
Chapter-II
Review of Related
Literature

CHAPTER-2

REVIEW OF RELATED LITERATURE

2.1 Introduction

The methodical identification, location, and analysis of publications providing information relevant to the research subject constitute the study of related literature. The phrase is frequently applied to the written portion of a research plan or report that describes the evaluated papers. Articles, abstracts, reviews, monographs, dissertations, books, other research reports, and electronic media efforts are examples of such materials. The primary goal of examining the literature is to determine what has already been done on your issue. This information not only prevents you from purposely repeating someone else's study, but it also provides you with the expertise and insight required to arrange your issue inside a logical framework. Studies can assist you justify the relevance of your study by providing the rationale for your research hypothesis and hints of what needs to be done. Another key goal of reading the literature is to identify research strategies and specific data gathering procedures that have been or have not been protective in studies comparable to yours. This material will assist you in avoiding the mistakes of previous researchers and benefiting from their experiences. It may recommend techniques and processes that you had not before explored.

A meticulous scientific examination, particularly the quest for new facts in any field of knowledge, is referred to as research. It may be described as the use of scientific approaches to investigate issues. It is a methodical endeavour to find meaningful answers to inquiries regarding phenomena and happenings. According to *Redman and Mory (2009)*, research is "a methodical endeavour to gather new information."

Best (1977) claims that "practically all human knowledge may be discovered in books and libraries." Unlike other animals, which begin over with each generation, man builds on the collected and documented knowledge of the past. His continuous addition to the immense bank of knowledge enables development in all fields of human endeavour.'

A survey of related literature was conducted in the current study because it offers background and technical information that would be beneficial in carrying out the proposed research. One of the most significant aspects in the preparation of any research project has been a rigorous evaluation of research journals, books, theses, and other sources of information on the subjects to be researched. There is a scarcity of literature in the topic of the current study, particularly in the Indian setting. Because the idea and practise of inclusive education are new to the world of education, research studies are being conducted on many situations of this burgeoning area. The investigator pursued a few related research investigations at various phases of the study, which are listed below. The reviews were conducted in relation to challenges and the implementation of inclusive education at the secondary school level, and they are presented in chronological sequence.

2.2 Studies related to the Different Perceptions of Intellectually disabled Students and Teachers regarding their Education:

(Bacon & Baglieri, 2001)¹ this study analysed the experiences of intellectually disabled students is studying in a public university at post-secondary. This study explored the experiences of disabled students by narrating their own experiences and performance that is social skills, different relationship, pursuing social opportunities, independency and learning by self. According to this paper researcher raised the voice of disabled students to ensure that such student should be central part of program development in education. This study helps researcher to understand that experiences of intellectually disabled students and due to lack of attention on such students' education they leg behind to be the central part of program development.

(Goransson, et al., 2020)² explored in this study about (N=2871) Swedish teachers' views in different schools about education for intellectually disabled students. This study is strongly agreed on the findings that there is a strongly need of segregated schools for intellectually disabled students. According to researchers there is limited co-operation provided by colleagues from regular schools and less compatibility in inclusive education for students with intellectual disability. This study helps researcher to understand that segregated schools are more beneficial for intellectually disabled students.

*(Klefbeck, 2020)*³ carried out a study to enhance learning of intellectually disabled students and find out that teachers' support affect students' intervention in a positive way. Researcher attempted to explore the collaborative development for special education. According to the findings of the study Lesson Study Framework is an effective way of teaching and examining teachers' support about their teaching and learning. This study helps researcher to understand that any kind of intervention in teaching-learning of students with intellectual disability in an appropriate manner can affect learning process in an effective way.

*(N.Troller, et al., 2020)*⁴ concluded in the study that the no. of hours of compulsory intellectual disability content to medical students were not significant. Researcher stated that person with intellectual disability needs regular health care because of some complex health issues, frequent health care episode and experienced poor health issues and medical participation has less knowledge and skills regarding this problem. This study help researcher to understand that this content should be more researched and teach to medical students.

*(Furrer, Stefan, Eckhart, & Nagel, 2020)*⁵ concluded in this study that students with intellectual disability are less known about physical education and their social participation. According to researcher, there is a positive relationship between teaching strategies, co-operative skills, social acceptance and interactions in inclusive physical education. Findings of this study shaded light on different attributes of students with intellectual disability with physical education. And there is no significant relationship between physical education with positive interactions. This study helps researcher to understand that teaching co-operative skills are like an inclusive physical education teaching strategy to foster social participation of such students.

