

CHAPTER-II
REVIEW OF RELATED LITERATURE

2.0 INTRODUCTION

A review of related literature is of vital importance in research. It helps the researcher to find out where to get support for his or her research. The researcher can also learn about the researches that have been done. Since research is based on the past knowledge, this step helps to eliminate the duplication of what has been done and provides useful hypotheses and helpful suggestions for significant research. Citing studies that show substantial agreement and disagreement about conclusion helps the researcher to sharpen and define understanding of existing knowledge in the research area.

To build up a strong theoretical base, the researcher needs to be aware not only of the researches conducted in his or her country but also about researches conducted in different countries of the world. The aim is to engage with the relevant literature available in the field to unpack the different ways in which inclusive education is conceptualized in India and abroad. Undertaking such a review is essential, as it identifies current trends in the literature, highlighting paramount concerns, existing tensions, and potentialities for growth, all of which will assist in shaping the development of the field.

For this purpose, the researcher has reviewed of literature both at international and national levels. For easy reference researcher has arranged the reviews under the following heading:

□ Researches conducted on Awareness of Inclusive Education

Further, the reviews for variable have been categorized under reviews of studies in India and abroad.

2.1 RESEARCHES CONDUCTED ON AWARENESS OF INCLUSIVE EDUCATION

2.1.1 Studies conducted on Awareness of Inclusive Education in India

Monje (2017) found three distinct viewpoints that emerged on inclusion: Believers, Non-Believers and True Believers. The Believers and True believes both supported full-inclusion. The Non-Believers did not support full inclusion for all students with disabilities.

Gokte Padmini (2009) compared the readiness of schools for inclusive education on the basis of school types. The main objectives were to study the readiness and compare on basis of the factors such as creating inclusive cultures, producing inclusive policies and evolving

inclusive practices in the three different types of school boards i.e. SSC, ICSE, and CBSE. The stratified random sampling technique was used for selection of the sample. A survey was conducted where sixteen schools, from different boards 7 SSC, 5 ICSE, and 4 CBSE school were included. The sample comprised of teachers from sixteen schools i.e. 7 SSC, 5 ICSE, and 4 CBSE Schools. Data was collected from a total 357 teachers from different areas of Mumbai. The findings show that all the three school types i.e. SSC, ICSE, &CBSE were progressing equally towards inclusive education and there was an equal readiness amongst these school types towards inclusive education.

Pingle S.S (2008) conducted an experimental study to develop awareness among Pupil-Teachers about students with special needs and to develop positive attitude toward inclusive education. The methodology used was quasi-experimental method. Sample consists of 49 Pupil-Teachers at M.Ed level, out of which experimental group had 24 Pupil-Teachers and control group had 25 Pupil-Teachers. The treatment includes areas such as the concept of inclusive education, legal aspects of inclusive education, identification of disabilities, skills and competences required for inclusive education. Treatment was given for 24 hours using different teaching methods. Result indicated significant change was seen in the awareness of inclusive education among M.Ed Pupil-Teachers. Maximum effect of treatment was seen on the awareness of Inclusive education among the Pupil-Teachers from experimental group.

Verma Charu (2007) conducted study on improving quality of elementary education by monitoring professional competencies of teachers for inclusive education. The objective was to assess perception of teachers towards inclusion. To assess perception of teachers towards disabled students. To assess perception of teachers towards role of parent of disabled student. To assess the availability of infrastructure facilities for inclusive education. To assess training needs of teachers for inclusive education. The sample was 20 randomly selected municipal corporation primary schools in NW district of New Delhi. Tools for data collection used were questionnaire and interview.

The findings of the study showed there is no attitudinal barrier among teachers towards inclusion. They recommended that an in-service training program for teachers in the direction of total inclusion was necessary to achieve the aims of Sarva Shiksha Abhiyan. Teachers perceived the role of parents of disabled child as that of encouragement and socio-emotional support. Teachers believed that normal children should have a healthy relationship with the disabled children. The heads of schools threw light on the non-availability of effective

infrastructure facilities in schools for disabled children like ramp, toilet facilities and corridors for movement.

Giselle-Ann D'souza's (2006) article on "Inclusive world through new awakenings in teacher education - A vision and challenges". The ideology of Inclusion based on the rationale that "Children who learn together, learn to live together". It lays emphasis on changing the system rather than the child. Providing a quality education for all students in inclusive settings has been identified as perhaps the most challenging and important issue in education today. There is little doubt, that inclusivity, rather than exclusivity will characterize the schools of the next century. However, research suggests that many teachers are ill-equipped to handle the wide-ranging needs of students in today's inclusive classrooms. If teacher education programs are to prepare educators to be successful in the classrooms of the future, they must reconceptualize and redesign their approach to the pre-service preparation of teachers. This would necessitate a different model of teacher education.

