

CHAPTER – 2

REVIEW OF RELATED LITERATURE

2.0 INTRODUCTION

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. A 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 explore the perception of parents, teachers, and academic leaders on the Inclusion of Children with Special Needs (CWSN) at the school level.

In this chapter, an attempt has been made to make a careful review of the research journals, books, dissertations, thesis, unpublished researches, and other sources of information on the problem to be investigated.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 IMPORTANCE OF PREVIOUS RESEARCH

According to David Fox, a research project is not an isolated endeavor. Every research project should be based on all of the relevant thinking and research that has preceded it. When completed it becomes part of the accumulated knowledge in the field and so contributes to the thinking and research that follows.

A review of related literature plays a crucial role in the success of the study.

- It helps in gaining deeper knowledge and insight into the particular field.
- It also helps to gain access to other studies, research, and findings of the filed.

- It avoids unauthorized and unintentional duplication and wastage of time and resources.
- It helps to learn from others' experiences.
- It helps to track out shortcomings of research in a particular field.
- It provides scope for further study or research
- It helps to fill the gap by suggesting solutions to the shortcoming in the field

2.1.1 MEANING

Review means searching, identifying, and systematically organizing relevant content materials, data for research studies, which are in tune with the selected problem chosen for the investigation. The researcher may search it from different sources. Related Literature means which are available contextually on through research studies. These may be research abstracts or some books containing the textual materials, along with theory and application.

2.1.2 DEFINITION OF REVIEW OF RELATED LITERATURE

According to David, Paul & Justin (2011), "a first step in the research process is the literature review, which helps to shape your research question. A literature review requires the author to identify, critically analyze, and synthesize a set of useful articles and books on a particular topic. Often associated as a section within a dissertation, a literature review is characterized by the emphasis on sources, which are organized, summarized, and synthesized to provide a new interpretation of old material or a trace of the intellectual progression of the field.

According to Cooper (1988), a literature review uses as its database reports of primary or original scholarship and does not report new primary scholarship itself. The primary reports used in the literature may be verbal, but in the vast majority of cases, reports are written documents. The types of scholarship may be empirical, theoretical, critical, or methodological. Second, a literature review seeks to describe, summarize, evaluate, clarify, and integrate the content of primary reports.

According to Paula (2010), the literature review is "the selection of available documents (both published and unpublished) on the topic, which contains information, ideas, data and evidence written from a particular standpoint to fulfill certain aims or express certain views on the nature of the topic and how it is to be investigated, and the effective evaluation of these documents concerning the research being proposed."

A literature review is a body of text that aims to review the critical points of current knowledge including substantive findings as well as theoretical and methodological contributions to a particular topic. Literature reviews are secondary sources, and as such, do not report any new or original experimental work. Also, a literature review can be interpreted as a review of an abstract accomplishment.

2.2 STUDIES CONDUCTED IN INDIA

Bhargava, S., Narumanchi, A. (2011) explored the *“Perceptions of parents of typical children towards inclusive education and children with special needs”*. The study concluded that parents of non-disabled children showed positive reactions towards children with special needs. Also, they supported inclusion but suggested separate academic classes for disabled children in regular schools.

Kiran Arora, Dr. Umesh Chandra Kapri (2019), study *“Inclusive education in India: The perceptions of secondary school teachers”* shows that the majority of secondary school teachers were found under moderate attitude towards inclusive education. Teachers perceive inclusive education as favorable as good practice. Restructure of the curricula, more help from support teachers and more time for preparing the educational activities, decreasing the number of students in one class, creating and developing opportunities for interactive partnerships between teachers, students, support teachers and parents, and so on can make inclusive education more effective.

Dr. Polee Saikia, (2016) explored the *“Attitude of Parents towards Inclusive Education for CWSN: A study in Kamrup District, Assam, India”*. The findings showed that proper provision should be made to change the attitude of parents as well as the society through education and awareness programs. Parents are developing a more positive attitude and consciousness regarding the education of CWSN children. More effort is necessary from both the part of the government as well as the school authority to ensure quality education and necessary infrastructural facilities should be developed to imbibe a positive attitude among parents.

Kala Parasuram (2006). A study on *“Variables that Affect Teachers Attitudes towards Disability and Inclusive Education in Mumbai, India”*, revealed that in India teacher attitudes were more positive if teachers had exposure to people with disabilities, or had a higher level of education. If disabled children are going to be included on an

equal basis with their peers the underlying prejudices and negative attitudes held by teachers have to be addressed.