*(Zavaraki & Schneider, 2019)*⁶ explored that blended learning approach is an effective method for students with special needs. Researcher found that this approach is a mix up methodology of environment, learner, tools, support and evaluation as well as. This study helps researcher to understand that blended learning approach should be included in the fulfillment of the required teaching-learning process for students with special educational needs.

*(Devi & Sarkar, 2019)*⁷ carried out a study to explore the importance of Assistive Technology for students with intellectual disability. Researcher 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. This study helps to understand Researcher that the barriers in using the Assistive Technology are few but although it should be recommended to remediate it for students with special needs.

*(Maturana, Mendes, & Capellini, 2019)*⁸ in this paper authors analysed different school professionals' perspectives and family regarding school transfers of intellectually disabled students. This study helps researcher to understand in identifying five thematic parameters for implementing special education in inclusive settings and everyone (teachers and family members) always depends on the degree of disability, required skills and attitudes of teachers and family members towards intellectually disabled.

*(Klang, et al., 2019)*⁹ surveyed within teachers of intellectually disabled students in mainstream and also in special educational settings in Sweden. Finding shows that teachers in both settings (mainstream and special) gives their best in terms of time, different activities like teacher-centred and learner-centred activities. According to researchers, this study helps researcher to understand that teachers in traditional school environments reported having high expectations from students in their performance rather than teachers in special educational settings.

*(Byrne & Muldoon, 2018)*¹⁰ concluded in this study that teachers have mix perspectives like they say something but in action is another thing. Teachers are one who wants to help young people with intellectual disability to be them independent like other normal people. Teacher's feels protective for people with intellectual disability or you can say that they provide a few choices to intellectually disabled people in comparison with normal people. This study helps researcher to understand that intellectually disabled students has a normal life, they need support of their family, society and others to live a life without barriers.

*(Pudussery & Bhattacharya, Intellectual Disability: An Inclusive Reality, Teacher-Parental Perspective, 2018)*¹¹ concluded in this study about various educational needs

of intellectually disabled student in the view of parents and teachers at elementary level. The findings of the study revealed that most of the parents are unaware about the needs of their children. This study helps researcher to understand that teachers were satisfied with the educational environment of schools regarding the educational teaching learning process.

(Weiss & Fardella, 2018)¹² this study investigated different requirements of educational pedagogical process of a student with moderate intellectual disability and severe intellectual disability in regular and special both setup. Research findings emphasized especially on knowledge attitudes and skills of students according to the need of teachers. This study concluded by analysing effective tactics of result-orientation of student performance and data from instructors' practises to improve students' abilities and accomplishments in an inclusive setting.

(Hayes & Bulat, 2017)¹³ in this study researcher attempted to provide effective suggestions for inclusive education and policies for less developed country. According to researcher, it would be better if countries' limited resources for implementing inclusive education on an essential stage for children with disability. This study helps researcher to understand that in developed countries inclusion policies are more implemented than in less developed countries.

(Aldakhil, 2017)¹⁴ This study aimed to explore about the teachers of Saudi to understand everything about inclusion labelled of Intellectual disability and other disabilities. Investigator exposed some issues of students with intellectual disability through conducting this research and data collected by semi structured interviews with 31 teachers of Saudi. According to the findings, the study helps researcher to understand that uncovers facts out mainstream schools regarding challenges and practices of students with Intellectual disability. Researcher recommended Saudi government to develop inclusive policies and inclusive space for all.

(Algahtani, 2017)¹⁵ this study offers different teaching strategies, approaches and provides a number of brilliant recommendations for teaching pedagogy of intellectually disabled students in schools. According to researcher there are two approaches for teaching-learning of intellectually disabled students and these are constructivist and behaviourist approaches. This study helps researcher to understand

that Students with intellectual disability require unique teaching methodologies because of their disability in analysing academic knowledge so they should encourage in active participation.

