Chapter II

Review of Related Research Literature

2.0 Introduction

An essential step in the research process is the review of the literature. A prerequisite to the actual design and implementation of any research project is the review of related literature. One of the most important aspects of planning any type of research is conducting a thorough evaluation of books, research journals, dissertations, theses, and other sources of information on the topic being studied (Koul, 2014).

According to Charter V. Good, the keys to the vast storehouse of published literature may open doors to sources of significant problems and explanatory hypotheses and provide helpful orientation for the definition of the problem, background for selection of procedure, and comparative data for interpretations of results. To be creative and original, one must read extensively and critically as a stimulus to thinking. Consequently, this chapter has undertaken an appraisal of related literature based on a quantity of sub-themes.

2.1 Studies Related to Children with Special Needs

Numerous studies on various topics pertaining to children with special needs have been carried out. It covers a collection of disability types, parental attitudes, integrated education, special needs children's issues, teacher training requirements, facilities, accessibility to technology assistive devices, and the attitudes of both parents and educators.Further, the government of India (1974) released a policy document titled Integrated Education for the Disabled Children (IEDC)". The document asserted that the removal of architectural problems in schools is the priority of the government. "The National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental retardation, and multiple disabilities (1999)" classified the problems in society into two dimensions: the first is environmental problems and the other is attitudinal problems. The major environmental problems are of two types: architectural and communication problems. People generally have negative attitudes that relate disabled persons to his or her disability and not to his or her abilities.

Fillman (2000) studied the Relationships among Rebellion Syndrome, Academic Achievement, and Cognitive Performance of Deaf Students. The Comprehensive Rehabilitation Services (CRS) and non-CRS data were compared. Differences in intelligence and academic achievement between the CRS and non-CRS groups were identified through

analysis of scores. Multivariate analysis of variance and t-tests were used to analyze the data. There were notable variations in scores between the CRS and non-CRS groups.

In her 2000 study, Goldkowaska looks at the structural approach to demonstrate how a kid with modest mental disability may begin their schooling. The study examined the association between special school students' educational sensibility and early diagnostic data regarding their psychophysical state, the cause of their retardation, their prior care and upbringing, and their physical development. Early school duties were the framework in which educational sensibility was understood. The goal of the study was to demonstrate how the condition of educational components interrelates to the degree to which a slightly retarded child is prepared to engage in learning. According to the researcher, this study could support a more thorough examination of the processes involved in diagnosing, selecting, and qualifying kids for special education programmes. It may also aid in the progress of more inclusive perception of mentally retarded kids.

The impact of parental education on attitudes towards the nutrition and health of their mentally retarded children was examined by Sangita and Joshi (2000). The goal of the study was to determine how parental education affected mentally impaired children's attitudes on nutrition and health. One hundred parents of children with mental retardation made up the sample. The findings indicated a relationship between parents' attitudes towards the health and nutrition of their mentally impaired children and their educational attainment.

Patra & Rath (2000) investigated the effectiveness of utilising computers to teach basic mathematics and the concept of numbers. Four mentally retarded children, ages 12 to 14, received supplemental intensive training using a computer for 30 days after receiving classroom instruction through the Samagra Shiksha scheme. A comparison of test results from before and one week after the training ended indicates that the children benefited significantly from computer-aided instruction.

In 2000, Stromme and Magnus investigated the connection between socioeconomic position and IQ as probable causes of childhood mental impairment. The purpose of the study was to undertake a cross-sectional demographic survey in the Akershus region of Norway, away from Oslo. The source population consisted of 30,037 children (8–13 years old) born between 1980 and 1985. A total of 79 people had severe mental retardation and 99 people had mild mental retardation. Groups I through V were assigned to individuals according to Parental Education's SES (socioeconomic status) classification scheme. The reason and medical

diagnosis were established after a comprehensive diagnostic workup. There are two chief groups that make up the aetiology of mental retardation.

Kaspa, (2000) a comprehensive study on how special education students feel about people with disabilities. The study examines the attitudes of aspiring professional who work with pupils with disabilities toward four exceptionality groups: those who are intellectually retarded, deviant in behavior, paralyzed, or deaf. It also examines the perceptions of deafness in connection to the other three groups. By asking them how they felt about the other three groups, undergraduate students' opinions regarding the four groups were ascertained. Paralyzed people exhibited more positive attitudes about mentally challenged and delinquent behavior—until personality came into play. Those who participated in delinquent activities were the target of the most harmful actions and emotional reactions.

In a 2000 study, Krajewski & Flaherty looked at 144 high school students' responses to the Mental Retardation Attitude Inventory about persons with mental retardations. The results demonstrate that opinions are impacted by encounter frequency as well as gender. These results are considerable as these high school students are, or soon will be, adults, and the community will be impacted by their beliefs.

The University of Northern Colorado, US's Luckrer (2002) recommends assisting deaf students in thriving in a general education environment. Ten characteristics are crucial for fostering the success of deaf students who attend general education schools, according to research on these successful pupils. This study offers specific recommendations on how to incorporate the discovered elements into the educational programs for deaf students in order to close the gap between research and practice.

Legislative and policy mandates for inclusion in the context of teacher education in Queensland, Australia, are the first topic covered by Aniftos et al. (2003). Additionally, this study makes an effort to harmonize the widely held but somewhat erroneous meanings of diversity and inclusivity in the educational setting. Additionally, the emphasis of this study is shifted from inclusive education as a product to inclusive education as a process of developing collaborative learning communities and changing attitudes. According to the study, schools in Queensland play a significant role in these procedures.

Non-verbal Assessment of Academic Achievement with Special Populations was examined by Frisby (2003) Department of Educational, School and Counseling Psychology, US. According to the researcher, cutting edge guidelines for deaf children completing both individual and group standardized achievement tests need to be created. A code of ethics has been prepared by the Registry of Interpreters for the Deaf for educators who will be giving

assessments to pupils who are deaf. The paper demonstrates how difficult it is to arrange alternative exams for pupils who have severe physical and speech difficulties. To achieve optimal performance, professionals who deal with this demographic may choose to loosen the standards.

Karchmer (2003) a study on the accomplishment and demographic traits of students who are hard of hearing and deaf. The researcher in the study contextualized the patterns of academic accomplishment among students who are deaf or hard of hearing in light of differences in results. He examined the findings from the 1996 Stanford Achievement Test, ninth edition, to compare pupils who were deaf or hard of hearing. He concluded by presenting a synthesis of the traits of students and the results of their achievements.

Polat (2003) studied the factors influencing deaf students' psycho-social adjustment at the University of Manchester, UK. The study's main goal was to find out how the following elements—student background and experiential characteristics, parent-related factors, school-related factors, and teacher-related factors—affect the psycho-social adjustment of deaf pupils in Turkey. The results of the multiple regression analysis showed that the psycho-social adjustment of deaf pupils was adversely correlated with the severity of hearing loss, extra handicap, and age at the beginning of deafness. Psycho-social factors, however, positively correlate with some of the independent variables, including academic achievement, the usage of hearing aids, parental hearing status, and school-based communication techniques. The study's conclusions refuted the notion that deafness is "pathological," but they did identify certain contextual elements that had an impact on deaf kids' psycho-social adjustment.

In an analytical study on parents' attitudes toward impaired children, Krishna et al. (2004) discovered that there are notable differences in attitudes between parents of male and female children, parents with high and low socioeconomic level, and father and mother. On the other hand, no discernible variation in the attitudes of parents regarding children with disabilities was seen across professional or caste categories.

