Questionnaire

I

III

II

IV
QUESTIONNAIRE I

- Study of Special Schools for the Blind in Gujarat

1. Name of the School: ___________________________________________________

Postal Address : _______________________________________________________

_____________________________________________________________________

Telephone No. : ____________ Gram : ____________

Year of Establishment : ____________ Pin : ____________

2. Status of the School (Tick Mark)
   a. Government ----
   b. Charitable ----
   c. Religious ----
   d. Any Other ---- Please Specify __________________________________________________________________

3. Is your Special School exclusively for the blind?
   -- Yes    -- No
   If No., mention other categories of disability covered (Tick Mark):
   a. Orthopaedically Handicapped    ---
   b. Deaf    ---
   c. Mentally Handicapped    ---
   d. Any Other (Please Specify)    ---

4. Do you have any integrated education project:
   -- Yes    -- No

5. Target Group (Tick Mark)
   a. Children (upto 14 Years)    ---
   b. Adult (more than 14 Years)    ---
   c. All age Groups    ---
6. Level of Education (Tick Mark)

a. Only Preparatory (K.G.)
b. Only Primary
c. Only Secondary
d. Primary & Secondary
e. Only Higher Secondary
f. Secondary & Higher Secondary
g. Primary, Secondary & Higher Secondary
h. Technical School
i. Vocational Courses
j. Any Other (Please Specify)

7. Strength of Students (As on 1 December every year)

<table>
<thead>
<tr>
<th>Year</th>
<th>Sanctioned Strength</th>
<th>Actual Strength</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>1988</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1989</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1990</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. Strength of Teaching Staff Including Instructors:
(As on 1 December every year)

<table>
<thead>
<tr>
<th>Year</th>
<th>Sanctioned Strength</th>
<th>Actual Strength</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Under-qualified</td>
<td>Qualified</td>
</tr>
<tr>
<td>1988</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1989</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1990</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9. Sources of Grant (Tick Mark):

a. Department of Social Defense
b. Ministry of Welfare (GOI)
c. Department of Education
d. Ministry of Human Resource Development
e. Technical Education Board
f. Social Welfare Board
g. Any other Government Source
   Please Specify
h. Only Public Donations
i. Any Other Source
   Please Specify
10. Structure of Grant (Tick Mark):

<table>
<thead>
<tr>
<th>Percentage</th>
<th>a. Staff Salary</th>
<th>b. Admissible</th>
<th>c. Non Meals</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>90%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>66%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adhoc Basis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Per Month Basis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any Other</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. Facilities Available at the School (Tick Mark):

<table>
<thead>
<tr>
<th>S. N.</th>
<th>Facilities</th>
<th>Available</th>
<th>Special Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Boarding</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>b.</td>
<td>Lodging</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>c.</td>
<td>Orientation &amp; Mobility</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>d.</td>
<td>Daily Living skills</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>e.</td>
<td>Braille</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>f.</td>
<td>Craft Training</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>g.</td>
<td>Clay Modeling</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>h.</td>
<td>Cricket</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>i.</td>
<td>Sports</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>j.</td>
<td>Indoor Games</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>k.</td>
<td>Music</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>l.</td>
<td>Physical Exercises</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>m.</td>
<td>Occupational Therapy</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>n.</td>
<td>Scout</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>o.</td>
<td>Counselling</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>p.</td>
<td>Parent\Teacher Association</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>q.</td>
<td>Any Other</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>

12. Do you have Braille production facilities? --- Yes --- No

If Yes, mention nature of facilities (Tick Mark):

| a. Writing Frame | --- |
| b. Braille      | --- |
| c. Thermoform   | --- |
| d. Braille Press| --- |

13. Do you provide Braille books to the students? --- Yes --- No
If Yes, mention the type of Braille books (Tick Mark):

a. Only text books
b. Text books and Guess Papers
   ---
c. Only story books
   ---
d. All type of books
   ---

14. Mention the Braille Press from where you get Braille Books
   (Tick Mark):

a. NAB Braille Press, Ahmedabad
   ---
b. NAB Braille Press, Bombay
   ---
c. NIVH Braille Press, Dehradun
   ---
d. CFB Braille Press, Madras
   ---
e. Any other Braille Press
   ---

15. Do you provide Cassette Books to the students?
   --- Yes      --- No

If Yes, what type of Cassette Books do you provide? (Tick Mark)

a. Only text books
   ---
b. Story books
   ---
c. All type of books
   ---

16. Expenditure Pattern:

<table>
<thead>
<tr>
<th>Year</th>
<th>Annual Expenditure on Education</th>
<th>Annual Expenditure on Hostel</th>
<th>Total Grant Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>1987-88</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1988-89</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1989-90</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

17. Nature Of Building (Tick Mark):

a. Rented
   ---
b. Owned
   ---

18. Approximate Area (Tick Mark):

a. For Class Rooms  ---- Sq. Yrds.
b. For Play Ground   ---- Sq. Yrds.
c. For Recreation    ---- Sq. Yrds.
d. Other Facilities  ---- Sq. Yrds.
e. Total Area        ---- Sq. Yrds.
19. List of Special Equipment Available in the School (Tick Mark):

a. Brailiers:
   i. Perkins
   ii. Marburg
   iii. Taj
   iv. Any Other

b. Thermoform
c. Tactile Globe
d. Relief Maps
e. Braille Kits
f. Braille Writing Slates
g. Marburg Braille Writing Frame
h. Bonham Geometric Device
i. Taylor Arithmetic Frame
j. Tactile Map of the Institute
k. Auditory Map of the Institute
l. Braille Computer
m. Braille Embosser
   (Computer Operated)
n. Speech Synthesizer
o. Models of Body Parts
p. Braille Micrometer
q. Braille Thermometer
r. Any Other

20. Details of Teachers who have Completed Special Course as Teachers of the Blind:

<table>
<thead>
<tr>
<th>Name of the Teacher</th>
<th>Course Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ahmedabad</td>
<td>Delhi</td>
</tr>
</tbody>
</table>

1.
2.
3.
4.
5.
21. Educational Level of the Teachers:

<table>
<thead>
<tr>
<th>S.N. Qualification</th>
<th>No. of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Below Matric:</td>
<td>---</td>
</tr>
<tr>
<td>b. Matric (SSC):</td>
<td>---</td>
</tr>
<tr>
<td>c. Undergraduates</td>
<td>---</td>
</tr>
<tr>
<td>d. Graduates only</td>
<td>---</td>
</tr>
<tr>
<td>e. PTC / JBT only</td>
<td>---</td>
</tr>
<tr>
<td>f. Graduate with B.Ed</td>
<td>---</td>
</tr>
<tr>
<td>g. Post Graduate only</td>
<td>---</td>
</tr>
<tr>
<td>h. Post Graduate with B.Ed</td>
<td>---</td>
</tr>
<tr>
<td>i. Any other qualification</td>
<td>---</td>
</tr>
<tr>
<td>(Please Specify)</td>
<td></td>
</tr>
<tr>
<td>Total No. of Teachers:</td>
<td>---</td>
</tr>
</tbody>
</table>

