

**STUDY ON INCLUSION STATUS OF CHILDREN WITH SPECIAL NEEDS AND
EFFECTIVE TEACHING IN INCLUSIVE CLASSROOM IN CHANDIGARH**

Kamal Dev Dept. of Community Education and Disability Studies

Email ID: *devkamal1991@gmail.com* **Mob:** +91 9501156591

Bikram Dept. of Community Education and Disability Studies

Email ID: *bikramchd2012@gmail.com* **Mob:** +91 9915729038

ABSTRACT- This article gives a review of research findings on viable teaching in comprehensive classrooms. It has been discovered that compelling teaching and learning practices rotate around the setting. The idea and practice of powerful teaching must be talked about and can just capacity inside a particular setting. Inclusion, Children's Rights with Special Needs, is an alternative to educating students with special educational needs alongside non-disabled children, i.e. comprehensive schooling. A child with special needs has problems, such as personal, social and many times academic, at school, and feels isolated in their environment and society. Before, there were only special schools that took care of these children's issues. But now the paradigm has shifted, unique, holistic and multicultural solutions have arrived. This analysis would not assert to be extensive or definitive, but it should be designed as a guide to some of the most influential studies on effective teaching in inclusive classrooms.

KEYWORDS- Inclusive Education, Classroom Practice and Teacher Factors, Special Educational Needs, Special Educational Needs Policy

INTRODUCTION

It was generally believed that children with special educational needs were different from their peers and that their social and learning needs were so different to those of other children that they required separate education outside the mainstream school. During the primary portion of the twentieth century, there was practically no advancement in the improvement of educational arrangements for the individual with general learning disabilities, at that point called mental impediment. It was not until the mid-nineteen-fifties that various intentional associations and strict requests stepped up to the plate and set up schools for students with such disabilities. In the course of the most recent couple of decades, the improvement of inclusion has become to focal global education strategy and has constrained changes in the enactment in numerous nations. The inclusion of students with obstructions to learning in normal schools is a piece of the worldwide

development for human rights. All students reserve an option to education, paying little heed to their individual qualities or challenges. In adopting a human rights strategy or human equity viewpoint, it is basic to cultivate fairness for assorted students.

The United Nations made a widespread structure to create an educational program for all students, incorporating all with exceptional educational needs[1-2]. Inclusion in education is worried about giving equivalent learning encounters and equivalent open doors for all youngsters, youth with a particular spotlight on bunches helpless to be forgotten about from social life. This apply not exclusively to kids with extraordinary educational needs however even those considered to have emotional, behavioral, physical and mental disabilities yet in addition to minority networks; skilled or capable students; youngsters with social challenges, for example, road kids, offspring of jail detainees; individuals in distraught and remote areas[3]. The RTE Act - 2009 gives a lawful system that supports free and mandatory rudimentary education for every one of the offspring of India, between the age gathering of 6-14 years. It likewise advocates for an education that is liberated from fear, stress and uneasiness and of sensible quality, in light of standards of value and nondiscrimination. To actualize the inclusion standards we have to take a gander at emerge of the boundaries in education framework and need to deal with for their expulsion. Inclusion in the study hall requires an instructor to consider every one of the students whether typical or with exceptional educational needs all the while, to anticipate their adapting needs and to address the educational program.

The Government of India has made various arrangements around a specialized curriculum since the nation's freedom in 1947. Despite the fact that the Government of India has endeavored to make strategies that are comprehensive for individuals with disabilities, their usage endeavors have not brought about a comprehensive arrangement of education, nor have they arrived at their objective of "education for all" the nation over. The Government of India needs to connect the holes in their education framework to assemble a solid arrangement of comprehensive education in India.

The steps taken by 'SarvaShikshaAbhiyan' for special need children in Chandigarh are as follows:

- Approachability: To remove the obstacle of barring, 'SarvaShikshaAbhiyan' Chandigarh has initiated a process to mainstream the children with special needs in the regular

classrooms. The steps taken by SSA Chandigarh in this regard are as follows: i. Identification of children with special needs by the medical team of Government Hospital Sector 32 and 16. ii. These children should get admitted into the school within the 1, 3, 4 or 7 Kilometer of the radius of their home. iii. Special assistive tools and medical equipment are given to the children with special needs with the help of NGOs and the School Health Programme. iv. Transport allowance is provided to children with special needs. v. The children who cannot be mainstreamed into the regular classrooms due to their severity of disability were provided home-based education.