Fuentes (2004) investigated the evolution of legal and educational policies in relation to the teaching of deaf pupils in Spain. The study looked at the policies and laws pertaining to education that affect the civil rights of deaf people to an education in Spain. It is advised to implement bilingual education for deaf students at all levels in accumulation to sign language recognition as of the low academic accomplishment of deaf kids' education. It has also underlined the need for legal measures to control the working practices of sign language-speaking experts.

This qualitative study focused on para-educators' views of Downing et al. (2005) regarding their roles and duties in helping students with moderate to severe disabilities in general education classrooms. A semi-structured interview guide was used to interview sixteen para-educators in order to learn more about their perceptions of their roles, difficulties they faced, training requirements, and interactions with other team members. The study described a wide range of roles and responsibilities for children with special needs, including teaching, modifying materials, assisting peers in interactions, and putting behavioral interventions into practice. Para-educators also reported a sky-scraping level of independence in making decisions and carrying out programs. This learning has implication for the field on the use of, supervision, and training of para-educators.

According to Stephenetal (2005), learning disabilities typically result in poor achievement that can be somewhat improved with a variety of interventions and treatments. Children with learning disabilities cannot try harder, pay closer attention, or improve motivation on their own; they need help learning how to do those things. Examining how yoga affects children with learning difficulties' learning outcomes was the study's main goal. According to the study, yoga has a lot of promise as a successful treatment for long-term illnesses and ailments. It can also help kids with learning challenges become more focused, balanced, and composed in their daily lives. The study's authors stress the importance of raising awareness of yoga's potential as a cutting-edge therapy for learning difficulties. The researchers also mentioned that, in order to effectively counsel pupils with learning difficulties, a logistic method must be developed. They clarified that frequent practice and appropriate education are the only prerequisites.

Raghunathan (2005) conducted a study on awareness, attitude, and competence that was examined by primary school teachers who work with children who have low vision. In addition to determining whether there is a significant relationship between awareness and, attitude, awareness and competencies, and attitude and competencies toward low vision among children, the study sought to evaluate primary school teachers' awareness, attitudes, and competencies regarding low vision in elementary school-aged children. 324 teachers from 50 aided and 36 municipal schools made up the study's sample. The probability sample method was applied. According to the study, primary school teachers' attitudes toward impaired students were positively correlated with their levels of awareness and competency.

Rajkumar et al. (2005) examined the need for teacher preparation in order to address special needs children and discovered that basic literacy pedagogy is not sufficiently addressed in pre-service or in-service teacher preparation. As a result, teachers are not prepared to create

differentiated instruction or various instructional models that will meet the diverse learning needs of their students. The study's investigators spoke with the Mumbai school principal and counselor, who expressed concern that the remediation process is guided by creativity and trial and error because there aren't enough special education courses in teacher certification programs to prepare general education teachers for inclusive classrooms.

"A comparative study on the attitude of children with special needs in Greece and the United Kingdom" was published in 2006 by Nikolaraizi and Reybekie. The results demonstrated that there were several differences between the attitudes of youngsters in the two nations. Compared to children in the UK, Greek children were more upbeat. None the less, compared to students attending special education schools in the UK, students attending special education schools in Greece exhibited a more pessimistic outlook. The results spark a conversation on how sociocultural traits affect kids' perceptions of kids who need special education services.

Ibrahim (2006) investigated how mothers interpret their mentally retarded children's impairment. The findings indicated that mothers had bad perceptions about the origin, cause, and management of their children's disabilities. The majority of mothers held ideas about the disability's cause that were both traditional and modern. Traditional views, particularly religious ones, were identified by mothers as the most common causative agents. Only a small percentage of mothers were open to receiving current treatment.

The impact of the IED (Inclusive Education for Differently Able Children) intervention is assessed by Das and Barman (2007), with a focus on how well children with special needs are enrolled and retained. The study aimed to investigate the following: (i) the enrolment and retention status of children with special needs; (ii) the awareness and attitude of teachers and the general public toward children with special needs; and (iii) the reasons behind the dropout rate of children with special needs. Among the particular conclusions were over the past three years, there has been a 57.6% increase in the identification of children with special needs. 68.4% of the total number of children with special needs that were identified were enrolled in schools between 2006 and 2007. Out of all recognized children with special needs, an average of 56% of them were enrolled in schools between 2003–04 and 2006–07. This is according to the enrollment trend. At 99.4%, children with special needs have an extremely high retention rate.

Reasons for non-enrolment and dropout of children reveal that 19.9% are not enrolled due to parents' weakness, 19.3% due to severe disability, and 19.1% due to lack of self-confidence in the children, and 17.1% due to inadequate school environment. It is seen that 39.5% of

parents of Children with special needs believed that IED interventions have improved their children to some extent, 7.7% agreed that IED interventions have a great impact on the personality and behaviour of Children with special needs whereas 52.7% feel that it could not make any positive impact on their children. Awareness and motivational programme for the community and parents have revealed that in 62.5% of cases of sample districts, organized parent counselling, in 23.2% organized early intervention programmes, and school readiness skill activities and community mobilization activities were held in 28.6% of schools.

The University of Colorado in the United States' Langer and Well (2007) investigated classroom conversation and interpreted education: What is communicated to deaf primary school children. The researcher noted that while the proportion of deaf and hard-of-hearing students enrolled in general education classes is rising, nothing is known about how successfully the curriculum and overall educational experience are translated into other languages. There were two parts to the study: Study I and Study II. The conclusion of Study I demonstrated that, depending on the classroom discourse element, the educational interpreters accurately and fully communicated between one-third and two-thirds of the information; in Study II, however, there was a significant discrepancy in the comprehension of the discourse elements in the direct presentation.

Simms (2007) conducted research on the hunt for a fresh, culturally and linguistically aware paradigm in deaf education at Gallaudet University in Washington, DC. According to the study, educators have been aware of the poor academic performance of deaf children for over a century. However, instead of emphasizing appropriate pedagogies, they have focused on medical-pathological perspectives of deaf people and deaf education. The importance of teaching American Sign Language and English in the classroom is recognized by the recent and expanding interest in bilingual education for deaf children. The researcher recommended reconsidering the methods used in deaf education.

A research on special education: returning impaired children to school was conducted by Ravi in 2007. According to the study, instructors, kids without disabilities, and the community at large underwent favorable paradigm shifts as a cause of the inclusive education strategy. The investigator also noted that some of the issues facing inclusive education include a lack of teachers, a lack of resources for teaching and learning, a lack of suitable classrooms, etc.

Baruah et al. (2008) A study conducted by the Department of Business Administration at Tezpur University in Tezpur, Assam, examined the belongings of appliances and aids on the

academic performance of children with special needs. Nine special needs children from each of 25 blocks in all of the three districts of Assam—Viz Nagaon, Dhubri, and Sonitpur—were chosen to make up the sample. Data was gathered by the use of questionnaires. The study found that, to a certain extent, appliances and aids have improved the academic performance of children with exceptional needs. Parents expressed dissatisfaction with the role of resource teachers performed and no demonstration training was given to them on how to employ the appliances and assistance offered to their children.