Sharma (2002) worked on, *“Exploring Teachers Attitudes Towards Inclusive Education in Indian Context Using ‘Type of Disability’ Lens”*. The study examined how is the attitude of teachers is related to various background factors, and the factors responsible for bringing about changes in the attitude of teachers. She reported that: the willingness of teachers to include children with special education needs (SEN) in general class depended on children’s disability conditions. Teachers had a positive attitude towards some children with specific disabilities like visual and hearing disabilities. Attitudes were least positive towards the intellectually impaired and those behavioral problems and the majority of the teachers felt the need for change in the school and classroom infrastructure.

Kriti Mishra, V Siddharth (2018), work on, *“Perception of School Teachers towards Inclusive Education System in Jodhpur City, Rajasthan, India”* showed a tendency of a positive attitude toward inclusive education among teachers in urban schools of Jodhpur, India. This positive perception with professional training and incentives from school authorities can support the practical implementation of inclusive education. Besides, the study suggests that teachers may agree for IES at the theoretical level, but actual implementation in terms of teaching them is limited.

Rina Shah, Ajay Das (2013) worked on, *“Teachers’ concerns about inclusive education in Ahmedabad, India”*. The major finding of the study was that the teachers in Ahmedabad were moderately concerned about including students with disabilities in their classrooms. The teachers were most concerned about the lack of infrastructural resources and least concerned about the lack of social acceptance of students with disabilities in inclusive education classrooms. Significant differences existed in teacher concerns based on the following background variables: gender, qualification in special education, teaching experience, and several students with disabilities in class.

Kumar, Anil (2016) worked on, *"Exploring the Teachers' Attitudes Towards Inclusive Education System: A Study of Indian Teachers"*. The findings of the study suggest that while the teachers appear accepting and positive inclusive programs, there remains some concern about implementing Inclusive Education in the mainstream classroom. The result of the present study indicates that there is a significant difference in the attitude of teachers concerning teaching level, gender, residence, and their experience. The findings suggest that the university and female teachers appeared to hold a more positive attitude as compared to school and male teachers.

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 the Attitude scale for inclusion and knowledge test on Inclusion. The results indicated an overall positive attitude of school teachers towards inclusive education and the knowledge level of school teachers about inclusive education is 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.

Sandhya Sharma, D.K.Giri (2013) *"A comparative study of awareness and attitude of secondary school principals, teachers, and parents on the introduction of inclusive education for the disabled under a centrally sponsored scheme"* revealed that the success of the scheme is primarily depended upon the effective provision and implementation of the program with the cooperation from all sections of the society viz. School management, specifically the school principals, teachers, parents, member of the Govt. and NGOs.

Kaushik Mukherjee, Sudhansu Sekhar Datta explores *"the perceptions of stakeholders regarding the promotion of Inclusive Education about Social Integration and Inclusive Society in West Bengal"* and identifies gaps in their perceptions in West Bengal. Supporters explained their views in terms of participation, the role of teachers, the role of parents, the benefits of inclusion, resources, awareness, level of

education, equality, and non-discrimination. Non-supporters explain their opinions in terms of financial instability, transport, parents' selfish attitude, social stigma, psychological issue, initial training, limitation in selection of subjects, and similar community. Inclusion implementation could show better results at the stage of higher education. Financial instability and access to regular schools is the main barrier to inclusion in West Bengal. But meanwhile, they believe that inclusion represents equity and non-discrimination among Children with Special Needs (CWSN).

UNICEF (2003) in their report, 'Examples of inclusive education in India' analyzed the state of special and inclusive education and the documentation of inclusive model practices in India; the following key observations were made. Central and state governments had taken several initiatives to improve the enrolment, retention, and achievement of children with disabilities in India. There was a need to establish interlinks and collaborations among various organizations to prevent overlapping, duplication, and contradictions in program implementation.

- Most services for children with disabilities are concentrated in big cities or close to district headquarters. The majority of children with disabilities who lived in rural areas did not benefit from these services.
- Community involvement and partnerships between government agencies and NGOs had been instrumental in promoting inclusive education.
- Different disabilities require different supports. The number of skilled and trained personnel for supporting inclusive practices is not adequate to meet the needs of different types of disability.
- The curriculum lacked the required flexibility to cater to the needs of children with disabilities.
- There were limited developmentally appropriate teaching-learning materials for children both with and without disabilities. The teaching-learning process addressed the individual learning needs of children in a limited way.

