CHAPTER I

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1.1 Analysis of the problem:

In the earliest primitive societies, particularly in Egypt, Greek and Rome, disabled babies were killed because they were considered to be imperfect. The guiding principle was that nothing imperfect should be brought up. During the middle ages, the rise of deep religious convictions throughout the world produced some humanitarian care for the special needs children. The threat to survival of the special needs children decreased, but they were considered to be possessed by evil spirit or to be the result of anger of God, or the divine punishment of a sin. But throughout history there also have been people who viewed disability as a disease. However, their voice was rarely heard by the majority. Even in today's present society there are parents of special needs children who feel guilty and sometimes take the blame for the impairment on themselves.

Given to the unstable past, the history of the educational programme for children with special needs indicates that the practice and policy in special needs education have improved over time. The attitude of the society towards these less fortunate children has changed slowly over the centuries. In spite of this partial optimistic picture it is quite unfortunate to say that special needs children were never considered as human beings who also possess equal “Human Rights” as any normal child. Children with special needs are at first Human Beings as much as their normal counterparts. And basic “Human Rights” can never be denied to these disabled children.

Equal Rights to Education has become a Fundamental Human Right today. Every child has this fundamental right to education and must be given the opportunity to achieve and maintain an acceptable level of learning. Thus Inclusive Education or
Inclusion in Education has evolved as a movement to challenge all exclusionary policies and practices and has gained momentum over the past decades.

UNESCO views inclusion as “a dynamic approach of responding positively to pupil diversity and of seeing individual differences not as problems, but as opportunities for enriching learning.” Therefore, the move towards inclusion is not simply a technical or organizational change but also a movement with a clear philosophy. In order for inclusion to be implemented effectively, countries need to define a set of inclusive principles together with practical ideas to guide the transition towards policies addressing inclusion in education. The principles of inclusion that are set out in various international declarations can be used as a foundation. These then can be interpreted and adapted to the context of individual countries.

At the core of Inclusive Education is the human right to education, pronounced in the Universal Declaration of Human Rights in 1948 which states, “Everyone has the right to education, Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Education shall be directed to the full development of human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.”

International human rights instruments promote and protect the rights of everyone, including persons with disabilities. The Universal Declaration of Human Rights (1948), the International Covenant on Economic, Social and Cultural Rights (1966), and the International Covenant on Civil and Political Rights (1966) together form what is known as the International Bill of Human Rights. These three documents together recognize the civil, cultural, economic, political and social rights that are inalienable to every human being; thus, the International Bill of Human Rights recognizes and protects the rights of persons with disabilities, even if those persons are not explicitly mentioned.

The declaration of United Nations on the Rights of the Child 1989 against illiteracy gave rise to the slogan Education for All. This implies that it is necessary to
ensure the right to education for all segments of the society, including people with disabilities.

Article 23 seeks to ensure that: “the disabled child has effective access to and receive education, training, health care services, rehabilitation services, preparation for employment and recreation opportunities in a manner conducive to the child’s achieving the fullest possible social integration and individual development, including his or her cultural and spiritual development.”

Article 29 on the “Aims of education,” expresses that the educational development of the individual is the central aims and that education should allow children to reach their fullest potential in terms of cognitive, emotional and creative capacities. In addition, the UNESCO Convention Against Discrimination in Education (1960) and the Convention on the Elimination of All Forms of Discrimination against Women (1979) are other key international human rights treaties that not only emphasize the prohibition but also the aims at achieving active elimination of discrimination. A logical consequence of these rights is that all children have the right to receive the kind of education that does not discriminate on any grounds such as caste, ethnicity, religion, economic status, refugee status, language, gender, disability etc. and that specific measures be taken by the State to implement these rights in all learning environments.

A rights-based approach to education is founded upon three principles:

- Access to free and compulsory education
- Equality, inclusion and non-discrimination
- The right to quality education, content and processes

The UN Committee on the Rights of the Child has since interpreted this as a goal for inclusion for all children. Article 2 says that all rights in the Convention shall apply to all children without discrimination, and it specifically mentioned disability. Articles 3, 6, 12, 28 and 29 in the Convention give further support to inclusive education for all children with disabilities.
The UNESCO world conference on Education for All, 1990, at Jomtien set the goal of Education for All. The Salamanca Statement of Framework for Action on Special Needs Education (1994) is the outcome of the above pledge. This statement was adopted by the representative of 92 governments and 25 organizations and has set the policy agenda for the inclusive education on a global basis. To quote from the Salamanca Statement “We the delegates of the World Conference on Special Needs Education … hereby reaffirm our commitment to Education for All, recognizing the necessity and urgency of providing education to children, youths, and adults with Special Needs within the regular education system, and further hereby endorse the Framework of Action on Special Need, the governments and organization may be guided by the spirit of its provisions and recommendations”.