The model described herein provides a framework for developing an inclusive teacher education program. The model has two major dimensions - one dealing with the outcomes of the model and the other focusing on specific program components. This exposition also explores the possibility of a fresh look in the extant system of teacher preparation so as to facilitate incorporation of the perspectives of a more humanistic and inclusive education. To accomplish the mission of "Education for all", the goals should be "To include all". Teacher educators must start designing and building an atmosphere of collaboration and inclusiveness at pre-service level, as well as practices that demonstrate to prospective teachers the possibilities and promise of an inclusive world.

Mehta Deepti (2006) conducted a comparative study of awareness among teachers about learning disabilities in students studying in different school boards. The study was conducted in the SSC, CBSE and ICSE boards. The data was collected from 300 teachers across the three school boards in Mumbai. The researcher prepared learning disability awareness questionnaire. The methodology used was survey method, descriptive and comparative type. The finding was the ICSE board teacher was more aware about learning disabilities. The reason was they understand the three types of learning disabilities, which are dyslexia, dysgraphia and dyscalculia. They are able to differentiate between a dyslexic child and a dyscalculia child. Whereas in the other two school boards, the teachers are not so aware about the different types of disabilities. Therefore, there is a difference in the awareness level.

Reddy, L.G & Sujathamalini, J (2006) studied children with disabilities, awareness, attitude and competencies of teacher. The researcher studied primary school teacher's awareness towards learning disabilities in mathematics at primary level. The objectives of the study were to develop rating scale to assess the awareness of primary school teachers on various aspects of learning disabilities in mathematics. The result of the study showed that teachers with higher educational qualification exhibited better awareness, i.e. postgraduate teachers possess better awareness than the secondary grade and graduate teachers on different aspects of learning disabilities in mathematics.

Kumar, K. (2006) conducted a study on knowledge and skills of teacher for inclusive education of children with hearing impairment. The major objective of the study was to find out the overall knowledge and skills of teachers required for inclusive education of student with hearing impairment. The result showed that while 86.66% of teachers had adequate knowledge, only 66.66 % of teachers had adequate skills of inclusive education. Further, their knowledge about trouble shooting of hearing aids was found poor. A need was felt to have minimum special instructional skills for teacher training in inclusive classrooms. For this intensive training on these minimum skills has been suggested to deal with hearing impairment in inclusive education with courage and confidence

Alur Mithu, Michael Bach (2005) has worked jointly with UNICEF in the Dharavi slum in Mumbai, and with the assistance of the Canadian International Development Association. They have developed pedagogical models for transforming the education scene through manuals called culturally appropriate policies and programs (CAPP). This document lays out a key for good practice in inclusive education involving children with disabilities. The Spastics Society of India, Mumbai, has moved from segregated special education to inclusive education and established a National Resource Center for Inclusion, India, a collaborative partnership between the Rocher Institute of Canada and the Spastic Society of India under the aegis of the Canadian International Development Agency (CIDA).

The study of inclusive education and likely barriers has been undertaken. The major aim of National Resource Center for Inclusive Education (NRCII) has been to document the issues that emerge and to use these as a part of a code of practice or a mechanism for carrying out inclusion. Research results done at three levels are documented as guidelines for inclusive education in a form of three volumes as Cultural Appropriate Practices and Policies (CAPP). CAPP I on the Macro level deal with policy, legislation, political culture at the local, state,

national, and global level. CAPP II- deals at community level, workers, local administrators and bureaucrats. CAPP III- focuses on level of classroom and school values and culture/policies/practice.

The United Nations Children's Fund (UNICEF) (2003) conducted a study on National-Level Practices on Education of Children with Disabilities. This study analyses the global policies in education of children with disabilities and how India's policies and program align with them. Good practices are documented for inclusive schooling, community-based program that promote inclusion, and teacher development initiatives that assist primary school teachers in the classroom to identify, assess and support the needs of children with disabilities. Early childhood development interventions focusing on early detection and prevention of disabilities and preparation of children to enter mainstream schools have also been examined. The practices were drawn from five states (Uttar Pradesh, Karnataka, Maharashtra, Tamil Nadu and Kerala) based on information available from officials and professionals working for the education of children with disabilities. The school practices were documented after discussions with teachers, parents, children with disabilities and their peer group. The concerns of Non- Government Organizations (NGOs), bureaucrats and professionals from apex institutions for teacher training were accounted for by carrying out interviews. Based on documentation, field observations and data analysis, this study identifies positive initiatives taken up by the government and NGOs, and suggests further measures that need to be taken to achieve the goal of Universal Elementary Education (UEE) for all children including those with disabilities.