- Families did not have enough information about their child's particular disability, its effects, and its impact on their child's capacity. This often leads to a sense of hopelessness. Early identification and intervention initiatives sensitized parents and community members about the education of children with disabilities.

2.3 STUDIES CONDUCTED ABROAD

Rasmitadila, Widyasari, explored *"the perception of parents towards inclusive education: A case study in Indonesia"*, the findings of the study displayed that the perception of parents of regular students (PRS) and parents of special needs students (PSNS) on inclusive education can be categorized into four aspects, namely social, emotional, academic, and non-academic. The perception of social elements can develop communication, social interaction, play, and cooperation between students. The emotional aspect develops a sense of respect, empathy; love, and caring for each other, respecting differences, while at the same time generating SNS insecurity when in an inclusive classroom. As far as academic aspects are concerned to provide opportunities for SNSs and RSS to learn together. Besides, there is a tendency that the teacher cannot always allocate time to give more attention to the SNSs than to the RSS. Perception of non-academic aspects that inclusive education is a service that provides every child with the right to access education.

Elkins, J., Kraayenoord, E. V. C. and Jobling, A. (2003) in their study entitled, *"Parents' attitudes to the inclusion of their children with special needs"*, revealed that many parents favored inclusions, some would if additional resources were provided, and a small group of parents favored special placement. The parents reported a limited number of negative attitudes to inclusion, and though some parents thought that some need existed for in-service education about inclusion, this was not a widespread view.

Olson, M. J. (2003) in his study entitled, *"Special education and general education teacher attitudes toward inclusion"* revealed that:

The general education teachers agreed significantly more than special education teachers that;

- Students with disabilities participate in classroom activities with their peers without disabilities.
- Students with learning disabilities can participate productively in general education classroom learning activities.

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.
- Anecdotal data suggested reduced stigma for students with specific learning disabilities.

Naicker, J. and Hed, J. P. (2008) in their study entitled, *"Educators' preparedness for inclusive education"* conducted an empirical survey to focus on educators who had the skills, knowledge, attitudes, training, and access to support structures to ensure the successful inclusion of learners with special education needs (LSEN) in mainstream classes. It was found that the effective preparedness of educators was one of the determinants for the success of inclusive education. Educators need to be prepared:

- To engage in a positive relationship with the LSEN
- To be positive in terms of their attitudes, opinions, beliefs, paradigms, and perspectives towards learner with special needs and inclusive education
- In-service training was found to be lacking to empower teachers with the necessary knowledge, skills, and competencies required to teach in an inclusive class

- They need adequate support from principals, colleagues, remedial educators, special educators, school-based support teams, and district support teams, to respond to the challenges that present themselves in an inclusive class.
- Educators need to be emotionally prepared to alleviate anxiety, fears, and concerns associated with including learners with special needs in the mainstream class.

Pijl, J. S., and Frissen, A. H. (2009) in their study titled, *“What policymakers can do to make education inclusive”* analyzed via literature study how, if at all, policymakers can bring about changes in schools. Specific steering concepts of policymakers, whose interventions seem to address schools as ‘machine’ bureaucracies, while in fact, they are professional ones, force schools to create the illusion they have adapted to include students with special needs. Schools and teachers themselves must be the driving forces of change.

Kabiaru, R. N. (2013) in their project, *“Analysis of the roles of school management committees in the implementation of inclusive education in public primary schools in Kasarani District, Kenya”* revealed that the school management committee’s role of procurement of teaching and learning resources was positively affecting the implementation of inclusive education. The majority of the headteachers stated that they had facilitated training for their schools’ school management committee members, which enabled them, carry out their duties effectively and efficiently. The majority of the school management committee members had been trained in the mobilization of school funds.

UNESCO (2009) in its 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 the analysis of education plans concerning inclusive education.

The paper identified the following as the major concerns and concrete areas of action:

- Attitudinal changes and policy development – through clarifying inclusive education, regional and national advocacy and dialogue, making sustainable socio-economic policies, and the use of an integral multi-sectoral and collaborative approach
- Ensuring inclusion through early identification of disabilities and their care and promoting their education by early interventions
- Making curricular changes for cohesive transition and articulation, making the curriculum less academic, developing opportunities for formal and informal education, and encouraging multiple stakeholders to participate in curriculum design.
- Ensuring quality teachers and teacher education – through better teacher-education programs, training of all education professionals, and improving the teachers' welfare
- Resources and legislation – incorporate notions of inclusive education national legislation, sign, ratify and domesticate international conventions, and make equitable, transparent, accountable, and efficient budgetary allocations for inclusive education.