(Raty, Kontu, & Pirttimaa, 2016)¹⁶ this study was a qualitative approach to produce an overview of some practical recommendation for the teaching of intellectually disabled students proposed in educational researches done from 2000 to 2013. In the findings of the study it's been revealed that this study provided a less information of such topic and this topic should be research in diverse perspectives. According to investigator the quality of practical suggestions must be improved specially in special education discipline. This study helps researcher to understand that recommendations are identified, evaluated but implications must done in an appropriate way for practice and research for the teaching of students with intellectual disability.

(Alshemari, 2016)¹⁷ conducted a study to investigate preparedness of special-educators for inclusive education in Kuwait. This study was concerned about the attitudes of special educator towards (a) intellectually disabled students (b) inclusive education and (c) about teachers' confidence level of teaching with intellectually disabled students in inclusive schools. This study was attempted to examine two variables; attitudes and confidence. Findings of this study indicated that special-educators have a positive attitude towards the students with intellectual disabilities and it depends on the available resources and support. So, based on findings researcher attempted to recommend some practices for social-awareness, training program and physical support for such students.

(Evins, 2015)¹⁸ carried out a study to provide information to the educators' about the potential growth of students with intellectual disability when they got education in the mainstream school. According to the researcher, there is a dire need of raising awareness level of teachers to get additional support from inclusive settings. In this study, researcher take interview with four teachers to revealed their learning between students with intellectual disability and normal students. This study helps researcher to understand that integration of intellectually disabled students can help them to grow and teachers' support can enhance their potential growth with additional support.

*(Shmeleva, Kislyakov, Luneva, & Maltseva, 2015)*¹⁹ the study was conducted on 700 students with the help of a questionnaire to identify negative social phenomena in schools. According to this study some subjective psychological factors of teacher's readiness were explored by interviewing 300 teachers. This study helps researcher to understand that there are some essential psychological factors required in teachers to determine ways to improve education in order to ensure the social safety of students and society as well.

*(Barbra & Joyline, 2014)*²⁰ concluded in this study that school organizations should organize some in-service courses and workshops for teachers with respect to special education because these training programs are beneficial in enhancing positive attitude among teachers and improve their knowledge and skills for catering the needs of mentally disabled students in regular school. Regular teachers may be competent from acquiring required skills and knowledge from training courses and workshop programs. According to the recommendations of researcher, there should be an inclusive education policy in place to meet the educational requirements of children with mental disabilities in inclusive schools.

*(Browder, Wood, Thompson, & Ribuffo, 2014)*²¹ examined in this study an innovation configuration matrix that may be a helpful tool for teachers to guide them in development of evidence based teaching-learning for students with several disabilities. Researcher explained level wise implementation plan for this tool for educational innovations for at least 30 years. Researchers' propose for conducting such study was to produce high quality research on teaching students with severe disabilities in terms of innovation configuration of educational practices.

*(Ferguson, 2014)*²² carried out a phenomenological study to find out personal information of live experiences of the participants in the study. Data Collection tools of the study were Focus Group Discussions and personal interviews. According to the findings of the study it has been seen that inclusive education is beneficial for students with and without disabilities. This study helps researcher to understand that some particular benefits of inclusive education are social developments, opportunities for children with intellectual disabilities. But sometimes these benefits are compromised by different challenges exists in education system.

*(Vernier, 2012)*²³ 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 with respect to the intellectually disabled students. So, the purpose of conducting this study was to secure a 60 minutes training session for teachers to alter their perception regarding inclusive education. This study helps researcher to understand that effective training of teachers can change their perceptions about inclusion of intellectually disabled students.

*Evmenova & Behrmann (2011)*²⁴ in this study investigated discussed about audio-visual facilities to support comprehension and acquisition of concept associated with academic-content of students with intellectual disability. According to the researcher's reflection academic-content videos are useful in comprehension and retention by students with intellectual disability. So the audio-visual content, pictures highlighted text etc must be used by teachers in teaching-learning process of students with intellectual disability.

*(Stavroussi, Papalexopoulos, & Vavougiou, 2010)*²⁵ explored in the present study about educational views in science education of students with mild intellectual disability to moderate intellectual disability. Investigator shed light on enquiry method and its implementation on science teaching with students of mild intellectual disability to moderate intellectual disability. Investigator strongly agreed to implement enquiry method as an appropriate instruction method and discuss in favour of hand-to-hand activities and real-life experiences should be used in science teaching of students with disability. This study helps researcher to understand that enquiry method can enhances their functioning in terms of academic skills acquisition.

