflections from the Netherlands” in the year 2010. Study reported that, teachers in the Netherlands hesitate to accept responsibility for students with special needs in regular education and they generally do not have positive attitudes towards inclusive education, citing a lack of personal knowledge and skill for teaching students with special needs, an area that was not sufficiently covered in their basic teacher training. This study argues that there are other ways to prepare teachers and argues that by discussing problems in education with colleagues and working together as a team, they can resolve many of the issues for themselves.

Mentz, Kobus and Barretee, Shermaine\textsuperscript{30} conducted a study on “Leadership and Inclusive Education in South Africa and Jamaica: A comparative analysis”. This article was published in the Journal of the Commonwealth Council for Educational Administration and Management in 2011. In this article effort was made to compare two countries namely, South Africa and Jamaica, to provide leadership contexts conducive to inclusive education. This paper examines the notion of Inclusive Education with the school as the main unit of analysis and the role of leadership and management in fostering Inclusive Education. Study reported that the provision of effective leadership for Inclusive Education demands a sound legislative and policy framework and these frameworks have been created in both countries. Report also stated that school leaders in particular have changed their traditional ways of thinking in order for schools to move to an inclusive mindset and further training in this regard is necessary so that leaders and schools embrace the challenges associated with inclusive education, rather than feel threatened by these challenges.
2.2. Related studies done at National Level

Kishore, S.\textsuperscript{31} has made a study on “Learner’s Profile in IGNOU: the issue of equity and strategies for reaching the disabled and disadvantaged” in the year 2000 and found that the initiation of technology and distance education could widen the accessibility to Inclusive Education. Researcher reported that distance education is seen as a flexible and suitable inclusive to bring inclusive education and distance learning is said to be successful only if they are able to serve the social purpose of empowering disable groups and disadvantaged communities which allow them to integrate in the mainstream of society by overcoming many challenges particularly with regard to policy of Inclusive Education.

A pioneering work has been done by Mani\textsuperscript{32} of Ram Krishna Mission Vidyalaya, College of Education in Coimbatore in the year 2000. Mani in his report stated that the ideal system of inclusive education is that the general education system should assume responsibility for the education of children with disabilities but the reality is different in India. The general education system is yet to be fully sensitized to the educational needs of children with disabilities and therefore the general system needs the assistance of specialist teachers for occasional help to make Inclusive education work. Mani reported that the experiences of Inclusive education programme assisted by various organizations in India are encouraging.

Punani and Rawal\textsuperscript{33} conducted a study on “Advantages and limitations of Inclusive Education” in the year 2000. According to them all modes of education in India are collectively covering only 11% visually impaired children of school age. They reported that Inclusive education enhances social integration and social acceptance of the students with visual impairment. Inclusive education can not be successful without the active participation of parents, general educators and school administrators. The study also revealed that the general view of the parents and educators of the visually impaired is that since a child is eventually expected to
live in community, it is essential to provide education in the Inclusive set up rather than in a residential school.

Sangita, A.J. and Joshi, M.S.\textsuperscript{34} has conducted a study on "Impact of Parental Education on Attitude towards Nutrition and Health of their Mentally Retarded Children" in the year 2000. The purpose of the study was to study the impact of parental education on attitude towards nutrition and health of mentally retarded children. The sample consisted of 100 parents of Mentally Retarded children. The results showed that there was an association between educational level and attitude of parents towards health and nutrition of the mentally retarded children.

Swarup, Smriti\textsuperscript{35} in her study "Inclusive Education - A Pioneering Work" conducted in the year 2000 stated that the fight for rights of the disadvantaged and disabled has been a major concern of India Government and therefore government should take major steps for facilitating implementation of inclusive education in India by information exchange and networking, providing consultancy, capacity building, research and development besides focusing on necessary curriculum development and adaptation, teacher training and educational Management.