- Activities: To give equal education SSA Chandigarh has started a skill training program for children with special needs and world disability day is also celebrated to make people aware of the exceptional needs of such children.
- Actions: To provide quality of education SSA Chandigarh has given the emphasis on curriculum adaptations, individual educational plans, orientation and training to the teachers, support services and has provided assessment guidelines to the teachers[4].

SSA Chandigarh has taken commendable steps to facilitate equal education to children with special needs but still, teachers are finding it hard to provide quality of education to such children, so the present research paper emphasized the actual problems experienced by the teachers in inclusive classrooms.

INCLUSIVE EDUCATION

Fundamentally, IE implies educating learners with exceptional educational needs in standard educational settings. Nonetheless, IE isn't constrained to just position. Or maybe, it implies encouraging the education of students with uncommon needs with an entire suite of arrangements that incorporate educational program adaptation, adjusted teaching strategies, altered appraisal methods, and openness courses of action. So, comprehensive education is a multi-part procedure or, maybe, a megastrategy [5]. Comprehensive education is a procedure of reinforcing the limit of the education framework to connect with all learners and would thus be able to be comprehended as a key methodology to accomplish education for all (EFA). Inclusion is in this manner seen as a procedure of tending to and reacting to the assorted variety of

requirements all things considered, youth and grown-ups through expanding investment in learning, cultures and communities, and lessening and disposing of avoidance inside and from education. It includes changes and alterations in content, approaches, structures and methodologies, with a typical vision that covers all offspring of the suitable age extend and a conviction that it is the obligation of the normal framework to instruct all children.

CLASSROOM PRACTICE AND TEACHER FACTORS

Inclusion to a great extent relies upon instructors' frames of mind towards pupils with unique needs and on the resources accessible to them. In a lot of studies, the demeanor of educators towards educating pupils with extraordinary needs has been advanced as an unequivocal factor in making schools progressively comprehensive. In the event that mainstream instructors don't acknowledge the education of these pupils as an indispensable aspect of their responsibilities, they will attempt to guarantee that another person (frequently the uncommon educator) assumes liability for these pupils and will sort out undercover isolation in the school (for example the uncommon class).

The various kinds of resources accessible to educators can be derived from the microeconomics of teaching [6-7]. In these speculations, the term 'resources' alludes not exclusively to teaching techniques and materials yet in addition to time accessible for guidance and to the knowledge and aptitudes of educators obtained through preparing and experience. Every one of these resources can be utilized when handling contrasts in classrooms.

Teaching pupils with uncommon needs in the mainstream classroom no uncertainty veers off from the 'normal' program. Educators are gone up against the subject of how to teach these pupils. Pupils with extraordinary needs may require more guidance time or other learning strategies and expert knowledge. All things considered, instructors will feel the requirement for additional time, materials and knowledge. For the most part, this can be accomplished in two different ways: by an expansion in resources (additional time apportioned to educators) or by re-organizing accessible resources (other utilization of accessible time).

Expanding accessible time (for example using educational collaborators) or upgrading educators' expert knowledge (for example counsel groups) are methods for expanding the fundamental

resources for comprehensive education, however, instructors may likewise need to revamp accessible resources over the pupils in the classroom. Educators can, for instance, urge better than expected pupils to work all the more freely, to work with computers and to help one another, so all the more teaching time is left for pupils with extraordinary needs.

To understand the inclusion of these pupils in mainstream education, instructors will attempt to improve the degree of resources and separate between pupils as for the sum and sort of resources accessible to them. The thought is that an effective inclusion of pupils with exceptional needs relies to a great extent upon the accessibility of resources in the mainstream classroom and in transit instructors separate the resources between pupils.

A final important issue at the teacher and classroom level is a teacher's sensitivity and skills in order to enhance significant social relations between pupils. Particularly for children with special educational needs (and their parents) meaningful interactions with non-disabled peers are of utmost importance. The teacher should have the right attitude, but also needs a good understanding of how to develop these interactions and relationships. In summary, teachers' attitudes, available instruction time, the knowledge and skills of teachers and teaching methods and materials seem to be important prerequisites for special needs education within mainstream settings.

CHALLENGES TO IMPLEMENT INCLUSIVE EDUCATION IN INDIA

Inclusion to a great extent relies upon instructors' frames of mind towards pupils with unique needs and on the resources accessible to them. In a lot of studies, the demeanor of educators towards educating pupils with extraordinary needs has been advanced as an unequivocal factor in making schools progressively comprehensive. In the event that mainstream instructors don't acknowledge the education of these pupils as an indispensable aspect of their responsibilities, they will attempt to guarantee that another person (frequently the uncommon educator) assumes liability for these pupils and will sort out undercover isolation in the school (for example the uncommon class).

