

2. LITERATURE REVIEW

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter reviews the related literature for the present study. A literature review is a description of the literature relevant to a particular field or topic. It gives an overview of what has been said, who the key writers are, what are the prevailing theories and hypotheses, what questions are being asked, and what methods and methodologies are appropriate and useful. As such, it is not in itself primary research, but rather it reports on other findings.

IMPORTANCE OF LITERATURE REVIEW

The importance of literature review can be condensed into an analytical feature to enable the multifold reach of its significance. It adds value to the legitimacy of the research in many ways:

- Provides the interpretation of existing literature in light of updated developments in the field to help in establishing the consistency in knowledge and relevancy of existing materials
- It helps in calculating the impact of the latest information in the field by mapping their progress of knowledge.
- It brings out the dialects of contradictions between various thoughts within the field to establish facts
- The research gaps scrutinized initially are further explored to establish the latest facts of theories to add value to the field
- Indicates the current research place in the schema of a particular field

2.2 STUDIES RELATED TO INCLUSIVE EDUCATION

Over the past decade a considerable amount of research has been conducted and many written policies were framed to change the views and philosophies of how the children with special needs are to be educated. Many organizations worldwide have taken the lead in playing a pivotal role in promoting inclusive education as part of human rights agenda

that advocates the increase in participation of all learners in regular schools. Some studies related to inclusive education are:

Jenkins J.R., Jewell, M., Leicester, N., Jenkins, L. and Troutner, N.M. (1991) in their study, 'Development of a school building model for educating students with handicaps and at-risk students in general education classrooms' reported that cross-age tutoring programme failed to show effects on oral reading and basic academic skills (student achievement in math, written expression, spelling and reading measures) regardless of student type (regular, remedial, special education).

Dailey, R.A. and Banerji, M. (1995) in their study entitled, 'A study of the effects of an inclusion model on students with specific learning disabilities' found that

- students with specific learning disabilities made some academic and affective gains at a pace comparable to that of normal students
- Parent and teacher surveys indicated improved self-esteem and motivation in students with specific learning disabilities.

Corcoran, B. (1995) in his experimental study examined, 'The integration of children with disabilities: A study of integration policies and practices' in a sample of students from Dublin primary schools. The major findings of the study were:

- Very few parents were involved at classroom level
- 16% of schools had been provided with specialized equipment/resources/materials.

Jaumann, O. and Riedinger, W. (1996) in their study entitled, 'Inclusive education in the primary school' report on classroom practice of inclusion in mainstream classes with children of different disabilities.

- It was found that inclusive education needs team teaching, co-operation with parents (parents of students with and without SEN), individualized weekly plans for every student and the regular change between teacher instruction for all students together, individualized self-learning situations and group work (projects)

Ainscow, M. and Giorgis, M. H. (1998) in their paper entitled 'The education of children with special needs: Barriers and opportunities in Central and Eastern Europe.' discussed

children with disabilities and many others who experience difficulties in learning and are often marginalized within or even excluded from school systems. This analysis suggested certain barriers to progress, including attitudes within communities towards certain groups of children, traditional practices in the field of special education, and the effects of the depressed economic situation within the region.

Ainscow, M. (1999) in his study 'Understanding the development of the inclusive schools.' reckoned that barriers to participation can be identified if classroom teachers are encouraged to examine their practices carefully and systematically; consideration should be given to the most effective use of learning support assistants.

Centre for the Study of Inclusion (CSIE) (2000) examined the 'Index for Inclusion' and concluded that the desirable conditions for inclusive classrooms implied by the materials produced for school self-evaluation included the following:

- an induction programme to welcome new students to the school/classroom; this programme should be effective regardless of the time of a student's entry to the school/class
- management and career structures for learning support assistants;
- focus on the student's perspective;
- collaborative training for support assistants and teachers;
- attention to home-school communication

Ainscow, M. (2004) in his study entitled, 'Developing inclusive education systems: what are the levers for change?' determined the levers which may direct the systems in a more inclusive direction. It was argued that many of the barriers experienced by learners arose from the existing ways of thinking. Consequently, strategies for developing inclusive practices involved interruptions to thinking, in order to encourage an exploration of overlooked possibilities for moving practice forward.

Seetharam, R. (2005) conducted, 'A study on the social integration of children with mild and moderate disabilities in mainstream classroom under Sarva Shiksha Abhiyan, Tamil Nadu' Major findings of the study were:

- The disabled students at the primary level had scored more in peer group affiliation and academic performance than the disabled students at middle school level.
- Psycho-physical developmental stages were significantly related to peer group affiliation and academic performance.

NCERT, INDEX FOR INCLUSION (2005) This index provides a framework that is based upon an engagement of dialogue between students' families, schools, education administrators, teachers and other related professionals. It will not only help in understanding the inclusion process through various Concern about inclusion has evolved from a struggle on behalf of children 'having special needs' into one that challenges all exclusionary policies and practices in education as they relate to curriculum, culture and local centres of learning. Instead of focusing on preparing children to fit into existing schools, the new emphasis focuses on preparing schools so that they can deliberately reach out to all children. It also recognizes that gains in access have always been accompanied by increase in quality (UNESCO, 2000, p.18) examples but also highlight what needs to be done and how to do it.