Besides for children with special needs, school teachers are found to be using standard teaching methods, and the majority of appliances and aids stop working after a certain amount of maintenance. Stakeholders saw a significant improvement in children with special needs following the delivery of appliances and aids. In addition, there is no user manual included with the appliances and assistance given to children with special needs, even though many of them may not be needed by the children. The research team has provided some recommendations that could guarantee the intended impact of the appliances and assistance on the academic achievement of children with exceptional needs. The study made several recommendations, including setting aside enough time and space for medical evaluations of children with special needs, providing a user manual in a language that the children can understand, and setting up training sessions for the correct use and upkeep of appliances and assistive technology. It is important to correctly identify and deliver aids to children with special needs.

The co-relationship between high school students with special needs' achievement and their socioeconomic position was investigated by Gupta et al. (2009). The primary goals of the research were to determine the type of relationship that exists between children with special needs' socioeconomic position and academic accomplishment as well as the functional relationship that exists between academic achievement and parental income, education, and occupation. For both urban and rural children with special needs, the study found a strong positive connection (0.44) between accomplishment and socioeconomic level (SES) (0.69).

It was discovered that children with special needs in rural areas performed better cademically than those in metropolitan areas. Based on the t-test study, the researcher concluded that higher SES corresponded with higher academic achievement among high school students, both in urban and rural areas. The educational success of children with special needs in both rural and urban areas was also correlated with the income, occupation, and level of parental education.

Mason (2010) on Literacy Instruction for Students with Special Needs. The study describes Children with special needs are often significantly behind their peers in literacy (i.e., reading, vocabulary, and writing) development. These students who struggle with learning often require specialized instruction to acquire, master, maintain, and generalize basic literacy skills. The investigator has established that when students with special needs are provided direction, and explicit instruction with systematic progress monitoring, performance gains are substantial. In the literacy instruction of students with special needs, several well-established and extensively implemented reading, vocabulary, and writing interventions were described.

In 2010, Baishya conducted research on the academic performance of children in Assam who are visually and/or hearing impaired. The study's goals were to: (i) examine the academic performance of visually impaired (VI) and hearing impaired (HI) children; (ii) compare the academic performance of the two groups of children; (iii) examine the participation of the VI and HI children in extracurricular activities; (iv) examine parental behavior and awareness regarding the need and education of their impaired and normal children; (v) examine the impact of teachers' efficacy on the academic performance of their impaired children; and (vi) examine the rates of waste and stagnation among the HI and VI children. The study's main conclusions were that there is a notable academic success gap between VI and HI children and that VI children achieve academically at a higher level than HI children. Evmenova and Behrmann (2011) looked into the audio-visual resources available to help students with intellectual disabilities understand and pick up concepts related to academic subjects. The researcher reflects that academic content films help pupils with intellectual disabilities understand and remember the material. Teachers must therefore employ audio-visual materials, photographs, highlighted text, and other tools in the teaching-learning process while working with pupils who have intellectual disabilities. Agarwall (2011) a comparison of visually impaired pupils' academic performance across different learning environments. The purpose of the study was to evaluate and compare five academic skill areas: reading Braille script, language usage and understanding, math problem solving, and scientific reasoning. The study employed the ex post facto research methodology. For the study, a uniform sample of thirty students was selected to represent the population in all of the three settings, or a total of ninety students. The study's research showed that visually impaired children performed better in semi-integrated environments, which were best suited for teaching academic skills. Remarkably, visually challenged pupils attending regular schools in integrated and semi-integrated environments demonstrated strong problem-solving and

reasoning abilities. In addition, the investigation revealed that, on average, boys and girls with inferior academic skills performed on par with each other. The investigator came to the conclusion that both will benefit from uniform educational policies and processes.

Sharma (2012) looked at the Sarva Siksha Abhiyan's programs and activities in relation to the elementary school education of children with special needs. The study discovered issues with special needs children's attitudes. Nonetheless, the preponderance of children with special needs stated that teachers did not discriminate against them. The floors, windows, and doors were all in good working order. There were handrails accessible for the restrooms and ramps.

Soni (2013) investigated how children with disabilities perceived their schooling. The investigator set out to learn how the school's instructors, parents, and students felt about the elementary education of pupils with disabilities. The Madhya Pradeshi countryside, notably the districts of Devas and Ujjain, provided the sample. Questionnaires, interviews, and observation schedules were used as study instruments. The results show that in order to help impaired children and fulfill the aim of Universalization of Elementary Education (UEE), significant efforts must be made to raise awareness of Sarva Shiksha Abhiyan.

Weiss & Fardella (2018) investigated the different requirements of the educational pedagogical process of a student with moderate intellectual disability and severe intellectual disability in regular and special setups. The findings emphasized especially on knowledge attitudes and skills of students according to the need of teachers. This study concluded by analyzing effective tactics of result orientation of student performance and data from instructors' practices to improve students' abilities and accomplishments in an inclusive setting.

Devi & Sarkar (2019) explore the importance of Assistive Technology for disabled students. The study found that Assistive Technology has been developed and designed by understanding the needs of students with disability and helped them to maximize their educational participation and success. The study shows that the barriers to using Assistive Technology are few but it should be recommended to remediate them for students with special needs.

Klang et al. (2019) A studies on teachers' intellectually disabled students in mainstream and also in special educational settings in Sweden. Findings show that teachers in both settings (mainstream and special) give their best in stipulations of time, and different activities like teacher-centred and learner-centred activities. Furthermore, the study highlights that teachers

in traditional school environments reported having higher expectations from students in their performance rather than teachers in special educational settings.

The opinions of several schools on the education of students with intellectual disabilities were investigated by Goransson et al. (2020). Teachers in Sweden wholeheartedly concurred with the results, stating that separate education for students with intellectual disabilities is necessary. Investigators found less compatibility and less cooperation from colleagues in ordinary schools when it comes to inclusive education for kids with intellectual disabilities. The study found that students with intellectual disabilities benefit more from separated classrooms.

In an effort to improve the learning of children with intellectual disabilities, Klefbeck (2020) conducted research and discovered that teachers' support has a good impact on students' intervention. The researcher made an effort to investigate how special education is developed collaboratively. The study's conclusions indicate that the Lesson Study Framework is a useful tool for assessing and instructing instructors' support of their students' learning and teaching. The study contributes to our understanding of how successful learning may be when any form of intervention is implemented in the teaching-learning process for students with intellectual disabilities.

In 2020, Furrer et al. conducted a study on students with intellectual disabilities, finding that their knowledge of physical education and social participation was lacking. According to their research, interactions, social acceptability, cooperative abilities, and instructional methodologies all benefit from inclusive physical education.The findings of this study shed light on different attributes of students with intellectual disability with physical education. There is no significant relationship between physical education with positive interactions. This study reflects that teaching co-operative skills is like an inclusive physical education teaching strategy to foster the social participation of such students.

2.2 Studies Related to Issues and Challenged Faced by Children with Special Needs

Linda (2000) investigates the tragedies and reversals of children with mental retardation. The investigator discovered from this case study that the mainstream of the pupils are from low-income families and that the classrooms are extremely crowded. Many of the pupils struggle with reading, and others have been found to qualify for special education due to behavior disorders, learning disabilities, or mental retardation. The case centers on a single kid who was viewed as having behavioral issues for his whole academic career. As a result, the kid rose to the position of cherished member of the gifted and talented program and peer assistant

in the cooperative group. The student did not fare well when he transferred to a classroom with no discussion, no cooperative learning, and no direct instruction.