*(Blackie, 2010)*²⁶ carried out a study to examine the perceptions of teacher-educator regarding inclusive education. In the study, researcher examined the barriers related to learning, teachers' skills related to inclusive environment and importance of support in inclusive education and training programs. Findings of the study demonstrated equal amount of favourable and unfavorable perceptions of teachers towards inclusive education. Emotional and cognitive barriers were the perceived barriers related to the learning in inclusive education. Parental support is important to implement the inclusive education. This study helps researcher to understand that teachers are the

key component of learning process of intellectually disabled students and they can identify and supports them with their skills.

*(Jackson, 2008)*²⁷ carried out a study related to the context of inclusion or segregation for children with intellectual disabilities. According to the findings of this study it was found that intellectually disabled children get benefits from inclusive education in terms of academics and socially. In this study researcher tried to get some strong evidences regarding to the advantages of inclusive education against segregated education. Researcher reported many new strategies like teacher-collaboration, multi-level teaching, and co-operative learning. It has been found that inclusion of children with disabilities had an impact of changing the culture of school to be more inclusive and to get benefited by each student.

*(Broer, Doyle, & Giangrecol, 2007)*²⁸ concluded in this study about the perspectives of students with disabilities. In this study participants were verbal and able to recall and narrates all events, happened in their past. Four themes were codify in this study and interlinked with each other's and also describing the relationship of paraprofessionals with participants of the study and supporting them with their prime and important relationship with students in school time.

*(Kern, 2006)*²⁹ carried out a study regarding investigating the attitudes of k-12 regular and special educator to know about inclusive educational scenario. There was some important dimensions of attitudes were examined by researcher and these were; attitudes, experiences, implementation strategies, basic knowledge of teachers that are the basic things needed in formation of an attitude. In this study, researcher tried to understand the attitude of teachers regarding inclusive education.

*(Broer, Doyle, & Giangreco, 2005)*³⁰ carried out a study to examine the perspectives of students with disabilities about special education paraprofessionals. Findings of the study showed that paraprofessionals and students with disabilities were interrelated by four special themes regarding their perspectives and these themes were friends, mother, protector and primary teacher. Findings of this study showed both positive and negative perspectives about these four themes and some points were considered about researcher's point of view like implications for practices encouragement, social

support, increase teachers' involvement and voices of students with disabilities by including them in decisions-making about themselves.

³¹A document titled '*Guidelines: Promoting Physical Activity among People with Disabilities*' was published by Health Education Authority related to the five children and adults were having one or more than one disabilities in Massachusetts. The prime focus of this document was to explore about greater and environmental issues that was faced by disabled people. According to this document it was suggested that physical activities may reduce or overcome the issues of disabled.

2.3 Studies related to Different Policies & Provisions for Education of Intellectually Disabled Students in India:

³²Government of India released a policy document titled "*Integrated Education for the Disabled Children (IEDC)*" in 1974. The document asserted that removal of architectural problems in school in the first 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 the society into two dimensions: the first is environmental problems and another is attitudinal problems. The major environmental problems were of two types: architectural and communication problems. People generally have negative attitude that related disabled person with his or her disability and not to his or her abilities.

³³A policy document title "*Sarva Shiksha Abhiyan: Programme for Universal Elementary Education*" was released by "*Ministry of Human Resource Development,*" Govt. of India in 2002. The document was amended from time to time the document clearly states that architectural problems in school shall be removed for easy access. Efforts will be made to offer accessible facilities in schools and educational institutions. The initiative should also include the development of creative designs for schools to offer an enabling atmosphere for students with special needs.

*UNICEF (2003)*³⁴ conducted a study to present 'Examples of Inclusive Education in India.' The targets of this review were to survey the condition of exceptional requirements and comprehensive schooling in the country as far as arrangements, assets and practices; to recognize and reported the encounters of 'good practice

models' of unique necessities and comprehensive training for kids with inabilities and to give suggestions to fortify the limit of the public authority and other accomplice in the country to achieve strategy change and advance projects that help comprehensive instruction. The study documented examples of successful inclusion. It was observed that although special schools and integrated education have been developed over the years, inclusive education has gained momentum during the last decade of 20th century.

