Chapter – 2

LITERATURE REVIEW
**REVIEW OF LITERATURE:**

In order to understand the information support for the development of disabled persons, I have gone through different books, articles, reports and undertaken documentation of various programme related to the persons with disability that are vogue in our country.

Basically research is a continuous process which requires information support from various literatures related to any identified study. The study was undertaken to conceive the present scenario of disabled persons in the blocks of East Midnapore. The literatures related to social status of disabled persons, education system for the disabled persons, their future and career formation with supports from their parents, institutes and rehab-professionals and the present condition of libraries with services for disabled persons has been reviewed.

The concept of disability has been transformed into a social phenomenon rather than the particular personal impairment. Therefore development of disabled persons is a continuous & dynamic process. It can never be conceived of as a static activity. Explanation of the changes in society & making them appropriate for learner is vital for the development point of view of any society.

The definitions of disability are varied, depending on the perspective and point of view of the particular nation. The detailed descriptions and the concept of disability have been examined and understood in some literatures by Venter, et al., 2002 and WHO, 2013 with the variation of definitions and descriptions, along with the reasons for variations.
The concept of social inclusion & social exclusion of disabled persons have been well clarified by Anver Saloojee (Saloojee, Social Inclusion, Citizenship and Diversity, 2001). Besides WORLD HEALTH ORGANIZATION reports of 2001 assessed the main causes of disability which helped me to conduct my study.

The guidelines of UNESCO (2009) describe reasons for exclusion ranging from linguistic minority, migration, gender, poverty, children with disabilities etc. It has provided a full-fledged scenario for my research work.

DUTTA (M) in her article discusses the need for catering library and information services to the disabled users. She is of the opinion that apart from the specialized institutions dealing with disability in different parts of India, there are no proper facilities for library & information services to the disabled persons.

UNESCO & IFLA guidelines towards disabled persons state about the equality of library services to all the disabled persons without making any discrimination with others.

KISHORE (R) paper describes the nature of various types of disability that may affect the normal lives of persons, such as physical and mental disabilities. Since libraries are a common platform, one of the ways and means of bridging the gap of ability and disability is by ensuring an effective library service for the disadvantaged. There is therefore an urgent need for training 'Library Managers' and 'Library workers' to understand the nature of disability and help such users according to the severity of their disability. This paper
also enumerates a training plan which broadly encompasses the needs of the disabled that can help Librarians to become agents of social change.32

PANDA (K C). Research in special education: A perspective. Indian Educational Review. 31,2; 1996; 1-16. In his study analyses the state of the art of research in special education. It presents an analysis of strategic research in India across various disabilities as related to conceptual issues, service delivery systems, curriculum and instruction, management of the educational environment and assessment procedures. A strong plea is made for Indianisation of the learning potential assessment device. The study offers some suggestions for areas and methodology of future research.38

Assistive devices are the needs of disabled persons to come out of their disability. Different types of assistive devices are available for this unprivileged community which can empower them to become self-reliant. Hersh & Johnson’s book, (2008) helped in the understanding of the aim of assistive devices. Assistive devices help persons with disabilities to overcome the gap between what they want to do and what the existing social infrastructure allows them to do. It consists of equipment, devices and systems that can be used to overcome the social, infrastructural and other barriers experienced by disabled people that prevent their full and equal participation in all aspects of society.15

The book entitled ‘Introduction to Assistive Technology’ allows people to perform various tasks which are impossible or more difficult to accomplish without it (enableall.org, 2012).16
NANDI (A), SATPATHI (J N) and BHATTACHARYYA (S K), discuss the concept of assistive devices, different assistive hardware and software for several types’ disabilities. It traces out growing importance of assistive devices in libraries & information centres.\(^3\)

GRONLUND (A M N) and LARSSON (H). (2010) which examined the use of assistive devices for inclusive education in developing countries, revealed that although developing countries had a reasonable legislation and policies for Assistive Technology and inclusive education for children with disabilities, they lagged behind in its implementation owing to factors like lack of funds, co-ordination and networking and identification and use of knowledge and expertise which are important for matching the need of assistive devices etc.\(^13\)

UNESCO’s ‘information for all’ programme states that information accessibility encompasses the many issues surrounding availability, accessibility and affordability of information, such as multilingualism, metadata, interoperability, open source software, open content, Creative Commons licenses as well as addressing the special needs of people with disabilities (UNESCO, 2012).\(^49\)

A white paper by Barrier Break on ‘Technologies on inclusive libraries’, mentioned that as libraries are a vast source of information with collections in varied formats and sources, persons with disabilities should have access to both physical and digital libraries as their right. The paper also stated that inclusive libraries can be turned in to a reality
only by making resources accessible, ensuring easy physical access and providing good services and communication to the users. (Barrier Break Technologies, 2013).  

BARRON (T) and NCUBE (J M). in their article “Poverty and disability” It is also found that existing small but growing evidence based which indicate that while there are substantial links between disability, poverty and health, these links are more complex and nuanced than is currently assumed.  