A study on "Reading difficulty characteristics in dyslexic and hearing-impaired students in Hebrew" was carried out by Ruth et al. in 2000. Three populations with reading impairments participated in the study. Two hundred dyslexic children made up the first two groups: one hundred readers with poor auditory perception and one hundred with impaired visual perception. Sixty-one readers with significant hearing impairments made up the third group. Examining the different sorts of reading errors made by the pupils was the study's primary goal. Reading difficulties shared by dyslexic (visually and auditorily impaired) and hearing-impaired students were observed during instruction.

Galili (2000) conducted a study in which she asked 171 students at a high school in Holon, Israel, about their attitudes about people with persistent disabilities who require special medical care. After four years of study, students' understanding of the etymology, symptoms, and consequences of these chronic illnesses remained at roughly 72%. With age (and class level) comes an increase in the students' favorable and tolerant attitudes toward people with disabilities. It was discovered that tolerance for chronic patients and awareness of unique medical health demands were correlated. The majority of students believe that engaging in the following hobbies and careers will help disabled people feel more accepting of themselves and their abilities: sports, music, computers, and domestic pets.

Marc (2001) conducted research on "Understanding language and learning in deaf children" at the National Technical Institute for the Deaf's Department of Research in Rochester, US. The primary focus of the study was on deaf learners' cognitive functioning. The study included recommendations for potential modifications to instructional strategies that could improve deaf children's academic performance.

The post-secondary experiences of intellectually impaired students attending a public university were examined by Bacon & Baglieri (2001). In order to better understand the experiences of impaired students, this study used the students' own accounts of social skills, connections, pursuit of social opportunities, independence, and independent learning. The report claims that the researchers gave voice to students with disabilities in order to guarantee that they should play a major role in the creation of educational programs. This study contends that program development should place more emphasis on the educational needs of students with intellectual disabilities and their experiences.

In eight private medium schools in Mumbai, Swarup & Chopra (2002) investigated the typical behaviors of children with Attention-Deficit/Hyperactivity Disorder (ADHD) in

mainstream classrooms. Separate individualized management plans were created for the instructor and parents, to be carried out over the course of two weeks in 30 to 45 minute sessions. Both the teachers and parents were interviewed using rating scales and their ratings matched most of the behaviours. The intensity of identified behaviours such as attention problems, hyperactivity, impulsivity, social clumsiness, demanding behaviour, and emotions was studied and remediated using the management plan developed by the researchers.

Shreenath (2003) under the title Breaking Barriers: Towards Inclusion. People with disabilities constitute the poorest community whose involvement in community development is a must to know their needs and difficulties. It was generally a lack of awareness and experience that individuals with disabilities be excluded from poverty eradication projects considering them incapable or worthless.

Talukdar (2003) looked at the problems that visually impaired youngsters face as well as the condition of the Assam educational system, focusing on the Guwahati Blind School in Guwahati, which educates 25 blind children. The principal of the school and the deputy director (disabled) of the Assam government Department of Social Welfare were also sampled. The findings demonstrated the wide range of difficulties faced by visually impaired children, including difficulties with learning, poor concept generation, bad abstract concepts, weak imaginations, low academic accomplishment, difficulties with learning, and difficulties with social integration. The study concluded that specific educational accommodations and adequate money should be made available for the education of visually impaired children.

Lalithamma (2007) University of Mysore took up a study on promoting better educational conveniences for children with Hearing Impairment (HI). The study revealed many classroom problems of Hearing Impairment children and the study was concluded by giving some suggestions – Hearing Impairment children are to be treated at par with children without HI in all walks of life. The curriculum should be child-friendly and build up the self-esteem of each child. The teacher should focus on information processing rather than information giving; to play a facilitator's role in the classroom, by providing a suitable learning environment to all types of children with different backgrounds and century capabilities.

Baruah (2007) conducted research on the social and emotional challenges that teachers in the greater Guwahati area encounter while working with students who have physical disabilities. The primary aims of this research were to evaluate the emotional and social challenges faced by children with physical disabilities. The majority of physically challenged children like

playing and participating in extracurricular activities, according to major findings, and blind students are more sociable and cooperative with one another than are deaf and dumb students. Byrne & Muldoon (2018) in their study argues that teachers have mixed perspectives like they say something but in action is another thing. Teachers want to help young people with intellectual disability to be independent like other normal people. Teachers feel protective of people with intellectual disability or can say that they provide few choices to intellectually disabled people in comparison with normal people. This study aids in understanding that intellectually disabled students have a normal life, they need the support of their family, society, and others to live a life without barriers

2.3 Inclusive Education for Children with Special Needs

The traditional response to the question of education for children with special needs has been the establishment of special schools in which the children are taught in integration with other students. Realizing that special schools promote segregation, separation, and social elimination, they call for "inclusive education" which can facilitate the building up of harmonious and considerate societies (Chatterjee, 2003). Special education is distinct from the general education system, whereas inclusive education is a component of general education. Inclusive education goes one step supplementary. In this approach, special education is an integral part of the general education system. Therefore, inclusion is an idea and not a programme. Inclusive education programme indicates that the general classroom teachers should be fully equipped to take care of the educational needs of children with special needs. Inclusive education, which can serve as the foundation of a truly inclusive society accommodating, respecting, and celebrating uniformity, can be defined as, "Inclusive Education, as an approach, seeks to address the learning needs of all children, youth and adults with a specific focus on those who are vulnerable to marginalization and exclusion. It implies all learners, young people with or without disabilities being able to learn together through access to common pre school provisions, schools, and community educational settings with an appropriate network of support services. This is possible only in a flexible education system that assimilates the needs of a diverse range of learners and adapts it self to meet these needs. It aims at all stakeholders (learners, parents, community, teachers and administrators, policymakers) in the system to be comfortable with diversity and see it as a challenge rather than a problem" (HRD Report, Govt. of India 2018-19).

A research on Inclusive Education: International Voices on Disability and Justice was conducted by Keith (1999). According to him, examining the ideas and methods used in educational systems across national boundaries and cultural contexts may be able to assist society in recognizing recurring themes, recommendations, and issues in the field of inclusive education. It may also enable schools to investigate methods for instructing all students in their communities while removing obstacles to engagement and learning. He added that a place is more challenged by diversity and uniqueness the more inclusive it is. He believes that the inclusive education program should take cues from mainstream approaches to teaching and school administration as it continues to evolve the special education system.

The integration of special and regular education through the inclusion system is viewed as problematic since it seems likely to uphold a remedial educational approach. Like everywhere else, mainstreaming with a focus on impaired children gave rise to the concept of inclusion in New Zealand. These were the pupils who were blatantly shut out of regular classes, schools, and educational chances.

A study titled Inclusive Education in the United States: Beliefs and Practices among Middle School Principals and Teachers was carried out by Tanner et al. in 2000. They looked into a few topics related to American school reform in the study. The implementation of inclusive education programs across the country was one of the main issues included in the study's conclusions. Which randomly selected 714 samples, including middle school principals and teachers, and asked them questions about inclusion, the amount of change that the inclusive education system needs to undergo, the value of collaborative teaching techniques, perceived obstacles to inclusion, and helpful concepts and activities for inclusive education, among other things. The samples all agreed with comments endorsing inclusion as a successful tactic and a component of the continuum of services, indicating support for the integration of children with disabilities into the mainstream educational setting. The researchers found that the Inclusive Education program was supported by shared planning time, staff training, and cooperative strategy. The principals and special education teachers revealed statistically significant support for inclusive education.