Shreenath in REACH India (2003)³⁵ under the title 'Breaking Barriers: Towards Inclusion' concluded that there was a lack of involvement of people with disabilities in poverty eradication projects. The people with disabilities constitute poorest community whose involvement in community development project is must to know their needs and difficulties. It was generally a lack of awareness and experiences that people with disabilities were excluded from poverty eradication projects considering them incapable or worthless.

Soni (2013)³⁶ explored the perception of disabled children regarding their education. The purpose of investigator was studied about perceptions of students, their parents and teachers in the school about the education of disabled students at elementary level. The sample was taken from rural areas of Madhya Pradesh specifically from Devas and Ujjain District. Tools for the study were questionnaire, interviews and observation schedule. According to the findings of the study there is the need of intensive efforts to create awareness about Sarv Shiksha Abhiyan so that the disabled children might get benefit and the goal of Universalization of Elementary Education (UEE) might that achieve successfully.

Balasundram (2005)³⁷ asserted that poor student-teacher ratio, lack of academic motivation and teachers' lust for money and disparity between elite educational institutions and their poor counterparts were some factors that acted as problems to 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.

Koul (2008)³⁸ concluded many useful suggestions about teaching strategies in inclusive setting according to a project of Indira Gandhi National Open University (IGNOU) and Ministry of Human Resource Development in India. According to the researcher, the strategies should be modifying material and activities, team teaching, peer tutoring, co-operative learning, language experiences and the task analysis; these strategies was recommended by different experts as there was a need to take help from other specialists like physiotherapist, speech therapist, and social worker in inclusive settings apart from the regular teacher.

“The National Centre for Promotion of Employment for Disabled People” (NCPEDP), New Delhi (2009)³⁹ conducted a survey about the education status of disabled persons in India. During the survey 322 Universities and 319 schools were contacted and out of these 119 university and 89 schools responded. Only 0.1 percent of impaired pupils attended colleges, whereas 0.5 percent attended regular institutions, according to the findings. The number showed that there was still a lot of prejudice against handicapped people in society.

O Keefe et al. (2007)⁴⁰ in a report, titled “People with Disabilities in India: From Communities to Outcomes” published by the World Bank Human Development Unit, South Asia Region, it was stated that majority of the school buildings in India were not accessible to disabled people. It was found that only 18.25% of Sarva Siksha Abhiyan schools were ‘barrier-free’ and the number was lower in some states with 2.36% in Jammu and Kashmir and 6.12% in Bihar. It was further observed that almost school buildings were already built and modified in existing architecture are very expensive, however modifications are needed if the education system is to be made inclusive. The report further stated that the split of teacher education between “Rehabilitation Council of India” and “National Council for Teacher Education” as apex monitoring bodies is effecting the inclusion.

Singh (2009)⁴¹ in an article titled “Challenges in Inclusive Education and Service Provisions: Policies and Practices in Indian Context” concluded that about 98.23% of disabled children were not attending any type of educational institutions in India. The study discovered that deep-seated negative sentiments and societal stigma associated with disabilities have resulted in handicapped people being excluded from society. The availability of educational institutions for disabled learners was not in proportion

to their number. Moreover, issues like social and economic constraints, perceptions, curriculum, governance and resources were important for consideration of inclusive education. The researcher further observed that physical access to school is not only the issue in inclusion but social, academic and economic access also needed attention of policymakers. It was believed that merely having physical access to the school did not guarantee meaningful engagement. Factors such as a school atmosphere that values diversity, a safe and friendly environment, and positive attitudes are necessary for involvement to be meaningful. While physical access is required, the government should not focus just on physical access for children with disabilities, but instead address a variety of issues that make school especially inaccessible. The language and structure of instructions, for example, will be made part of the access process. Deaf students need sign language, Braille readers need big print textbooks, and blind students need large print textbooks.