Zaveri L (2001) conducted study on Development of an awareness module on inclusive education for students with disabilities, for administrators and teachers of general schools. The purpose of the study is to create an awareness module on inclusive education for students with disabilities, for administrators and teachers of general schools. The module was implemented using "printed media" approach and "interactive approach". The findings were there was equal effectiveness of both the approaches for creating awareness. The teachers felt inclusion to be desirable but not feasible. Factors like large class size, vast curriculum lack of training to deal with the special students seems to be pervasive in present educational system irrespective of the type of school (aided, unaided, private, and irrespective of the level of the school (elementary, high school).The awareness about issues related to provisions and the policies formulated for the handicapped population seemed to be very low amongst the general educators.

Swarup, S. (1998) conducted a study on making inclusion a reality through cooperative learning. She developed and tested the feasibility of a teaching-learning program. The program was called "Learning Enhancement and Progress" for general school teachers to make inclusion a reality. The program was based on cooperative learning.

Shevde, S (1997) studied the feasibility study of models of inclusive education. She has tested the feasibility of three models a. level appropriate academic, b. age appropriate co-curricular, c. age appropriate. The findings of the study were that there should be flexible curriculum, Different system of evaluation and change in organization of class, increase in workload of teachers, there was parental resistance.

Ahuja, Anupam (1996) conducted a developmental action research at NCERT on Moving towards Inclusive Education: An innovative teacher training experiment in studies on classroom processes and school effectiveness at primary stage. The objective was to conceptualize teacher development design for meeting educational needs of all children in the classroom. To study the extent of effect of the changed classroom practice on the learning and achievement and to study the effect of the changed classroom practice on the learning and achievement of the learners. Whole school approach was used, employing single group pre-test, post- test design. Findings was that there was a change in the motivational level of the heads of the institutions, classroom practice and attitude of students towards learning teachers in general expressed their willingness to continue to work on the module in day to day practice.

Drury (1994) conducted a survey to investigate teacher awareness of alternative assessment of students with disabilities in mathematics. The result confirmed that the teacher grade level group had differing views of alternate assessment techniques, practices and nomenclature of students in mathematics.

Mukhopadhyay, S. and Sharma. V (1990) conducted study on identifying teaching competencies specifically for integrated education of the disabled children. The study addresses the problem of identifying teaching competencies especially for the integrated education of the disables children so that special support can be provided for these children in a general classroom.

Kamalam, Maria, Sr (1989) This study attempts to conduct a training program for the Anganwadi Workers (AWW) and enable them to detect various disabilities in children in the early years of life. Major Findings were: 1. Greater awareness of the types of disabilities was

observed among the Anganwadi workers after training as compared to the pre-training phase. 2. A significant difference was found in the knowledge of AWWs regarding the development milestones after the training. 3. A significant difference was found between the initial and the final awareness among the AWWs about the role of the families in helping the disables, as a large number of the AWWs were able to think rationally and realistically. 4. Most of AWWs were able to pinpoint the causes of various disabilities and identify the disabilities by the symptoms and characteristics as a result of the training.

2.1.2 Studies conducted on Awareness of Inclusive Education Abroad

Lindsay, Geoff (2007) studied educational psychology and the effectiveness of inclusive education or mainstreaming. Samples covered a range of students with special educational needs (SEN) and children from pre-school to the end of compulsory education. Method adopted was an historical review of evidence on inclusive education or mainstreaming, the core of the paper is a detailed examination of all the papers published in eight journals from the field of special education published 2001-2005 (N=1373). Conclusions drawn were that Inclusive education/mainstreaming have been promoted on two bases: the rights of children to be included in mainstream education and the proposition that inclusive education is more effective. The important task now is to research more thoroughly the mediators and moderators that support the optimal education for children with students with special educational needs (SEN) and disabilities and, as a consequence, develop an evidence-based approach to these children's education.

Mickel, Julie; Griffin, Jayne (2007) focused on Inclusion and Disability Awareness Training for Educators in the Kids Like You, Kids Like Me Program. In Chattanooga, Tennessee, Siskin Children's Institute and Creative Discovery Museum partnered to address inclusion planning needs by starting an annual, multifaceted program to promote teacher and student understanding and acceptance. These two institutions previously collaborated to provide an inclusive camp for children with autism, which led to the realization of the need to teach disability awareness. The workshop incorporates a variety of approaches to meet varied learning styles, including creative simulation activities, lectures, inclusive social gatherings, journaling, interactive disability discussion panels, lively skits, and packets of resources for teachers. Participants in the program leave enriched, through activities, dialogue with each other, and knowledge gained from speakers with wide and varied expertise in implementing best practices to support inclusive educational opportunities.