Lindsay, G. K. (2007) in his study entitled, 'Disability and inclusive education in India' focused on the current status of inclusive education (IE) in India with a focus on children with disabilities.

Volunteers of Child Rights and You (CRY) & SRUTI disability centre (2007) in their study entitled 'Gap between Rhetoric and Reality' examined the underline problems faced by the students with disabilities attending mainstream and regular schools of India. This study aimed to find out the gaps between the policy and the existing situation which would be used for advocacy purpose and for lobbying with government bodies and school authorities to ensure inclusive education for children with disabilities.

UNESCO (2009) in their policy guidelines on inclusion in education, observed guidelines, explained the relevance of inclusive education and described the link of inclusion to 'Education for All'. They outlined the key elements in the shift towards inclusion with a particular focus on teaching for inclusion and the role of educators, teachers, non-teaching support staff, parents and communities. It also suggested some simple tools for policy-

makers and education planners for analysis of education plans in view of inclusive education.

BUILDING NORMS ISSUED BY CBSE (2009) CBSE being sensitive to the needs of disabled students is extending several exemptions/concessions to candidates with disabilities as defined in The Rights of Persons with Disabilities Act - 2016. It has been observed that neither the schools nor the students are fully aware about these exemptions and are also not following correct way of seeking available exemptions during their course of studies and examinations. It has therefore, been decided to update and compile all exemptions/concessions so that stakeholders are aware about the same.

Singal, N., Jeffery, R. and Jain, A. (2009) studied the 'Disabled young people's perceptions of the role played by education in their lives'. This paper analysed data on how disabled young people in urban and rural India understood the role played by education in their lives. The following were the major findings:

- Few young people had secured employment despite the jobs reserved for people with disabilities. Their perception was that the government had not been serious in implementing this fully
- their perceptions of the economic benefits of schooling were more in terms of potential than actual achievements
- the perception that education provided many benefits over and above those related to employment was widely shared by all the schooled and non-schooled
- the most positive outcomes of schooling were the boost to young people's social capital - the countering of stigmatization enabling them to hold their heads up with more self-confidence than would otherwise be the case.

Sharma, S., Smriti, A. B. (2011) investigated 'In-Service primary teachers' attitude towards inclusion: Survey results from district Kurukshetra (Haryana).'The findings indicated that teacher had positive attitude towards inclusion for children with special needs along with their general counter parts. This kind of attitude about inclusion may help practitioners in the effective implementing and successful inclusion at lower level that enhance all students' (particularly children of special needs) academic and other performance.

Kohama, A. (2012) in his study entitled, 'Inclusive Education in India: A Country in transition' concluded that policies that are inclusive for people with disabilities, their implementation efforts have not resulted in an inclusive system of education, nor have they reached their goal of 'education for all' across the country. Lack of political will was preventing full implementation of policies, lack of governmental resources and capacity.

Rana, N. (2012) in her study entitled, 'Relationship between socio- emotional school climate and self- concept of children with special needs' made an attempt to study socioemotional school climate and self- concept of children with Special Needs (CWSN) with respect to their sex and residential background. It indicated that high scores in socio-emotional school climate tend to accompany with high scores in self- concept.

Belapurkar M. A. (2012) in her study, 'Knowledge and attitude about inclusive education of school teachers' examined the knowledge and attitude of school teachers in urban and rural Pune about inclusive education. Three hundred school teachers were selected from various schools from urban and rural Pune, Maharashtra. The tools used were Attitude scale for inclusion and knowledge test on Inclusion. The results indicated overall positive attitude of school teachers towards inclusive education and the knowledge level of school teachers about inclusive education are significantly low and unclear. They were not clear about Government policies and planning, how to identify different abilities in children, and what remedial treatment could be given to different abilities children.

Kaur, S. (2013) studied, 'Fostering barrier free access for children with special needs in India'. The study highlighted the importance of barrier free access, particularly in context of children with special needs because they have variety of needs which needs to be 108 addressed. The paper suggested the strategies for institutional planners to help them in developing some mechanism for promoting accessibility and full participation of children with special needs.

Rights of Persons with Disabilities (RPWD) Act, 2016: The act is a based on the assumption that disability is an integral part of human diversity; therefore, the act is a powerful legal instrument to include PwD in socio-cultural, economic and political life of the community by removing physical and attitudinal barriers. It shows our resolve to serve the most un-served, unseen and marginalized section of the society

Chapter-III of the act is devoted to educational provisions for children with disabilities. Section 16 of the chapter provides that all the recognized educational institutions including private schools provide inclusive education to the children with disabilities.

2.3 OVERVIEW

By and large, the aspects related to inclusive education had been studied by the researchers at the local and global levels are limited to the existing challenges, policy interventions, and teacher's attitude in general. Researcher too wants to see after so many studies on the inclusive setting, whether the schools are implementing inclusive education properly in an inclusive setting.