Sharma, U\textsuperscript{36} has made a study on "The attitudes and concerns of school principals and teachers regarding the integration of students with disabilities into regular schools in Delhi, India" in the year 2001. In this study the researcher explored the attitudes and concerns of 310 primary school principals and 484 teachers working in government schools in Delhi regarding the inclusion of students with special needs into the regular school programmes. Researcher found that the best predictors of teacher's attitudes towards inclusive education were their length of teaching experience, contact with a student with special needs and perceived parental support for inclusive education were found to significantly influence the teachers attitudes and actions. Study also revealed that both principals and teachers were concerned about the lack of resources such as special education teachers and para-professional staff, non-availability of appropriate
instructional materials, lack of funding and lack of teachers training to implement inclusive education policies.

Zaveri\textsuperscript{37} developed an awareness module on Inclusive Education for students with disabilities for administrators and teachers of general schools in the year 2001. The module was implemented using ‘Print media approach’ and ‘Interactive approach’. The results indicated equal effectiveness of both the approaches for creating awareness. The teachers felt inclusion to be desirable but not feasible. Factors such as large class size, vast curriculum content, lack of awareness and training to deal with the handicapped population, rigid curriculum and time framework seem to be pervasive in present educational system irrespective of the type of the school (Private or Govt. aided) and irrespective of level of school (elementary or high school). Study also revealed that factors seem to be having a critical influence on the teacher’s perspectives of inclusion being feasible. The awareness about issues related to the provisions and the policies formulated for the handicapped population seemed to be very low amongst the general educators according to the report.

In 2003, Parida Sucharita\textsuperscript{38} conducted a study on “Effect of socio-economic status, school environment and medium of instruction on the mental abilities and academic achievement of school children” in Utkal University, Bhubaneshwar. The main objectives of the study were to assess the socio-economic background of the school students and categorise them as per the intra-variables; to assess the environmental conditions available in different institutions, to study the interaction effect of socio-economic status, school environment and medium of instruction on mental abilities and academic achievement and to determine the effect of mental abilities in kind and degree on academic achievement of school children. Researcher revealed that:

1. The distribution of scores of the respondents on mental ability test reveal that variation whereas wide disparity in mean and median is observed in case of management variation.
2. Wide disparities in the measures of central tendency on academic achievement were observed in case of higher socio-economic status and low socio-economic status sub-samples, boys and girls and government and non-government schools.

Arunachalam, N. and Vijayan, A. had conducted a study on “Relational Study on Learning Disorders, Conduct Disorders and Academic Achievements of Students at High School Level” in 2004. The purpose of the study was to identify and assess the extent of conduct disorders and learning disabilities possessed by the students, to study the academic performance, to find out the significant difference between academic achievement of students with conduct disorder and learning disabilities. The sample consisted of 40 students who were studying in government high school in 9th and 10th standard. Purposive sampling method was used in this study. The investigator administered the constructed tool for the identification and assessment of learning disabilities, conduct disorders and academic achievement in students. The raw data was analysed by using Carl Pearson’s correlation. The results showed that there is a significant relation among learning disabilities, conduct disorders and academic achievement in students at high school level. Students with conduct disorders exhibit poor academic performance. This study also reveals that students with learning disabilities also show poor academic performance.

Manickam, D made a study on “Inclusion Education: A pathway to Education for All” in the year 2004 and found that there are some dilemma in the execution aspect of Inclusive Education as because of numerous hurdles in the process. The main focus of this study is to emphasize the importance and necessity of Inclusive Education in the country so as to fulfill the constitutional commitment to provide ‘equal educational opportunities for all’. The study proposes to start with Partial Inclusive Education and continue with it till reaching the state of Full Inclusive Education.
Raghunathan, M\textsuperscript{41} has conducted a study on “Awareness, Attitude and Competences Reviewed by the Teachers in Dealing with Low Vision Children at the primary stage” in 2005. This study aimed at to study the awareness of primary school teachers, attitude and competency of low vision in children at primary level and to study whether there is significant relationship between awareness attitude, awareness and competencies and attitude and competencies towards low vision among children. Sample of the study consisted of 324 teachers from 50 aided and 36 municipal schools. Probability sample technique was used. The study found out that there was a positive correlation between awareness and attitude, awareness and competency, attitude and competency in primary school teachers regarding disabled children.