Pandey (2013)⁴² conducted a look at the issues of implementing inclusive education at the primary level in Delhi. Researcher used Descriptive survey method to conduct the study. The sample comprised teachers and head of schools located in Delhi. Interview and observation schedule were used to collect data from the sample. A comparison was made between public and government schools for analysis of results through percentage method. It was found that both types of schools namely government and public were not aware of the concept of inclusion. They failed to differentiate between the terms 'inclusion' and 'integration'. The results indicated that inclusion was better facilitated by the private schools as compared to the government schools. The awareness among the principles regarding facilities concessions and constitutional provisions for the disabled was found to be low. The findings revealed that 92 percent of schools lacked instructional learning tools for visually impaired students, such as Braille sheets, Braille books, tactile maps, embossed diagrams, big print books, and so on. Educational aids and appliances such as Braille duplicators and writers, writing devices, and other writing equipment were not available in 86.5 percent of government schools and 71.6 percent of public schools. For students with exceptional educational needs, the majority of schools lacked basic equipment, assistance, and appliances. Only PCs with text-to-speech software were available. The lack of these resources and equipment posed a significant obstacle to the implementation of inclusive education in Delhi.

*Singal (2009)*⁴³ in UNESCO paper titled “Education of Children with Disabilities in India” concluded the mainstream instructors erected hard boundaries between 'regular' children and the 'included' in the micro-processes of the classroom. It was argued that although learning in an appropriate environment was important, but it was difficult to decide as how this appropriate environment is constituted considerably, who made decision where a child is put correctly. The present overmedicated perspective of CwSNs, according to the study, diverted attention away from the child's learning demands. The focus was mostly on attempts to address child-related issues by providing help and equipment.

*Kaul (2015)*⁴⁴ conducted a study titled “A Study of Implementation of Inclusion of Children with Special Needs in Delhi Primary Schools”. The goals were to find schools that had effective inclusion procedures and to look at the perspectives and attitudes of primary school principals and teachers toward include kids with disabilities in their classrooms. the role of administrators in bringing about change in schools and the techniques and practices for implementing inclusion in schools. A total of 20 Municipal Council of Delhi schools, 49 instructors, children with special needs, and 20 principals were included in the sample. Data was collected using an attitude scale, a survey, an interview schedule, and classroom observations. The information gathered was submitted to quantitative and qualitative examination. The findings of the study concluded that most of the principals showed favourable attitude towards inclusion. It was recommended that the in-service training programme must include subject matter on inclusion and principals and teachers were to be given more opportunities for observing and knowing the students with intellectual disabilities. Deficiency of appropriate infrastructure for disabled in schools was identified as potential barrier to their education. Principals were found the key agent for bringing change in schools for the education of children with disabilities.

*Sharma (2012)*⁴⁵ examined programs and activities under Sarva Siksha Abhiyan with references to education of special needs' children at elementary school level. The study found attitudinal problems for CwSNs. However, most of CwSNs reported non-discrimination on the part of teachers. There were no problems to doors, windows and floors. The facilities of ramps and toilets were available with handrails.

*Yadava (2013)*⁴⁶ viewed that inclusive education in India is still in the early stages of planning and execution. Despite the fact that the pace of implementation is slow, the concept has been discussed, debated and implemented at some places with a hope to get positive outcomes. The author noticed teacher education a weak link between policy and practice inclusion. It was observed that the teacher education diplomas and degrees offer 'education of special need' children' as an alternative subject which is inadequate to train teachers to teach children with special needs in inclusive settings.

*Desprabhu (2014)*⁴⁷ concluded an overview of inclusive education in India. It was felt that inclusive education is the need of the hour and demand of the day. A long list of problems that obstruct inclusive education was presented. The attitude towards the disabled was rated greatest problems to inclusion. Another major obstacle reported by students was physically getting into the school. The inadequacy of funds, fragmented and uncoordinated training of, teachers, socio-economic factors and inappropriate government policies were also found challenges in implementing inclusive education. It was determined that inclusion without proper general school preparation would not produce good outcomes. It is critical to address concerns such as infrastructural infrastructure, curriculum adjustments, and instructional materials.

*Sharma & Das (2015)*⁴⁸ discussed attitudinal, social and educational problems in inclusive education. It was stated that inclusive education as an ideology is implemented through "Sarva Siksha Abhiyan", yet there are many hurdles in achieving its goals. The authors described several hurdles like negative attitude of masses, social stigma and inadequacy of educational facilities together with health problems of disabled children as well as inadequate infrastructural facilities that discourage learners with disabilities to take advantage of inclusive education.