KERSCHER (G), secretary general of DAISY Consortium in his article “The Essential Role of Libraries Serving Persons Who are Blind and Print Disabled in the Information Age” explained the co-ordination of work between two organizations. While IFLA-LBS represents the interest of libraries serving persons with disabilities, the DAISY Consortium develops standards, implementation strategies and tools, and promotes technology surrounding reading and access to information. It is this simple symbiotic relationship that is proving to be highly effective. The DAISY Consortium focuses on the standards development, builds tools for production, reading, and provides training and technical support. IFLA-LBS (Libraries for the Blind Section) libraries produce the accessible books and provide the surrounding services their library patrons need. This particular article provides me the out knowledge of services that are to be provided for the disabled persons with international standards and modern technologies.  

IRVALL (B) and NIelsenm (G S) in their IFLA Professional Reports :89 discusses about the different ways of library accessibility by the differently-able people in respect of outer & inner infrastructures of library building, library facilities to access the
materials & various services for the disabled persons, media formats, communication staffs employed for them, some special services to patrons with disabilities, ways to provide information to patrons with disabilities and types of cooperation with disability organizations and individuals.\textsuperscript{26}

The Association of Specialized & Cooperative Agencies, a division of ALA in its article “Library services elaborates the library services and the facilities for disabled persons, including the usages of assistive devices for the career building with scope of employment, library education, training and professional development.\textsuperscript{10}

SANAMAN (G) and KUMAR (S) in their article "Assistive Technologies for People with Disabilities in National Capital Region Libraries of India" (2014) uphold the essentiality of using the assistive or adoptive technology for the disabled persons at the different recognized institutions of all over India and clarify the concept of assistive/adaptive technology and its role and importance in the access of information for the people with disabilities in the digital environment.\textsuperscript{16}

ADVANI (L) and JAIN (S) in their article ‘Personality Traits of Blind students’ have discussed various myths and misconceptions surrounded around the disability of blindness. Research, designed to discover the personality traits of blind students has not been very productive. One often hears of complaints about the aggressiveness of blind students. This is often manifested in prolonged strikes schools for the blind to identify aspects of maladaptive behaviour in blind students. Vineland Social Maturity Scale was used, but field tests showed that better results could be obtained using Children's
Personality Questionnaire and High School Personality Questionnaire Hindi version of which has been adapted are standardized.¹

ANANDAN (K) in his article ‘Educational opportunities to low vision children through TV’ has attempted to study the use of television in educating low-vision children and adults. TV could be an appropriate means to maximize the use of their remaining sight for educational and vocational purposes. TV programmes meant for low-vision children could be in close-shots with more visual description and varied colour. Television sets could be fitted with a magnifying glass. Close circuit television could be more need based and adapted to low-vision students; special programmes, both academic, could be produced to cater to the needs of all levels of low-vision: primary, high, higher secondary, and adults.²

ARYA (S) in his ‘Screening of pre-school children for early identification of developmental disabilities in rural area’ has investigated the study to develop a simple screening tool for early identification of mental retardation in rural children in the age group of 0-6 years. A 10 items scale was brought and explained on 300 males and 300 females children up to 6 years of age. The result showed 98% accuracy indicating the efficacy of NIMH Developmental Screening Schedule in assessing mental retardation in rural children.³

DAS (A K), PILLAY (A N) and DIWAKAR in their study on ‘Inclusive education for students with disabilities: The challenge for teacher education’ have focused on the Persons with Disabilities Act, 1995. This poses an unusual demand on regular school teachers to provide responsive education to students with disabilities. However, it is very
much unknown about the competency of teachers to work with disabled students, their perceived current level of skills and their preferred in service delivery modes. This paper is an outcome of the survey and brings out a number of suggestions to meet the challenge for teacher education in India.¹⁵

GUPTA (R K) and SHARMA (V) in their article ‘Programmed instruction to develop number concept in special children’ have investigated the effectiveness of programmed instructions on the development of number concept up to number five, in mentally retarded and non-retarded children. The number concept involved 3 components; symbol recognition, number value and number order. The subjects (5 normal and 5 retarded) were selected on the basis of their performance on a criterion referenced test. The subjects were retested for number symbols, number value and number order. As the retarded group already knew the number symbols, instructions for number symbols, instruction for number value and number order were given to both the groups, objects and pictures were used for number value. Work sheets of different complexity were used for number order. All the instructions were found effective for both groups. The performance of the two groups on number value and number order do not differ significantly after the programmed instructions were administered. Findings indicated that equivalent entry behaviour resulted in equivalence in acquisition of number concept.¹⁴

JENA (S P K) in his article ‘Priorities of training & attitude of special educators towards people with mental handicap’ has attempted to examine the priorities of training and attitude of the special educators towards people with mental handicap. Qualified special educators attending a refresher course, were studied through a priority rating and attitude
questionnaire. Most special educators indicated early intervention as the most preferred area of training in special education. They agreed that people with mental handicap are burden for the family and do not contribute to the society but in spite of that, parents can love them. They strongly felt that people with mental handicap should be prevented from having sex and children. 