Rajkumar; Tomlinson, S; Sundarsan, N. and Mirchandani, P.\textsuperscript{42} conducted a study on “Need of teachers training to address the special needs children” in the year 2005 and found that neither pre-service nor in-service teacher preparation adequately addresses basic pedagogic skills in literacy and therefore teachers are unable to design appropriate learning experiences to suit their students diverse learning needs, since they lack preparation in various instructional models and differentiated instruction. In this study the investigators talked with school principal and school counselor in Mumbai, who expressed concern that teacher certification programmes are short of sufficient courses in special education to prepare general education teachers for inclusive classrooms, and so creativity and trial and error guide the course of remediation.

Sandhill, A. and Singh, A.\textsuperscript{43} has conducted a study on “Inclusion: some emerging directions in the Indian context” in the year 2005. Researchers had undertook an overall study of 10 inclusive private schools in Delhi selected by random sampling technique, followed by an in-depth exploration of 2 private schools, in order to assess the changes they had made in their adoption of Inclusive Education. It was found in the study of ten schools that the tendency was to place children with disabilities in special units attached to the school, although some children spent sometime in the mainstream classrooms, which the authors defined
as more of a special school then inclusive school approach. The two schools studied in more depth in this study contrasted widely in their approach to Inclusive Education. In one school the researchers felt that Inclusive Education was not being implemented by the teachers due to a lack of communication with management, which maintained their misunderstanding of the meaning of educational inclusion. In contrast, the second school had excellent communications between school leadership and the teacher, with a planned programme of Inclusive Education being implemented for children with diverse disabilities. The study reinforces the need of adopting the concept of Inclusive Education gradually and sensitively with teachers, students and parents who are positively involved in the process of propagating Inclusive Education attitude across the school both socially and academically.

Sharma, S.K. of Jamia Milia Islamia University has made a study on "A Comparative Study of Self-Concept and Self-Esteem of Blind Students Studying in Integrated and Special School Settings" in 2006. This study was designed to investigate the variations of self-concept (including its various dimensions) and self esteem in blind students attending integrated school setting drawn randomly and equally from different schools in Delhi having integrated educational provisions and schools exclusively for the blind children. The sample included 60 boys and 44 girls (30 and 22 each from the two settings) with mean age 16.84 and 16.16 for boys in integrated and special school settings respectively. The mean age of girls in the two groups was 16.65 and 16.57 respectively. The samples from the two settings were matched for age, sex, intelligence and socio-economic status by one to one or student to student matching method. Adopting ex-post facto field study method and employing WAIS-R (developed by T.B. Singh), Kuppuswami’s Socio-Economic Status Scale, Saraswati’s Self Concept Questionnaire and G.P. Thakur and M.S. Prasad’s Self Esteem Inventory the data was collected and analysed by ANOVA as main statistical technique. The results of the study showed that the students (boys and girls together) from integrated school setting did not differ significantly from their counterparts in special school settings on global self concept (F. 2.94). Blind boy and girl students in two setting also did not differ
significantly with their counterparts on total self concept (F=1.09 and 2.00 respectively). On physical, educational, moral and intellectual dimensions of self concept also no significant differences were found (F=.27, 1.05, 2.88 and .91 respectively). However, on social and temperamental dimensions of self concept the two groups differed significantly (F=17.28 and 9.21 respectively). Boys and girls in the two groups were compared separately and the result showed that while boys from the two setting differed significantly on social and temperamental dimensions of self concept (4.04 and 7.49 respectively), the girls were not found to be significantly different on any of the dimensions of self concept. On self-esteem no significant differences were found between two groups of blind students (F=3.06). Boys and girls in the two settings were also found to be not significantly different (F=3.36 for boys and .24 for girls) on this variable.