Thomas et al.'s (2000) study, "Students' Perceptions and Classroom Performance: An Evaluation of a First-Year Inclusion Program," One urban elementary school's inclusive education program is included in the study's sample. Fifty intermediate-level pupils and one hundred primary-level children were evaluated using measures from teacher reports and individual assessments. According to the study's findings, both exceptionally talented and average children' self-perceptions of their cognitive competence increased significantly at the

primary school level, and the group of students with impairments had higher self-perceptions of their physical proficiency. Additionally, it reveals no appreciable variations in 49 playmates at the intermediate level. Compared to students with impairments, students without disabilities felt more highly of their intellectual and social talents. Finally, the teacher rating demonstrates that both elementary and intermediate disabled pupils have increased social skills.

A study on the perceptions of para-education in inclusive classrooms was carried out in Florida by Downing et al. (2000). The perception of para-educators and their duties in providing help to students with moderate to severe disabilities in general education classrooms were the main subjects of this study. Sixteen para-educators who were part of the study's sample were interviewed utilizing a semi-structured interview schedule. In order to ascertain the study samples' comprehension, role, experience, need for the training, and relationships with other team members, a few questions were posed to them. Their research detailed a variety of functions and interactions between para educators and children with special needs. In addition, the study concentrated on behavior interventions, peer interaction facilitation, education, and material adaptation. Additionally, the para-educator reported having a high level of autonomy when making decisions.

"Learner's Profile in IGNOU: the issue of equity and strategies for reaching the disabled and disadvantaged," by Kishore (2000). The study suggests that the adoption of remote learning and technology may make inclusive education more accessible. The researcher argues that distance learning can only be deemed successful if it can accomplish the social goal of empowering marginalized communities and disabled groups, allowing them to overcome various challenges, especially those associated with the inclusive education policy, in order to facilitate their integration into society. One flexible and suitable way to introduce inclusive education is through distance learning.

The advantages and disadvantages of inclusive education were examined by Punani & Rawal (2000). According to the study, only 11% of school-age visually impaired children in India are receiving any form of education. Their results show that inclusive education enhances the social acceptance and integration of visually impaired youngsters. Inclusive education cannot be successful without the active participation of parents, general educators, and school officials. The study also revealed that since it is anticipated that visually impaired children would eventually live in communities, the majority of parents and educators of these children think inclusive environments are preferable to residential schools.

"Inclusive Education – a Pioneering Work," written by Swarup in 2000. The report makes the case that the Indian government has given careful consideration to the rights of the underprivileged and disabled. Thus, he came to the conclusion that in addition to concentrating on the essential curriculum development and adaptation, teacher training, and educational management, the government should take significant actions to support the implementation of inclusive education in India through information exchange and networking, consulting, capacity building, research, and development.

Maui (2000) reported the experiences of inclusive education programmes assisted by various organizations in India. He stated that inclusive Education programmes increase the enrolment of disabled children in both rural and urban areas. As reported, approximately 80,000 children with disability are educated in the 18,000 general schools in the country. Though these numbers look very big the figures are far from adequate considering the population of the children with disability concerning the educational facilities available for the disabled children.

Zaveri (2001) created a general school administrators' and teachers' awareness module on inclusive education for kids with disabilities. The "Print media approach" and the "Interactive approach" were used to implement the module. The results demonstrated that the two approaches were equally successful in increasing awareness. The instructors believe that inclusion is ideal but unfeasible. Whether a school is private or government aided, large class sizes, a broad curriculum, a lack of knowledge and preparation for working with the disabled population, a strict curriculum, and a set timetable all seem to be part of the everyday experience in the current educational system (elementary or high school). The study also demonstrated that a variety of criteria seem to have a significant impact on teachers' assessments of how feasible inclusion is. According to the survey, general educators seemed to know very little about issues with the accommodations and guidelines created for the population of impaired people.

Hay et al. (2001) examined teachers' preparedness for inclusive education in their study. The preparation of educators for the new inclusionary policy was the primary focus of the study. The sample consisted of 2577 professors in total from 12 districts. Using a comprehensive questionnaire, an effort was made to ascertain the knowledge, skills, and attitudes of teachers about inclusive education. According to the findings, a surprisingly low proportion of participants knew what mainstreaming, inclusive education, and whole school approach meant. Only 35.9% of the sample's 2577 respondents could define inclusive education, and

only 10.4% had any prior knowledge of mainstreaming. Studies show that teachers felt unprepared and ill-equipped to teach integrated classrooms, and they attributed such feelings to their lack of experience, large class sizes, facilities shortage, lack of training, and lack of time.

The peer relationships that form in an inclusive context between three male children with disabilities and their peers without impairments were documented by Hall & McGregor (2001). Multiple methods were employed during kindergarten /grade - I and again during upper elementary grades for the same three children, including direct observation, socio-metric nominations, and peer interviews. Results revealed that male and female classmates selected each of the three children with disabilities as a playmate during both periods and that some play activities and social behaviours were similar to those of typical peers.

Sharma (2001) examined the attitudes and concerns of administrators and instructors in Delhi, India, regarding the integration of students with disabilities into regular classrooms. The study looked at attitudes toward integrating students with special needs into regular school activities from the viewpoints of 310 primary school administrators and 484 instructors who work in Delhi's government schools. The best measures of teachers' attitudes toward inclusive education were determined to be their length of teaching experience, their interactions with special needs students, and their impression of parental support. The attitudes and actions of the teachers were significantly influenced by these elements as well. The survey also revealed that paraprofessional staff and special education teachers were among the few resources that teachers and principals were concerned about. Other concerns included a lack of funding, inappropriate instructional materials, and training for teachers to implement inclusive education policies.

Ghai (2002) carried out a study in the context of higher education; there is a pervasive disregard for disability and associated concerns in research. As a result, the experiences of impaired students in the Global South are generally unknown, whereas their Western counterparts' experiences are thoroughly documented. Several academics who have explored inclusive policies and concerns of equality in higher education for India's marginalized communities have excluded handicapped people from this category.

Baitzer & Dyssegard (2002) on teachers' role in inclusive education classrooms has been described by depicting a real situation. The parents' and communities' role in the inclusive education programme is highlighted. It is said in the report that the programme has tried to keep in close contact with the parents in one of the districts (Udaipur) of the programme. The report highlights the positive outcomes of the first phase of the special education program and

says that the first phase helped to bring awareness and understanding of the need for development towards an inclusive education system. The reasons for the attraction of teachers, Head teachers, parents, students, DEOs, RPs, SMCs, NGOs, and Local organizations towards these programs are also highlighted. Overall, the report gives a positive impression of the inclusive education programme.

Kafle (2002) "Special education programme in Nepal". The study points out the differences between special education and inclusive education. Special education as written in the thesis is providing education with specific arrangements for specialized teaching. Special education attempts to focus on normalization of the educational situation for all students by making the schools functionally inclusive, unlike special education which only focuses on specialized teaching in special settings meant for the students with disabilities. The study highlights the national efforts made for the development of special education in the country. It states that emphasis on special education came much later. Similarly, programmes and policies of special education were formulated. The status of the programme is judged through its programme activities, institutional facilities, teacher-student participation, and supervision of the programme, parental participation, and organizational support. The special education programme has been evaluated based on the concept, policy and programme, teacher training, institutional facilities, and assessment practices.