22. Details regarding Braille Teachers:

a. Name:
b. Educational Qualification:
c. Knowledge of Braille:

<table>
<thead>
<tr>
<th>Language</th>
<th>Read</th>
<th>Write</th>
<th>Contractions</th>
<th>Shorthand</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hindi</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gujarati</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

d. Experience:

23. Details Regarding O&M Instructor:

a. Name:
b. Educational Qualification:
c. Course of O&M Instructor:
i. Name:
ii. Duration: 
iii. Institute:
iv. Year

d. Experience:
e. Nature of Employment:
i. Part Time:
ii. Full Time:
iii. Visiting Basis:
24. Details of Instructor in Home Economics (Science):

a. Name:
b. Educational Qualification:
c. Course:
   i. Name:
   ii. Duration:
   iii. Institute:
   iv. Year:
d. Experience:
e. Nature of Employment:
   i. Part Time:
   ii. Full Time:
   iii. Visiting Basis:

25. Details of Craft Instructor:

a. Name:
b. Educational Qualification:
c. Course:
   i. Name:
   ii. Duration:
   iii. Institute:
   iv. Year:
d. Experience:
e. Nature of Employment:
   i. Part Time:
   ii. Full Time:
   iii. Visiting Basis:

26. Any Other Relevant Information:

27. Your Name:
   Designation: (Signature)
QUESTIONNAIRE II

- Study of Integrated Education Projects for the Blind in Gujarat

1. Location of the Integrated Education Project: __________
   Postal Address: ______________________________
   of the Implementing ______________________________
   Agency ________________________________
   Telephone No.: ___________________ Gram: __________
   Year of Establishment: _________ Pin: __________

2. Status of the Integrated Education Project (Tick Mark)
   a. Government —
   b. Charitable —
   c. Religious —
   d. Any Other — Please Specify _________________________

3. Do you have any Special Education School for the Blind?
   — Yes — No
   If Yes, Mention the location ______________________________

4. Is your Integrated Education Project exclusively for the Blind?
   — Yes — No
   If No, mention other categories of disability covered under the Project (Tick Mark)
   a. Orthopaedically Handicapped —
   b. Deaf —
   c. Mentally Handicapped — d. Any Other (Specify) —

5. Target Group (Tick Mark)
   a. Children (upto 14 Years) —
   b. Adult (more than 14 Years) —
c. All age Groups

6. Level of Education (Tick Mark)

   a. Only Preparatory (K.G.)  ---
   b. Only Primary            ---
   c. Only Secondary          ---
   d. Primary & Secondary     ---
   e. Only Higher Secondary   ---
   f. Secondary & Higher Secondary ---
   g. Primary, Secondary & Higher Secondary ---
   h. Technical School        ---
   i. Vocational Courses      ---
   j. Any Other (Please Specify)  ---

7. Strength of Students (As on 1 December every year)

<table>
<thead>
<tr>
<th>Year</th>
<th>No.of Students</th>
<th>No.of</th>
<th>No.of</th>
<th>No.of</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Total</td>
<td>Regular</td>
</tr>
<tr>
<td>1988</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1989</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1990</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. Nature of the Project (Tick Mark):

   a. Students stay with the parents and attend
      the regular village school (Itinerant Model)  ---

   b. Students stay with the parents but attend
      the regular school in a town in a group
      (Resource Centre Model)  ---

   c. Students stay in a hostel and attend any nearby
      regular school (Semi-Integrated Education)  ---

   d. Students stay in a regular hostel and attend a
      particulars regular school which has a resource room
      (Semi-Integrated Resource Centre Model)  ---

   e. Students stay in a hostel run by a school for
      the blind but attend a regular school  ---
9. Sources of Grant (Tick Mark):

a. Department of Social Defense  ---
b. Ministry of Welfare (GOI)  ---
c. Department of Primary Education  ---
d. Ministry of Human Resource Dev.  ---
e. Technical Education Board  ---
f. Social Welfare Board  ---
g. Any other Government Source  ---
   Please Specify
h. NAB Department of Education  ---
h. Only Public Donations  ---
i. Any Other Source  ---
   Please Specify

10. Structure of Grant (Tick Mark):

<table>
<thead>
<tr>
<th>Percentage</th>
<th>a. Staff Salary</th>
<th>b. Admissible Meals</th>
<th>c. Non Meals</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 %</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>90 %</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>66 %</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50 %</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adhoc Basis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Per Month Basis</td>
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<td>Any Other</td>
<td></td>
<td></td>
<td></td>
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11. Expenditure Pattern:

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<td></td>
<td></td>
</tr>
<tr>
<td>1989-90</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
12. Facilities Available in the Project (Tick Mark):

<table>
<thead>
<tr>
<th>S. N.</th>
<th>Facilities</th>
<th>Available</th>
<th>Special Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes NO</td>
<td>Full Time PartTime No Staff</td>
</tr>
</tbody>
</table>

- a. Boarding
- b. Lodging
- c. Orientation & Mobility Training
- d. Daily Living skills Training
- e. Braille
- f. A Resource Centre
- g. Braille Production facilities
- f. Craft Training
- g. Cricket
- h. Sports
- i. Indoor Games
- j. Music
- k. Physical Exercises
- l. Occupational Therapy
- m. Scout
- n. Counselling
- o. Holiday camps
- p. Parents meetings
- q. Parent Teacher Association
- r. Meetings of the Class Teachers
- s. Clay Modeling
- t. Any Other

13. Do You have Braille production facilities?

- Yes — No

If Yes, state nature of facilities (Tuck Mark)

a. Writing Frame —
- b. Brailler —
- c. Thermoform —
- d. Braille Press —

14. Do you provide Braille books to the students?

- Yes — No

If Yes, what type of Braille books (Tick Mark)
a. Only text books  
b. Text books and Guess papers  
c. Only story books  
d. All types of books

15. Mention the Braille press from where you avail Braille Books (Tick Mark)

a. NAB Braille Press, Ahmedabad  
b. NAB Braille Press, Bombay  
c. NIVH Braille Press, Dehradun  
d. CFB Braille Press, Madras  
e. Any other Braille Press

16. Do you provide Recorded Cassettes to the Students?  
--- Yes  --- No

If Yes, what type of Books (Tick Mark):

a. Only Text books  
b. Only story books  
c. All type of books

17. Nature Of Building exclusively used for the Project  or Resource Room (Tick Mark):

a. Rented  
b. Owned

18. Approximate Area (Tick Mark):

a. For Resource Rooms  ---- Sq. Yards.  
b. For Play Ground  ---- Sq. Yards.  
c. For Recreation  ---- Sq. Yards.  
d. Other Facilities  ---- Sq. Yards.  
e. Total Area  ---- Sq. Yards.

