Preface

The researcher studied Education of Children with Special Needs as one of her special papers during her Post Graduate course in Education. While pursuing her studies she realized the need of educating children with disabilities. Like any other individual, children with disabilities also possess innate potentials and it is only through education that they can develop them completely. Every child has the right to get educated. However, the method of educating children with special needs varies because of their limited abilities. A lot of efforts are being made worldwide to ensure education of these children. Steps are taken not only to educate them but also to ensure their inclusion in the mainstream society.

Education of blind children requires assistive teaching aids in the form of Braille books, audio books, tactile aids, etc. Blind children have to be trained in reading and writing in Braille. The researcher had the opportunity of visiting six Special Institutions for the Blind and interviewing the Vice–Principal, teachers and students of those institutions. The data collected through interviews and surveys helped the researcher in comparing the system of educating the blind children in India and Japan. In the process, the researcher could identify the strengths and weaknesses of these institutions and those affected the education of blind children.

While completing the study, the researcher would like to thank Dr. Jayanti Das and Dr. Mita Banerjee for their help and support. Without their advice and suggestions it would not have been possible for the researcher to complete her work. Their guidance helped the researcher overcome her doubts and confusion. The researcher will always remain grateful to them for their constant support and encouragement.
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The researcher will remain indebted to her Japanese language teacher Mrs. Ruma Chatterjee for helping her in translating the questionnaires in Japanese.

The researcher is also grateful to Mr. Kumar Shankar Roy for initiating the work of data collection in Japan and searching necessary information related to her research work.

The researcher would also like to thank her parents and her brother for their support which helped her in completing her work.
The researcher would like to extend her gratitude to the Vice–Principal, Teacher–in–Charge, teachers and blind children of the Institutions who responded to her questionnaires and helped her in her study.

Any omissions are unintentional.

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Ritwika Laskar