The various kinds of resources accessible to educators can be derived from the microeconomics of teaching [6-7]. In these speculations, the term 'resources' alludes not exclusively to teaching techniques and materials yet in addition to time accessible for guidance and to the knowledge

and aptitudes of educators obtained through preparing and experience. Every one of these resources can be utilized when handling contrasts in classrooms.

Teaching pupils with uncommon needs in the mainstream classroom no uncertainty veers off from the 'normal' program. Educators are gone up against the subject of how to teach these pupils. Pupils with extraordinary needs may require more guidance time or other learning strategies and expert knowledge. All things considered, instructors will feel the requirement for additional time, materials and knowledge. For the most part, this can be accomplished in two different ways: by an expansion in resources (additional time apportioned to educators) or by re-organizing accessible resources (other utilization of accessible time).

Expanding accessible time (for example using educational collaborators) or upgrading educators' expert knowledge (for example counsel groups) are methods for expanding the fundamental resources for comprehensive education, however, instructors may likewise need to revamp accessible resources over the pupils in the classroom. Educators can, for instance, urge better than expected pupils to work all the more freely, to work with computers and to help one another, so all the more teaching time is left for pupils with extraordinary needs.

To understand the inclusion of these pupils in mainstream education, instructors will attempt to improve the degree of resources and separate between pupils as for the sum and sort of resources accessible to them. The thought is that an effective inclusion of pupils with exceptional needs relies to a great extent upon the accessibility of resources in the mainstream classroom and in transit instructors separate the resources between pupils. Students are forced to leave school due to their parents' poor economic condition and to work to help their parents make ends meets. This leads to the growing number of child laborers, which in turn leads to physical and psychological disabilities. There are particular challenges around negative attitudes and behaviour, on the part of both teachers and parents, in relation to the ability of disabled children to learn. Another serious challenge is the fact that most disabled people are still excluded from equal access to mainstream education.

MODEL FOR INCLUSIVE TEACHER PREPARATION

According to the model for inclusive teacher preparation, the present need is to prepare pre-service teachers for inclusive education. Pre-service teachers have required training regarding the varied needs of the children with special needs and should be exposed to inclusive education settings at earliest. Training in inclusive education settings makes the pre-service teachers comfortable, flexible and creative in inclusive education. Pre-service teachers necessitate being trained about collaborative teaching which emphasizes on co-teaching, supportive learning, integrated curriculum and activities, joint evaluation and group skills. Teachers also require knowledge of different teaching techniques and strategies to accommodate the diverse needs of all learners. Lastly, pre-service teachers need to experience collaborative teaching and should observe and work in inclusive settings[8]

THE SPECIAL EDUCATION REVIEW COMMITTEE (1993)

The production of the report of the Special Education Review Committee (SERC) was one of the most significant occasions in the cutting edge history of special education in Ireland. The SERC report was the most far-reaching and best-educated report Ireland had ever observed. The SERC report affected the arrangement of basic leadership and the conveyance of special education arrangements in the years that followed (NCCA, 1999). The SERC report gave a plan to the advancement of special education that keeps on impacting strategy choices up to the present day. The report recorded genuine setbacks in the arrangement for youngsters with special educational needs, featuring deficient curricular arrangement, limitations on reconciliation in schools and an absence of specialists preparing for instructors.

THE EQUAL STATUS ACT 2000 AND THE EQUALITY ACT 2004

The Equal Status Act 2000 promotes equality of opportunity for all citizens in the State. It prohibits discrimination on nine grounds, one of them being disability. The Act expects schools to oblige students with special educational needs so far as is doable. This Act has critical ramifications for youngsters with special educational needs. It gives that kids special needs ought to be taught in a mainstream school where it is conceivable. Youngsters ought not to be avoided from a school movement as a result of conditions or practices emerging from a special education condition.