In addition to carefully analyzing the main principles, practices, and ideas of inclusive education, Mitja & Sardoc (2002), a comparison of inclusive education models, are critically evaluated in this study along with the numerous public education policy concerns pertaining to inclusive education. This study also includes a comparative analysis of several policy documents related to inclusive education in the UK, USA, and South Africa.

Downing et al. in 2003 carried out a study on inclusive education for students with various sorts of disabilities. In order to obtain opinions on inclusive education for children with severe impairments from primary school principals, general educators, and special educators at different levels of inclusive educational programming, the study used structured interviews. The opinions of the 27 participants were categorized using the main questions asked during the interviews, with similar remarks being put into one category. When comparisons regarding professional role and level of implementation were made, there were some discrepancies and some remarks that coincided with inclusive education. The study looks at how respondents in different professional jobs perceive inclusive education for

students with severe disabilities and how much of it is being implemented. Future research and its implications for inclusive educational methods are also discussed.

Balasundram (2005) asserted that poor student-teacher ratio, lack of academic motivation, and teacher's lust for money, and disparity between elite educational institutions and their poor counterparts were some factors that acted as problems to the implementation of inclusive education in India. It was further observed that another obstacle in the education of children with disabilities was the lack of reliable statistics on the prevalence of disability as surveys conducted by the "National Sample Survey Organization" (NSSO) in 2002 and the census in 2001 showed varying figures with the NSSO quoting 1.8% and the census quoting 2.13% of the population.

Sandhill and Singh (2005) A research on inclusion: some new directions in the Indian setting. After choosing 10 inclusive private schools in Delhi using a random selection process, the researchers carried out a thorough analysis of two of the schools to assess the changes made in their inclusive education implementation. While some students did spend some time in regular classrooms, the study found that schools often tended to place students with disabilities in special units attached to the school, which the authors classified as more of an inclusive school approach than a special school. Researchers discovered that instructors in one school were not implementing inclusive education because there was a communication breakdown between them and management, allowing them to maintain their incorrect understanding of what inclusive education entailed. Conversely, at the second school, where there was good contact between the teacher and the administration, an inclusive education program was being created for children with a range of disabilities. The study emphasizes how inclusive education must be implemented gradually and carefully, involving parents, teachers, and students in the process. This will help to build an inclusive education culture that will improve the social and academic environments of the school.

Error et al. (2006) looked into how urban and rural teachers felt about include kids with special needs in their classrooms. They discovered that the opinions of teachers about integration had little to do with how long they had been teachers. There were similarities between rural and urban teachers, and there was a favorable correlation between education and attitudes. Additional research revealed that factors pertaining to instructors' ideas and cognitions were more significant in predicting attitudes than were those pertaining to their actual teaching experience.

Engelbrecht et al. (2006), "Encouraging the Implementation of Inclusive Education in Primary Schools in South Africa." According to their statement, the attainment of inclusion goals can only occur when the school administrator is prepared to embrace a democratic leadership style and delegate authority to all other members of the school community. A visionary and dedicated school leader who is fervently committed to inclusive and democratic goals and principles is necessary for schools to advance toward the implementation of a more successful inclusive and democratic system.

Mastropieri et al. (2006) evaluated Italian teachers' opinions following 20 years of inclusion. After 20 years of inclusion rules and practices, the aim of revise was to ascertain the views that Italian teachers had regarding inclusion. Five hundred twenty-three education instructors in Northern and Central Italy answered a survey with common core items taken from an examination of previous American surveys. Overall approval of the inclusion concept was determined to be quite significant. Italian teachers gave substantially fewer positive answers on practical subjects addressing their satisfaction with time, training, staff assistance, and resources provided for inclusion activities. These views on inclusion were compared to those of instructors as reported in similar US surveys. A discussion of the report's implications for inclusion practices was included.

In 2006, Bruce et al. explored the benefits of using technology in inclusive classrooms. This study set out to find out what administrators and teachers thought about the results of using technology in primary inclusive classes. This data is a subset of a larger study that examined the impact of technology integration and training in a large metropolitan neighborhood. The study's sample consisted of 98 instructors and 38 administrators. Data was gathered using surveys, interviews, and observations over a two-year period. The results are in favor of inclusive classrooms utilizing technology-enhanced learning.

Rodda et al. (2007) Developing countries' inclusive education programs should be improved, according to a study on the topic. As per the research, just 150 million children, or 2% of the world's disabled population, receive special needs assistance. Most of these children, accounting for 80% of the total, reside in developing nations across Asia, Africa, the Caribbean, Latin America, and the Middle East. Their research indicates that if inclusive education were properly implemented, more children with disabilities could receive an education in developing nations; however, this is not the case in these nations.

In 2007, Lulla conducted research on the New Challenges of Educating Regular Teachers for Inclusive Schools. The report from the investigator states that teacher educators must adjust

to the changing requirements of kids with impairments. The demands of the B.Ed. qualified instructors might be satisfied if they are able to develop these competences. The findings demonstrated that educators must grow in their capacity to empathize with and be sensitive to students with special needs. Additionally, they must learn how to adapt the curriculum to these students' needs and how to teach special needs students at the individual level using efficient teaching techniques and resources. Teachers should be knowledgeable about dynamic assessment techniques, have a solid understanding of the inclusive education philosophy, and be able to support parents in their children's rehabilitation.

"Empowering the Disabled through Inclusive Education," Tundawala (2007). This study aims to address the various topics related to inclusive education. It draws attention to the critical transition from inclusive to segregated schooling, which is necessary to promote the self-determination and full integration of disabled persons into society. This study looks at several sections of Indian law as well as some quantitative research that is unique to West Bengal and the nation in arrange to review the helpfulness of the new initiative. The study's findings from fieldwork in a few schools in Kolkata are presented at the end to show how teachers feel about instructing pupils with disabilities.

The majority of Indian school buildings were inaccessible to people with disabilities, according to Keefe et al.'s (2007), book People with Disabilities in India: From Communities to Outcomes, which was published by the World Bank Human Development Unit, South Asia Region. Research revealed that the proportion of "barrier-free" Sarva Siksha Abhiyan schools was a mere 18.25%; however, the figures varied throughout states, with 2.36% in Jammu & Kashmir and 6.12% in Bihar. It was also observed that almost all school buildings that have already been built or altered in terms of their architectural design are somewhat expensive; yet, changes are necessary if the educational system is to be inclusive. The study continued by stating that the separation of teacher preparation between the most senior oversight organizations, Inclusivity is being impacted by "The Rehabilitation Council of India" and "National Council for Teacher Education."

Jackson (2008) looked into the issue of including kids with intellectual disabilities in inclusive settings. The findings demonstrate the academic and social benefits of inclusive education for kids with intellectual disability. The goal of this learning was to compile strong evidence for the advantages of inclusive education over segregated education. He wrote about several cutting-edge strategies, such as teacher cooperation, multilevel education, and

cooperative learning. It was also found that the presence of children with impairments has an impact on the school's culture, improving it and benefiting all pupils.