Lulla, B.P.\textsuperscript{45} conducted a study on "New Challenges of preparing normal teachers for Inclusive school" in the year 2007. Investigator in his report stated that it is high time to the teacher educator to respond to the new demands of the disabled children. Their demands can be fulfilled if the competencies can be developed in the B.Ed. trained teachers. Investigator reported that teachers should learn to be sensitize to the CWSN, have empathy for them, learn to adopt curriculum to the special needs of such children, learn to use appropriate teaching techniques and teaching learning material to teach CWSN at the individual level, teachers should learn to guide parents in rehabilitation process of their children, learn to appreciate the philosophy of Inclusive education and learn to master dynamic evaluation techniques for Inclusive classes in which normal and CWSN learn together.

Ravi Padmalatha\textsuperscript{46} conducted a study on "Special Education: bringing disabled kids back to school" in the year 2007. She revealed in her study that Inclusive Education approach created a positive paradigm shift in teachers, non-disabled children and the community as a whole. Investigator also reported that shortage of teachers, shortage of teaching learning materials, shortage of adequate classroom etc. are some of the problems faced by Inclusive education.
Sayed, Yusuf et.al conducted a study on "Education Exclusion and Inclusion: Policy and implementation in South Africa and India" in the year 2007. Here the researchers reported that Inclusive Education is not integration and is not concerned with the assimilation or accommodation of discriminated groups or individuals within existing socio-economic conditions and relations rather Inclusive Education entails a friendly and socially diverse environment in school settings and effective learning opportunities tailored to the expectations and needs of each child.

Tundawala, Moiz has conducted a study on "Empowering the Disabled through Inclusive Education" in the year 2007. This work aims at covering the various issues relating to inclusive education. The study is divided into two sections. A succinct discussion on the international and national socio-legal perspectives on disability rights is made in the first section. The second section studies the project of inclusive education. It brings out the significant transmission from segregated to inclusive education to facilitate in the empowerment of the disabled and enabling their integration in mainstream society. This study analyses various legal provisions in India along with analyzing some national and West Bengal specific quantitative literature to assess the impact of the new initiative. The study ends with the findings of ground research in a few schools in Kolkata to gauge their attitude towards disabled children and their education.

Pandey, Yogendra of Jamia Millia Islamia University has conducted a study on "A Study of Barriers in the Implementation of Inclusive Education at the Elementary Level" in the year 2008. The study was carried out to review the special educational programme, to study the perception of various persons related to special need education, to identify the barriers in the implementation of inclusive education policies, to develop relevant tools to study the barriers in the implementations of inclusive educational programme and to suggest measure to promote inclusion. Descriptive research method was adopted for the study. Data collection was done through interview and observation schedule. Sample strength was being confined to 40 principals and regular teachers from 20 public schools.
and 20 government schools in Delhi that had children with special needs. The result of the study shows that majority of the principals and teachers of both types of public and government schools did not understand or, were not aware of inclusive education and about the types of children with special educational needs. They are also not aware about the various schemes, facilities, concession, resources and legal provisions and about the procedure for availing the facilities provided by the central and state government for CWSN. A proportionate percentage of principals do not take initiative to facilitate the education of CWSN. Study also revealed that 73.5% of the regular teachers had no concept about the impairment of the CWSN and affirmative about the need for specialist teachers as they had problems in teaching the impaired children. Almost 80% of both types of schools did not have essential infrastructure / facilities like ramps, disabled friendly toilet, sitting and lighting arrangement etc. The result shows that almost all schools (91.9%) did not have teaching learning materials like Braille papers, Braille books, tactile maps, embossed diagram, large print books, writing devices etc. for CWSN.

In 2009, Gupta, Joshi et.al.\textsuperscript{50} conducted a research study on “Correlation between socio-economic status and achievement of high school Children With Special Needs (CWSN).” The main objectives of the study were:

1. To identify the nature of relationship between socio-economic status and academic achievement of CWSN.
2. To study the functional relationship of academic achievement with parental education, parental occupation and parental income.