The Equality Act 2004 isn't explicitly identified with kids yet it further layouts the rights of individuals with disabilities in Ireland. It is essential to specify this Act with the end goal of this examination as it features the rights of individuals with disabilities in the working environment. This infers they should have rights in school too.[9]

THE EDUCATION FOR PERSONS WITH SPECIAL EDUCATIONAL NEEDS ACT (EPSEN) 2004

The Education for Persons with Special Educational Needs Act (EPSEN) 2004 outlines procedures for assessment of special needs and for ensuring the provision of appropriate intervention services. This is the most significant bit of enactment throughout the entire existence of the State relating to the education of youngsters with special educational needs (Carey 2005, p. 153). The National Council for Special Education (NCSE) was shaped to give parents a focal job in the basic leadership process. The EPSN Act 2004 forces explicit commitments on SEN principals and educators.

EDUCATION OF CHILDREN WITH SPECIAL NEEDS –A CONCEPTUAL FRAMEWORK

Indian Society is normally more extensive than segregationists in nature. Starting from Gurukul System to the western model of day-care structure attempts have been made to get people, rather than to keep them out. About 1.40 million (NIEPA, 2005) youths with disabilities are in standard schools. The organization of India needs to animate the new arrangement of exhaustive education to achieve the target of Education for All (EFA) by 2010. The most recent two many years of the nineteenth century had seen the knowledge and procedures of educating the incapacitated kids through Christian evangelists. The main school for the hard of hearing was set up in Mumbai in 1883 and the principal school for the visually impaired in Amritsar in 1887. Around then, it was accepted that kids with disabilities couldn't be taught alongside typical youngsters. Hence, education to incapacitated youngsters was offered through the special school. This pattern proceeded in mid-sixties of the only remaining century with the assistance of some global offices that created a program of incorporated education. Here youngsters with disabilities were set in normal school so they could contemplate alongside their nondisabled 'peers'. The

coordinated education received different models for administration conveyance. By and by the accentuation is on the need to give education to all in suitable conditions with a comprehensive way of thinking through comprehensive education.

CHARACTERISTICS OF CHILDREN WITH SPECIAL NEEDS (CWSNs)

Children with special needs would have different needs depending on the type of disability. For starters, an infant whose hearing is damaged will have different needs than those whose vision is compromised. A child with limited overall intellectual performance is different from a child with a specific learning disability. The attributes of youngsters with disabilities are additionally talked about:

Characteristics of children with hearing-impairment: The hearing loss (Children) is described as those in which the hearing loss, although defective, is operational even without ear defenders. The hard of hearing are those with reduced hearing acuity either since birth or acquired at any time during life. Hard of hearing children have some residual degree of hearing and can be benefited through amplification whereas deaf are those, who even with the best auditory training, cannot learn to understand speech mainly through hearing. Hearing impairment may be since birth or it may be acquired at any age in life. As needs be we may classify hearing weakened in the accompanying two classes:

1. Congenital hearing-impaired.
2. Adventitious hearing impaired.

Characteristics of children with Visual Impairment

- a. Visual impairment includes
- b. Total Blindness
- c. Partial Blindness
- d. Low vision

Blind individuals are said to have a visual acuity of 20/200 or less in the better eye, even with rectification, for example, of glasses; or whose field of vision is limited in order to undergo a rakish separation of less than 20 degrees by the maximum width of their visual field. Division 20/200 means that a person sees at 20 feet what an adult with normal vision does at 200 feet. The

normal visual acuity is 20/20. Mostly found are those whose visual acuity dropped between 20/70 and 20/200 in a better eye with a treatment. Of educational purposes, the blind are people who are so profoundly visually impaired that they should be advised to use Braille or a range of methods, such as audiotapes and videos. The halfway located can require print despite the fact that they have to utilize amplifying gadgets or books with huge print.[10]

CHARACTERISTICS OF CHILDREN WITH LOCOMOTOR IMPAIRMENT

Children who have locomotive disorders and other physical disabilities are included in this grouping. Many of the impairments of the locomotive are:

1. **Arthritis:** Arthritis impacts the muscles, but it always includes certain functions of the body, such as hearing. Impacted joints, often hands and legs, are sore and sensitive, triggering discomfort and movement limits.
2. **Cerebral Palsy (CP):** Cerebral Palsy is a group of non-progressive body and activity disabilities. This is caused by brain damage or injury to the brain. There are three main types of cerebral palsy, depending on the area of brain damage. Children usually have only one disorder, but they can also demonstrate a combination of two disorders. The three major types of cerebral palsy are:
Spasticity: it requires muscle stiffness and the motion is very muscular.
Athetoid: This includes the loss of muscle function as a consequence on which the child is moving slowly his head and body.
Ataxia: This has such a tremor of diminutive muscles and the posture is a scissor.
3. **Muscular Dystrophy:** Children with this condition are distinguished by gradual weakening of all muscles in which the heart and lung muscles of the infant reach the age of twenty. It can be lethal if the heart and lung organs are impaired. It's inherited.
4. **Spine Bifida:** At the point when bones of the spinal segment don't join totally around the spinal string to frame a segment. Here, spinal line at the site of the deformity is uncovered and nerves at that level harmed. There will be fluctuating degrees of lower appendage and trunk muscle loss of motion. There might be some more disabilities in youngsters yet an educator is worried about understanding that kid could experience issues in