Choudhury et al. (2008) studied the impact of inclusive education for handicapped (IED) initiatives in locations where Sarva Siksha Abhijan Mission offered both full and partial resource assistance. The study aimed to investigate the following main objectives: (i) how special needs kids use different kinds of help and what kind of benefits they get from them; (ii) how aware the community is about IED; (iii) how IED interventions affect how parents and teachers handle kids with special needs; (iv) how effective the supporting resources that are currently available are; and (v) what needs to be strengthened. (vi) to compare the areas receiving Sarva Siksha Abhijan Mission resource support in full and in part, find implementation obstacles, and suggest workable improvements.The Assam's five districts that are included in the research are Kokrajhar, Nalbari, Kamrup, Tinsukia, and Hailakandi. Stratified random sampling was used to choose a sample for the study. To collect the data, methods including socio metrics, interviews, and observation were used. This study shows that resource teachers and volunteers were found to provide home-based education and parent counselling. The survey also originate that approximately lacking of the parents felt their children were treated equally with other children, and that 40% of respondents were satisfied with the inclusive education system when it came to resource support and 38% when it came to partial resource support. The outcomes furthermore demonstrated that the majority of kids are dissatisfied with the appliances and assistance they receive, and most teachers' attitudes are unsatisfactory.

"Challenges in Inclusive Education and Service Provisions: Policies and Practices in India" written by Singh in 2009. The consequences indicated that 98.23% of children in India with special needs were not registered in any type of school. The study discovered that societal stigma and deeply rooted prejudice toward impairments cause people with disabilities to be marginalized in society. The quantity of schools serving students with disabilities did not correspond with their availability. When considering inclusive education, considerations such as attitudes, curriculum, governance, resources, and societal and financial constraints were equally important. The learning also pointed out that, in addition to physical school access, policymakers also needed to consider social, academic, and economic access, which presents an issue for inclusion. It was believed that physical access to the school did not ensure meaningful engagement. Good attitudes, a safe and inviting atmosphere, and a school climate that celebrates diversity all depend on meaningful involvement. While physical access is essential, rather than focusing just on granting students with disabilities physical access, the

government should address a stature of issues that make schools particularly inaccessible. For instance, the access procedure will incorporate the instructions' language and format. For blind pupils, Braille readers, and deaf students, large print textbooks are essential. (Devi, 2012)

Bartolo (2010) The Maltese Experience in Teacher Education for Inclusion Process. The paper analyzes pertinent experience from Malta to highlight the main obstacles to the growth of teacher education for inclusion. The author's contemplative experiences in the Faculty of Education over the previous several years served as the primary basis for this work. The difficulties experienced in promoting inclusiveness are described after a brief overview of the Maltese educational system. The creation of a rights-based approach to the education of people with disabilities, the expansion of its application to include all minorities or underprivileged groups, and the influence of social and political circumstances on the growth of inclusive schools are some of these. Lastly, four contemporary issues are emphasized: the pedagogical balance between academic and experimental learning about inclusion, as well as between the theory and practice of inclusive teaching, and the strategic balance between the education of specialist educators and that of all teachers for diversity, between specific and infusion models for such education (Devi, 2012).

Chhabra et al. (2010) of Botswana University looked at how educators in the country felt about inclusive education. The results show that educators in Botswana are generally unfavorable and have some reservations regarding inclusive education. There was a strong association found between attitudes and worries. The findings also show that a large number of normal instructors' exhibit dissatisfaction, rage, and unfavorable attitudes about inclusive education because they think it would result in a drop in academic standards. These teachers feel unprepared and afraid to deal with students with disabilities in regular courses (Devi, 2012).

"Inclusive Education in Bosnia and Herzegovina," Dizdarevie et al. (2010). According to their research, Yugoslavia's education system is governed by the legislature of each Canton, which includes more than 30 laws pertaining to education that encompass preschool, elementary school, high school, and university education. According to research, general and special education in Bosnia and Herzegovina are governed differently, which is against the rights of children with special needs to get an education at the mainstream school that is nearest to their home. These studies also address other factors that are thought to be major barriers to inclusive education in Bosnia and Herzegovina, such as negative attitudes, prejudices, and stereotypes about educational standards that are not supportive of inclusive

education, a lack of involvement from university facilities, and a disregard for scientifically based research (Devi, 2012).

Winter & Paul (2010) an analysis of the research on the methods and tenets of inclusive education for children with special needs. To start, they examined the literature from both local and foreign sources, analyzed the data, and created an inclusion strategy. It was discovered throughout the examination that no definition was accepted worldwide. By facilitating learners' interaction with communities, cultures, and educational opportunities, inclusion is defined by the assessment as the process of recognizing and meeting the variety of learners' needs. It also entails removing barriers to education by establishing appropriate frameworks, arrangements, and accommodations, all of which enable each student to maximize their time in the classroom. The review also demonstrated how co-teaching, peer tutoring, direct instruction, and cooperative group learning can benefit students. Additionally, inclusion has given kids with special needs customized training and the scaffolding they need.

Blackie (2010) looks into the opinions of educator-teachers regarding inclusive education. The study examined learning barriers, instructors' capacity to operate in inclusive environments the significance of backing inclusive educational and training initiatives. The study's findings showed that instructors had differing opinions about inclusive education. In inclusive education, emotional and cognitive barriers to learning were perceived. Parental support is crucial for the implementation of inclusive education. This study teaches researchers that teachers are essential in assisting children with intellectual disabilities to learn since they can identify these individuals and provide them the tools they require.

The study "Challenges in the Pathways of Effective Implementation of Inclusive Education: The Indian Perspective" was conducted by Gardia et al. (2010). They list a number of barriers to implementing inclusive education, including unfavorable attitudes and ignorance, school-related factors like the absence of accessible facilities and a barrier-free environment, parents' low socioeconomic status, inadequate government policies and family implementation, the inability to design curricula that are appropriate for an inclusive environment, a lack of funding, a shortage of qualified staff, a lack of learning resources, and a lack of support. The researchers recommended a number of actions, including raising awareness of disability issues, reorganizing school buildings to create inclusive environments, expanding employment opportunities, revamping the curriculum, creating a national awareness campaign, enlisting the full support of local and national government agencies, non-

governmental organizations, etc., and widely disseminating information about children with special needs.

The needs of Irish mainstream school teachers who work in the field of special and inclusive education in terms of professional development are presented in Gorman & Sheelag (2010). The research demonstrates the duties of Irish special education needs teachers, which are not well-defined and frequently change depending on the specific educational setting. Examining these instructors' needs for professional development was a major focus of the study. The study demonstrates that teachers' requests for professional development were in favor of established methods, which belonged to a deficit approach to special education that was inspired by the medical model rather than an inclusive approach. The study found that in order to question "conventional wisdom" and advance a truly inclusive education system in Ireland, a different, more innovative strategy to professional development might be used rather than reacting to gradually unfolding change.

Mentz and Barretee (2011) conducted a comparative analysis on leadership and inclusive education in South Africa and Jamaica. This research looked at the idea of inclusive education using the school as the primary analytical unit and the management and leadership roles in supporting inclusive education. According to the study, having a strong legal and policy framework which has been established in both countries is necessary to provide inclusive education with effective leadership. In order for schools to adopt an inclusive mindset, the report also noted that school leaders, in particular, had to modify their conventional ways of thinking. More training in this area is therefore required so that leaders and schools can welcome rather than be intimidated by the challenges that come with inclusive education.