The research study revealed that a significant positive correlation of 0.44 between achievement and socio-economic status (SES) for rural CWSN and 0.69 for urban CWSN. The achievement of rural CWSN was found to be better than that of the urban CWSN. For both rural and urban students the t-test analysis led the investigator to conclude that the higher the SES, the better would be the
academic achievement of students at the high school level. Parental education, occupation and income were also related with the educational achievement of both rural and urban CWSN.

Ranaweera, Rangapali\textsuperscript{51} studied on "Poverty and Disability: Inclusive Education As a Challenging Option to Ensure Right to Education for Children with Disabilities" in 2007 under Leonard Cheshire Disability Resource Centre. The study was done to share the findings across the nation to initiate a constructive dialogue on the inter relationship between poverty and disability for the attention of policy makers and academia to further research and analysis on the factors of poverty contributing to disability and vice versa, making negative impacts on children with disabilities, regarding rights to education and will formulate effective strategies for the promotion of inclusive education to realize the right to education of the children with special needs. The study was undertaken using focus group interviews and individual in-depth interviews with stakeholder parties to the inclusive education project. A desk review using inclusive education related program plans was undertaken.

Farwaha, Saroj Sabti and Malik, Vandana\textsuperscript{52} conducted their study on "Challenges in the Implementation of Right to Education Act, 2009" in the year 2010. Farwaha and Malik stated in their report that though many efforts have been continuously made by the government to achieve the goal 'Right to Education' for every child but there are a lot of hurdles in the way of this noble target such as increasing population, illiteracy of parents, lack of awareness, lack of resource and finance, poor physical infrastructure and the most major and serious challenge is children with disabilities. Investigators reported that there is no provision of education for children with disabilities in every school, regular school teachers are not sufficiently aware of the concept of disability and education of those children, therefore, the disabled children is deprived of this right to education opportunity.
Gardia, Alok and Kumar, Jitendra\textsuperscript{53} in their study “Challenges in the pathways of effective implementation of Inclusive Education: The Indian Perspective” conducted in 2010 stated that in Indian context a number of Challenges exists which are the hurdles in effective implementation of Inclusive Education. According to them negative attitude and lack of awareness; some school related variables like lack of disable friendly infrastructures and barrier free environment; poor socio-economic condition of the parents; inadequate government policy and family implementation; absence of designing suitable curriculum as per inclusive setting, insufficient funding, lack / shortage of qualified staff, lack of learning materials and absence of support are some of the obstacles in implementing inclusive education. Investigator reported some solutions like creating more sensitivity to disability issues; restructuring school building in inclusive setting; increasing employment opportunities; redesigning curriculum; developing country wide awareness programme; full participation of government and local bodies, NGOs etc; large scale dissemination of knowledge about CWSN etc. for the effective implementation of inclusive education.

Gupta, Pumima and Nandini, Durgesh\textsuperscript{54} in their study “Education of the Disabled : A case for Inclusion” conducted in the year 2010 stated that all children whether they are disabled or not have the right to education, as they are future citizen of the country. During their study period they observed that even disabled adults describing themselves as special school survivals are demanding an end to segregation. Academic integration of CWSN helps in social integration also. Inclusive education also benefits teachers and this education is justified from the economic perspective also. In this study they concluded that for a truly fair and egalitarian society, in which all children are considered to have equal worth and equal rights the school system needs to be re-evaluated.

Agarwall, Ashwini K.\textsuperscript{55} has conducted a study on “A comparative study of academic skills of visually impaired students studying in various educational settings” in 2011. The investigator conducted the study with the objective to assess and compare five areas of academic skills i.e. (i) reading Braille Script
language usage and comprehension (iii) solving problem in mathematics (iv) reasoning in science and (v) providing information in social studies for visually impaired students in three educational settings i.e. special school setting, semi-integrated setting and integrated setting. The study utilized ex-post facto method of research. A uniform sample of 30 to represent the population in each of three settings i.e., total 90 students were taken for the study. The analysis of the study revealed that semi-integrated setting were most effective in imparting academic skills and the visually impaired students in this particular setting was more efficient. Another interesting finding was that visually impaired students going to mainstream schools both in integrated and semi-integrated setting were good at problem solving and reasoning skills. Another important finding from the analysis was usually impaired boys and girls in academic skills were equal in their performance. The investigator concluded that uniform educational policy and procedures shall hold good for both.