- Lack of early movement experience, poor body awareness and understanding of action words.
- Difficulties with hand-eye co-ordination.
- Problems with attending and concentrating
- Hyperactivity and distractibility
- Spatial and perceptual difficulties.
- Problems with rhythm, sequencing and organization.[11]

CHARACTERISTICS OF CHILDREN WITH LEARNING DISABILITIES

Children with learning disabilities make a very heterogeneous group. The characteristics used for the identification of learning disabilities include one or more of the following:

Learning Characteristics

- Average or above-average intelligence
- Persistent academic difficulties in one or more areas
- The discrepancy between the student potential and actual performance
Difficulties in both reading or writing language
- Poor language performance in the areas of handwriting, spelling, expression etc.
- Difficulties in oral expression, listening and comprehension, math performance,
- Calculation reasoning, memory and meta-cognition. [12]

Behavioral Characteristics

- Hyperactivity with the problem of sitting in their seats for long periods
- Aggressive or withdrawn
- Hypo-activity or reduced activity level
- In-coordination in motor activities
- Over-attention or attention fixation (preservation) [13]

SPECIAL EDUCATIONAL NEEDS POLICY

All educators ought to be engaged with the improvement of the school's special educational needs (SEN) approach and be completely mindful of the school's techniques for distinguishing, surveying and making arrangements for youngsters with SEN. Where a school is making special education arrangements for a kid, the school must advise the parents regarding that special arrangement. There ought to be full records of the moves made and of the results. Schools should give proof of their intending to kids with SEN. Parents' perspectives must be considered in arranging a suitable arrangement for kids with SEN. For all children with (SEN), parents are entitled to information on:

1. The school's special needs policy
2. The support available in the school
3. Procedures for acting on parental concerns
4. The involvement parents can expect in assessment and decision-making, emphasizing the importance of their contributions
5. Services provided by the local authority for children with SEN
6. Local and national voluntary organizations which may be able to give advice or information

METHODOLOGY

The following methodology was followed for the present study

Sample

The sample included twenty teachers of twenty different CBSE schools of Chandigarh city having experience of at least three years in the same school; and for the purpose of case study, a school affiliated to Central Board of Secondary Education.

Tools

A questionnaire was used to study the status of inclusive education for CWSN in Chandigarh city. Besides, an interview schedule was also developed for the purpose of the case study of a selected school providing education to children with intellectual disabilities.

The procedure of Data Collection and Analysis

The data was collected through a questionnaire including both open-ended and close-ended questions on inclusive education, facilities for inclusion of CWSN, appointment or contact with special educators and change in academic methodologies and evaluations. The questionnaire was given to twenty teachers from twenty different schools. The answers were written by the teachers and then those questions were interpreted by calculating the percentage of similar responses. Furthermore, the interview schedule was prepared. A special educator in a general school setting was interviewed to find out the status of CWID (children with intellectual disability) in the inclusive setting of education.

RESULTS

The primary goal of the examination was to consider the status of inclusion of Children with Special Needs in schools of Chandigarh city. The information from inquiries on comprehensive education detailed that solitary 20% of instructors knew about real comprehensive education. The other arrangement of inquiries was identified with the training of educators for teaching CWSN, and the appropriate responses revealed that neither of the instructors had gone to any such training program nor any of the chose schools had composed such training. The following arrangement of inquiries was identified with the accessibility of offices in schools for CWSN, which revealed that in 60% schools, there is the office of slope for PH youngsters, 70% schools mastermind medicinal classes for moderate learners, 30% schools have the office of assistive advances intended for CWSN and just 20% conceded the ID of a learning crippled or mentally handicapped kid. A contextual analysis was additionally performed to contemplate the status of CWSN in a comprehensive setting of education. The CBSE schools in Chandigarh city, Education, had a provision of admitting students with intellectual disabilities. A maximum of 20 students, ranging from mild to moderate level of severity, can get an education in that school. A staff of four, two trained teachers, one for support and one Physical Educator is appointed by the administration. These children are allowed to sit in general classrooms with certain conditions-