Maheswari (2011) conducted research on Teaching Strategies and Curricular Adaptations for Inclusive Education. Understanding teachers' responsibilities and supporting them with various curriculum adaptations and teaching practices to support students with special needs during the teaching-learning process in the classroom were the goals of the study. The findings demonstrated that support for inclusive education could be given by increasing curriculum flexibility in terms of content, delivery, instruction pace, and evaluation to better meet the diverse needs of all students; increasing teacher skill and competency; implementing cooperative learning and peer tutoring; and using the Language Experience Approach.

Vernier (2012) examined that inclusion training for teachers is effective and can improve their way of thinking towards inclusion and its benefits for every student. According to the investigator, special teachers and general teachers are struggling with inclusive classroom settings concerning intellectually disabled students. Therefore, the goal of this study was to get instructors to participate in a 60-minute training session that would change their perspectives on inclusive education. This study contributes to the understanding of how instructors' opinions regarding include children with intellectual disabilities might be altered via, adequate training.

In their study, Barbra and Joyline (2014) came to the conclusion that school districts ought to set up special education in-service training courses and workshops for their teachers. These kinds of programs help teachers develop more positive attitudes and enhance their knowledge and abilities to better meet the needs of mentally disabled students in mainstream classrooms. Regular teachers could be capable of learning the necessary information and abilities from workshops and training courses. Their guidelines state that inclusive schools should have an inclusive education policy in place to satisfy the needs of students with mental disorders in requisites of education.

The parent's attitude in the direction of inclusive education for slow learners was examined by Ali & Keivan (2014). The study's main objective was to determine the factors that affect parents' views toward educational integration while they are raising children who struggle academically in traditional schools. the employed a sample of 204 parents for the research. The primary findings of the survey showed that, despite 31% of parents' agreement, 45% of parents disagreed with school infrastructure and student-teacher ratios. The lack of individualized education and extra classes for children who are borderline was one of the primary problems and limitations with inclusive schools. Another emotive factor influencing the parents' non consent was the communication between slow learners and their typical counterparts.

In their study, Sharma & Das (2015) investigated at attitudes, society, and education in inclusive education. It was mentioned that the "Sarva Siksha Abhiyan" is utilized to implement the concept of inclusive education, despite the fact that the program faces several challenges to success. The authors tackled a wide range of obstacles that prevent students with disabilities from benefiting from inclusive education, including social stigma, health issues that affect children with impairments, and unfavorable public perceptions.

In "Implementation of Inclusion of Children with Special Needs in Delhi Primary Schools," Kaul (2015) conducted a study. Finding schools with efficient inclusion policies was one of the objectives, as was examining the views and attitudes of principals and instructors at elementary schools on the inclusion of students with disabilities in their classes. The sample consisted of 20 schools run by the Municipal Council of Delhi, 49 teachers, 20 principals, and children with special needs. An attitude scale, a survey, an interview schedule, and classroom observations were used to gather data. The collected data was subjected to both quantitative and qualitative analysis. According to the study's findings, the majority of principals felt that inclusivity was important. It was recommended that inclusion be covered in the in-service training course and that principals and teachers be given more opportunities to watch and engage with children who have intellectual challenges. The lack of appropriate infrastructure has been identified as one possible barrier to the education of the disabled in schools. It was found that principals were primarily responsible for bringing about changes in school policy concerning the education of disabled pupils.

Pandey (2016) looked at the systemic problems with teaching children with special needs in an inclusive classroom. The sample consisted of the government elementary and upper primary schools in Varanasi city. A 15-item checklist was used to identify the physical problems. It was found that the majority of schools have well-maintained windows, easily accessible doorways, bright, well-ventilated classrooms, and sufficiently guarded staircases. The survey states that there are insufficient ramps, handicapped-accessible facilities, and water outlets in just 50% of schools.

Mishra et al. (2017) emphasized how crucial it is to teach children with disabilities in mainstream classes. It was claimed that inclusion is usually less expensive than special or separate schools. The authors contend that in order to serve all children, inclusive schools need to have progressive policies, trained personnel, conveniently accessible facilities, a flexible curriculum, and efficient teaching methods. These are not supplementary measures. It was said that teachers have an obligation to make sure every student is included and accepted by other children based on his or her interests and abilities.

In their research, Hayes & Bulat (2017) sought to offer practical recommendations for inclusive education and policies for developing nations. Researchers believe that countries should allocate fewer funds to the implementation of inclusive education for children with disabilities at a critical developmental time. Researchers can learn from this study that inclusion policies are implemented more frequently in industrialized nations than in less developed nations.

Aldakhil (2017) set out to investigate Saudi Arabian educators in order to comprehend all aspects of inclusion related to intellectual disabilities and other disabilities. Through this study, the researcher shed light on a few difficulties pertaining to children with intellectual disabilities. Data was gathered through semi-structured interviews with thirty-one Saudi Arabian teachers. The results have made it easier to comprehend the realities of mainstream schools with relation to the difficulties and routines faced by students with intellectual disabilities. The investigation suggested that the Saudi government create inclusive laws and spaces for everyone.

Maturana et al. (2019) looked at the perspectives of families and other educators regarding the transfer of students with intellectual disabilities to other schools in their study. The study, which defined the five theme parameters for implementing special education in inclusive settings, stated that everyone (teachers and family members) always depends on the degree of disability, necessary skills, and attitudes of instructors and family members toward the intellectually handicapped.

Cook et al. published "Attitudes of principals and special education teachers towards the inclusion of students with mild disabilities" in 2020. The study examined the perspectives of 49 administrators and 64 special education instructors about the inclusion of children with mild impairments. Based on their responses to questions obtained from the Regular Education Initiative Teacher Survey, principals and special educators could be properly classified into 76% of the groups, according to the results of a discrimination analysis. The discriminating function had the most positive correlations with questions that expressed thoughts about the usefulness of included placements that included consultation services, the academic results of included placements, and the maintenance of resources specifically intended for children with moderate impairments. The study's conclusions and their consequences for enacting inclusion policies and providing educational opportunities for kids with minor impairments are also covered.

In 2020, Thomas and Tapasak carried out research on the assessment of an inclusive program. The report provides an overview of an urban elementary school's first-year evaluation of an inclusive education program. Using both teacher-report and personalized tests, sixty primary-level pupils and fifty intermediate-level students were assessed. At the elementary school level, the findings indicated that both kids with disabilities and students without disabilities had significantly higher self-perceptions of their cognitive capacity. Students with impairments self-perceived themselves as physically competent. Preferred playmates did not differ much. Students without disabilities thought more highly of their

intellectual and social skills than students with disabilities did at the intermediate level. Teachers reported that both elementary and intermediate disabled pupils' social skills had improved.

2.4 Research Gap

The review of related research literature conferred an outline of studies associated with children with special needs, inclusive education, and special schools. The maximum number of study has been review on inclusive education, parent's attitude towards special education, and Children with special needs in the international, national, and regional areas. A close perusal of the review of studies revealed that the studies on current issues of inclusive education, special education versus inclusive education are voluminous and approached from several perspectives. Significant quantities of studies have been conducted on the academic achievement of special children, Integrating Technology into Inclusive Classrooms, teacher's perspective, and inclusive education of students. A review of related studies indicated that a lot of studies have been conducted at the National level to measure the contact of special and inclusive education. However, at the regional level, limited studies have been conducted. The most striking feature of this comprehensive review is that no systematic attempt was done to discover the problems of special children and their academic facilities. The majority of the studies were conducted on a general category of population. In light of this, it became necessary to decide whether to conduct research on education for children with special needs in Assam.