*Mishra et al. (2017)*⁴⁹ emphasized the need to focus on educating children with disabilities in mainstream settings. It was noted that inclusion is generally cost-effective than special or separate schools. The author viewed that progressive policies, trained staff, accessible facilities, flexible curriculum and teaching methods are not an additional intervention but they are essential to benefit all children in inclusive schools. It was argued that it is the responsibility of the teachers that every student, with his or her own interests and capabilities is included with and accepted by other children. In view of large number of disabled children in the country try and scant

availability of special education professionals, the cross-disability approach was recommended for dealing with disabled children in inclusive settings.

*Pandey (2016)*⁵⁰ studied structural problems in implementing inclusive education for children with special needs. The sample consisted of government primary and upper primary schools of Varanasi city. A checklist consisting 15 items was used to identify the physical problems. It was found that majority of schools have accessible doors, well maintained windows, stairs with adequate railing, ventilated and illuminated classrooms. However, the study revealed that only 50 % of schools have adequate ramps, disabled friendly toilets and water outlets.

*(Mehrotra, 2013)*⁵¹ has brought this issue to light by claiming that much of the literature is in the form of news, reviews, and compilations of articles from across the world, studies in the form of cases and literature created by NGOs, or documentation of rehabilitation procedures. While disability law in India has been the topic of heated discussion in recent years, disability and its related concerns have received less attention in study.

*(Singal 2010)*⁵² Furthermore, the scant research that tackles disability concerns in southern nations, including India, is mostly focused on obtaining statistical data on the prevalence of impairment and measuring the efficacy of rehabilitation programmes. Scholars have recently begun to investigate the experiences of handicapped people. As a result, empirical research that have focused on the relationship between disability and gender notions of disability, disabled identity, and disabled individuals in the workforce are significant outliers to the prevailing focus on gathering quantitative data on disability in the context of India.

*(Upadhyay 2013)*⁵³ However, in comparison to the large literature available on the experiences of other marginalised groups such as women, scheduled castes, and scheduled tribes in different aspects of life, including higher education, such studies are limited in number. Gender, like disability, is a common sign of marginalised identity among various social groups. Furthermore, they [disability and gender] are about power relations and how social inequity is construed. Political, social, and economic structures are all based on these hierarchies of physiological value. Despite the fact that relationships between gender, caste, race, and other factors have been

recognised and critically discussed in academia, such engagement with disability has been mostly missing.

*(Ghai 2002)*⁵⁴ 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 marginalised communities have excluded handicapped people from this category. Instead, scheduled castes, scheduled tribes, and women have received the majority of the attention.

*NCEPDP (2005)*⁵⁵ Moreover, scholars, government organisations and non-governmental advocacy groups who have undertaken studies to address the question of access to higher education for disabled persons have conceptualised access as enrolment, availability of accessible infrastructure and support facilities and have restricted themselves to a statistical analysis of the same. The discussion thus far suggests that in the southern context, and especially in India, in the literature, there is a near-complete lack of detailed descriptions of the experiences of persons with disabilities in all parts of life, including higher education.

2.4 Studies related to the Learning of Intellectually Disabled Students in Foreign:

*Benjamin A. (2021)*⁵⁶ after learning activities that improve learning rapidly, concluded that we should keep in mind that they aren't always the same strategies that result in durable, long-term learning. When we're thinking about how to learn stuff, we're also thinking about the factors that make it feasible for us to have access to it. More work should be done to increase metacognition by keeping track of our accomplishments and mistakes in estimating what we tend to do and don't understand, and by using victimization testing to track our development and consider what types of activities indicate learning.

*Flâmia F. (2018)*⁵⁷ researched to solve the many challenges linked with methodologies information science, informatics, science, and scientific discipline are required to know a number of the instructional features of the learning process changes. The study's goal was to compare memory and intellectual designs in

elementary and secondary school children with learning impairments and attention deficit disorder, as well as individuals without learning problems. A complete sample of 370 students from public colleges were on an individual basis evaluated victimization the Rey advanced Figure check and also the thinking designs Inventory-Revised II. The findings revealed significant differences in memory state between students with attention deficit disorder and persons without learning impairments. Between the three teams studied, there were significant differences in the version of the Thinking Designs Inventory. The conservative fashion has a negative correlation with memory. The differences across the teams, as well as the association between these measures indicated that any investigation of these factors within the teams of scholars with learning disabilities was required.