- I. Enough training to sit peacefully
- II. Permission of sitting for only one or two periods

The support of only 20% of teachers is with these CWSN and rest give priority to normal children. Two separate rooms are provided for their education. A psychologist and physiotherapist are consulted from time to time. The in-charge teacher also took the responsibility of placement of these children through 'Rozgar Camps' organized by the Collector of Chandigarh city, once in a year. With an overall study, it was found that the educational setting was not inclusive, but was an integrated setting of education, where the children with an intellectual disability got their education with certain adaptations and resources expecting them to healthy with pre-existing configuration, attitude and an unchanged atmosphere.

CONCLUSION

The present examination investigated the areas in the comprehensive setting of education, similar to mindfulness among instructors of mainstream schools, the status of youngsters with special needs and compelling teaching in comprehensive classrooms. For effective usage of inclusion in the education framework, the mainstream schools ought to be outfitted with asset rooms, go for a community-oriented interview, and embrace helpful teaching. The examination demonstrated that instructors of Government schools are confronting numerous issues identified with the kids with special needs i.e. large class size, behavior problems, lack of special educators and support staff, insufficient trainings and orientations etc. The way in which teachers realize inclusion within the classroom can take different forms. It is the goal of this study to describe these different approaches and to make them available for others.

REFERENCES

- [1].United Nations Educational, Scientific and Cultural Organization: UNESCO, Special needs education and community-based programmes. Paris: UNESCO (1994)
- [2].United Nations Educational, Scientific and Cultural Organization: UNESCO, World education forum: Education for all. Inclusion in education: The Participation of disabled learners. Paris, France: UNESCO (2001)
- [3].United Nations Educational, Scientific and Cultural Organization: UNESCO, ICTs in Education for People with Special Needs. Moscow: UNESCO IITE (2006)
- [4].SSAS (2017). SarvaShikshaAbhiyan Society. U.T. Chandigarh. Retrieved from <http://ssachd.nic.in/incedu.htm> (Accessed 11-02-2017).
- [5].Mitchell, D. (2008) *What Really Works in Special and Inclusive Education Using evidence-based teaching Strategies*. Abingdon, Oxon: Routledge.

- [6]. Brown, B.W. and Saks, D.H. (1980) Production technology and resource allocation within classrooms and schools: theory and measurement. In R. Dreeben and J.A. Thomas (eds), The Analysis of Educational Productivity. Cambridge: Ballinger.
- [7]. Whitworth J.W. (1999). A Model for Inclusive Teacher Preparation. Electronic Journal for Inclusive Education, 1(2), 1-11. Retrieved from <http://corescholar.libraries.wright.edu/cgi/viewcontent.cgi?article=1012&context=ejie> (Accessed 19-02-2017).
- [8]. Geraldina Edward (2015). Teachers' Knowledge and Perceived Challenges of Teaching Children with Autism in Tanzanian Regular Primary Schools. International Journal of Academic Research and Reflection, 3(5), 36-47, Retrieved from <http://www.idpublications.org/wpcontent/uploads/2015/05/teachers%E2%80%99knowledge-and-perceived-challenges-of-teaching-childrenWITH-autism-in-tanzanian-regular-primary-schools.pdf> (Accessed 17-02-2017).
- [9]. Ahead "Equal Status Acts 2000 to 2004", creative inclusive environment in education and employment for people with disabilities, East Hall, UCD, Caryfort Avenue
- [10]. Notes "Education of children with special Needs" Inclusive Education.
- [11]. Dr. H.C. Goyal "Locomotor Impairment: Prevalence and Cause". rehabcouncil.nic.in/writereaddata/LI-3-2000.pdf · PDF file
- [12]. Mrs. Sana Ali, "Learning Disabilities: Characteristics and Instructional Approaches", International Journal of Humanities Social Sciences and Education (IJHSSE) Volume 3, Issue 4, April 2016, PP 111-115 ISSN 2349-0373 (Print) & ISSN 2349-0381 (Online) <http://dx.doi.org/10.20431/2349-0381.0304013> www.arcjournals.org
- [13]. Peter Chaban. "Learning Disabilities Association of Ontario", 2015 <http://www.ldao.ca/introduction-to-ldsadhd/articles/about-lds/learning-disabilities-and-behaviouralemotional-problems/>