Nevin, Ann; Cohen, Judith; Salazar, Liliana; Marshall, Deidre (2007) studied on Pupil-Teachers Perspectives on Inclusive Education. The purpose of this study was to discover Florida International University Pupil-Teachers perceptions and experiences about inclusive education during their student teaching internship. A total of 271 Pupil-Teachers (all those enrolled in Spring 06 and Fall 06 student teaching) participated. A mixed methods design was utilized to analyze the impact of participation in a mandatory one-day hands-on seminar related to inclusive education. instructional strategies. At the end of their student teaching semester, interns completed a specially designed survey to assess perceptions about their student teaching experience with respect to inclusive education. Differences related to gender, major, linguistic and ethnic diversity, prior experiences with inclusive education, awareness of children with disabilities in their student teaching classrooms, student teacher classroom settings, inclusion strategies implemented by student teachers, attitudes and beliefs about inclusion were identified through Chi Square analyses. Qualitative interviews validated and instantiated the survey results.

Implications for action in teacher preparation and further research are discussed.

Rillotta, Fiona; Nettelbeck, Ted (2007) studied on effects of an Awareness Program on Attitudes of Students without an Intellectual Disability towards Persons with an Intellectual Disability. They tested whether social and educational integration, combined with training in awareness of disability for secondary school students resulted in more positive, long-lasting attitudes about educational and social inclusion of people with an intellectual disability. Attitudes of 259 participants (116 males, 143 females) were assessed by questionnaire. Effects of awareness of disability programs (ADPs) were tested by comparing attitudes of current secondary school students participating in a 3-session or 8session ADP (n=67) and past students who had participated in a 10-session ADP 8 years prior to the present study (n = 46), with same-age controls without training (n=146). Results were students completing 8 session ADPs reported more favorable attitudes than students in the 3session ADP and peers without training. Past students' attitudes were also highly positive, compared with same-age controls without training. Conclusions: ADP programs can promote positive attitudes towards people with an intellectual disability. Such training may have long term benefits.

Evans, C.; Waring, M. (2006) focused on towards inclusive teacher education: sensitizing individuals to how they learn. In this research, 80 undergraduate students on a primary education degree were studied to examine the relationship between their cognitive style, their

learning preferences, and perceived impact on their teaching practices. All students completed the CSA measure of cognitive style, and two questionnaires exploring learning preferences and perception of good teaching during the course, and an evaluation at the end of the teaching unit. Significant differences were found between the three cognitive styles investigated: who list, intermediate, and analytic. In terms of learning preferences, using ANOVA statistically significant differences were found between the three styles with who lists being most concerned about speed of delivery and least liking computer-assisted learning. In addition, who lists preferred less structure than analytics in their teaching and claimed to use more images while analytics claimed to use more speech in their teaching. Intermediates demonstrated a greater preference for tangential approaches to teaching and were least happy with the nature of the teaching they had received while at university.

Colling, Kyle; Fishbaugh, Mary Susan E; Hermanson, Michael (2003) studied on The Montana training for inclusive education (TIE) final evaluation. This project provided awareness, information, and preparation to school teams of general and special teachers, administrators, para educators and parents working to include students with disabilities in general education settings. The project offered continuing educational opportunities for five tiers of educational teams from rural schools throughout Montana via workshops delivered by interactive television. Workshop content addressed inclusion strategies and teaming. A final evaluation compared attitudes towards attitudes and collaboration in 31 participating schools and 32 matching non-participating schools. Questionnaires on inclusion and collaboration were completed by 272 teachers in the TIE group and 223 teachers in the control group. Results indicated that in the areas of preparation that were in teachers' control, attitude of TIE participants were positive. There was significant difference between the two groups in the attitude towards teachers' ability to meet the needs of included students with disabilities. Overall, TIE participants and the matched groups did not differ significantly in attitudes towards having other professional personnel working in their classrooms and observing their professional performance.

Kim, Yungho; Wright, Calvin E (1987) studied on Evaluation of the Effectiveness of the Awareness Program under Assembly Bill 2841/72. This study evaluates the effectiveness of the Awareness Program in terms of its impact on participants. Evaluation activities involved site visits, document review, and review of prior evaluations of individual programs. In addition, statewide evaluation questionnaires and program impact data were collected from 1,513 regular students, 135 teachers, and 73 disabled students. Findings indicated that the

Awareness Program met its overall goal in significantly increasing student knowledge about disabled persons. Some of the pilot programs achieved a positive change in student attitude toward disabled persons even though the Program as a whole did not show a significant attitude change. Both students and teachers were well aware of physical barriers faced by disabled persons even before their participation in the Awareness Program. There was some evidence, although not definite, that the Awareness Program promoted student and teacher acceptance of disabled persons and had a positive impact on teacher attitude toward disabled persons.

2.2 CONCLUSION

This chapter has discussed the researches conducted over the years on inclusive education, awareness of inclusive education in India as well as various countries across the world. The review helped confirm the variables of the study and supported the need for the study. It also facilitated the finalization of the method of study. The following chapter discusses the research method adopted for the present study. The instruments used to collect data, the conduct of the treatment along with the statistical procedure used to analyze them are outlined.