World Education Forum Framework for Action, Dakar (April, 2000) suggests that Education for All children should be achieved by the year 2015. As the global Education For All movement is inclusive of children with disabilities too, educating them in mainstream program is vital. Accordingly, most of the states made adequate legal provisions for the education of exceptional children, i.e. the children with special needs.

The most topical initiative which supports inclusive education is the UN Convention on Rights Persons with Disabilities (2006). It clearly acknowledges that education system on the basis of their disability. The general education system must facilitate their effective inclusion. The educational providers must arrange for individualized support measures to maximize their academic and social development.

These global initiatives have caused the member nations to promulgate policies and programs for children with disabilities in their countries. This places an obligation on the member nations to the rights of the children with disabilities towards accessing mainstream education.

The way inclusive education is defined and understood has tremendous effect in the way it is conceived amongst schools and the propagation of the idea to the teachers, administrators, peers, families and communities. In Indian context, however, Inclusive Education is perceived as a concept that has been adopted from the international
discourse, but has not been engaged within the Indian scenario. In India the concept of ‘inclusive’ and ‘integrated’ education are used interchangeably, and has been applied to placement of children with disabilities in the regular schools where there is a provision of aids and appliances and teachers are trained to manage children with disabilities. There is little emphasis on connotations of schools, curriculum and teachers’ flexibility for all children.

In India there is insufficient data on education of children with disabilities in the nineteenth century because of lack of documentation. The first attempt to integrate was initiated by the Royal Commonwealth Society for the blind and the Christopher Blind Mission. The Visually challenged children were integrated in regular classrooms where they were expected to devise self-learning mechanisms during sessions where oral repetition was the dominant pedagogy. During pre-independence period, the provincial governments took sporadic interest in educating children with disabilities by dispensing ad hoc grants to schools and institutions run by the voluntary sector.

Indian Constitution provides for free and compulsory education of all children up to 14 years. The 93rd Amendment of the Constitution of India has made education a fundamental human right for children in the 6-14 years age group thereby making it mandatory for all children to be brought under the fold of education. This includes children with disabilities.

During the post-independence period, Kothari Commission (1966) highlighted the importance of educating children with disabilities. It expressed that the education of children with disabilities must be a part of the general educational system suggesting that educational facilities must be extended to the blind, deaf, orthopedically challenged and mentally challenged.

In 1974, the centrally sponsored scheme for Integrated Education for Disabled Children (IEDC) was launched. It aimed at integrating students with special needs in regular schools. The first pilot project on integrated education in India came in the form of Project Integrated Education for the Disabled. Launched in 1987, PIED was a joint venture of NCERT and UNICEF. The scheme was an important step towards including
students with special needs in conventional schools. It provides facilities like expense related to books, stationery and uniforms, allowance for transport, reader, and escort etc. to students with disabilities. It also supports appointment of special teachers, provision of resource rooms and removal of architectural barriers,

The National Policy on Education (NPE), 1986 and the Program of Action (1992) gives the basic policy framework for education, emphasizing the correcting of existing inequalities. It stresses on reducing dropout rates, improving learning achievements and expanding access to students who have not had an easy opportunity to be a part of the mainstream system. The NPE, 1986 envisaged measures for integrating the physically and mentally handicapped with the general community as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence.

The World Declaration on Education for All acted as a catalyst and further promoted the processes already initiated in the country. The Rehabilitation Council of India (RCI), a statutory body of the Ministry of Social Welfare was established in 1986, followed by an Act to implement its objects in 1992. In essence, the Council and its Act, aims to regulate the quality of training of Rehabilitation Professionals.