Maheswari, Amrita has made a study on “Inclusive Education: Curricular Adaptations and Teaching Strategies” in the year 2011. The purpose of the study was to understand the responsibility of the teachers and assist the teachers by providing different curricular adaptation and teaching strategies to support CWSN in the classroom teaching learning process. The results showed that by introducing greater flexibility in the curriculum content, delivery, pace of instructions and evaluation to match the diverse needs of all students; by developing number of skills and competencies in the teachers; by following cooperative learning and peer-tutoring and by following Language Experience Approach it is possible to provide support for Inclusive Education.

2.3. Related studies done at Regional Level

Bora, J.R. conducted a study on "An In-Depth Study into the Problems of Education of the Mentally Retarded Children in Assam” in the year 2003. The main objectives of the study was (a) to study the facilities available for education in the schools for mentally retarded children (MRC) (b) to study the male-female
ratio of MRC in special schools (c) to study the socio-economic condition of parents of MRC and (d) parents care and supervision towards MRC. The study revealed that infrastructure, education, recreational and medical facilities provided to mentally retarded children are satisfactory to some extent. Parents of the MRC are from different socio-economic status and they take proper care and supervision to the MRC.

Talukdar, D.\textsuperscript{58} conducted a study in the year 2003 on "Problems of visually impaired children and existing educational facilities in Assam with special reference to Guwahati Blind School, Guwahati" by taking 25 students of the blind school. The sample also included the Principal of the school, the Deputy Director (Disabled), Deptt. of Social Welfare, Govt. of Assam. Study revealed that visually Impaired children suffer from a number of problems like learning difficulty; poor concept formation; poor abstract concept, imaginations, spontaneous fantasy and dreams; poor intelligence and poor school achievement; problems of social adjustment etc. Study concluded that special educational provisions should be made and adequate fund should be allotted for education of the visually impaired children.

Das, D. and Barman, J.\textsuperscript{59} undertook a project on "Evaluation of the impact of Inclusive Education for Disabled (IED) interventions with focus on ensuring their enrolment and retention in the school" Department of Commerce, Gauhati University in the year 2007 to examine the enrolment status and retention level of CWSN, to study the level of awareness and attitude of teachers and common people towards CWSN and to find out the causes of drop out of CWSN. The study revealed that there is gradual growth in the identification, enrolment and retention of CWSN. Reasons for non enrollment and dropout of CWSN were found as parents' unawareness, lack of self confidence of the children and inadequate school environment which are also some of the major problems for successful implementation of IED intervention in Assam. The study team has offered some recommendations like arrangement of more intensive training programme for the IED workers, more awareness campaigns at the grass root level, vocational
Baruah, Paporri; Sarkar, S.S.; Hazarika, A.L.\textsuperscript{60} undertook a project in the year 2008 on "Impact of Aids and Appliances on Educational Performance of Children With Special Needs", Department of Business Administration, Tezpur University, Tezpur, Assam. Main objectives of this pioneering work was to assess whether aids and appliances have facilitated the Children With Special Needs in their educational performance or not; to know the impact of aids and appliances on enrollment and retention of CWSN; to know the quality of aids and appliances provided to CWSN; to know the level of satisfaction of aids and appliances provided to CWSN. The sample was selected by taking 9 (nine) CWSN each from 25 blocks of three districts of Assam, Viz Nagaon, Dhubri and Sonitpur. Questionnaires were used for collection of data. The study revealed that aids and appliances have to some extent helped in improving the academic performance of the CWSN; no parents has received any demonstration training for use of aids and appliances provided to their children; parents are not satisfied with the role played by Resource Teachers; school teachers are found to be practicing normal teaching methodology for CWSN; most of the aids and appliances do not work for longer time after maintenance; great positive change in CWSN after receipt of aids and appliances is observed by stakeholders; no user manual is provided with the aids and appliances supplied to the CWSN; aids and appliances are provided to many CWSN who may not actually require them. The study team has offered some suggestions which may ensure desired effect on the aids and appliances on the educational performance of CWSN. Study recommended that sufficient time and facility should be given for medical assessment of CWSN, user manual in vernacular medium should be provided, training programmes for proper use and maintenance of aids and appliances should be organized, CWSN should be properly identified and aids should be properly distributed.