*MoEVT (2010)*⁵⁸ findings revealed that PEDP and SEDP (I and II) were successful in increasing the enrolment of kids and students with disabilities in primary and secondary schools, respectively, according to MoEVT (2010). According to MoEVT (2011), the number of children with disabilities enrolled in Tanzanian normal schools, including primary and secondary has been growing. According to data, the number of students with disabilities enrolled in elementary school climbed from 18992 in 2006 to 26436 in 2011, while the number of students with disabilities enrolled in secondary schools increased from 716 in 2006 to 5534 in 2010, but declined to 5008 in 2011. This means that, in recent years, children with impairments, such as mental retardation, have continued to improve their attendance in primary and secondary school. This might be attributed to increased community awareness and the country's strong political structure, which supports education for children with disabilities, including those with mental retardation.

*Kuntz H. (2010)*⁵⁹ stated that while existing methods aim to engage people with intellectual impairments in community activities, stigmatizing public views can be a roadblock to full social inclusion. The Social Distance Subscale of the “Multidimensional Attitude Scale on Mental Retardation” was completed by 625 community members. Results Participants who were older and had less education had opinions that represented a bigger social divide. Participants who had a close relative with an intellectual impairment and who thought the typical degree of disability was mild had reduced social distance. Because of the little diversity in ratings, we have to

doubt our overall result of extremely positive views regarding social engagement with people with intellectual disability. Although some demographic characteristics are still useful in determining social distance views, this study shows that the assessment of this construct has to be revised in order to provide a true and sensitive portrayal of public opinions.

*Jones K. et al (2013)*⁶⁰ stated in his study Pupils' with mild intellectual disability face many problems in their adaptive behavior skills due to their poor memory which cause them withdrawal and alienation off their society and it has a negative effect on their academic performance, self-concept and creative thinking with compared to their normal peers. Consequently, they need appropriate strategies to overcome such problems and help them adapt with themselves and their society.

*Graham H., (2005)*⁶¹ concluded that individuals with intellectual disabilities experiencing negative self-evaluations, feelings of powerlessness, and frustration. Individuals with intellectual impairments may face prejudice and discrimination in areas such as school, work, housing, and everyday contacts with the general public, which can have a severe impact on their overall quality of life. Studying characteristics connected to attitudes toward people with intellectual impairments might reveal attitudes that can stifle their quality of life and prevent them from participating fully in their communities.

2.5 Research Gaps

The research literature tends to treat learning disparities in special education separately. Although there are good number of studies on learning processes of students with intellectual disability at different levels but there is a vast scope for investigation in relation to learning and other aspects of education. Most of them generally researched that why there are fewer students in education with intellectual disability problems. In this study investigator focused on how to bridge the enrollment gap, academic achievements, retention capabilities, concept formation and different factors that influence the learning of such students from teacher's mouth. Researcher would like to investigate following research gaps which are found after an intense review of related literature of different studies has been done previously:

Lack of studies regarding favorable classroom and home environment for intellectually disabled child: As India is the, very less research has been done to investigate the educational differences of intellectually disabled students. But in this study, not only problems of such students are investigated, but the experiences and views of their parents and teachers would be important. It would help to appreciate the positive aspects of students with ID regarding the usefulness of their learning and at the same time it would help to make a better learning environment for them in classroom and at home also.

Lack of Integration of students with intellectual disability with exclusive world: The findings of this study will provide experiences of such students like different factors that influence their identity formation with normal people in association to the learning. Based on the previous researches reviewed by the researcher in intellectual disability education area, it is found that even today, in many families and schools (be it special or inclusive), such students are prohibited from the participation of extra-curricular activities, which is considered as the prime mode of their physical and mental development. The reason behind the objection is the fear that ‘the student may develop a culturally inclusive identity or may get lost to the world which is limited to inclusion’ and this might contribute in non-integration of intellectually disabled students with the exclusive world. Only a teacher can help students to develop their understanding in culturally inclusive identity for their life.

Lack of demographic factors to understand usefulness of learning: Whatever research has been done lacks demographic factors and understanding towards importance of enhancing learning of students with intellectual disability. The research study has been taken all these factors into consideration during the course of research. The study's potential findings may have relevance for parents, school teachers, educators, institution administration, and policymakers attempting to eliminate or minimize the issues related to intellectual disability in association to conceptual learning, classroom environment issues, policy implementation and increasing the enrollment rates of such students with the best possible options in curricular and co-curricular programmes.