19. Details of Teachers who have Completed Special Course as Teachers of the Blind:

<table>
<thead>
<tr>
<th>S.N.</th>
<th>Name of the Teacher</th>
<th>Course Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>TTDB BRA NIVH PERKINS BIRMIN NAB Any Ahmedabad Delhi D'dun USA GHAM (3Mnth) Other</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
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<tr>
<td>3.</td>
<td></td>
<td></td>
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<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
20. List of Special Equipment Available in the Project (Tick Mark):

<table>
<thead>
<tr>
<th>S.N.</th>
<th>Equipment</th>
<th>Yes</th>
<th>No. If Yes, Mention Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Brailiers:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>i. Perkins</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ii. Marburg</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>iii. Taj</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>iv. Any Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>Thermoform</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>Tactile Globe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>Relief Maps</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td>Braille Kits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f.</td>
<td>Braille Writing Slates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g.</td>
<td>Marburg Braille Writing Frame</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h.</td>
<td>Bonham Geometric Device</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i.</td>
<td>Taylor Arithmetic Frame</td>
<td></td>
<td></td>
</tr>
<tr>
<td>j.</td>
<td>Tactile Map of the Institute</td>
<td></td>
<td></td>
</tr>
<tr>
<td>k.</td>
<td>Auditory Map of the Institute</td>
<td></td>
<td></td>
</tr>
<tr>
<td>l.</td>
<td>Braille Computer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>m.</td>
<td>Braille Embosser (Computer Operated)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>n.</td>
<td>Speech Synthesizer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o.</td>
<td>Models of Body Parts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>p.</td>
<td>Braille Micrometer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>q.</td>
<td>Braille Thermometer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>r.</td>
<td>List any other Special Equipment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

21. Educational Level of the Itinerant / Resource Teachers:

<table>
<thead>
<tr>
<th>S.N. Qualification</th>
<th>No. of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Under Matric</td>
<td></td>
</tr>
<tr>
<td>b. Matric (SSC)</td>
<td></td>
</tr>
<tr>
<td>c. Undergraduates</td>
<td></td>
</tr>
<tr>
<td>d. Graduates only</td>
<td></td>
</tr>
<tr>
<td>e. PTC / JBT only</td>
<td></td>
</tr>
<tr>
<td>f. Graduate with B.Ed</td>
<td></td>
</tr>
<tr>
<td>g. Post Graduate only</td>
<td></td>
</tr>
<tr>
<td>h. Post Graduate with B.Ed</td>
<td></td>
</tr>
<tr>
<td>i. Any other qualification</td>
<td>(Please specify)</td>
</tr>
</tbody>
</table>

Total No. of Teachers: ---
22. Do You Have a Special Braille Teacher: ---Yes ---No

If No., who teaches Braille (Tick Mark)

a. Itinerant Teacher ---
b. Field Worker ---
c. Project Coordinator ---

If Yes, give details regarding Braille Teachers:

a. Name:
b. Educational Qualification:
d. Knowledge of Braille:

<table>
<thead>
<tr>
<th>Language</th>
<th>Read</th>
<th>Write</th>
<th>Contractions</th>
<th>Shorthand</th>
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</thead>
<tbody>
<tr>
<td>Hindi</td>
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<tr>
<td>English</td>
<td></td>
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</tr>
<tr>
<td>Gujarati</td>
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<tr>
<td>Any Other</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

d. Experience:

23 Do you have a O&M Instructor: ---Yes ---No

If No., who imparts training in Orientation & Mobility (Tick Mark):

a. Itinerant\Resource Teacher ---
b. Field Worker ---
c. Project Coordinator ---
d. Any Body Else ---

If Yes, give details regarding O&M Instructor:

a. Name:
b. Educational Qualification:
c. Course of O&M Instructor:
   i. Name:
   ii. Duration:
   iii. Institute:
   iv. Year
d. Experience:
e. Nature of Employment:
   i. Part Time:
   ii. Full Time:
   iii Visiting Basis:
24. Do you have a special Instructor in Home Economics (Science):

— Yes --- No

If No., who provides training in Activities of Daily Living (Tick Mark)

a. Itinerant/Resource Teacher ---

b. Field Worker ---

c. Project Coordinator ---

d. Any Body Else ---

If Yes, give details regarding Instructor in Home Economics:

a. Name:

b. Educational Qualification:

c. Course:

i. Name:

ii. Duration:

iii. Institute:

iv. Year:

d. Experience:

e. Nature of Employment:

i. Part Time:

ii. Full Time

iii. Visiting Basis:

25. Do you have a special Craft Instructor: — Yes — No

If No., who imparts training in craft etc.

a. Itinerant/Resource Teacher ---

b. Field Worker ---

c. Project Coordinator ---

d. Any Body Else ---

If Yes, give details of Craft Instructor:

a. Name:

b. Educational Qualification:

c. Course:

i. Name: ii. Duration: iii. Institute: iv. Year:

d. Experience:

e. Nature of Employment:

i. Part Time: ii. Full Time:

iii. Visiting Basis:

26. Any Other Relevant Information:

27. Your Name: Designation:
QUESTIONNAIRE III

- Inter-model Comparison of In-built Merits and Demerits of Various Models of Education of the Visually Handicapped

Explanation of Various Terms

1. Integrated Education - Resource Centre Model: A blind child stays with the family and attends a nearby regular school where a Resource Centre has been established and services of a Resource Teacher are provided.

2. Integrated Education - Itinerant Model: A blind child stays with the family and attends a nearby regular school and avails services of an Itinerant Teacher at the school or the home.

3. Semi-integrated Education - A child stays in a hostel, special or regular, and attends a nearby regular school where a resource centre has been established.

4. Special Education - A blind child stays in a special hostel and attends a special class exclusively for the blind.

Q. N. 1: List the modes of education of the blind prevalent in India (Tick Mark):

--- a. Integrated Education - Resource Centres Model
--- b. Integrated Education - Itinerant Model
--- c. Semi-integrated Education
--- d. Special Education
--- e. Private Tutoring
--- e. Any Other (Please specify)

Q. N. 2: Which mode of education are you promoting at present (Please Tick Mark):

--- a. Integrated Education - Resource
--- b. Integrated Education - Itinerant
--- c. Semi-integrated Education
--- d. Special Education
--- e. Any Other (Please Specify)

Q. N. 3: Specify order of your preference for various modes of education (Please rate 1 to 4 with 4 for the highest preference and 1 for the least preference):

--- a. Integrated Education - Resource
--- b. Integrated Education - Itinerant
--- c. Semi-integrated Education
--- d. Special Education
Q. N. 4: What are the merits of special education *(Tick Mark)*:

--- a. Small classes hence personal attention of the teacher
--- b. Services available for slow learning blind children
--- c. Only option for children with multiple disability
--- d. No problem of adjustment with sighted children
--- e. Better trained and experienced teachers
--- f. Free boarding and lodging facilities
--- g. Quality of education is better
--- h. Adequate facilities for teaching of plus curriculum *(O&M, ADL, Braille and Counselling)*
--- i. Easier access to educational aids
--- j. Availability of a versatile infrastructure
--- k. Better and special vocational training
--- l. Better training in music
--- m. Availability of braille books
--- n. Availability of educational as well as mobility aids
--- o. Blind has a greater chance of happiness playing with other blind children
--- p. Per capita cost not higher than integrated education when properly compared
--- q. Blind child does not feel isolated in a big class of sighted children
--- r. Easier to get public donations as special school has a better appeal
--- s. Easier to get grants from the State Governments
--- t. Only option for education of adult blind who cannot be admitted into regular schools due to upper age constraints
--- u. Only option for children from areas where there are no regular schools
--- v. Only option for blind students after middle level education due to lack of regular schools
--- w. Only option for education of blind children with special needs
--- x. Availability of health care facilities

--- Any other *(Please list)*

y. __________________________________________

z. __________________________________________
a. __________________________________________
b. __________________________________________

c. __________________________________________
d. __________________________________________
e. __________________________________________
f. __________________________________________
g. __________________________________________
h. __________________________________________

Q. N. 5: What are the merits of integrated education *(Please Tick Mark)*

--- a. Lower per capita expenditure
--- b. Adjustment of a blind child with sighted children is better
--- c. Blind child has a full share of his family life
--- d. Involves the family and community in the development of the child
--- e. Prevent uprooting the child from the familiar surroundings
--- f. Sighted child obtains a better understanding of a blind child's capacity
--- g. Easier to get grants from the Central Government
--- h. Only alternative of covering blind children en masse
--- l. Quality of teachers is better
--- j. Easier to get readers and writers
--- k. Better chance of pursuing higher education
--- i. Only alternative for pre-school facilities
--- m. Enables early intervention and rehabilitation of a blind child
--- n. All round growth of personality of a blind child
--- o. Teaches the principle of symbiotic existence

--- Any other (Please specify):

p. 
q. 
r. 
s. 
t. 

Q. N. 6: Indicate the number of special schools for the blind in the country (Please Tick Mark)

--- a. 200
--- b. 225
--- c. 250
--- d. 300
--- e. More than 300
--- f. Any other figure _____ (mention figure)
--- g. Can not answer

Q. N. 7: Indicate enrollment of blind children in special schools (Please tick mark):

--- a. 8,000
--- b. 9,000
--- c. 10,000
--- d. 12,000
--- e. More than 12,000
--- f. Any other figure _____ (mention figure)
--- g. Can not answer

Q. N. 8: Please indicate enrollment of blind children under integrated education in the whole country (Please tick mark):

--- a. 1,000
--- b. 2,000
--- c. 3,000
--- d. 5,000
--- e. More than 5,000
--- f. Any other figure _____ (mention figure)
--- g. Can not say
Q. N. 9 Which estimate of the population of the blind in India do you consider the most appropriate? (Please tick mark):

--- a. 90,00,000 WHO 1981 estimate
--- b. 37,50,000 National Sample Survey, 1985
--- c. 1,10,00,000 National Programme on Control of Blindness Survey
--- d. Any other (Please Specify) ____________________________
--- e. Can not say

Q. N. 10: Kindly evaluate the following statement using the 5 point scale (Please tick mark):

5 stands for "Strongly Agree"
4 stands for "Agree"
3 stands for "Indifferent"
2 stands for "Disagree"
1 stands for "Strongly Disagree"

SEQUENCE 1—2—3—4—5 Please Tick Mark

1. If the expenditure on resource room, material, salary of teachers and other incidental expenses is considered, the cost difference between the residential and integrated education programmes is not significant (Advani, 1990)

2. Education of the handicapped in a special school is very costly (Plan of Action, 1986)

3. If the Government were to apply all these special methods and appliances that are required to give the blind an education at various places all over the country, it would be far more expensive than it is to congregate them in one school and teach them. They are congregated simply as a matter of economy in one sense (Sibley)

4. Expenditure on integrated education is comparatively lower (Fazelbhoy, 1989)

5. Like seeks like and there is little common between the blind and the sighted in the methods of education (Fricker)

6. A blind inmate of a special school generally develops a tendency of hostility which is later manifested into aggressive behaviour (Mathur, 1985)

7. A blind child has a much greater chance of happiness playing with other blind children (Gardener)

8. Inmates of special school are deprived of love, affection and economic support (Mayor, 1981)

9. Teaching a blind child requires extra care, time and patience, and it can not be done in a class for the sighted without retarding the general progress of the class (Gardener, 1910)

10. Integrated education enables a blind child to feel that he is an integral part of the family (Burritt, 1924)

11. The loving mother is the child’s worst enemy and unless the child was rescued in time from such a "good home", there would be a lot of hard work for the teacher (Gardener)
12. Many misconceptions are destroyed when there is a close contact between the blind and the sighted children (Fazelbhoy, 1989)

13. There will always be children whose homes are such that they ought, for the sake of decency and for the sake of giving the child an equal chance, to be taken out of these homes (Pearse, 1912)

14. Blind children under integrated education have their full share of family life along with their family members (Fazelbhoy, 1959)

15. Percentage-wise the number of blind children in the USA enrolled in the special schools has not appreciably changed over the years (Frampton, 1953)

16. Integrated education improves vocational opportunity for the blind (Bourgeault, 1970)

17. The percentage of schools providing integrated education has declined from 84% during 1972 to only 50% during 1982 (Dixit, 1982)

18. Transferring of knowledge is less of a problem in an integrated education programme because the child is being trained in his home (Horton, 1988)

19. Over the years special schools have upgraded their level of education they impart (Dixit, 1982)

20. Integrated education is practical, logical, educationally sound and can be accomplished at minimum cost (Bourgeault, 1970)

21. Providing the children with braille books is one of the most serious problems under integrated education (Abbott, 1910)

22. Integrated education also helps in universal enrollment and retention of blind children in education programme (Premlatta, 1988)

23. The average number of pupils per special school has increased over the years (Dixit, 1985)

24. Under integrated education, the sighted child obtains a better understanding of a blind's capacity (Fazelbhoy, 1982)

25. Most blind children educated under integrated education are friendless, socially inept and academic failures (Webster, 1989)

26. The interaction can enhance the self esteem, confidence and social skills of students with special needs and promote understanding and acceptance of students without special needs (Shore, 1986)

27. Average number of trained teachers in the special schools has increased significantly over the years (Dixit, 1982)

28. Integrated education is literally the only hope for thousands of blind children in developing countries (Kenmore, 1985)

29. Special schools have stood the test of time and endurance (Frampton, 1953)

30. In most cases, the blind children who received education in special schools end up unemployed
and frustrated (Oudheusden, 1981)

31. The graduates of the special schools have emerged in a wide range of competitive jobs in a sighted world - a living testimony of the success of the special schools (Frampton, 1953)

32. Students coming out of special school are totally unprepared for life (Ahuja, 1980)

33. The modern movement to remove blind children from special schools to regular schools is a monumental mistake (Gardener, 1910)

34. Special schools are quite limited in numbers and support services are painfully inadequate (Bowman, 1985)

35. Every blind child, however, can not be educated in a regular school (Fazelbhoy, 1959)

36. Special schools function as Islands and are woefully ill-equipped to fulfill the expected role (Saxena, 1982)

37. Special schools have met the demand for their public services and therefore remain the popular choice of vast majority of these people (Frampton, 1953)

38. Integrated education for the developing countries is not a matter of option but a compulsion (Stein, 1985)

39. Important gains of residential education will be in consistency of management which is of particular value for more severely handicapped pupils (Cropp, 1985)

40. Integrated education is more attractive, acceptable and salable to supporting public and to the government fiscal authorities (Bernardino, 1963)

41. Integrated education is largely experimental after almost 90 years in the USA (35 years in case of India) (Frampton, 1953)

42. Most of developing countries visualize integrated education as an expedient measure to reinforce efforts to improve access to school as a part of universalization of basic education (Jangira, 1986)

43. Learning with sighted children imposes a certain amount of strain on the blind child, there are times when the child finds himself on the sidelines, unable to participate in certain activities

44. Special schools can be compared with Ghettos (Stein, 1990)

45. There is indeed something to be said for being "ordinary" in a special school, rather than "special" in an ordinary school (Kathleen, 1978)

46. The special schools can never, by themselves, cover more than the margin of the problem of inadequate educational facilities for the blind in India (Wilson, 1963)

47. Special schools have depicted the survival power.

48. Early intervention and pre-school education programmes are inadequate in special schools (Jangira, 1989)
49. Many special schools have achieved excellent examination results and the parents' appreciation of this was likely to be one of the factors which made them press for special education (Chapman & Stone, 1986)

50. Since handicapped children are eventually expected to live in the society, their education should necessarily be provided within the framework of ordinary rather than the residential schools (Ozoji, 1990)

51. Integrated education is more a matter of necessity than luxury (Bailun, 1990)

52. Getting blind children accepted in urban schools proves more difficult than rural regular schools (Fazelbhoy, 1990)

53. As to educational environment, for the purposes of acquiring knowledge and modes of making livelihood, I think special education has the advantage. For the purposes of learning the art of living, I think integrated education has the advantage (Oliphant, 1912)

54. Integrated education would be best for the majority of blind children but the special schools should be maintained for blind children where integrated education did not exist or where these children could not be educated (Ohio Report, 1950)

55. In place of setting up more special schools, it is desirable that these schools should function as centres to prepare visually handicapped children for integration.

56. Integrated education may better be confined to partially sighted and specially organized and equipped schools should cover the totally blind (Van Cleve)

57. Special schools is a part of that stream into which it channels the pupils who have become adjusted, and from which it receives those who need special training or temporary adjustment (Lowenfeld, 1946)

58. Integrated education should be adopted from the ninth standard onward only with a provision of special education till then.

59. The National Policy on Education emphasizes the need for encouraging integrated education. It also recognizes supporting special education for children with specific problems.

60. Though better facilities are available in the special schools, remedial instructions are provided better under integrated education (Rai, 1982)

61. It is not only possible, but entirely feasible to correlate work of special schools and integrated education (WR Dry, 1946)

62. Isolation of special schools and considering them as competitive to integrated education are areas of major concern (Jangira, 1989)

63. Educational programme should be fitted to the child, and not the child to the programme (English Plan, 1952)

64. Emphasis should be placed on the needs of the blind children for special instructions and for independence rather than on administrative convenience (Bourgeault, 1970)
Q. N. 11: Kindly give your views on the merits as well as demerits of the various modes of education of the blind. Kindly enclose copies of any articles you have published on education of the blind.

(If you have already sent these articles or if the same have been published in the Blind Welfare, NASEOH News, International Journal of Visual Impairment and Blindness, British Journal of Visual Impairment, LBMRC Newsletter or International Journal of Disability and Rehabilitation, kindly do not enclose the same)

Optional:

Your Name: __________________________
Designation: _________________________
Address: _____________________________

Thank you very much for your kind assistance.

My mailing address: B. Punani, C/O Blind Men's Association
Vastrapur, Ahmedabad 380 015 Gujarat
PERFORMANCE EVALUATION OF BLIND CHILDREN

S. N. I/R/SI ______ Mode of Education: I ____ R _____ SI____

Date: Beginning / / ______ Completion / / / ______

Name of the Interviewer:

Location of Interview:

Purpose: Test Case _____ Primary Research _____ Second Trial _____

Student Name: ________________________ Father’s Name ______________________

Address: ________________________________________________________________

______________________________________________________________

Date of Birth: Date ______ Month ______ Year ______ Sex: M / F

Name of the School: _________________________________________________

Nature of School: Integrated _____ Residential _____ Semi Int. _____

: Co-education _____ Boys _______ Girls ______

Name of the Project: _________________________________________________

Class: __________________ Section _____________

No. of Years in the Programme: ________________________________________

Details of Earlier Education: __________________________________________

______________________________________________________________

Age of On-set of Blindness: Congenital ______

Acquired at the Age of ______ Years

Degree of Vision: Totally Blind ______

Partially Blind ______

Partially Sighted ______
Cause of Blindness: Congenital
   Disease ___  (Specify) ____________________________
   Accident ___  (Specify) ____________________________
   Any other ___
   Not Known ___

Brief History after Blindness:
   Treatment at Home ______________________________
   Treatment from Village Doctor ______________________
   Treatment at Eye Hospital __________________________
   Any other Treatment ______________________________
   Nature of Rehabilitation __________________________
   Other Details ____________________________________

History of Blindness in the Family:

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<tr>
<th>Relation</th>
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<th>No</th>
<th>If Yes, Cause</th>
<th>Age of On-set</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brother</td>
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<tr>
<td>Sister</td>
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<tr>
<td>Father</td>
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<tr>
<td>Mother</td>
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<tr>
<td>Uncle</td>
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<td>Aunt</td>
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<td>Grand-Father</td>
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<tr>
<td>Grand-Mother</td>
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<td>Any Other</td>
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### Family Occupation:

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<tr>
<th>Occupation</th>
<th>Father</th>
<th>Mother</th>
<th>Brother</th>
<th>Sister</th>
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<tr>
<td>Service</td>
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<tr>
<td>Farmer</td>
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<tr>
<td>Farm Labourer</td>
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<tr>
<td>Shop-keeper</td>
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<tr>
<td>Craftman</td>
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<tr>
<td>Ind. Worker</td>
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<tr>
<td>Any Other</td>
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</tr>
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<tr>
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</tbody>
</table>

### Religion:

- Hindu
- Muslim
- Christian
- Other
- Higher Caste
- Schedule Caste
- Schedule Tribe
- Baxl Panch
- Other

### No. of Friends:

<table>
<thead>
<tr>
<th>S.N.</th>
<th>Names</th>
<th>Sex</th>
<th>Vision</th>
<th>Location</th>
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<td>Rela</td>
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<td>Other</td>
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### Activities:

<table>
<thead>
<tr>
<th>S.N.</th>
<th>Activity</th>
<th>Passive</th>
<th>Active</th>
<th>With Blind</th>
<th>With Sighted</th>
<th>Alone</th>
</tr>
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<td>1.</td>
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<td>2.</td>
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<td>4.</td>
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<td>5.</td>
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<td>6.</td>
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<td>7.</td>
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</tbody>
</table>
## VINELAND SOCIAL MATURITY SCALE

*(Indian Adaptation by Dr. A. J. Malin)*

Note:—Mark the item pass (_/) if the child is able to perform correct and and fail (X) if otherwise. Half credits may be given if it can be presumed that the child could have passed the item if the opportunity was present.

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Test Items</th>
<th>Correct</th>
<th>1/2 Incorrect</th>
<th>Marks</th>
</tr>
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<tbody>
<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td>4 - 5 Years</td>
<td></td>
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</tr>
<tr>
<td>51.</td>
<td>Cares for self at toilet</td>
<td></td>
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<tr>
<td>52.</td>
<td>Washes face unassisted</td>
<td></td>
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<tr>
<td>53.</td>
<td>Goes about neighborhood un-attended</td>
<td></td>
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</tr>
<tr>
<td>54.</td>
<td>Dresses self except for tying</td>
<td></td>
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</tr>
<tr>
<td>55.</td>
<td>Uses slate for writing braille</td>
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<tr>
<td>56.</td>
<td>Plays competitive exercise games</td>
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<tr>
<td>5 - 6 Years</td>
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<tr>
<td>57.</td>
<td>Uses hoops, flies kites, or uses knife</td>
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<tr>
<td>58.</td>
<td>Writes simple words in Braille</td>
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<tr>
<td>59.</td>
<td>Plays simple games which require taking turns</td>
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<tr>
<td>60.</td>
<td>Is trusted with money</td>
<td></td>
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<tr>
<td>61.</td>
<td>Goes to school unattended</td>
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<tr>
<td>6 - 7 Years</td>
<td></td>
<td></td>
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<tr>
<td>62.</td>
<td>Mixes rice “properly” unassisted</td>
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<tr>
<td>63.</td>
<td>Uses stylus for writing</td>
<td></td>
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<tr>
<td>64.</td>
<td>Bathes self assisted</td>
<td></td>
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<tr>
<td>65.</td>
<td>Goes to bed unassisted</td>
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<tr>
<td>7 - 8 Years</td>
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<tr>
<td>66.</td>
<td>Can differentiate between AM &amp; PM</td>
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<tr>
<td>67.</td>
<td>Helps himself during meals</td>
<td></td>
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<tr>
<td>68.</td>
<td>Understands and keeps family secrets</td>
<td></td>
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<tr>
<td>69.</td>
<td>Participates in pre-adolescent play</td>
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<tr>
<td>70.</td>
<td>Combs or brushes hair</td>
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<tr>
<td>8 - 9 Years</td>
<td></td>
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<tr>
<td>71.</td>
<td>Uses Brailler, Abacus, Geometry Box, pocket frame</td>
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<tr>
<td>72.</td>
<td>Does routine household tasks</td>
<td></td>
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<tr>
<td>73.</td>
<td>Reads on own initiative</td>
<td></td>
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<tr>
<td>74.</td>
<td>Bathes self unaided</td>
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</tbody>
</table>
9 - 10 Years

75. Cares for self at meals
76. Makes minor purchases
77. Goes about home town or hostel freely

10 - 11 Years

78. Distinguish between friends and play mates
79. Makes independent choice of shops
80. Does small remunerative work; makes articles like chair-canning, weaving, salesmanship
81. Follows local current events

11 - 12 Years

82. Does simple creative work like; Craft, stitching, clan work, making braille books
83. Is left to care for self or others
84. Enjoys reading Braille books, and Braille magazines

Total: _______________________

TEST OF CONCEPT DEVELOPMENT

Age Group 9-11 Years
Part - 1

BODY AWARENESS

Note :- The Investigator should administer this test individually with children. The test is action oriented and at every stage, the investigator should note down the score for the response/performance of the child. Correct response for each item carries a score of one (1) and the incorrect response zero (0)

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Test Items</th>
<th>Correct</th>
<th>Incorrect</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>The child must be asked to Show the following parts of the body:</td>
<td></td>
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</tr>
<tr>
<td>1.</td>
<td>Location of the brain</td>
<td></td>
<td></td>
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<tr>
<td>2.</td>
<td>Lungs</td>
<td></td>
<td></td>
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<tr>
<td>3.</td>
<td>Skin</td>
<td></td>
<td></td>
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<tr>
<td>4.</td>
<td>Lips</td>
<td></td>
<td></td>
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<tr>
<td>5.</td>
<td>Bone</td>
<td></td>
<td></td>
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<tr>
<td>6.</td>
<td>Muscle</td>
<td></td>
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<td>7.</td>
<td>Spinal card</td>
<td></td>
<td></td>
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<tr>
<td>8.</td>
<td>Knee</td>
<td></td>
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<tr>
<td>9.</td>
<td>Stomach</td>
<td></td>
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<tr>
<td>10.</td>
<td>Neck</td>
<td></td>
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<tr>
<td>11.</td>
<td>Hip</td>
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</tbody>
</table>
12. Throat
13. Ankle
14. Forehead
15. Eyebrow

B. The child must be asked to Explain / Demonstrate the following activities:

16. Where is the heart?
17. What is the use of the ear?
18. Feeling is sensed by?
19. Rotate the body above the hip.
20. Where is saliva produced?
21. When do we sweat?
22. When tears come?
23. What is pain?
24. What is itching?
25. Who has beard-Man or Woman?
26. When do we get cold?
27. Jump for a while.
28. Swing the body back and forth.
29. When do we yawn? 30.
   When do we Sneeze?

TOTAL

Part - 2

AWARENESS OF OBJECT / SITUATION CHARACTERISTICS

Note:- The investigator should provide the child, the required material for tactual exploration. A set of necessary materials is given in the accompanying Kit. No physical assistance or clue should be given by the investigator. Of course, adequate direction and clarification should be given before administering the test. Each correct response carries a score of 1 and incorrect response zero.

Materials Required:

Cut out of an equilateral triangle with a circumference of 18 inches, a cut out of a square with a circumference of 24 inches, tactile diagrams consisting of 3 curves and 2 straight lines and a set of objects. (Stick, Iron, rod, coil, and a wooden piece of 2 inches long)

S.No. Test Items Correct Incorrect Marks

31. A bus with a speed of 50 Kms per hour takes 3 hours to reach A and 4 hours to reach B. Which route is longer and which is shorter?

32. Which is heavier? One kilo of cotton or One kilo of iron?

33. Which person is taller? A of 5.6 feet or B of 5.9 feet.

34. In plain area, the roads are Straight. Whereas in the hilly area, they are__________
35. Which figure has more sides? Triangle or square?
36. Which is a curve? (The set of tactile diagrams to be given)
37. Which is the roughest? (The set of objects)
38. Which is the lightest? (The set of objects)
39. Which is true in summer? Dry air or sweating
40. Which is true in winter? Cold or hot.
41. How many fullmoon days we usually have in a month?
42. Why the colour of the sea look blue?
43. Which colour absorbs more light? White or black?
44. December is usually warm / cold?
45. The month May is usually warm / cold?
46. The voice of Kumar is heard from a distance of 200 metres and Raja from 100 metres. Whose voice is louder?
47. When do we say that a fruit is ripe?
48. When do you say that the water is boiling.
49. How do you find that the shirt is dirty?
50. When do you say that the bus is slow?

TOTAL (Component 2)

Component 3

TIME AND DISTANCE AWARENESS

Note:- The investigator should administer this test personally. A few questions pertaining to the time and distance concepts are listed here and score should be awarded at every stage of the administration. Each item carries a score of 1 for the correct response and zero for the incorrect response.

Material Required:- A wooden model clock with braille labels.

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Test Items</th>
<th>Correct</th>
<th>Incorrect</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>51.</td>
<td>If the first sunday of the month is 4, What is the date of the next sunday?</td>
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<tr>
<td>52.</td>
<td>If sunday is date 7, what is the date of the last day of the week?</td>
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</tr>
</tbody>
</table>
53. He is young. What is the meaning of young?

54. With a speed of 2.5 Kms per hour, how many hours you need to cover 10 Kms?

55. The distance between A and B is 225 KMs If a bus has a speed of 50 KMs per hour, how much time will it take to cover this distance?

*The year will vary in different point of time*

56. 1991 : Past/Present/Future
57. 1982 : Past/Present/Future
58. 1999 : Past/Present/Future

59. 7.00 a.m. is midnight/ Night/ Evening/After noon/Morning
60. 12.00 O’clock (night) is night/ Morning/Evening/Midnight/Noon
61. 3.30 p.m. is morning /Night/ Evening/Afternoon/Midnight
62. 6.30 p.m. is Night /Evening/ Mid-night/Afternoon/Evening
63. 10.45 is Midnight/Night/Morning/ Afternoon/Evening

64. What is the time duration between 8 a.m. of Tuesday (next day)

65. How many seconds are there in a minute?

66. 24 hours is year/month/ Day/ Week.
67. 7 days : Year/ Month/Day/Week.
68. 30 days : Year/ Month/Day/Week.
69. 12 months : Year/ Month/Day/Week.

70. What is the time in the model clock? (set 10.30 and ask child to find)

71. How much time you need approximately to walk 1/2 Km.

72. Which is the faster? Soundor light

73. What is the meaning of anti-clock wise

74. The time difference between A & B is 5 minutes. When it is 1 pm in A, what time is in B?

75. Suppose you are facing 12 O’clock direction. Now turn to 100’clock direction

76. What is the duration of time between 10.50 a.m. & 11.40 a.m. of the same day?

77. He comes here often? What do you mean by often?
78. This announcement was made in the Railway station. "The Train No. 23 is running behind schedule by 1 hour". What do you mean by behind schedule?

79. He is punctual to the class. What do you mean by punctual?

80. How many days are there in a Leap Year?

81. Walk parallel to the wall
82. Walk perpendicular to the wall
83. Walk diagonally from the Centre
84. Go round the object (may be a chair/ Table/person)
85. Let the child face East. Now ask: Turn to Northwest
86. Let the child face south. Now ask: Turn to Southeast
87. Let the child face west. Now ask: Turn to Southeast
88. When you face southwest, what is the direction of your left hand?
89. The object is beyond the reach of the hands. What do you mean by 'beyond the reach of the hands'?
90. The child must be in lying position. Now ask: Turn up side down
91. The Sun is far away. What is the opposite of far?
92. Give an aluminum coil to the child. Ask him to make it crooked and then straight.
93. Bend your body like an ark
94. Let the child stretch the arm up and straight. Now ask: Widen the distance between the hands and bring back to original position.
95. Narrow down the distance between the hands and bring back to original position.
96. Move in the direction of the sound (Give sound clue in the zig zag position)

97. Ask the Child to march in a single file of students. Observe how he maintains proper distance.

98. Take the child to an unknown environment and orient to the significant objects / clues (at least 6) in the environment. Now ask the child questions related to the environment and questions related to the direction of the object.

99. Position of the object in relation to other objects.

100. Mental picture of the environment

          Total (Component 4)

Component 5

SKILLS ORIENTED (ACTION) CONCEPTS

Note:- The investigator should test the following activities by creating right situations for the test. For example, the child can be observed in the play field, dining hall, class room and so forth. Questions should be asked to identify the level of understanding of the child. The purpose of the test items is not to test the 'competency level' but the conceptual level of understanding the task/learning activity. For example in the item 'Dancing' the purpose is not to test the ability of dancing but to expose what the child means by dancing. Sometimes children will be able to demonstrate the activity. Some will be able to explain but not demonstrate while some others may not understand at all. Therefore, the level of understanding and conceptualization would be of interest in this context.

In each activity, assessment should be made at three levels, namely,

a. The child has no understanding of the activity.
b. The child understands but not able to perform.
c. The child performs independently

    Zero (0) score should be given for (a.)
    Half (1/2) score should be given for (b.)
    One (1) score should be given for (c.)

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Test Items</th>
<th>Correct</th>
<th>Incorrect</th>
<th>Marks</th>
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</thead>
<tbody>
<tr>
<td>101.</td>
<td>Stretch hand</td>
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<tr>
<td>102.</td>
<td>Kneel down</td>
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<tr>
<td>103.</td>
<td>Brush teeth</td>
<td></td>
<td></td>
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<tr>
<td>104.</td>
<td>Drink water without the contact of lips and glass</td>
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<tr>
<td>105.</td>
<td>Throw ball with one hand and smash it with the other</td>
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<tr>
<td>106.</td>
<td>Kick the auditory ball(rattle ball) in motion</td>
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<td>107.</td>
<td>Drop an article and ask the child to search</td>
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<tr>
<td>108.</td>
<td>Crawl</td>
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<tr>
<td>109.</td>
<td>Swing the body like a pendulum</td>
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<tr>
<td>110.</td>
<td>Rotate the head over neck</td>
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<tr>
<td>111.</td>
<td>Fold the shirt</td>
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</tbody>
</table>
112. Spread the bed
113. Cut the nail
114. Hop
115. Dance
116. Drag
117. Eat without spilling a food
118. Sweep the floor
119. Pluck a bunch of leaves
120. Toss the coin
121. Measure the cloth by hand
122. Measure the cloth by scale
123. Rinse the cloth in the water
124. Awareness of the steps in taking total both
125. Spitting
126. Digging holes
127. Using safety pins
128. Pouring water to a glass from a bottle
129. Washing cloths
130. Cleaning vessels
131. Matching
132. Running
133. Imitating
134. Pressing an object
135. Nailing
136. Combing hair
137. Side stepping
138. Frog jump
139. Tramping
140. Dressing

**Total (Component 5)**

**Component 6**

**MEASUREMENT**

Note:- The following test items are pertaining to the understanding of the child about measurements and quantity. Each correct response will carry a score of 1 and incorrect Zero.

Whenever necessary, the investigator should create necessary situations for the testing.

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Test Items</th>
<th>Correct</th>
<th>Incorrect</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>141.</td>
<td>How many fives and ones are in 31?</td>
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</tr>
<tr>
<td>142.</td>
<td>I bought a cup of tea and gave 1 rupee. I was given 50 paise back. What was the price for a cup of tea?</td>
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</tr>
<tr>
<td>143.</td>
<td>The stars are bigger than the earth. Then why do they look small?</td>
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<tr>
<td>144.</td>
<td>What do you mean by a 'handful of rice'?</td>
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</tr>
</tbody>
</table>
145. How many metres are there in a Kilometre?

146. The distance between earth and sky is ____

147. How many centimetres form a metre?

148. Are these same: 1 litre of rice and 1 kilo of rice.

149. Which is longer - A kilometre or a mile?

150. Which is the maximum 4 digit number?

151. Altitude is measured by Metre/Gram/Litre

152. Milk is measured by Metre/Gram/Litre

153. Wheat is measured by Metre/Gram/Centimetre

154. Everyone in the class is responsible. What do you mean by everyone?

155. Majority of students like radio. What do you mean by majority?

156. He has abundant faith. What do you mean by abundant?

157. He has less interest in this work. What do you mean by less?

158. The door is 6 feet high. the window must be less than 6 feet/exactly 6 feet/more than 6 feet.

159. Suppose your height is 4 feet. What would have been your height 5 year back? Less than 4 feet/only 4 feet/more than 4 feet?

160. What is heavier? 110 centigrams or 1.2 grams

**Total (Component 6)**

**Component 7**

**ORIENTATION OF ENVIRONMENT**

Note: The child must be asked to tell the meaning for the following words which are commonly used by the children of the age group 9 to 11 years. For each of the test item, assessment should be made at three levels namely,

a. The child has no understanding at all.

b. The child knows the word but not able to explain.

c. The child is able to explain clearly.

Zero (0) score should be given for (a.)
Half (1/2) score should be given for (b.)
One (1) score should be given for (c.)
<table>
<thead>
<tr>
<th>S.No.</th>
<th>Test Items</th>
<th>Correct</th>
<th>Incorrect</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>161.</td>
<td>Ocean</td>
<td></td>
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<tr>
<td>162.</td>
<td>Rainbow</td>
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<tr>
<td>163.</td>
<td>Mailbox</td>
<td></td>
<td></td>
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<tr>
<td>164.</td>
<td>Gutter</td>
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<tr>
<td>165.</td>
<td>Pedestrian</td>
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<tr>
<td>166.</td>
<td>Dustbin</td>
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<tr>
<td>167.</td>
<td>Lamp post</td>
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<tr>
<td>168.</td>
<td>Peak</td>
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<tr>
<td>169.</td>
<td>Crops</td>
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<tr>
<td>170.</td>
<td>Forest</td>
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<tr>
<td>171.</td>
<td>Wild life</td>
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<tr>
<td>172.</td>
<td>Cottage</td>
<td></td>
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<tr>
<td>173.</td>
<td>Industry</td>
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<td>174.</td>
<td>Dams</td>
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<tr>
<td>175.</td>
<td>Population</td>
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<td>176.</td>
<td>Culture</td>
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<tr>
<td>177.</td>
<td>Religion</td>
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<tr>
<td>178.</td>
<td>Handicraft</td>
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<td>179.</td>
<td>Newspaper</td>
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<td>180.</td>
<td>Island</td>
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<tr>
<td>181.</td>
<td>Nation</td>
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<tr>
<td>182.</td>
<td>Continent</td>
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<td>183.</td>
<td>Temple</td>
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<td>184.</td>
<td>Church</td>
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<td>185.</td>
<td>Mosque</td>
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<td>186.</td>
<td>Valley</td>
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<tr>
<td>187.</td>
<td>Bumps</td>
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<tr>
<td>188.</td>
<td>Tank</td>
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<tr>
<td>189.</td>
<td>Pond</td>
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<tr>
<td>190.</td>
<td>Train</td>
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<td>191.</td>
<td>Plane</td>
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<tr>
<td>192.</td>
<td>Traffic Signals</td>
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<tr>
<td>193.</td>
<td>Backyard</td>
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<tr>
<td>194.</td>
<td>Bush</td>
<td></td>
<td></td>
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<tr>
<td>195.</td>
<td>School</td>
<td></td>
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<td>196.</td>
<td>Rock</td>
<td></td>
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<td>197.</td>
<td>Overbridge</td>
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</tr>
<tr>
<td>198.</td>
<td>Telegram</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>199.</td>
<td>Stream</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>200.</td>
<td>Cloud</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total (Component 7)

Total (Cumulative)

Name of the Child: ____________________________________________

Date & time of administration: ________________________________

Page 74
THE BRAILLE TEST SHEET FOR TESTING SPEED OF BRAILLE READING

Note:- The test consists of 120 words, which are made of three to four letter. The investigator should ask child to read all words and note that how many words have been read correctly in one minute by the child. The investigator should also note the time taken by the child to read all the words. For total three stage use three pens of different colours.

Score Sheet

<table>
<thead>
<tr>
<th>Stage</th>
<th>Correct words read in One minute</th>
<th>Total Words Reading Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Average: ___________________ Total Time: ___________________

Name of the Child: --------------------------------------------------
Date & time of administration:------------------------------------------
Name of Investigator: --------------------------------------------------

S.N. 1 2 3 4 5 6 7 8 9 10
1. Achal Amal Kamal Bakal Labak Alak Param Chalam Malam Kalam
2. Cover Rakam Rabar Valan Mathak Kathan Marad Daman Kathak Ladhan
3. Garam Kanak Magar Karan Alag Latak Kaan Garaj Gazal Majal
4. Faraj Haran Baraf Zaran Jalad Mahal Gaye Aankh Kavi Ben
5. Nar Bhar Nadee Uper Gyan Door Gheel Zaad Posh Pachhl
6. Maha Dhamak Dhol Kal Ravi Kookh din Vaid Aushadh Jor
7. Mor Dheh Tagar Phool Geet Bhai Ghas Ganj Shaak Rang
8. Veer Jung Moun Ranj Doodh Kheer Andh Akshar Nauv Tham
9. Chalak Balad Jot Lal Sakhat Nayan Kadak Khadak Bar Bhar
10. Nach Kal Tej Godd Bal Bhal Raxan Rup Kheen Hat
11. Jaat Ksheen Bandh Vagh Dag Kali Chadhi Kodh Shir Sheesh
12. Magaj Dil Hoth Ruth Matak Nak Jeebh Jooth Hath Saral