The most important legislation which comprehensively covers issues related to people with disabilities is the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, enacted in 1995. The chapter V of the Act concerns education. This act makes it mandatory to provide free education to children with disabilities in an appropriate environment until the age of 18 years and further emphasize their right to measures like:

a) Transport facilities to the students with disabilities or alternative financial incentives to parents or guardians to enable their students with disabilities to attend schools;

b) The removal of architectural barriers from schools, colleges or other institutions imparting vocational and professional training;

c) The supply of books, uniforms and other materials to students with disabilities attending school;
d) The grant of scholarship to students with disabilities;

e) Setting up of appropriate flora for the redressal of grievances of parents regarding the placement of their students with disabilities;

f) Suitable modification in the examination system to eliminate purely mathematical questions for the benefit of blind students and students with low vision;

g) Restructuring of curriculum for the benefit of students with disabilities;

h) Restructuring the curriculum for benefit of students with hearing impairment to facilitate them to take only one language as part of their curriculum.

The National Curriculum Framework for School Education (NCERT, 2000) has recommended inclusive schools for learners with special educational needs by making appropriate modifications in the content, presentation and transaction strategies, preparing teachers and developing learning friendly evaluation procedures.

NCERT in the year 2000 has given special importance to Inclusive Schools for all students without any reference to pupil with disabilities. This being supported by the project like Sarva Siksha Abhijan (SSA) taken up by the department of Elementary Education in 2000. It seeks Education for All by 2010, fully pleading that SSA ensure that every child with special needs irrespective of the kind, category and degree of disability is provided education in an appropriate environment.

The National Council of Educational Research and Training (NCERT) with the objective of addressing issues of equal opportunities had formulated the National Curriculum Framework (2005). The states have been, subsequently, adopting or adapting these curricular guidelines to develop their own detailed curricula, syllabi and curricular materials.

The highlights of the curriculum are –

- The curriculum should provide enabling opportunities to all learners. The teaching-learning processes must respond to the diverse needs of the
learners. Teachers must explore strategies to aid learning of all learners including children with disabilities. This could be achieved effectively if there is collaboration amongst teachers and even with outside organizations.

- The teachers must give individualized attention to learners and should be flexible with activities and tasks. The curriculum suggests that children and older learners must be involved in classroom planning to enrich the class proceedings. This would allow teachers to respond to special needs of some learners without making it in obvious exception.

- Schools need to upgrade their status as centers which prepare children for their adult life as well especially children with disabilities.

- Some simple adaptations in playground, equipment and school rules could be made to make education accessible to all children.

- Providing a multisensory learning experience to all children as their learning styles are different.

- The children with different learning abilities have to be provided with varied options like sign language, Braille etc. depending on the child’s needs.

- The schools must uphold quality within the landscape of cultural and socio-economic diversity.

Julka, 2005 observed that in India there is a dichotomy between policy and practice; the government promotes the ‘inclusionist’ philosophy through its schemes and extends a parallel support to the ‘segregationist’ policy by promoting the idea of special schools through their assistance to voluntary organization schemes. Thus, it is important to elucidate the mainstream educational context and endeavor to locate the ‘inclusive schools’ within that. The section delved in detail on the policy and programmatic provisions for education of children with disabilities. However, policy commitments of governments in a number of areas remain in large part unfulfilled (World Bank, 2007) and have failed to bring the children with disabilities in mainstream education.
In order to gauge the national response towards education of children with disabilities it is vital to know the magnitude of childhood disability. It is difficult to estimate the number of children with disabilities in India. The Census of India 2011 reports 7.73 million children and young adults in the age group of 0-19 years. Singal (2006) has cited office of the Chief Commissioner for Persons with Disabilities (2003), which notes that the figures available are highly unreliable and range between 6 million and 30 million children with disabilities in India. It further notes that the Rehabilitation Council of India takes the figure of 30 million children with disabilities as the best estimate. There are noted discrepancies related to education of children with disabilities. Only 3 to 4 per cent of children with special needs have access to education with or without support services.

India was a signatory to the Salamanca Statement. In this perspective the Human Resource Development ministry of India in 2005 has formulated a comprehensive action plan for the Inclusive Education of Children and Youth with Disabilities. The government is committed to providing education through mainstream schools for children with disabilities in accordance with PWD ACT, 1995 and all the schools in the country will be made disabled friendly by 2020. Rupees 10 billion have been outlaid to fulfill the needs of disabled persons between the ages of 14 and 18 years through a revised plan for Inclusive Education of Children and Youth with Disabilities (IECYD). In 2005-06, the Project Approval Board has allocated an amount of Rs.187.79 cores under this component for a total 20.14 lakh Children With Special Needs (CWSN) identified. The commitment of the Government of India to Universalisation of Elementary Education (UEE) cannot be fully achieved without taking care of special educational needs of the physically and mentally challenged children.

A revised Action plan for Inclusive Education was formulated by MHRD on October 1, 2005. The following framework of the Action Plan and list of activities has been developed as a result of the initial consultations. The plan covers the inclusion in education of children and young persons with disabilities. The different sectors to be
covered in the plan are 1) Early Childhood Care and Education 2) Elementary Education 3) Secondary Education 4) Higher and Technical Education 5) Vocational Education.

The Government of India formulated the National Policy for Persons with Disabilities in February 2006 which deals with Physical, Educational & Economic Rehabilitation of persons with disabilities. In addition the policy also focuses upon rehabilitation of women and children with disabilities, barrier free environment, social security, research etc. The National Policy recognizes that Persons with Disabilities are valuable human resource for the country and seeks to create an environment that provide them with equal opportunities, protection of their rights and full participation in society.

Most recent advancement is the Right of Children for Free and Compulsory Education (2009) which guarantees right to free and compulsory education to all children of the age six to fourteen years. For education for a child with disability, the act has to be read in conjunction with the Chapter V of the Persons with Disability Act, 1995. Chapter V of the PWD Act ensures that every child with disability is entitled to a free education up to the age of 18 years. The government and local authorities must endeavor to promote integration of students with disabilities in regular schools, promote setting up of special schools in order to make them accessible to children living in any part of the country. Although several measures have been taken by the Government and NGOs but the process has not yet been satisfactory.

Inclusive Education has been viewed as a sensitive issue, historically and in recent past, both internationally and within our nation in pursuance of various conventions and other instruments. There are various research studies being conducted in the field of Inclusive Education at present. But there is still an immense need for more research work in the field of inclusive education. The researcher has felt the ardent need to find out the present condition of Inclusive Education and how far the various Implementational Aspects of Inclusive Education for the Physically Challenged students have been implemented in the primary and secondary level schools of West Bengal. With the view to the above the researcher intended to carry out this study to estimate the
conditions of Implementational Aspects of Inclusive Education for the Physically Challenged students of primary and secondary schools of West Bengal.

1.2 The concept of Inclusive Education:

UNESCO defines inclusion precisely: “as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children”.

Inclusive Education is on one hand, a human right issue and on the other a strategy to develop a child into a balanced personality capable not only surviving in a society but also to compete with others without any fear of failure or a complex. Inclusion in education not only develops moral values like equity, equal opportunity, human rights and healthy and positive attitude but also strengthens them. It leads to freedom from prejudices, biases, be they racial or social, which create bitterness among those living together in the same society.

The concept of Inclusive Education could only be operationalized once the philosophy behind it is understood. It is known that a reluctant society would not be able to provide equal rights to all its learners. Inclusion calls for a transformation of the ideology. Inclusive Education is part of the strategic intervention. The aim of Inclusive Education is not only to cater to all learners but also to resist exclusionary pressures. Inclusion means much more than integration, it signifies that the child with disability is provided a similar environment and experiences as his/her non-disabled peers. A better understanding of the inclusion philosophy would help us gain clarity on the subject matter and facilitate accreditation of the inclusion processes.

Inclusion requires restructuring of cultures, policies and practices in schools in order to respond to the diversity in learners. If certain prevalent understandings of
Inclusive Education are examined, it could be deduced that most definitions mention Inclusive School as one which provides education to ‘all’ learners.

Inclusion is not merely about providing access into mainstream schools for pupils who have previously been excluded. It is not about closing down an unacceptable system of segregated provision and dumping these pupils in an unchanged mainstream system. Existing school systems in terms of physical factors, curriculum aspects, teaching expectations and styles, leadership roles – will have to change. This is because Inclusive Education is about the participation of all children and young people and the removal of all forms of exclusionary practices.

Inclusion is a term which can be defined as an attitude or a commitment of appreciating diversities and accepting that all children can be educated in a common school to their maximum potential. It requires increasing the capacity of regular schools so that they can respond creatively to greater diversities. It also involves building the capacities of teachers to deal with diverse population of students and to acquire pedagogical competencies that facilitate the learning of the students in their classroom.

Booth (1999) emphasizes three criteria for inclusive education system such as, increasing the participation, reducing exclusion and giving equality when he says – “I define Inclusive Education as the process of increasing the participation of learners within, and reducing their exclusion from the cultures, curricula and communities of neighborhood centers of learning……It is about giving learners an equality of regard irrespective of their background, gender, ethnicity, sexuality, disability and attainment.”

Lindsay (2003) has very rightly stated: “It (Inclusive Education) is championed as a means to remove barriers, improve outcomes, and remove discriminations. Inclusion is, however, a complex and contested concept and it’s manifestations in practice are many and various.”

Inclusion is concerned with providing appropriate responses to the broad spectrum of learning needs in formal and non-formal educational settings. Rather than being a marginal issue on how some learners can be integrated in mainstream education,
inclusive education is an approach that looks into how to transform education systems and other learning environments in order to respond to the diversity of learners. It aims towards enabling teachers and learners both to feel comfortable with diversity and to see it as a challenge and enrichment of the learning environment, rather than a problem. Inclusion emphasizes providing opportunities for equal participation of persons with disabilities (physical, social and/or emotional) whenever possible into general education, but leaves open the possibility of personal choice and options for special assistance and facilities for those who need it.

In particular, four key elements have tended to feature strongly in the conceptualization of inclusion. The four elements are as follows:

- Inclusion is a process. That is to say, inclusion has to be seen as a never-ending search to find better ways of responding to diversity. It is about learning how to live with differences and learning how to learn from differences. In this way differences come to be seen more positively as a stimulus for fostering learning amongst children and adults.

- Inclusion is concerned with the identification and removal of barriers. Consequently, it involves collecting, collating and evaluating information from a wide variety of sources in order to plan for improvements in policy and practice. It is about using evidence of various kinds to stimulate creativity and problem-solving.

- Inclusion is about the presence, participation and achievement of all students. Here “presence” is concerned with where children are educated, and how reliably and punctually they attend those institutions; “participation” relates to the quality of their experiences whilst they are there and, therefore, must incorporate the views of the learners themselves; and “achievement” is about the outcomes of learning across the curriculum, not merely test or examination results.

- Inclusion involves a particular emphasis on those groups of learners who may be at risk of marginalization, exclusion or underachievement. This
indicates the moral responsibility to ensure that those groups that are statistically most “at risk” are carefully monitored, and that, where necessary, steps are taken to ensure their presence, participation and achievement in the education system.

Furthermore, as stated by Booth and Ainscow in their proposal of an Index for inclusion, “inclusion is about making schools supportive and stimulating places for staff as well as students. It is about building communities which encourage and celebrate their achievements”.

According to Mani, “Inclusion is not a programme but an ideology: Inclusive Education is an ideology and not a programme. It is a concept of effective schools where every child has a place to study and teachers become facilitators of learning rather than providers of information. Inclusion is the general goal in developing nations and the ways of facilitating inclusion are many.”

1.3 Inclusive School:

An Inclusive School is a place where everyone belongs, is accepted, supports, and is supported by his or her peers and other members of the school community in the course of having his or her educational needs met. Inclusion is not a strategy to help people fit into the systems and structures which exist in society; it is about transforming those systems and structures to improve them for everyone. It is about creating a better world for everyone. Thus, an Inclusive School meets the needs of all learners, even children with disabilities.

There are some ground values of inclusion in schools. Firstly, the child with disability does not have to always try to achieve normal standards. There also has to be no minimum criteria of ability for seeking admission to an Inclusive School. An Inclusive School accepts all learners and provides equal opportunities to all students. Secondly, it also celebrates diversity in a pluralistic society. The non-disabled children have much to learn from children with disabilities and vice versa. Thirdly, all actors in Inclusive Education must collaborate to give best results of inclusion. In addition, ‘inclusion’
values each individual and respects his/her uniqueness. Inclusion in schools, places the teaching/learning responsibility on the school rather than on the child with disability. This wide understanding of Inclusive Education is borrowed from Loreman, Deppler And Harvey (2006). They define inclusion of children with different abilities in all aspects of schooling that other children are able to access and enjoy. For achieving this goal, the regular schools have to adapt themselves to the needs and demands of all children and must prepare to celebrate diversity. They further note that their definition of inclusion does not imply that children with diverse abilities would not receive specialized assistance or teaching outside of the classroom when required, but rather this is just one of many options that are available to, and in fact required of all children.

A school that promotes Inclusive Education is called an Inclusive school. An Inclusive School is a place where everyone belongs, is accepted, supports and is supported by his peers and other members of the school community in the course of having his or her educational needs met. Inclusive Schooling is the process of operating a classroom or school as a supportive community where the needs of all members are met and people support and accept responsibility for each other.

According to Thomas, Walker & Webb (1998), “an Inclusive School contains the following elements: It is community based: an inclusive school reflects the community as a whole. Membership of the school community is open, positive and diverse; it is not selective, exclusive or rejecting: it is barrier-free; an Inclusive School is accessible to all who become members – physically in the buildings and grounds, and educationally in terms of curricula support systems and methods of communication; it promotes collaboration; an Inclusive School works with, rather than competitively against, other schools; it promotes equality, an Inclusive School is a democracy.”

Inclusive classrooms look different all the time because the environment is created by whatever interactions the teacher and students have as a group or as individuals in the group. It is a classroom where a lot of students do different things with peers and teachers helping them. It is a classroom where students move from one environment to another. It is also a classroom where everybody is smiling, the students
are actively engaged, and the teacher is delighted to be there. It is a classroom where teachers come with lot of preparation, clear vision and strong commitments. But it is difficult to get such ideal classrooms always. But according to Mara Sapon Shevin 2003 “Inclusion without resources, without commitment, without a vision statement, without restructuring, and without staff development won’t work.”

1.4. Rationale of the Study:

Education helps in bringing about equality and empowerment. Inclusive Education means that all children irrespective of their strength or weakness are accommodated in the same school. They are included in the feeling of belonging among other students, teachers, administrators, non-teaching staff and our community at large.

The concept of Inclusive Education represents the latest trend in the field of education. Inclusive Education is on one hand a human right issue and on the other hand, a strategy to develop a special need child into a balanced personality capable not only surviving in a society but also to compare with others without any fear of failure or a complex.. Inclusive Education develops moral values like equity, equal opportunity, human rights, but also strengthens them.

Academically every child has a fundamental right to education and must be given the opportunity to achieve and maintain an acceptable level of learning. Besides every child has unique characteristics, interest and abilities and learning needs. All those with special needs must have access to general schools, which should accommodate them with child centric pedagogy capable of meeting their needs. Practically, Inclusive Education leads to freedom from prejudices, biases, be they racial or social causing bitterness among those living together in the same society..

An increasing number of publications, policy papers, workshops etc. have supported the ideology of inclusion. The major goal of Inclusive Education is the Flagship goal. Recognizing the right to education, the flagship seeks to unite all the partners of education in the efforts to provide access to quality education for every child, youth and adult with disability.
Teachers, parents, special educators etc. have to facilitate the implementation of Inclusive Education not only as a programme but also as an ideology – an ideology based on principles of human right approach.

Inclusive Education is still a very nascent phases of implementation in India – both in policy and in practice. Thus, real life improvements for special children will be gradual and sporadic as long as “struggle to achieve compulsory education for the majority of children takes precedence over meeting the needs of those with disability” (Ainscow M, 1995 cited in Singal 2005).

The World Bank Report 2007 has highlighted that 38% of the Children with disability in the age group of 6 – 13 years are out of school. According to the census of India 2011 the number of disabled children and young adults are very high. The most recent act of the Right of children for free and compulsory education 2009 guarantees right to free and compulsory education to all children till the age of 14 years including the children with disability up to the age of 18 years in regular schools.

The researcher has gone through a lot a literature to find out the present condition of Inclusive Education and how far Inclusive Education is gaining ground in our country, and has felt the need for an in-depth study regarding the present condition of implementation of Inclusive Education in the primary and secondary schools of West Bengal and find out the various loopholes which are present in the field of Inclusive Education so that necessary corrective measures can be taken.

With a view to the perception to Inclusive Education this study was conducted to satisfy the ardent need in the area of Inclusive Education and to assess the real scenario of Inclusive Education in West Bengal. The study was also focused on understanding and measuring the degree of success with which the programme of inclusive education is being implemented. The researcher expects that the findings of the study would throw light about the present position of Inclusive Education along with its implementational situations so that future plan could be taken up for the program of Inclusive Education, here lies the rational of the study.
1.6 References:


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