MARIA (KAMALAM) in her article ‘Capacity building of teachers in educating the mild mentally retarded primary school children’ has concentrated on capacity building of teachers in educating the mild mentally retarded primary school children. The findings stated that the training programme in building the capacity of primary school teachers in rural schools helped the teachers in rural schools to promote integrated education of mild mentally retarded. So, coordinated efforts by GO'S and NGO's, faculties of education could review and utilize the existing package and strengthen the training institutions in every State. These states have to incorporate into their curriculum the adequate contents of mental retardation and related aspects to enhance and build the capacities of regular teachers to enable them to teach as well as to guide mild mentally retarded effectively. 

KUMAR (S G), ROY (G), and KAR (S S) in their ‘Disability and rehabilitation services in India: issues and challenges’ discussed about the community-based rehabilitation/ CBR which is a comprehensive approach at primary health care level used for situations where resources for rehabilitation are available in the community based on the coordinated efforts by ministries, local, district and provincial authorities, and nongovernmental organizations in the different sectors involved in rehabilitation. This
article has helped me a lot in comprehending such coordination for the improvement of quality life of people with different grades of various types of disabilities.29

NANDI (A) in his paper ‘Internet based information services for the people with disability’ discussed the role of assistive technology or adaptive technology for accessing internet for the people with disabilities. Also presents a short discussion of different types of disability, list of emerging assistive technology software for easy accessibility of the internet information, some important web site address and finally concludes with suggestion.35

NARAYAN (J), MADHAVAN (T) and PRAKASAM (S) in their paper ‘Factors influencing the expectations of parents for their mentally retarded children’ uphold the treatment for cure, education, training and general information, parental expectations for their mentally retarded children who are influenced by various factors such as age and sex of the retarded child, level of mental retardation, education and occupation of the parents and socio-economic status and area of living. In this study, an attempt has been made to find out the correlation of six variables namely, age, sex, literacy, locality of living, level of retardation and duration of follow-up on the expectation of 100 parents of mentally retarded children who attend the home-based services at have been taken in account. This inter-correlation among the six independent variables have given me a broader view about the expectation of parents of such children.36

PRASAD (P L S) and SUNANDA (Y) in their paper ‘Attitude to future among the physically disabled - a life span approach’ have elaborated how physically handicapped are predisposed to their future? With this broad objective, the study attempted to ascertain
the impact of age, education duration of disability, and size of family on attitude of disabled to their future. One hundred and fifty physically handicapped subjects (25 from each age group of 10-19, 20-29, 30-39, 40-49, 50-59, 60-69 years) drawn by a stratified random sample were interviewed individually with the help of Attitude to Future Questionnaire. The analyses of data revealed differential impact of age, education and duration of disability. However, size of family did not affect the attitudes of disabled.39

REDDY (S H K), NARAYAN (J) and SURYAPRAKASAM (B) in their article ‘A study of library based information needs of the parents of persons with mental retardation’ uphold that the needs of parents vary depending on the age and characteristics of the child and the source that provides information. Parents of mentally retarded individuals receive information from professionals, print and other media. Identifying specific needs that a parent may have to seek from a library can help in equipping the library better. The present study analyses the needs of 75 parents having children with mental retardation. The analysis compares the needs in terms of age, sex, level of retardation, age of the parents, economic status, and education of the parents. It was found that one third of the parents were not aware of library services. Multiple regression analysis was carried out to find the effect of the six independent variables on the dependent variable -the needs. Influence of age of the retarded persons and the literacy level of the parents was found significant on the informational needs. Implications are discussed in the light of the findings.43

RAJENDRAN (P) in his paper ‘Critique on- Education of handicapped children.’ discussed the education of children with disability. The provision of positive educational
programme for children with handicap is advocated with reference to Article 45 of the Indian Constitution. Definition of the concept of handicap, types of handicap, and the major causes for handicap are discussed. Guidelines are provided for educational programmes for handicapped children, such as training specializations for personnel working with handicapped children, flexible time tables of teaching, teaching of co-curricular activities, adaptation of new methods, and approaches to teaching. The important role of parents in ensuring that handicapped children lead a normal life is pointed out. It is argued that the education of handicapped should essentially be a part of the general education system.\textsuperscript{40}

REDDY (S H K) \& VENHATSAN (S) in their paper ‘A study on non-documented literature on mental retardation developed by the government and non-governmental organizations in India’ discussed about the several organizations in the field of mental retardation are developing variety of information sources. But they are neither documented nor deposited, hence, lacking bibliographical control and access to the content. The present study conducted to understand the quantum of existing information sources on mental retardation in print and non-print form. A questionnaire was developed to collect data from 100 Government and Non-governmental organizations.\textsuperscript{42}