Choudhury, Amiya; Neog, Pranab Jyoti and Bharali, Gita\textsuperscript{61} undertook a project on "Impact of Inclusive Education for Disabled (IED) Intervention in the
Areas With Full Resource Support and Partial Resource Support Provided from Sarva Siksha Abhijan Mission - a Comparative Analysis" in the year 2008. Main objectives of the study were to know how the CWSN are actually availing the different supporting tools and how they are benefited thereby, to evaluate the level of community awareness towards IED, to find out the impact of IED interventions on the parents and teachers in handling CWSN, to evaluate the effectiveness of existing supporting resources and to ascertain the areas for their strengthening, to make a comparative analysis between the areas with full resource support and with partial resource support provided by Sarva Siksha Abhijan Mission and to highlight the problem areas in implementation and to suggest attainable modifications to make them more effective. Five districts of Assam Viz, Kokrajhar, Nalbari, Kamrup, Tinsukia and Hailakandi were covered for the study. Stratified random sampling was used for selection of sample for the study. To collect data observation, interview and sociometric techniques were used. This study shows that Resource Teachers and Volunteers found to provide home based education and parents counseling. Study also found that around 50% of parents felt that their CWSN were treated equally with other children, 40% of the respondents expressed happiness with Inclusive Education system under full resource support and 38% under partial resource support. Study also revealed that majority of the children are not satisfied with the aids and appliances supplied to them and attitude of the teachers is not very satisfactory.


The objectives of the study were to study the academic achievement of visually impaired (VI) and hearing impaired (HI) children, to make a comparative study of the academic achievement of the VI and HI children, to study their involvement in co-curricular activities, to study the parental behaviour and awareness regarding the education and need towards their impaired and normal children, to study influence of teachers’ effectiveness on the academic achievement
of their impaired children and to study the wastage and stagnation rates of the HI and VI children.

The study covered total 374 students from both the 7 (seven) visual impaired schools and 3 (three) hearing impaired schools out of which 215 (54 VI + 161 HI) students’ opinion were taken into account for the study who appeared HSLC examination from 2005 to 2008. ‘t’ test, $\chi^2$ (chi-square) test and Pearson’s Product moment method was used for treatment of data.

Major findings of the study are: (i) there is a significant difference between VI and HI children in terms of academic achievement. (ii) VI children’s academic achievement level has been found very high than the HI children. (iii) both the categories of children are very interested in co-curricular activities. (iv) parents show their concern for education of the impaired children but when the fulfillment of needs arises normal children get preference. (v) teacher’s effectiveness has no impact on students’ academic achievement. (vi) stagnation rates are higher in case of HI children than the VI children.

2.4. CHAPTER SUMMARY

Studies reviewed on Inclusive Education reveal that the experiences of inclusive education programme in India are encouraging. It is also found that the principals and special education teachers provide a significant support for inclusion. Factors such as shortage of trained teachers, shortage of teaching learning materials, poor infrastructure, lack of CWSN friendly classroom, illiteracy of parents, lack of awareness, poor socio-economic status of parents, absence of support services and relevant materials and facilities, inadequate personal training programmes, lack of funding structure, absence of enabling legislation, negative attitudes, prejudices and stereotypes educational standards non supportive for inclusive education are signified as the major obstacles in the effective implementation of inclusive education. Some studies indicate that majority of the children are not satisfied with the aids and appliances supplied to them. Related
studies reveal that significant positive correlation exist between educational performance of children with special needs and socio-economic status of their parents. It is found that attitude of teachers is not very satisfactory and average teacher is apparently neither prepared nor ready to teach learners of inclusive classrooms effectively.
References:


