CHAPTER-III

METHOD AND PROCEDURE
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METHOD AND PROCEDURE

The present chapter deals with the sample, design, procedure used and statistical techniques employed. The methods of the study have been discussed under the following headings:

3.1 SAMPLING

One goal of scientific research is to describe the nature of a population—a group or class of subjects, variables, concepts, or phenomena. In some cases, an entire class or group is investigated.

Sample: A sample is a subset of the population that is representative of the entire population. (1) Sampling is an important aspect of conducting any study. Sample should be representative of the universe. The competence of the sample depends on whether the sample selected is the right representative of the universe/population. Universe refers to all the cases that can be studied for investigation and sample is the subset of the observation drawn from the population. In this study as the focus is on the blind students studying in schools, so all the students who are studying become our universe. The sample in the present study was drawn at the institute level.

3.1.1 The institute sample

To conduct this study, the researcher selected three cities; one each from three regions of Majha, Malwa, Doaba. Based on the population distribution of the census 2011, the researcher selected Amritsar, Ludhiana and Jalandhar for further study. The institute sample was drawn from representative of Social Welfare Department, Punjab. After getting the list the researcher made a visit to all institutes.

In Amritsar a total of three institutes were located namely Andh Vidyalaya, Soorma Singh Ashram, Chief Khalsa Diwan, Amritsar. Bibi Bhani Istari Netraheen Kirat ate Sikhlayi Kendra, Chherata. Out of these three, only bibi bhani istari netraheen kirat ate sikhlayi Kendra was for girl’s students and the rest two institutes were catering to male students. All the three institutes were taken for conducting the research.
Similarly in Ludhiana there were two institutes Vocational Rehabilitation Training Centre, Ludhiana; Government Institution for Blinds, Jamalpur, Ludhiana. The former one VRTC was a private institution and the later one was a government institution. Both the institutes were undertaken for study purpose.

In Jalandhar the researcher could locate only one institute i.e. Rashtriya Andh Vidyalaya, Jalandhar and that was taken for the research. One more institute was reported for girls blind students but that institution has been closed five years back due to dearth of funds.

So in all six institutes were undertaken for conducting the research namely:

1) Andh Vidyalaya, Amritsar
2) Soorma Singh Ashram, Chief Khalsa Diwan, Amritsar
3) Bibi Bhani Istari Netraheen Kirat ate Sikhlayi Kendra, Chherata, Amritsar
4) Vocational Rehabilitation Training Centre, Ludhiana
5) Government Institution for Blinds, Jamalpur, Ludhiana
6) Rashtriya Andh Vidyalaya, Jalandhar.

3.1.1(a) Andh vidyalaya, Amritsar

Understanding the helplessness, problems and need of a visually impaired child this institute was established in the holy city Amritsar in 1923 with only one child.

Andh vidyalaya, Amritsar is the biggest and oldest school of North India which is working for visually impaired children from last 85 years. The school was started in a rental accommodation in Katra Sher Singh. Master Mangal Dev Singh, the first headmaster of the school was also blind. He along with the help of Naubat Rai ji nurtured this sapling. Their contribution and sacrifice will always be remembered in the history of this organization.

On 22\textsuperscript{nd} April 1933, Dr. Gokal Chand Narang, the then minister local self government, Punjab laid the foundation stone of this institute. On 10\textsuperscript{th} January 1935 Sir Herbert William Amersen, Governor, Punjab inaugurated the newly constructed building which is spread across 3,000 feet. This institution is run by governing council in which influential and established people are included for the same.
The initiative by Master Mangal Dev was carried on by the first President of the school committee, Rai Bahadur Lala Ratan Chand, S. Raazdan, Minister along Labh Chand Mehra, Baba Tej Singh, Dr. Chuni Lal, Dr. Ishwardar, Advocate Madan Gopal, Advocate Keshoram have put in their best efforts to make this institute an example for others.

The mission of this institute is to provide educational and vocational training to all the students so that they can earn their livelihood. Till date almost 3000 students have taken their education from this institute. The need is to instill the confidence in these students as they don’t need sympathy. Giving sympathy may weaken them and they may take themselves for granted but if their confidence is developed they can do marvels. The purpose is to provide them equal rights in the society which is possible only if they are educated. Through education, they can get good job opportunities jobs in factories, schools, colleges and other departments like the sighted people. The alumni of this institute are working as teachers in various govt schools, universities. Some are working in govt. offices, one of the alumni was advocate.

Objectives of the Institute:

1) To educate the blind students and to provide them the hostel facility and to make them available the facilities provided by the government.

2) To establish Braille press and cassette library for the visually impaired.

3) To organize workshops and seminars for the students.

4) To instill them in the traits of a good citizen.

5) To train them in the handloom skills and cane weaving so that they can grow economically and artistically.

6) To do survey on the visually impaired of Punjab and to encourage them for education.

7) To give them computer education.

8) To educate them about physical education.

9) To instill in them the feeling of nationalism.

10) To arrange medical facility and to get their regular checkups done.

Students from the age of 7-12 are admitted in this school. Every student who has been certified by doctor to study in blind school is given admission without any consideration of
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caste, colour or creed. Students are given free education, hostel facility, food, study material which include Braille slate, stylus, paper to write and any other material required.

This institute is affiliated to Punjab School Education Board. Students here are taught as per that syllabus similar to that in sighted schools. Teachers teach the students from class 1 to 8 in the institute and these students have to go to Prem Ashram School for further studies, a school for sighted children. Institute co-operates with the students who show the zeal to study further. They accommodate and allow to stay the students in the institute. The institute help these students by providing them audio recorder to help them able to record their lessons and if required by the students make arrangements to get their lessons audio recorded by hiring a teacher.

There is a proper examination system. Students are given question papers in Braille and they are given 3 hours to complete the paper. The students are supposed to attempt the answers in Braille. The training given in music is affiliated to Pracheen Kala Kendra. Students can do Visharad (5 year course equivalent to graduation) or Prabhakar (1 year course after visharad equivalent to post graduation) as they wish. To hone their music skills, vocal music instruments like harmonium, sitar, sarangi, violin, dilruba, guitar and table are taught. Their orchestra is famous in the country.

Besides training students academically and in music, students are also given vocational training like training on caning is also given in which they learn to make single and double chair weaving, American chair, cycle and waste paper baskets, stools etc so that they can earn their livelihood. The institute makes chairs on order also so this is one of the source of the revenue generation. Students are also given incentives for weaving.

Training on Handloom weaving is also imparted to the students. Students learn to weave towels, bed sheets and duster. This is also a training which enables a student to make money from this. The institute sells the towels and dusters and the due incentive is given to the students for their work.

The library of this institute is expanded over 40 feet hall. The library is equipped with 5000 books. Besides text books, devotional books like Ramayan, Geeta, satyaarth prakash, mahabir vani, sukhmani sahib, gurbani nitname etc are available in Braille. Books in the category of kavya, novels, stories, biography, natya sahitya, essay, music, pauranik/ahhyamtmik sahitya,
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darshan evam sanskriti, bal sahitya, educational, miscellaneous literature, health, dictionaries, grammar, Sanskrit literature, literature for persons with blindness are available for free access to students. Students are issued books once a week. Besides the Braille magazines, both national and international are made available for the students. Magazines like Braille dhara, nayan rashmi, Braille times jigyasa, chanda mama, Braille chronicle, Braille monitor, antarpath, nandan, readers digest etc are available in library. Reliance Drishti Newspaper, India’s registered National hindi Braille newspaper in which analysis of news is done are available for students reference.

There is a proper computer lab which is equipped with 6 computers with JAW software. Recently the institute has purchased books in Braille on MS office, excel, HTML, MS excel, windows, computing essentials and many more to enable the students to learn computer in all possible manner. Students are given training on computers so that they can access internet and social networking sites and can use computer for their studies.

The institute give facilities like free education, and the reading material required like slate and the paper to emboss the Braille. There is no admission fee for the students. Students here are given the facility of hostel and the food is also provided free of cost. The hostel of the school is clean and airy where students are given rooms on sharing basis. The institute has a dining hall which is spread over 60X20 feet where all students can sit together and dine. Students who are not able to take care of themselves are given the facility of a female maid who takes care of their cleanliness and hygiene, as young students are not able to take care of their basic hygiene like bathing and wearing clothes. As the study needs of the students of class IX to graduates increases, the institute has developed one acoustically treated room for the recording of audio cassettes. The institute pays to the recording teacher and students can get their lessons recorded as per their need. Students are also given cassette players/audio recorders for their convenience so that they can listen to their recorded lesson as and when they need. Besides these students are provided with the helper who will help them for their paper. As students appear for higher studies in normal school, the students are also supposed to appear in the exams. It is also one of the major responsibilities of the institute to make them available the helper. Students are also trained in typing in all the three languages English, Punjabi, Hindi. Few students have appeared in their graduate exam and they were allowed to give their paper in typed form.
Teachers are sent to attend special training to other states. These trainings are organized by the Indian government from time to time. Students are also given training in sports and physical education. Every year various competitions are organized in which teams from other states also participate. Competition in games like cricket, kabbadi, wrestling, tug of war, shot-put throw, chess and races are organized. Students have outperformed in such competitions. Similarly students of the institute are also sent to participate in the various competitions organized in various states. Students have participated in chess championship up to national level. Competitions are also organized in music and students participate with great zeal and enthusiasm. Students participate in Harvallabh Sangeet Sammelan organized in Devi Talab Mandir Jalanadhar and Raag Sabha organized in Durgaiana Mandir, Amritsar.

Cultural programmes on republic day, Independence Day, disability day, Louis Braille birthday, Lohri, Janamastmi etc are also organized every year. Besides this havan is performed by students every Saturday. Prayer is performed twice a day before breakfast and dinner. The faculty of the institute is a mix of sighted and visually impaired. At present there are 11 teachers and one librarian along with administrative staff, peons and cooks.

This institute is run on donation basis. Approximate expenditure incurred per year is 25 lakh out of which 1 lakh is granted by the Indian government for the salaries and 31000 is given by municipal corporation. The rest amount is donated by the people of Amritsar.

The alumni of the institute was late Amar Nath Gill, perhaps the first visually impaired advocate of Punjab who used to give advice to the needy people. Likewise an alumnus is Jawaharlal Kaul who is sparkling like a shooting star. He is general secretary of All India Confederation of Blind, Delhi and he has been conferred with the title of International Man of the Year 2000-01 by International Biographical Centre, Cambridge, England and also Man of the Year 2000 by American Biographical Institute, USA. He has been conferred with Padamshree in this year. He has been working for the cause of visually impaired for last three decades. He sends the books in Braille to the institute. These books are published/transcribed in his own centre situated in Delhi. He is a role model for the visually impaired.
3.1.1(b) Soorma Singh Ashram, Chief Khalsa Diwan, Amritsar

The institute for blind in Putlighar is named as Soorma Singh Ashram which successfully runs under the control of Chief Khalsa Diwan, Putlighar, Amritsar.

The great Gurus have always emphasized to adopt two principles of Service and prayer in Sikhism. Prayer is to meditate the almighty’s name with every breath and service is to serve the creation of God. Dr. Bhai Veer Singh ji, S. Tarlochan Singh ji, S. Harbans Singh ji Attari and Bhai Arjan Singh ji Bagrain joined together to establish the Central Khalsa Orphanage (Chief Khalsa Diwan). The institute began with a rental accommodation of one room and one child and now this institute is spread across 5 acres land. There are 360 orphans at present in this institution. Students are admitted here without any consideration of caste, creed, religion and later on they are given training and they have to adopt Sikhism.(2)

In the building there is Shaheed Udham Singh Memorial Secondary School, Bhai Veer Singh Gurmat College, Soorma Singh Ashram, Guru Hargobind Stadium, Health care of students, the Gurudwara, Bhai Veer Singh Guest House.

In 1979 Bhai Veer Singh Gurmat College was established to preach religion to these orphans so that they can be trained to be preachers, priests. A student has to undergo three year course in which shabad keertan, table, harmonium, dilruba, taanpurz, sermon lectures and during these three years lessons from Sri Guru Granth Sahib is taught.

It is mandatory for every student to undergo academic education upto matric in the school situated inside the campus. The school Shaheed Udham Singh Memorial Secondary School is affiliated to Punjab School Education Board and students pursue their matric till here and then they are sent for further studies in Khalsa Collegiate School. For further studies they go to Khalsa College and Guru Nanak Dev University.

Besides this, institute has a separate library with a collection of 13,000 books and a computer lab.

In 1936 Dr. Bhai Veer Singh opened an institution for blind named as Soorma Singh Ashram inside the orphanage where 30 blind students are attaining education at present. Students pursue their education till matric and they have to go to Khalsa collegiate school for pursuing their 10+1
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and 10+2. This ashram has 5 rooms in all, out of which 3 rooms are residential and 2 rooms are for studies. There are two full time teachers for the educational training and besides that students are given training in caning, gurbani, music vocal and tabla. The music degree can be obtained from Pracheen Kala Kendra, Chandigarh. The Kendra provides a 5 year Visharad degree in music vocal and instrumental both. Every blind undergoes the training in music and obtains the degree. The main motto is to enable these special students to earn their livelihood and to reduce their dependence on their parents. So, music and caning and gurbani is so that they can be self dependent. After attaining training in all these areas a student can be teacher, preacher, and priest. The training in music and gurbani is imparted to all students whether sighted or blind by both sighted and blind teachers. Besides this the institute has a library which has text books and novels, inspirational stories books.

3.1.1 (c) Bibi Bhani Istarti Netraheen Kirat ate Sikhlayi Kendra, Chherata, Amritsar

This institution was an effort by few visually impaired people to enable the girl blind students to study in special schools. The other two schools cater only male students, so keeping this aim in mind in 1984, Bharat Netrheen Sewak Samaj got a FD of Rs 22,000 and purchased the area and the foundation stone was laid by Baba Khadak Singh. In 1989 this institute got its first admission. The age limit to admit a student is 7-15. The reason of keeping high age is most of the times parents are not aware of the special institute for girls as it was felt that there was no special school for girls. And as girl child needs special care so parents at times don’t send them to institutes and they prefer making them study in normal schools. But the need of the hour is to teach every single child in special school for basic Braille education and then for further studies can be sent to normal schools. This institute runs purely on donation basis. There is executive committee in which persons from various walks of life are its members. Till date almost 100 girl students have taken their education from this institution. Right now there are 14 girl students. Their education is also affiliated from Punjab School Education Board. Besides imparting educational training to girls, training in computers, canning and cooking is also given so that these girls can be self sufficient to perform normal chores.

This institute has a provision of hostel also. Students resides here. There are three classrooms and one music room. This institute is running with a total of 4 teachers.
3.1.1 (d) Vocational Rehabilitation Training Centre, Ludhiana

This centre is the efforts of late Dr. E M Johnson who initiated this programme for the war disabled and other categories of disabled during the year 1964 in collaboration with foreign missionaries and experts in different areas of medical profession. The main mission to start this programme was to provide ample opportunities to this less fortunate community to go through the stages of Medical/Surgical and Vocational Rehabilitation services and reach the stage of self-supporting through the Placement Services.

Dr. E M Johnson lost his eyesight at the age of 23 due to high fever. He got scholarship from Boston University, USA to pursue his study in Rehabilitation field.

After the demise of Dr. E.M. Johnson in the year 2005, this Institution has been taken over by Mrs. Sara Johnson who had worked with him for the past 40 years. This organization is registered under the Societies Registration Act XXI of 1860. This Institution is also recognized by the Ministry of Social Justice and Empowerment, Govt. of India, Central / State Social Welfare board and affiliated with Punjab School Education Board.

Aims and objectives

This centre was shifted to this new site in the year 1976 as a full-fledged Rehabilitation Centre with the following aims and objectives:

- To continue the programme of Rehabilitation and Resettlement of the Christian Medical College and Hospital, Ludhiana, Punjab and to provide rehabilitation and resettlement services to the newly blinded/disabled/aged and prepare them to the outside world by providing them vocational guidance and training.
- To work in close co-operation with all the hospitals and offer training in Mobility and Traveling tactics including cane techniques to the incurable blind.
- To provide a good work atmosphere and encourage efficient production and sense of achievement by way of establishing training cum production centres and sheltered workshops for the physically and visually disabled.
- To establish special co-operatives for the rehabilitation of the physically and visually disabled and to assist them for their placement and restore them to their families as earning members and to the society and nation as contributing members.
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- To provide job work to the visually, physically and hearing disabled adults in the remote villages under the home-teaching and community based rehabilitation programme.
- To affiliate with or seek collaboration with organizations abroad having similar aims and to enter into agreements with them for the best interest of this organization.

Education imparted here to the special students is affiliated with Punjab School Education Board and the prescribed syllabus is adhered to from class LKG to Senior Secondary. Besides education, students are also given training in Computer education. A student can study up to post graduation and further as per the interest. Those students who have no aptitude for higher studies are given training in Vocational courses like computer science training course, telephone operation cum reception training course, English and Hindi Braille shorthand training course, tailoring, weaving, canning and recanning, chalk making, candle making, ink making etc.

VRTC has its own Computerized Braille Press. Computerized Braille books are provided to all students from KG to plus two and also to those who are pursuing higher education in college/university. This unit is helping many blind students.

This institute runs a community based rehabilitation programme in which villages are adopted and educated regarding blindness and its prevention so that people can be educated to send their child to the special schools. Community based rehabilitation team works also carry out eye care services, early detection and prevention methods. This institute also conducts awareness programmes for the rural women in the rural areas and remote villages of Ludhiana in collaboration with Central Social Welfare Board and Punjab State Social Welfare Board.

The institute conducted four multipurpose mini workshops for persons with disabilities in the rural areas each to meet the needs of the disabled people in ten villages. Each multipurpose mini workshop provides vocational training to 25 persons with disabilities in the rural areas. This department has trained more than 1500 disabled people in the rural areas of Ludhiana district.

The department of resettlement-cum-placement resettles the clients through self-employment programmes and helps them in placing in the Governmental and non-Governmental agencies including the public/private sectors and open industries. This institute has found open
employment for more than 500 trainees. These clients are financially assisted in the beginning by this institute supported by the CBM till they become independent and self-supporting.

The Sheltered Workshop for the blind and disabled women is a modern one in this part of India and 20 blind and disabled women who are deserted are enjoying the privilege of becoming independent and self-supporting.

To provide training in Mobility and Orientation is the most important motive to begin with the newly blind clients. The blind students have mainly posture and gait problems. To overcome these problems, the students need physical exercise and mobility training. This institute is also providing such type of services to the blind clients living in the rural areas and remote villages.

The centre has a low vision unit provides low vision aids to children and adults with low vision. Many children and adults with low vision are the beneficiaries.

Considering the important need of the patients with locomotor disabilities, the Physiotherapy department was established in a full-fledged scale with all sophisticated and electronic equipments and locomotors disabled inmates are benefited. A Medical Officer visits the institute every Thursday to attend to the minor ailments of the students. Free medicines are provided to the students.

Students take active part in the co-curricular activities like Annual Cultural Functions celebrated in the Institute and musical competitions, paper-reading competitions, singing competitions organized by other institutions/organizations at the state level. Students make institute proud by bringing laurels to the institution. This Institution in collaboration with Punjab Sports Association for the Blind organizes National Games for the blind that provides an opportunity for students to show their talent.

**Other activities**

- This institute organizes various seminars in collaboration with other institutions for the benefit of teachers and students.
- The Rehabilitation Council of India, Ministry of Social Justice and Empowerment New Delhi have appointed this institute to be as its Zonal Coordination Committee for North Zone for monitoring its various activities and also for conducting various workshops.
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Seminars in the North Zone. This institution is the Zonal Coordination Committee of RCI since 2002. The Executive Director of VRTC, Ludhiana is the Chairperson for the North Zone consisting of six States Punjab, Haryana, Himachal Pradesh, Uttranchal, Chandigarh (U.T.), and Jammu& Kashmir.

- This institute has been nominated as a Study Centre by the Madhya Pradesh Bhoj (Open) University for conducting Foundation Courses for the In-service teachers, B.Ed & Post Graduate Professional Diploma in the field of Visual Impairment.

The founder director Late Dr. E.M. Johnson has received many awards for his outstanding contribution in the field of Rehabilitation and welfare for the disabled community. They are as follows:-

- Recipient of the President’s Prestigious National Award – 1988 in Public Recognition of his outstanding work in the field of handicapped welfare.
- The prestigious RCI – Hong Kong Foundation International Institution Award – 1996 was also presented to him for his outstanding performance in promoting vocational training for persons with visually handicapped.
- Dr. E.M. Johnson was also the Recipient of Rustom Merwanji Alpawala Memorial Award – 1998 for his Professional outstanding work in the areas of blind welfare and Prevention of Blindness.
- 20th Century Best Service Award was also conferred on him by the Indian Association for the Blind for dedicating his entire life in working for the visually impaired persons and associating with several organizations.
- Thomas Memorial National Award – 2000 was also conferred on him by the All India Blind Welfare Trust, Chennai for his Exemplary Service.
- Proclaimed as one of the Eminent Personalities of India by the International Biographical Research Foundation, India.
- Recipient of Punjab Sarkar Parman Patra for his Exemplary Services in the field of Social Service, Govt. of Punjab 2003.
The following are awards received by Mrs. Sara Johnson for her contribution in the field of Disability welfare:

- Best Social Worker Award from the Punjab State Social Advisory Board, Chandigarh – 2005.
- Received Surakshana Devi Award from the Punjab Welfare Association for the Blind, Punjab – 2005.
- Received Mother Theresa Award – 2006 in recognition of Best Social Worker.
- Received Rattan Award – 2006 for the exemplary services in the field of Social Work.
- Has been declared by the Govt. of Punjab as Shakti Shali Nari on the World Women’s Day 2008.
- The Executive Director Mrs. Sara Johnson received an appreciation award from the PSAB, through the hands of Hon’ble Chief Minister of Punjab S. Parkash Singh Badal.
- Received the State Institutional Award from the Govt. of Punjab on International Disabled Day, the 3rd December 2008.

3.1.1 (e) Government Institution for Blinds, Jamalpur, Ludhiana

This institute was set-up in 1968 with a view to help blind school going children wherein blind students of both sexes are provided boarding, lodging educational vocational, music training etc. for enabling them to lead economically independent life. There are separate boarding facilities for boys and girls. Students are provided free education up to matriculation in the Bharti Braille Language. The education imparted therein is equivalent to that of Punjab School Education Board.

Earlier the institutes of Punjab was facing problem due to shortage of books in Braille. Institutes had to rely on National Institute for Visually Handicapped, Dehradun for their books as by then only NIVH has Braille press and students used to transcribe their own books. But this problem was resolved after felt the need and set up Braille Press and Library in the Govt. Institute for Blinds, Jamalpur, Ludhiana for publishing books in the Braille script and stocking. These books are provided free of cost to blind students upto the age of 18 years and to all the institutes without any discrimination. To help the blind students for higher studies audio cassettes are prepared as per the curriculum in Audio Cassette Library.
This school is running under Department of social security and child development. Right now there are 5 teachers in the institute, seven posts are lying vacant. Problems are faced by the institutes due to shortage of teachers. As posts are lying vacant and the burden to teach lies on the rest of the teachers. Math and science is exempted to these students under Punjab State Education Board after 5th class. Social studies is being taught to students upto class 10th.

This institute also provides training of B.ed. which is equivalent to ETT and a student can pursue after 10+2 for 2 years. This training is for sighted students so that they can be appointed in such special institutes. Orientation and Mobility training is given to these D.ed. teachers so that they can further be trained to teach such students. There is no orientation and mobility teacher to train students in mobility skills. Students learn it from their classmates and partial sighted students.

3.1.1 (f) Rashtriya Andh Vidyalaya, Jalandhar

Rashtriya Andh Vidyalaya is a private institute which was started with a motive to provide education to the visually impaired students. On 30 July 1979, land was bought by Principal of Khalsa College, Jalandhar, Mr. Raja Harnarinder Singh and present Principal of the institution Mr. Atma Ram Bharti and then with the help of donations started constructing the institute. On 14th February 1982 foundation stone was laid by Darshan Singh KP and the Institute started with classes.

Ever since its inception the institution runs on donation and students residing here are given education, accommodation, food free of cost. Students are provided with uniforms. Presently there are 6 full time teachers in the institute. Earlier students used to study till 7th class in the institute and then they had to go to sighted school for further studies as the books in Braille were not available. But now due to setting up of Braille Press at Government Institute Jamalpur it has become easy as that institute provides text books to all students who are studying in special schools or normal schools. Now as the books are available of higher classes, students can now study till 10+2, though the students have to appear for their exams in different centres. As per the rule now the writer required by a blind student to write his paper will be provided by the centre, Atma Ram Bharti said that there is a problem in finding writer. At times it becomes difficult to convince writer.
This institute admits only male blind students and students can be admitted from the age of 5-14. Besides the focus on education, the institute also trains the students in weaving chairs and music – both vocal and instrumental. The institute co-operates with the students and allow them to reside in the institute till they are pursuing their higher education and also give them conveyance allowance. Education imparted to the students is affiliated to PSEB and are taught the same syllabus as is taught in any other school. For graduation and post graduation students seek admission in Lyallpur Khalsa College, where they are exempted from fee. Almost 250 students have passed out from this institute and 77 students are working in government jobs in various fields e.g. music teacher, courts, agriculture department. This institute has a tie up with ‘saksham society’. This society helps the students by recording their lessons in audio cds to help them in studies.

This institution has 15 rooms, 4 class rooms, library, 2 computers with JAW software.

3.1.2 The Student Sample

In all the six institutes, a total of 278 cases were found. The students in these institutes had varied degree of impairment. A few were completely blind and a few were having light perception, a few with no light perception and a few could differentiate day and night. So we have categorized the sample into blind and visually impaired group. In the category of blind- the students who cannot see at all are covered and in the category of visually impaired- the students who can see a little are covered. Students in the institutions were of different age groups. So all the students were undertaken for the study. A total of 250 students were examined through in-depth interview using a structured questionnaire of 80 statements/questions and three open ended questions. The students which were excluded from the study were 28. The reasons for not including them in sample was that the researcher recognized that few of the respondents in addition to their visual disability were mentally challenged too. And 7 respondents were too young to understand the questionnaire. Those students joined the institute recently and respondents were unable and not willing to talk to the researcher. The rest of the 250 students were examined through questionnaire. The researcher spent almost 2 hours with single respondent to fill the questionnaire as before starting the process of question-answer, the researcher had to spend time in making the students understand the reason of conducting the research. In few cases students got emotional while answering the questions regarding family. Besides this, semi-structured
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interviews with principals and teachers were also conducted to have a check on validity and reliability, and few cases were also taken under study who have achieved in their life and are contributing towards the betterment for blinds.

Institution wise breakup of the sample

<table>
<thead>
<tr>
<th>S.no.</th>
<th>Name of the institution</th>
<th>Total number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Andh Vidyalaya, Amritsar</td>
<td>43</td>
</tr>
<tr>
<td>2</td>
<td>Soorma Singh Ashram, Amritsar</td>
<td>28</td>
</tr>
<tr>
<td>3</td>
<td>Bibi Bhani, Amritsar</td>
<td>12</td>
</tr>
<tr>
<td>4</td>
<td>VRTC, Ludhiana</td>
<td>112</td>
</tr>
<tr>
<td>5</td>
<td>Government institute, Jamalpur</td>
<td>32</td>
</tr>
<tr>
<td>6</td>
<td>Rashtriya Andh Vidyalaya, Jalandhar</td>
<td>23</td>
</tr>
</tbody>
</table>

3.2 DESIGN OF THE STUDY

Designing the study is one of the crucial step that has to be carefully planned. To conduct this study, dimensions were worked out and on those dimensions questions were framed. 80 statements were framed on the communication of blind with self, friends (blind & sighted both), parents, teachers and what place do the blinds accord to media in their life. Questionnaire was framed after carefully going through the literature and few areas were identified. While it was found that many studies have already been conducted in regard of education of blind students and also in the area that what type of care is required by parents to up bring their disabled child, yet the researcher found that research regarding perception of blinds and communication with the friends and role of mass communication media in making a contributory role has not been discussed anywhere. So keeping these thoughts in mind, the questionnaire was framed on few dimensions. In the category of intrapersonal- communication of blind i.e. talking to yourself, few things were taken into account. It was tried to work out to know the way blinds perceive, their beliefs, values, attitude and expectation. So statements were framed keeping in mind these
dimensions. In the category of interpersonal communication, i.e., communication between two persons; statements were framed keeping in mind their comfort level, satisfaction, understanding, sharing, and perception. In this category, statements were framed for blind to teacher, parent, friend. In the category of group communication—communication of blind with a group of persons; the group of persons can be sighted or blind both; statements were framed through which feel upset/comfortable— the way they perceive them. Similarly statements were framed to locate the communication of blind with blind community which includes their blind friends and teachers, blind with sighted community which includes their parents and sighted friends; likewise the same was worked out for partial sighted—communication of partial sighted with blind community which includes their friends and teachers, partial sighted with sighted community which includes their parents and sighted friends. To find out that which medium according to them is best suited for educational and entertainment purpose, statements were framed keeping in mind all the media available to them. For framing the statements, the researcher interviewed a few respondents and then analysed their finding and then framed the questionnaire. As the sample selected was large in number so the interviews were carefully written and as the interviews were conducted with one respondent at one time. To have a check on internal validity after the interviews with the respondents, a group discussion in informal setting was also adopted to recheck the facts stated by the respondents. The principals and teachers of the institutes were interviewed through a semi-structured questionnaire and a few case studies were also undertaken for the study.

3.3 RESEARCH METHODOLOGY

This section describes the research methodologies adopted to conduct the study. In order to fully explore the perception of blind students, the research design chosen was a qualitative, descriptive study. The present studies deal with both qualitative and quantitative approach.

At the risk of over generalization, qualitative methods identified with interpretative and critical research and quantitative methods with positivism. The quantitative-qualitative divide should not make us forget that moving beyond qualitative and quantitative strategies is the focus of the comparative method. (Ragin, 1987). At the same time many scholars have identified synergies
between quantitative and qualitative methods, e.g. for understanding and measuring poverty (Baulch, 1996; White, 2002)(4)

Qualitative research involves several methods of data collection, such as focus groups, field observations, in-depth field interviews and case studies. This type of research increases the depth of understanding of the phenomena under investigation. Such studies can be helpful to reach a sound decision. The disadvantage of doing a qualitative research is that as the sample is small for such kind of studies so the results drawn cannot be generalized to the population.(5)

The objective of qualitative study is to take detailed descriptions of people’s behavior and thoughts to illuminate their social meanings. This implies adopting an insider perspective in research, in which there is likely to be a closeness between the researcher and the people studied, rather than an impersonal and distanced relationship. When compared to quantitative based studies, such research designs are often relatively small in scale, adopting somewhat loosely structured approaches designed to encourage research participants to talk in detail about the meanings that they have of the world and the extent to which these influence their behavior.(6)

The present study investigated the problems faced by this particular section while communicating with others from the perspective of a blind student. In this way, the study provides administrators, parents, and media organizations with information so that the problems can be overcome by using some solution to the problems faced by blind students.

Keeping in mind this point that as the sample is small in qualitative research methods, the researcher gathered the information from 250 sample so that the results can be generalized. The techniques adopted was the questionnaire to be filled in from blind students. Besides, to check the internal validity the information was cross checked from the teachers and principals. The teachers and principals were interviewed regarding the problem that they face while teaching blind students. The interview was informal one, though a framework of questions was there yet as per the information provided by the teachers the questions were framed on the spot. And few cases whose achievements were worth mentioning were also interviewed and are analysed in next chapter.
For the past several years, some friction has existed in the mass media field and in other disciplines between those who favor quantitative methods and those who prefer qualitative methods. Most researchers now come to realize that both methods are important in understanding any phenomenon. The term triangulation refers to the use of both qualitative and quantitative methods to fully understand the nature of a research problem. (7)

The researcher adopted qualitative research methodologies by conducting an exploratory study to find out the perception of blind towards blind and sighted and the place they accord to media; the most convenient form of communication they feel. Interviews were conducted to work out on the questionnaire. As the sample chosen was 250 so to analyse the data collected had to be analysed by calculating the percentages. So, to conduct this study both the approaches were adopted.

Although qualitative research can be an excellent way to collect and analyze data, researchers must keep in mind that the results of such studies have interpretational limits. Researchers interested in generalizing results should use large samples or consider other methods. In most cases, qualitative research studies use small samples- respondents or units that are not representative of the population from which they are drawn. The solution to this problem is to increase sample size. Qualitative research uses a flexible questioning approach. Although a basic set of questions is designed to start the project, the researcher can change questions or ask follow up questions at any time. (8)

3.4 OBJECTIVITY

The data collected should be objective and the researcher should also be objective in his approach.

Objectivity of the findings was protected through a conscious effort to keep the raw data carefully separated from the subjective interpretations of the researcher. During interviews proper notes were taken besides the set of questions.
3.5 CONCLUSION

Through the studies it is very clear that when a researcher focus on studying the perception of blind students regarding any issue the study has to be conducted using both quantitative and qualitative research design. Through the use of questionnaires, in-depth interviews and case studies the researcher attempted to explain, describe and find out the problem in communication as perceived by the blind students studying in instituted for Blind.

It has been argued that qualitative research has expanded greatly and is rapidly displacing quantitative style research in the social sciences (Denzin and Lincoln, 1994, 2000). The key features common to all qualitative methods can be seen when they are contrasted with quantitative methods. Most quantitative methods data techniques are data condensers. They condense data in order to see the big picture; qualitative methods, by contrast, are best understood as data enhancers. When data are enhanced, it is possible to see key aspects of cases more clearly (Ragin 1994 in Neuman, 2003:17)(9)

References

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