CHAPTER – IV

ANALYSIS AND INTERPRETATION
OF THE RESULTS
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ANALYSIS AND INTERPRETATION OF THE RESULTS

The most critical part of any study is analysis of data. As through this study the researcher would focus on the communication patterns of the visually impaired students, the method adopted to conduct this kind of research is qualitative method. The data collected is through questionnaire method; and to analyze the result the statements are calculated by simple percentage method. The study is analyzed keeping blind and visually impaired students as variable in the study. The total blind students are 141 and visually impaired students are 109. The researcher framed a questionnaire with 80 statements covering various dimensions like communication of blind with blind and blind with sighted and reasons of using media by blind people and framed a semi structured questionnaire for the teachers; and have taken few case studies that were found significant for the study.

The data is analysed in two sections. In first section the questionnaire for visually impaired students is analysed, in the second section, the interviews with teachers/trainers are presented and case studies are presented and analysed.

As the objective of the study was to find out pattern of communication of visually impaired with their self/teacher/blind student/sighted friend/siblings/stranger/parents/neighborhood/relatives; so, in this section the statements are presented in tabular form under various categories. In the first category, the communication of blind with blind and in the second category communication of blind with sighted is discussed. While analyzing the statements only positive responses were tabulated and presented.

Communication of blind: This section is divided into two categories- communication of blind with blind and communication of blind with sighted. In the category of blind visuially impaired with blind, it is further sub-divided into two categories that are communication of blind/visually impaired with blind friend and communication of blind/visually impaired with blind teachers; similarly communication of blind with parents and communication of blind with sighted friends.
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4.1- COMMUNICATION OF BLIND AND VISUALLY IMPAIRED WITH BLIND

4.1.1 Communication with blind friend

Under this section, the data is presented in the form of tables so that the responses can be compared. The responses are presented in percentage form.

<table>
<thead>
<tr>
<th>Sr.No.</th>
<th>Statement</th>
<th>Blind%</th>
<th>Visually impaired%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sense of security</td>
<td>86.52</td>
<td>90.83</td>
</tr>
<tr>
<td>2</td>
<td>no discrimination of duties between blind and sighted</td>
<td>83.69</td>
<td>85.32</td>
</tr>
<tr>
<td>3</td>
<td>Share with blind friend when feel depressed about their blindness</td>
<td>65.25</td>
<td>69.72</td>
</tr>
<tr>
<td>4</td>
<td>Blind is best to share their feeling</td>
<td>80.14</td>
<td>71.56</td>
</tr>
<tr>
<td>5</td>
<td>time in making friends</td>
<td>56.74</td>
<td>46.79</td>
</tr>
<tr>
<td>6</td>
<td>best friend is also blind</td>
<td>72.34</td>
<td>75.23</td>
</tr>
<tr>
<td>7</td>
<td>satisfaction after sharing</td>
<td>85.11</td>
<td>86.24</td>
</tr>
<tr>
<td>8</td>
<td>Cry after fight</td>
<td>34.04</td>
<td>21.1</td>
</tr>
</tbody>
</table>

It is clear from the table that 86.52% blind and 90.83% visually impaired feel a sense of security while talking to their blind friend. And they believe that they are capable enough to perform their duties well that’s why they feel that there should be no discrimination of duties of blind and
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65.25% blind and 69.72% visually impaired share their feelings with their blind friends when they feel low about their blindness. 80.14% blind and 71.56% visually impaired/partial sighted feel that blind person is the best person to share their feeling. 56.74% blind and 46.79% partial sighted take time in making friends but once they become their friends then they are their best friends. 72.34% blind and 75.23% visually impaired admitted that their best friend is blind/partial. 85.11% blind and 86.24% visually impaired feel satisfaction after sharing their feelings, problems and 34.04% blind and 21.1% visually impaired agreed that whenever they fight with their friend they cry.

From the above data, it can be concluded that a level of ease and satisfaction is seen and noticed in both the categories of blind and visually impaired when they are in company of blind friends. As they feel that they are surrounded with the persons who are like them, they feel a sense of empathy being in their company.

And like a sighted child they also express their emotions which can be clearly seen from the data that they cry after fight though the number is less; the rest of the respondents replied that they don’t fight at all. Expression is a very important aspect of a person’s behavior and personality. In this statement blind as well as visually impaired students admitted that they cry when they have fight with their friend. Crying is a form of communication that is seen in their relation with their friend.

When blinds feels depressed about their blindness, they overcome the feeling while sharing with their blind friend; the feeling that blind can understand what the other blind is going through and can feel the pain so, by sharing they agree and feel consonance of the opinions which was caused by dissonance. A level of satisfaction is felt by the blinds and visually impaired after sharing. Most of the blinds also believed that blind person is the best to share their feelings with and most of them have blind persons as their best friend.

Blinds feel they are no less than others and don’t want any discrimination in duties on the basis of sight and vision. Though they are deprived of the most important sense yet they have the confidence in them to overcome this and wish to work like a sighted human being.
Analysis and Interpretation of the Results

4.1.2- Communication with blind teacher

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Statement</th>
<th>% of blind</th>
<th>% of visually impaired</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Achievements of blind inspire</td>
<td>90.78</td>
<td>91.74</td>
</tr>
<tr>
<td>2</td>
<td>Blind teacher more comfortable</td>
<td>70.92</td>
<td>65.14</td>
</tr>
<tr>
<td>3</td>
<td>Learning is fun with teacher</td>
<td>97.16</td>
<td>95.41</td>
</tr>
<tr>
<td>4</td>
<td>Teacher teaches with examples</td>
<td>97.16</td>
<td>99.08</td>
</tr>
<tr>
<td>5</td>
<td>Blind teacher can teach better</td>
<td>75.18</td>
<td>66.97</td>
</tr>
<tr>
<td>6</td>
<td>Teachers never took students for field trips</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>7</td>
<td>One to one teaching for Braille</td>
<td>85.11</td>
<td>70.64</td>
</tr>
<tr>
<td>8</td>
<td>Understands better if new concepts are taught in group</td>
<td>85.11</td>
<td>72.48</td>
</tr>
<tr>
<td>9</td>
<td>Main learning is through Braille</td>
<td>95.74</td>
<td>94.5</td>
</tr>
<tr>
<td>10</td>
<td>Teacher adopt innovative techniques</td>
<td>76.6</td>
<td>77.06</td>
</tr>
<tr>
<td>11</td>
<td>Blinds excel only in music</td>
<td>29.08</td>
<td>14.68</td>
</tr>
<tr>
<td>12</td>
<td>Teacher updates about news</td>
<td>58.87</td>
<td>48.62</td>
</tr>
<tr>
<td>13</td>
<td>Given training of orientation and mobility</td>
<td>39.72</td>
<td>24.77</td>
</tr>
</tbody>
</table>

In this section, the communication of blind and visually impaired with blind teacher has been discussed.

In the first statement 90.78% blinds and 91.74% visually impaired both agree that achievements of blinds inspire them more than achievements of sighted. 70.92% blind and 65.14% visually impaired believe that they feel more comfortable being taught by blind teacher. 97.16% blind and 95.41% visually impaired feel that teaching is fun with their teacher. 97.16% blind and
99.08% visually impaired also agreed that their teacher teaches them by giving examples so that they can understand better. 75.18% blind and 66.97% visually impaired believe that only blind teacher can teach a blind better. None of the students agree to the point that they are taken to field trips for better understanding. 85.11% blind and 70.64% visually impaired agree that they understand better if they are given one to one attention while teaching Braille. 85.11% blind and 72.48% visually impaired feel that in case of teaching the concepts and other lessons, they understand better in group. 95.74% blind and 94.5% visually impaired believe that their main learning is through Braille. 76.6% and 77.06% students agreed that their teacher uses innovative techniques to teach them. 29.08% blinds and 14.68% visually impaired/partial sighted believe that blinds can excel only in music. 58.87% blind and 48.62% visually impaired/partial sighted agreed that their teacher updates them about news besides teaching. 39.72% blind and 24.77% partial sighted have responded positively to the fact that they are given training in orientation and mobility in institute.

From the above data, it can be concluded that blinds and visually impaired/partial sighted get inspired by the achievement of blinds than sighted. Achievements of blinds become a source of inspiration for them and motivate them to work for their betterment. At times the achievements gives them the strength to come out of the darkness of their disability and progress towards the light. Those achievers are their ideal and wish to be like them.

With blind teacher, they feel more comfortable as they feel only blind teacher can teach them better. As the students also know that their teachers were alumni of the same institute so they know what type of problems their teacher might have gone through when they were teacher and they feel that their blind teacher can give them a better solution; and can also guide them about the hardships that they faced during their study.

Students also like their teacher as learning becomes fun with him/her, as now studies are more interactive in nature so. blind students and visually impaired/partial sighted students also feel that learning is fun with their teacher. Besides teaching, teacher shares their views, stories and try to make it more innovative and interesting so that students love studying.

While teaching, teacher adopts innovative techniques like they teach through new techniques, use audio cassettes, embossed pictures of birds, animals, fruits, vegetables and quote examples.
for better understanding. Understanding is better when one to one attention is given while learning Braille as Braille is a language for blind which is read by feeling the raised dots with hands. It is a six dot pattern and stylus, slate and the paper is used to write the language. The teacher first make a student learn the pattern and then the training on writing starts. The teacher has to give one to one attention as Braille is taught by taking their finger and make them feel the word in the right manner, usually as per the teachers it takes 5-6 months for a student to learn Braille provided that student have good sense of feeling. Whereas for understanding the concept, group teaching is preferred by blinds. As studying in group gives them a better understanding; here the need is to make them understand about the new things and concepts where sharing of thoughts becomes important

Now, the trend is changing and this was clearly seen in the perception regarding music. During early years as blinds couldn’t see, teachers also used to lay stress on learning music so that they can earn their livelihood either by being music teacher or can join Gurudwara after learning but now the trend is changing. Students believe that there are other fields also where they can excel and distinct achievements of blinds have played a major role in forming their opinion in this regard. Even in teaching music specially instrumental; one to one teaching is required so that a student can learn the right way to play the instrument and once the student had learn the right way then teaching him/her further is done in group. As teacher also feels that learning can be better in group.

Students in all the institutes admitted that their main learning is through Braille as Braille has enabled them to reduce their dependency on sighted. It is their language of expression. A level of satisfaction is seen when they can read independently.

Students admitted that they have received the training in orientation and mobility whereas there was no professional teacher for orientation found in any institute except VRTC, Ludhiana. Students learnt it from their inmates and friends and at times their teachers. The training in orientation and mobility should be given to every student so that he/she can gain confidence and learn the skills from professional to move freely. It was observed that these skills was not given properly by parents but students learnt of their own as they get used to the place they live in. But
in institutes, it is very important to impart this training to students by professionals. Students learnt the skills from their partial sighted teachers and slowly by feeling the surfaces they learnt.

4.2. COMMUNICATION OF BLIND AND VISUALLY IMPAIRED /PARTIAL SIGHTED

This section is divided into two categories- communication of visually impaired and blind with sighted. In the category of partial sighted with blind, it is further sub-divided into two categories that is communication of blind and partial sighted with parent and communication of blind and partial sighted with friends.

4.2.1 Communication with parents

Under this category the statements are given in table form and are analysed as below:

<table>
<thead>
<tr>
<th>Sr.No.</th>
<th>Statement</th>
<th>% of blind</th>
<th>% of visually impaired</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sharing of feelings/emotions with family</td>
<td>68.09</td>
<td>68.81</td>
</tr>
<tr>
<td>2</td>
<td>Parents treatment at par</td>
<td>74.47</td>
<td>81.65</td>
</tr>
<tr>
<td>3</td>
<td>Family reciprocate with same feeling</td>
<td>75.18</td>
<td>80.73</td>
</tr>
<tr>
<td>4</td>
<td>Sending to school for independence</td>
<td>95.04</td>
<td>98.17</td>
</tr>
<tr>
<td>5</td>
<td>Parents encouragement to be independent</td>
<td>89.36</td>
<td>100</td>
</tr>
<tr>
<td>6</td>
<td>Parents help and support</td>
<td>86.52</td>
<td>88.99</td>
</tr>
<tr>
<td>7</td>
<td>Accompanying parents in social gatherings</td>
<td>84.4</td>
<td>79.82</td>
</tr>
</tbody>
</table>
In this section, communication of blind and visually impaired with parent is analyzed. It is clear from above table that 68.09% blind and 68.81% visually impaired believe that at times when they feel depressed about their blindness they share their feelings with family as they feel their family can understand their need; but the rest of the respondents denied this saying that only a blind can understand what is the world of blind what they go through. 74.47% blinds and 81.65% visually impaired/partial sighted agree that their family treat them at par with their siblings whereas there are cases where parents treat them as a burden and have admitted them in the institute and have never looked back at them. 75.13% blind and 80.73% visually impaired/partial sighted believe that whenever they want, their family play and spend time with them. 95.04% blind and 98.17% visually impaired/partial sighted agree that they are sent to school to attain independence, as this is clear to the parents also that only education can give them independence, though few cases were found where parents didn’t want their ward to study and they want to force him/her into begging. 89.36% blind and 100% partial sighted agree that their parents encourage them to be independent and supported them. 86.52% blind and 88.99% partial sighted believe that their parents help and support them and if they have some work parents go along with them to do the work. 84.4% blind and 79.82% partial sighted show willingness to go for social gatherings with their parents. 41.13% blind and 33.94% visually impaired believe that their parents maintain relation with those who don’t accept them.
impaired/partial sighted admitted that they are punished by their parents in front of their relatives for not behaving properly. 82.27% blind and 77.98% partial sighted agree that their siblings help them in studies without hesitation whenever they approach them. 39.72% blind and 32.11% visually impaired/partial sighted said that their parents maintain relation with those who don’t accept them, 34.75% blind and 32.11% partial sighted said that their parents avoid taking them to social gatherings as they feel taking them along mean a simple burden and botheration; at times blinds want to accompany but they are stopped by saying as you can’t see so you won’t be able to enjoy there. 66.67% blind and 60.55% visually impaired/partial sighted agree that they are inseparable part of family; they are given importance in the family. 32.62% blind and 7.34% visually impaired/partial sighted prefer staying in hostel during vacations as students want to be in the company of their friends as they feel empathetic by staying there. 79.43% blind and 84.4% partial sighted agreed that the training of basic hygiene was given at home.

From the above data, it can be concluded that blinds take initiative in sharing their problem when they feel low about their blindness. And few students are of the view that only a blind can understand what it means to be blind. So, parents can sympathize but can’t understand their problems. And it can be seen that a large number of both blinds and partial sighted share a good bonding with their parents as they share their feelings with them. Parents become strength of a person and they feel their parents are able to understand their problem. Parents show a positive behavior by treating blinds and their siblings at par; parents don’t treat their blind child differently than their sighted child. Family is supportive when their blind child demands for their time; they spare time for them. Same feelings are seen from siblings side; they understand their blind sister/brother needs and help them in studies.

Family understands the need of education and to make them independent they have sent their wards to residential schools. The mindset of parents have changed as the fact that education can make them and enable them to make their career and live independently.

There is a difference in percentage of the willingness of blinds and parents when the question asked regarding the wish to go to social gatherings. Blinds take a step forward and want to be in the world of sighted but their parents stop them and ask them to stay back as taking them along is means botheration and somewhere they want to avoid the questions regarding their disabled child. It can be concluded that parents of blind child have accepted their child and they treat their
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child at par with other siblings, take them out for their work, educate them but society has not accustomed to blinds till now. Parents avoid taking their blind child to social gatherings as they feel extra care would be required and moreover they avoid the questions relating to their child. So, parents behave differently in front of society.

As visually impaired/partial sighted can see so they say that people behave nicely with them but as when they know the person is blind they try to behave and pretend to be over protective. That nature of overprotective makes blinds handicap again. That’s why blind avoid being in the company of strangers.

A difference in the percentage is also seen when students were asked if they love to stay in hostel during vacations, 32.62% blinds prefer staying in hostel. As blinds feel a level of comfort and satisfaction in their own world, they avoid being in the company of sighted and prefer staying in hostel even during vacations.

The training of basic hygiene started at home. Parents trained their disabled child at home from the very beginning regarding the personal hygiene so that when the student joins institute he/she won’t face any problem and moreover by doing the work themselves fill the feeling of confidence in them.

4.2.2- Communication with sighted friend

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Statement</th>
<th>% of blind</th>
<th>% of visually impaired</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Trust sighted friends more</td>
<td>43.97</td>
<td>43.12</td>
</tr>
<tr>
<td>2</td>
<td>Hate sighted people</td>
<td>12.77</td>
<td>6.42</td>
</tr>
<tr>
<td>3</td>
<td>Expect sighted to help but hesitate to ask</td>
<td>56.03</td>
<td>51.38</td>
</tr>
<tr>
<td>4</td>
<td>Feel helpless when depend on sighted for</td>
<td>76.6</td>
<td>71.56</td>
</tr>
</tbody>
</table>
In this section, the data will be analyzed regarding communication of blind and visually impaired with their sighted friends. 43.97% blind and 43.12% visually impaired/partial sighted believed that they trust their sighted friends more than blind friends. 12.77% blind and 6.42% visually impaired/partial sighted have a feeling of hatred towards sighted people. 56.03% blinded and 51.38% visually impaired/partial sighted expect sighted persons to help them but they hesitate to ask for help. 76.6% blind and 71.56% partial sighted feel helpless when they have to be dependent on sighted for work. 83.69% blind and 85.32% visually impaired feel that there should be no discrimination of duties between blind and sighted. 56.74% blind and 46.79% visually impaired take time in making friends. 55.32% blind and 29.36% visually impaired are of the view that friendship with sighted is temporary. 69.5% blind and 72.48% partial sighted believe their friends help them in studies. 62.41% blind and 55.05% visually impaired/partial sighted admit that they imitate sighted as by imitating they feel they can be more acceptable part of society. 62.41% blind and 46.79% visually impaired/partial sighted are of the opinion that if they share their feelings with sighted they might make fun of it. 73.05% blind and 63.3% partial sighted...
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Sighted feel upset when they are not given proper attention in a group of sighted people. 32.04% blind and 21.1% partial sighted cry when they fight with their friends.

From the above data, it can be concluded that both blind and visually impaired trust their blind friends more. Since their best friend is blind and the sharing is more with blind friend so it is obvious that they trust them more than their sighted friends. Little percentage of blind carry the feeling of hatred towards the sighted people. As the way sighted behave with them, made blind shun them. And it is clear from the data that the feeling of hatredness for sighted is more in blind as compared to visually impaired/partial sighted. A feeling of hesitation was felt by both blind and visually impaired/partial sighted as they expect sighted to help them but hesitate to ask. A gap of communication was observed with them. As far as sighted are their known ones like parents, siblings they feel a level of comfort but as soon as they have to communicate with strangers a level of hesitation, awkwardness and withdrawal attitude was observed. It is believed by them that as sighted can see so they should understand what is expected of them. They feel it is their duty to help a blind person. As it can be induced from data, that a majority of both blinds and visually impaired/partial sighted feel helpless when they have to be dependent on their work; blinds want to be independent for their work. And that’s why they believe that they are capable of doing every work and there should be no discrimination of duties of on the basis of vision.

Visually impaired as they can see a bit, shows a significant change in the finding in the statement that friendship with sighted is temporary. Blinds have reacted positively to the statement where as only 29.36% partial sighted believe that friendship with sighted is temporary the rest of the partial sighted denied the statement. Partial sighted are more comfortable with sighted friends. Whereas both blinds and partial sighted believe that their sighted friends help them in studies without any hesitation. Blinds imitate sighted more than partial sighted. The probable reason can be as partial sighted can see so they learn through eyes too but as blinds can’t see; and they feel at times the indifferent attitude of sighted so to become an acceptable part of society they imitate sighted people.

Again a difference was seen in the finding that blinds are of the opinion that if they share their feelings with sighted they will make fun of it; they won’t be able to understand the state of a blind and his needs; where as 46.79% visually impaired/partial sighted also of the same opinion
that if they share their feelings they might make fun of their feelings. When blinds and partial sighted are not given proper attention in a group of sighted they feel upset as they also demand equal attention and equal participation. A blind seems more emotional as they cry when their friends fight with them. Most of the blinds and partial sighted admit that they don’t fight at all. They believe that fight won’t be of any benefit then why to waste energy in fighting. Moreover somewhere as few blinds meditate so that can be one of the reasons that they are calm.

4.3 CONVENIENT FORM OF COMMUNICATION AS PERCEIVED BY RESPONDENTS

As one of the objectives of the study is also to find out the most convenient medium of communication as perceived by blinds, so under this category statements were framed in three sub categories. In this category, the data will be analyzed in following three categories:

1- Intrapersonal communication: This section is further divided into two categories- intrapersonal communication as perceived by blinds and intrapersonal communication as perceived by partial sighted.

2- Interpersonal communication: This section is further divided into two categories- interpersonal communication as perceived by blinds and interpersonal communication as perceived by partial sighted.

3- Group communication: This section is further divided into two categories- group communication as perceived by blinds and group communication as perceived by partial sighted.

4.3.1 Intrapersonal communication

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Statement</th>
<th>% of blind</th>
<th>% of visually impaired</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Talk to myself</td>
<td>65.25</td>
<td>68.81</td>
</tr>
<tr>
<td>2</td>
<td>Sense of security while talking to blind friend</td>
<td>86.52</td>
<td>90.83</td>
</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>Value 1</th>
<th>Value 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Recognise others by voice</td>
<td>92.91</td>
<td>84.4</td>
</tr>
<tr>
<td>4</td>
<td>Pray to God when feeling low about blindness</td>
<td>74.47</td>
<td>82.57</td>
</tr>
<tr>
<td>5</td>
<td>Unable to express my feelings clearly because of blindness</td>
<td>42.55</td>
<td>53.21</td>
</tr>
<tr>
<td>6</td>
<td>Want to be breadwinner for the family</td>
<td>98.58</td>
<td>99.08</td>
</tr>
<tr>
<td>7</td>
<td>Education in normal school</td>
<td>45.13</td>
<td>48.62</td>
</tr>
<tr>
<td>8</td>
<td>Burden on family</td>
<td>19.86</td>
<td>18.35</td>
</tr>
<tr>
<td>9</td>
<td>Hatred towards sighted people</td>
<td>12.77</td>
<td>6.42</td>
</tr>
<tr>
<td>10</td>
<td>Expect sighted to help but hesitate to ask</td>
<td>56.03</td>
<td>51.38</td>
</tr>
<tr>
<td>11</td>
<td>Feel helpless when have to depend on sighted for work</td>
<td>76.6</td>
<td>71.56</td>
</tr>
<tr>
<td>12</td>
<td>No discrimination of duties should be there</td>
<td>86.69</td>
<td>85.32</td>
</tr>
<tr>
<td>13</td>
<td>Independent of doing routine work</td>
<td>94.33</td>
<td>95.41</td>
</tr>
<tr>
<td>14</td>
<td>Education can make a better human being</td>
<td>99.29</td>
<td>98.17</td>
</tr>
<tr>
<td>15</td>
<td>Share feelings with blind friend to overcome depression</td>
<td>65.25</td>
<td>69.72</td>
</tr>
<tr>
<td>16</td>
<td>Blind friend is the best person to share feelings with</td>
<td>80.14</td>
<td>71.56</td>
</tr>
<tr>
<td>17</td>
<td>Cry after fight</td>
<td>34.04</td>
<td>21.1</td>
</tr>
<tr>
<td>18</td>
<td>Prefer to accompany parents in social gathering</td>
<td>84.4</td>
<td>79.82</td>
</tr>
</tbody>
</table>
In this section data has been analyzed regarding the intrapersonal communication. This communication will tell us that how blinds perceive their world. Intrapersonal communication involves sending and receiving the messages within one individual. This is the level in which individual communicates with himself. (1)

65.25% blind and 68.81% visually impaired or partial sighted take out time to talk to themselves. 86.52% blind and 90.83% partial sighted feel a sense of security when they talk to their blind friend. 92.92% blinds and 84.4% visually impaired recognize others by voice. 74.47% blind and 82.57% partial sighted pray to God and visit religious place when they feel low about blindness. 42.55% blind and 53.21% visually impaired/partial sighted feel that at times they are not able to express clearly because of the blindness. 98.58% blind and 99.08% partial sighted want to be breadwinner of the family and they feel they are capable enough to do so. 45.13% blind and 48.12% partial sighted are of the opinion that they should be given education in normal schools. 19.86% blind and 18.35% partial sighted feel that they are burden on their family. 12.77% blind and 6.42% partial sighted feel hatred towards sighted people. 56.03% blind and 51.38% partial sighted hesitate to ask for help from sighted people and they expect them to help. 76.6% blind and 71.56% partial sighted feel helpless when they have to depend on sighted for work. 86.69% blind and 85.32% partial sighted feel that there should be no discrimination of duties between blind and sighted. 94.33% blind and 95.41% partial sighted feel that they are independent for their

<table>
<thead>
<tr>
<th></th>
<th>Understand the concepts better after joining the institute</th>
<th>94.33</th>
<th>98.17</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>Feel threatened if anybody encroaches their personal space</td>
<td>48.94</td>
<td>33.94</td>
</tr>
<tr>
<td>21</td>
<td>Feel scared to go alone</td>
<td>45.3</td>
<td>26.61</td>
</tr>
<tr>
<td>22</td>
<td>Explore surroundings with cane or touching</td>
<td>84.4</td>
<td>67.89</td>
</tr>
<tr>
<td>23</td>
<td>Make mental maps</td>
<td>76.6</td>
<td>62.39</td>
</tr>
<tr>
<td>24</td>
<td>Come to know surroundings by Calculating space</td>
<td>55.32</td>
<td>38.53</td>
</tr>
</tbody>
</table>
Jlna Cysis and Interpretation of the Results

routine work. 99.29% blind and 98.17% partial sighted feel that education can make them a better human being. 65.25% blind and 69.72% partial sighted agreed that they share their feelings with their blind friend to overcome depression. 80.14% blind and 71.56% partial sighted admit that blind people are the best to share their feelings with. 34.4% blind and 21.1% partial sighted approved that they cry after fight with their friend. 84.4% blinds and 79.82% partial sighted prefer to accompany their parents in social gatherings. 94.33% blind and 98.17% partial sighted feel that they have started understanding better after joining the institute. 48.94% blind and 33.94% partial sighted feel threatened when somebody encroaches their personal space. 45.3% blind and and 26.61% partial sighted feel scared to go alone. 84.4% blind and 67.89% partial sighted try to explore their surroundings with the help of cane or by touching surfaces. 76.6% blind and 62.39% partial sighted make mental maps wherever they go. 55.32% blind and 38.53% partial sighted come to know about their surroundings by calculating space.

From the above data, it can be deduced that most of the blinds take out time to talk to themselves, whereas when asked the reason from the rest that why they don’t talk to themselves they said that if they talk to themselves then they go in depression. So they try to keep themselves as busy as possible so that they don’t get time to think about their blindness.

Intrapersonal communication is a type of communication that allows every person to communicate with their inner self. Such communication helps in clarifying about self-concept. Self-concept is the way people think about themselves. It is unique, dynamic, and always evolving. This mental image of oneself influences a person’s identity, self-esteem, body image, and role in society. As a global understanding of oneself, self-concept shapes and defines who we are, the decisions we make, and the relationships we form. (2)

Intrapersonal communication can also be taken as self-talk. Self-talk reflects the positive side of the person. Effective intrapersonal communication relates to the art of thinking, planning and interpreting ideas and messages in a positive manner. One cannot really communicate effectively with the outside world, unless one masters the art of communicating effectively with oneself. In that sense, intrapersonal communication is a necessary precondition for effective interpersonal communication. Good communication depends upon positive outlook. Self-talk prepares the
ground for this. Intrapersonal communication, used effectively, provides the right balance, orientation and frame of judgment in communicating with the outside world.(3)

It is also noted that though partial sighted can see a bit, yet they also try to recognize persons with their voice. It was observed training assumes significant importance for a visually impaired student. A child with visual disability is given training right from the birth. The first training starts with ear. By listening to the voices the child learn to move around. Initially for motor activities, sound plays an important role and gradually the child start associating the surroundings with different types of voices and sounds. Similarly, a blind student recognizes others with their voice and the same finding is true for partial sighted besides the fact that they can see. Partial sighted disclosed that though they can see but their sight has become blurred so they rely more on their ears than eyes.

Blinds and partial sighted both pray to God when they feel low about their blindness. Going to temples, gurudwara for meditation give them strength to fight from their blindness. Blinds admitted that such feeling comes quite often. As we grow, the problems increases. At times, when we are not able to achieve what we want to, gives us a feeling of depression. They don’t complain God for the way they are as they have accepted them. But they get strength and positive energy when they visit religious places. Mediatation gives them inner strength.

Blinds feel that at times they are unable to express themselves clearly because of blindness as blinds have not seen the world. So at times just with imagination they are not able to express clear meaning but it was surprising to see that the percentage is more in case of partial sighted. The reason is because most of the blinds are blind by birth or during early years, they accept themselves as blind. But in case of visually impaired, they show ambiguity, whether to use eye or to find out the other way. So, they are slow learners as compared to blinds.

Regarding providing education in normal school or residential schools there were different opinions. Almost half of the students feel that they should be given education in normal sighted school whereas rest feel that educating blind in special school is very important. The latter group feel that for initial years, to learn Braille it is required that blind should study in special school

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till 8th class and then can join normal school. Whereas the former group believes that if education to the blind is given in normal school from the very beginning then he/she can gain a lot of confidence and then the feeling of hatred won’t come and sighted also can adapt themselves.

Feeling of burden on family is present in both blind and partial sighted. They want to be independent and want to be breadwinner for the family. All the students were of the opinion that they are no less than others and they want to earn not just to support their family but to prove that blinds are no less than others. This feeling motivates them to work and rise in future.

A feeling of hesitation and helplessness was there when help was required from sighted. Feeling of satisfaction was observed when blinds and partial sighted admitted that education can make them a better human being. They are of the opinion that education can remove the darkness of their life and knowledge can infill light.

A feeling of socializing among blinds was seen as blinds are interested to accompany their parents for social gatherings. Blinds show willingness to be in the company of sighted but they share with their blind friend or parent more than sighted. They also admit that blind is the best to share their feelings with. Where as it was observed that partial sighted were comfortable with sighted also and they have more sighted friends as compared to blinds.

Both blinds and partial sighted feel threatened when somebody encroaches their personal space and they feel scared to go alone somewhere because the training given to them for Orientation and mobility is not up to the mark. So as earlier revealed the trainers gave training to the students who came to institute to pursue their B. Ed. and blind students learn the skill of their own or from their seniors or blind teachers. And in cases where blind students and sighted were staying together, the mobility was learnt with the help of sighted inmate.

Blinds try to explore the surrounding with the help of cane or by touching surfaces whereas the percentage is low in case of partial sighted. Blinds make mental maps of the places where they go. They make it with the help of touch/feeling the environment. They try to touch the surrounding by hands and foot and then make a mental map.
Surprisingly blinds and partial sighted come to know about their surrounding by calculating space. Blinds take training of their own as they build mental maps by exploring the space and then estimate the space with their footsteps.

4.3.2 Interpersonal communication

In this section, data will be analysed as to find out if interpersonal communication is the best form.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Statement</th>
<th>% of blind</th>
<th>% of visually impaired</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sense of security talking to blind friend</td>
<td>86.52</td>
<td>90.83</td>
</tr>
<tr>
<td>2</td>
<td>Trust sighted friends more</td>
<td>43.97</td>
<td>43.12</td>
</tr>
<tr>
<td>3</td>
<td>Share with blind friend to overcome depression</td>
<td>65.25</td>
<td>69.72</td>
</tr>
<tr>
<td>4</td>
<td>Blind is best to share feelings</td>
<td>80.14</td>
<td>71.56</td>
</tr>
<tr>
<td>5</td>
<td>A level of satisfaction while talking to blind friend</td>
<td>85.11</td>
<td>86.24</td>
</tr>
<tr>
<td>6</td>
<td>Sighted make fun of their feelings</td>
<td>62.41</td>
<td>46.79</td>
</tr>
<tr>
<td>7</td>
<td>Share with family when in depression</td>
<td>68.09</td>
<td>68.81</td>
</tr>
<tr>
<td>8</td>
<td>Understand in one to one teaching of Braille</td>
<td>85.11</td>
<td>70.64</td>
</tr>
</tbody>
</table>

From the above table it can be seen that 86.52% blind and 90.83% visually impaired/partial sighted feel a sense of security when they talk to their blind friend. 43.97% blind and 43.12% partial sighted trust sighted friend more. 65.25% blind and 69.72% visually impaired prefer to share with blind friend to overcome depression of blind. 80.14% blind and 71.56% partial...
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sighted feels that blind is best to share their feelings. 85.11% blind and and 86.24% visually impaired/partial sighted feel a level of satisfaction while talking to blind friend. 62.41% blind and 46.79% partial sighted feel that if they share their feelings with sighted they make fun of their feelings. 68.09% blind and 68.81% partial sighted share with their family when they are in depression. 85.11% blind and 70.64% partial sighted feel that they understand better if they are given one to one attention for teaching Braille.

Interpersonal communication is the communication that takes place between two individuals where each participant plays the role of sender and receiver. Communication in this is personal, straight, friendly with maximum interaction and there is less scope of misunderstanding. As far as interpersonal communication is concerned with blind friends, both blind and partial sighted feel a sense of security and a feeling of trust is seen during their interaction. Even blind friends are the best to share the feelings of depression, so a level of confidence and intimacy is seen if we consider the communication of blind and visually impaired/partial sighted with blind friend. In case of blind teacher, they feel that for learning Braille they should be given one to one attention and they express this need to their teacher. Even this can be concluded that most of the blinds and partial sighted feel that when they are in depression, they release their emotions in front of their family. They feel a sense of belongingness with them. But when it comes to communication with sighted, they seem uncomfortable. They are of the opinion that sharing with blind friend will make them an object of mockery. They show withdrawal attitude when they are in contact with sighted. Therefore we can say that interpersonal communication of blind with blind friend, blind teacher, sighted parents is intimate but withdrawal behavior was seen when blind and partial sighted communicate with sighted friend.

4.3.3 Group communication

In this category, it is tried to work out whether group communication is convenient form of communication.

<table>
<thead>
<tr>
<th>Sr.No.</th>
<th>Statement</th>
<th>% of blinds</th>
<th>% of visually impaired</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Feel upset when not given proper attention</td>
<td>73.05</td>
<td>63.3</td>
</tr>
<tr>
<td>2</td>
<td>Feel comfortable in sharing problem in group of blind friends</td>
<td>68.79</td>
<td>62.39</td>
</tr>
</tbody>
</table>
Analysis and Interpretation of the Results

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>Blind (%)</th>
<th>Partial Sighted (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Teaching is better in group for concept learning</td>
<td>85.11</td>
<td>72.48</td>
</tr>
<tr>
<td>4</td>
<td>Feel curious when somebody discusses the programme that they have watched</td>
<td>73.76</td>
<td>68.81</td>
</tr>
</tbody>
</table>

It is clear from the above table that 73.05% blind and 63.3% visually impaired/partial sighted feel upset in a group of sighted people if they are not given proper attention. Whereas 68.79% blind and 62.39% partial sighted feel comfortable in sharing problems in a group of blind friends. 85.11% blind and 72.48% partial sighted feel that they understand better if they are taught in a group for clarity of concepts. 73.76% blind and 68.81% visually impaired/partial sighted feel curious when somebody discusses the programme that they have watched recently with them and show a zeal to participate in it.

It can be concluded that when blinds and partial sighted are in a group of blind people they feel comfortable in sharing their problems. As they know they are surrounded by likeminded people, and they know that blinds and partial sighted can understand them well so a level of ease was seen during interaction of blind with group of blind people.

Whereas when blind and partial sighted are in a group of sighted people, they demand proper attention and feel upset if they are not given proper attention. Even for teaching, they prefer to be taught in a group as they feel for learning Braille they need personal attention as Braille is learnt by touch. But where concepts are concerned, they prefer studying in a group.

Blinds and partial sighted show curiosity when somebody discusses the programme they have watched recently and show a willingness to participate in the discussion. This shows that blind and partial sighted behave like a normal sighted human being as they feel curious when somebody makes a discussion whether that group is of sighted people or blind people. And they show the urge to participate in the discussion.

4.4 DEPENDENCY ON MEDIA

One of the objectives of the study was to find out the reason why blinds make use of media and which medium do they use more. To analyze the data in this regard, it is further categorized in radio, TV, internet, books and others. So in this section it will be analyzed in five categories:
Analysis and Interpretation of the Results

1- Radio: This section will be further analyzed in two categories—use of radio by blind and use of radio by partial sighted.
2- TV: This section will be further analyzed in two categories—use of TV by blind and use of TV by partial sighted.
3- Internet: This section will be analyzed in two categories—use of Internet by blind and use of Internet by partial sighted.
4- Books: This section will be analyzed in two categories—use of books by blind and use of books by partial sighted.
5- Other sources: This section will be analyzed in two categories—use of other sources by blind and use of other sources by partial sighted.

4.4.1- Radio

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Statement</th>
<th>% of blind</th>
<th>% of visually impaired</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Radio is the best medium for news</td>
<td>75.18</td>
<td>67.89</td>
</tr>
<tr>
<td>2</td>
<td>Radio is a source of entertainment</td>
<td>87.23</td>
<td>69.70</td>
</tr>
<tr>
<td>3</td>
<td>Feel disconnected without media</td>
<td>76.6</td>
<td>74.31</td>
</tr>
<tr>
<td>4</td>
<td>Satisfied with the content of programme</td>
<td>80.14</td>
<td>77.06</td>
</tr>
<tr>
<td>5</td>
<td>Media relieves their tension</td>
<td>90.78</td>
<td>85.32</td>
</tr>
<tr>
<td>6</td>
<td>Use media to avoid somebody</td>
<td>83.69</td>
<td>65.14</td>
</tr>
</tbody>
</table>

From the above table, it can be seen that 75.18% blind and 67.89% visually impaired/partial sighted believe that radio is the best medium to keep updated for news. They listen to radio as they feel it is a loyal companion which they can take anywhere. 87.23% blind and 69.70% visually impaired/partial sighted treat radio as a source of entertainment. 76.6% blind and 74.31% partial sighted feel that they feel disconnected without media. 80.14% blind and 77.06% partial sighted are satisfied with the content of programmes. 90.78% blind and 85.32% partial sighted admitted that relying on media relieves them from tension. 83.69%
blind and 65.14% partial sighted also agreed to the fact that when they want to avoid somebody, they use media.

It can be concluded that radio is considered as a loyal and dependable companion for blind which is used to get updated about the news. Radio is also known as blind medium. It is such a medium which they can carry along so it is easy and handy to use. Radio is also a source of entertainment as students listen to the programmes. There is one programme which is for blind audience- ‘Akhar Awaza De’ in which success stories of the visually impaired persons are discussed. Even students in VRTC, Ludhiana, don’t miss to listen to ‘Yaadon ka Idiotbox’ by Nilesh Misra. They miss their food but they don’t miss this programme. Students admitted that this programme has become such an addiction that they can’t sleep if they miss the programme. Besides, students listen to radio plays, radio talk and songs. They feel satisfied with the content of programmes broadcasted on radio. Students feel relieved from tension when they rely on radio. And blinds use media when they want to show a withdrawal attitude to their friends.

4.4.2- TV

Under this category, the data is analysed for dependence of visually impaired on TV

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Statement</th>
<th>% of blind</th>
<th>% of visually impaired</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Listen TV for entertainment</td>
<td>91.49</td>
<td>85.32</td>
</tr>
<tr>
<td>2</td>
<td>Feel disconnected without media</td>
<td>76.6</td>
<td>74.31</td>
</tr>
<tr>
<td>3</td>
<td>Satisfied with the content of programme</td>
<td>80.14</td>
<td>77.06</td>
</tr>
<tr>
<td>4</td>
<td>Need to start Special programmes in TV</td>
<td>80.85</td>
<td>85.32</td>
</tr>
<tr>
<td>5</td>
<td>Relying on media relieves tension</td>
<td>90.78</td>
<td>85.32</td>
</tr>
</tbody>
</table>
Analysis and Interpretation of the Results

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>% of Blind</th>
<th>% of Visually Impaired</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Use media to avoid somebody</td>
<td>83.69</td>
<td>65.14</td>
</tr>
<tr>
<td>7</td>
<td>TV helps in education</td>
<td>72.34</td>
<td>94.5</td>
</tr>
</tbody>
</table>

From the table, it is clear that 91.49% blind and 85.32% visually impaired/partial sighted listen to TV for entertainment. 76.6% blind and 74.31% partial sighted feel disconnected with the outer world without media. 80.14% blind and 77.06% partial sighted feel satisfied with the content of programme shown in TV. 80.85% blind and 85.32% partial sighted feel the need to start special programmes in TV. 90.78% blind and 85.32% visually impaired/partial sighted admit that media relieves them from stress and tension. 83.69% blind and 65.14% visually impaired use media to avoid people and 72.34% blind and 94.5% partial sighted feel TV helps them in education.

It can be summarized that TV is a source of entertainment and without TV respondents feel disconnected with the outer world. Students feel satisfied with the content of the programmes shown on TV; TV relieves them from tension, as in TV they can listen to soap operas, news programmes, movies, reality shows. They feel that TV helps them in education.

4.4.3- Internet

In this section we will try to analyze the usage of internet by blind students.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Statement</th>
<th>% of Blind</th>
<th>% of Visually Impaired</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Given training in computer?</td>
<td>28.37</td>
<td>19.27</td>
</tr>
<tr>
<td>2</td>
<td>Use computer for education</td>
<td>100</td>
<td>95.24</td>
</tr>
<tr>
<td>3</td>
<td>Use computer for entertainment</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>4</td>
<td>Feel difficulty in playing games</td>
<td>27.5</td>
<td>19.05</td>
</tr>
</tbody>
</table>
From the above table, it is clear that 28.37% blind and 19.27% visually impaired/partial sighted are given training in computer. 100% blind and 95.24% partial sighted students use computer for educational purposes. 100% both blind and visually impaired/partial sighted use computer for entertainment purpose; 27.5% blind and 19.05% partial sighted feel difficulty in playing games.

It can be concluded that only a few students were given training in computers. The reason is that they are given training in computers theory from class 7 and practical from class 9. So only those students replied in this category. 100% blind and 95.24% partial sighted use computer for education purpose. As in higher education, books in Braille are not available so computer is of great help in this regard. Students listen to internet radio ‘Mera Sangeet’ and ‘Udaan’ and read online newspapers. Students face difficulty in playing games but most of them plays games on computer with ease. Many students have their accounts on social networking sites too.

### 4.4.4 - Books

In this section data will be analyzed regarding books

<table>
<thead>
<tr>
<th>Sr.No.</th>
<th>Statement</th>
<th>% of blind</th>
<th>% of visually impaired</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Love reading books besides text books</td>
<td>75.18</td>
<td>65.14</td>
</tr>
<tr>
<td>2</td>
<td>Experience a level of satisfaction after reading books</td>
<td>81.56</td>
<td>82.57</td>
</tr>
</tbody>
</table>

It is clear from the table that 75.18% blinds and 65.14% visually impaired love reading books besides their text books and 81.56% blind and 82.57% partial sighted experience a level of satisfaction after reading books.

From the data, it can be summarized that there is a reading habit among blinds and visually impaired/partial sighted as they love reading books besides their text books.
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Besides text books, there are several books on the epics, inspirational stories, mythological stories, novels, short stories. Students read these books on regular basis and feel satisfaction after reading books. They feel by reading books they feel they are blessed and the feeling of disability seems to disappear.

4.4.5 - Any other

Under this section, usage of audio recorders and mobile were considered. The students whether blind or partial sighted make use of audio recorders for further studies. After passing classes from their institutes for higher education, students have to study in sighted school. In order to cope up with the education, students use audio recorders to record the lectures of the classroom and then make use of it while making notes. Main learning here depends on the listening skills where both encoding and decoding plays an important role. Every institute hires a voluntary teacher who is willing to record lessons and then the lessons can be audio recorded in the form of cassette or cd, which help the students to study. The percentage of students who use audio recorders can be less as very few students pursue studies after completing 10+2. 68.09% blinds and 72.48% partial sighted feel audio recorder has proved to be a bliss for them.

Similarly, the researcher attempted to ask open ended question about playing and they were also asked how often they communicate with their parents and through which medium? While conversing with the respondents, it was discovered that students play different games like chess, cricket, athletics- race, long jump, high jump, discuss throw, tug of war. They also participate in various competitions of reading Braille, writing and competitions related to music-singing and many more and few of them are national level players and have won many awards. It was observed that these students play games on mobiles. Rather they were comfortable using phones for any purpose be it surfing or playing games or maintaining watsapp account or facebook account. With the feature of talkback, they press the key on phone and it speaks loud. So, it rather surprised the researcher that they were comfortable in playing the games candy crush, fruit devil. As most of the students had mobile phones (72%). So they talked almost daily with their parents. The rest made use of their friend’s mobile or the landline that was available in
the institute. Students listen to FM also on phones and have downloaded number of songs for their entertainment.

Besides these categories, open ended questions were asked related to the convenient form of communication when they are communicating with blind community and sighted community. The responses are further analyzed in %ages form. The first table depicts the responses of communication of blind with blind community.

**Communication of blind with blind community**

<table>
<thead>
<tr>
<th>Category</th>
<th>% of blind</th>
<th>% of visually impaired</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inter</td>
<td>51.06</td>
<td>47.71</td>
</tr>
<tr>
<td>Group</td>
<td>43.26</td>
<td>37.61</td>
</tr>
<tr>
<td>Both</td>
<td>5.68</td>
<td>14.68</td>
</tr>
</tbody>
</table>

From the above table, it is clear that 51.06% blind and 47.71% partial sighted feel comfortable in interpersonal type of communication when they are communicating with blind community which includes friends and teachers. Whereas 43.26% blind and 37.61% feel comfortable in communicating in group. They feel comfortable in sharing their problem in group of blind community. And 5.68% blind and 14.68% partial sighted are comfortable in both type of communication.

**Communication of blind with sighted community**

<table>
<thead>
<tr>
<th>Category</th>
<th>% of blinds</th>
<th>%age of visually impaired</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inter</td>
<td>68.79</td>
<td>40.37</td>
</tr>
<tr>
<td>Group</td>
<td>5.68</td>
<td>18.25</td>
</tr>
<tr>
<td>Both</td>
<td>25.53</td>
<td>41.28</td>
</tr>
</tbody>
</table>

From the above table, it is clear that 68.79% blinds and 40.37% visually impaired feel
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comfortable in talking to sighted in interpersonal type of communication whereas 5.68% blind and 18.35% visually impaired feel comfortable in talking to sighted in group and 25.53% blind and 41.28% visually impaired are comfortable in both types of communication. Sighted community means that those sighted persons who are with blind persons - parents, friends.

4.5- INTERACTION WITH TEACHERS OF THE INSTITUTE

The second section of this chapter would deal with the interviews with the teachers/trainers of the blind institute. This is to work out on the objective to identify and examine the problems faced by the trainers/teachers of blind students while teaching.

4.5.1 Andh Vidyalaya, Amritsar

**Principal Manjit Singh, Andh Vidyalaya, Amritsar**

Manjit Singh, principal of the institute was born blind. He came to Andh Vidyalaya as a student in 1962. After completing his matriculation in 1970, he started giving his services to the institution in teaching as by that time job opportunities were very less. But he never discontinued his studies. He became private student and completed his graduation in 1975 and in 1978 he went for 9 month training on how to teach blind child, a training given at Delhi regional centre by Blind Relief Association.

He came back after training and again continued in the institution as a teacher and in 1991 he became the headmaster of the institute. He teaches math, social studies, English, Hindi, Punjabi to class 9 and 10. Proper timetable schedule is followed by the institute for blinds. Every teacher takes period according to the fixed time. There are 13 teachers in all, 8 teachers give them educational training, 1 teacher for weaving and 3 for handicrafts.

While answering to the question regarding the problems faced while teaching, he said that they have to make extra efforts for the newly admitted student. Students are to be taught concepts. Braille is the first thing that is taught to a fresher. It takes time in learning the six dot system. To teach the students, the location of the dots is the first thing and then they are taught other concepts. He said that interpersonal form of teaching is preferred in order to make student learn
and write Braille properly. After this, student can be taught in group also. Teaching in group is more effective.

With the advancement in new technology there has been revolution in Braille system. Due to all these factors it has been easier to teach the concepts to blind. While elaborating, he said that with the use of Nina Braille universal teacher, Braille can be used to learn and teach into any language with great ease. It has three models:

1) Basic model: In this switches are pressed and the alphabets of Braille code appear on alphabet plate followed by the sound of the same.
2) Teacher model: This of help to sighted teacher.
3) Student model: In this one can listen to the pronunciation of Punjabi language.

This machine is for the students of Punjab as Punjabi is their main medium of study.

He also added that now the institute provides kits to the students which have a Braille slate, stylus, alphabet blocks, Braille composer, Braille cubes, abacus beads etc which are donated to the institute by various organizations or the blind schools.

The kit includes the following things:

1) Vasantha Braille Cube: This cube enables to form Braille letters in any language. the child should be taught to
   a) Hold the cube between the left thumb and forefinger with the central spindle held vertically.
   b) Select the front surface of the cube and feel the dots on it with the right forefinger.
   c) Locate and identify the 6 dot positions in column-wise order as 1-2-3, 4-5-6.
   d) Rotate the cube’s segments to produce different dot patterns on the front face.
   e) Associate the dot positions in each pattern with a letter of the alphabet as given in the ready reckoner chart.
   f) Memorise these Braille dot patterns of all the letters of the alphabet.
   g) Form a pattern on the cube, check it by touch, and announce the code or letter respectively in response to the letter or code called by the instructor.
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2) Natesan Block: The child must be first taught to rotate adjacent disks so that the Braille code for a desired letter is formed on each pair of adjacent edges. Letters will be formed by rotation of each pair of adjacent disks in the same way in each succeeding pair of edges. The sequence of letters will thus form whatever word is desired. The child can be trained to acquire speed and accuracy in forming words in this way and reading them by touch.

3) Standard Braille slate and stylus: In this a standard Braille slate in which a thick paper sheet of same size as of the slate is inserted between two leaves of the slate. Braille text in any language can be embossed on the sheet, one letter in each cell of the slate, by using stylus. Embossing of text is done from right to left starting from right edge of the sheet and the letters embossed are laterally inverse. It is necessary as paper is turned over for embossed matter to be read by touch.

4) Alphabet plate: alphabet plate has the alphabet of selected language inscribed on it in the normal form alongside with the corresponding embossed Braille form to enable the children to learn the alphabet in both the forms at the same time. This device is helpful to develop handwriting skills.

5) Vikas composer: It is a long block with a row of 20 cells, each having a set of 6 holes in a 2X3 matrix. Short pins are provided which can be inserted in successive cells in different pattern, each pattern comprising a Braille code uniquely representing a letter of any language. Thus a sentence in Braille can be composed and read by touch of a finger.

6) Standard abacus: This helps a child to teach counting from 0-99 along with addition and subtraction within this range of numbers.

7) Geometry set and drawing tool: To make a child learn the skills of geometry, he should be first taught to use the drawing tool to emboss dotted lines on plain paper, which can be sensed by touch. A child should be taught how to use ruler to measure length, protractor to measure angles. Teaching has to be innovative and imaginative to enable the leaner to understand the concepts of shape, size, measurement of length and angles, and calculation of area, volume etc.

8) The Taylor frame: It is the mini frame for young children and the regular frame for old users. The Taylor frame is a well-established device that provides a complete tactile
solution for the visually impaired to learn mathematics. It consists of a large flat plate carrying several rows of octagonal holes. Rectangular rod like inserts are provided and one insert can be placed in each octagonal hole in one of the 8 directional positions. One or both ends of the inserts are inscribed with one of 4 standard raised shapes that can be identified by touch.

Now teaching is more interesting and innovative. Every teacher makes effort to make students aware about the new technology so that they can cope up with the society. But still Manjit Singh feels that provision should be made from government to make books available in Braille to the students so that they can also study like sighted. In present times technology has proved to be a great help. Now with the help of computers especially with JAW software, blind students can also make use of internet for their study purpose and can record their lessons on that but still he feel that the importance of Braille can’t be overlooked. Braille has to be taught to the student as it is the language of expression.

Suresh Sharma, Librarian.

Since 1990, Mr. Suresh Sharma is serving the institute as librarian. He has passed 10+2 and did a special course on blind from Dehradun where they are given training on how to keep the books and he had to learn Braille so that he can read what is written in books.

The library is equipped with 5000 books with a vast range of novels, plays, stories, magazines, comics and many more, while interacting with the researcher, Mr. Suresh Sharma revealed that books are available in all aspects be it epic, kavya, novels, biographies, essays, music, bal sahitya, comics. The purpose is to inculcate the habit of reading in the students. The students read with great interest. He said that moral education is given in the form of stories like the books of sighted people. For example he said that to learn about the importance of banking habits and how money grows in bank. Reserve Bank of India has come out with a comic series ‘Raju and the Sky Ladder’ in English and ‘Raju aur Aasmani Seedhi’ in Hindi.

Oxford dictionary English-hindi is available in 9 volumes in Braille. He added that few books are sent free of cost from the press and organizations. Rest they purchase. Text books in Punjabi are available in Ludhiana press and in books in Hindi is either embossed by students or they can take print in special Braille printer. Few organizations like worth Trust, vidya vrikshah, rotary club etc.
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donate kits from time to time. Kits include writing slate, frame, stylus (to write Braille in any language), abacus beads for math, geometry equipments, mathematical slate, blocks for writing, alphabet plate (to learn handwriting in any language), vasantha Braille cube (to form Braille letters in any alphabet), natesan Braille block (to form Braille words in any language), Braille composer (to form Braille sentences in any language).

Besides, he said that there are now Nina universal Braille teacher for Braille code in all languages. This is a machine which sighted parents can have at home and can teach their child at home as well. This device is electronic in which there are six dots similar to Braille. By pressing the button or the combination of the dots, the machine will speak about the alphabet in Braille. So students now can study by using this even after the class.

Students can play chess, playing cards, abacus, Uno, cricket as these are available for blinds. On cards the numbers and colors are embossed which enable them to recognize the card. Similarly in uno the numbers are embossed. In cricket, the ball has rattlers by which a ball is recognized by the voice regarding the direction when it is thrown. Magnetic games like tic tac toe is also available. Playing games will strengthen and sharpen their mind as it is required to educate student in all aspects.

In order to make students learn about the shapes of animals, gods, coins, flowers, water animals or the alphabets related to the shapes, the figure in embossed on plastic sheets and then students feel it through fingers and come to know about it. Tactile maps of world are also available to make students aware about the world.

He said that as he is associated with the institute from last many years, he has seen a change from music to education. Now students give more importance to education and students of the institute have reading habits. They are inquisitive to read new stories, books and keep on demanding for more from him.

Samuel, Music Teacher:

Samuel was blind by birth. He has completed his visharad in harmonium and tabla from Pracheen Kala Kendra, Chandigarh and then he started teaching music to the students. While elaborating on the problems faced by him during teaching, he said that it depends on IQ of an
individual that how he will learn. The initial training in music is through ear. The students should be able to listen properly and has to learn the swar first; once the student learn to differentiate between swars then only training in various instruments can be started. Vocal music is learnt first. Similarly in tabla, different sounds are produced by beating tabla in different ways. Student has to learn the different sounds through aural medium and then only that student can start training in tabla. This institute has 7 harmonium, 7 tabla, sitar, violin, flute, guitar and banjo.

Samuel said that music is taken to fulfill the subject need. When student has to appear in graduation, he has very few options that’s why we lay stress on teaching music to every student either vocal or instrumental or both. He feels that there is a problem in the environment of a child. If parents are supportive child also learns with full passion and has zeal to do something but if parents are not supportive then student also doesn’t has the enthusiasm to outperform.

He is teaching music to sighted also. He feels sighted as they can learn easily by looking at the way the instrument is played but to blinds as there is no vision at all how to play instrument is taught very minutely. But he feels blinds are more focused to learn as they don’t get distracted. Vision gives us distraction, as he is also blind so he feels he doesn’t get distracted and works with more concentration. He was of the opinion that music should be compulsory to teach as music not only gives one option as a subject to study further but is also one way to release the emotions. Most of the times it acts as a therapy for blinds. It is a source of entertainment, fills the gap, makes them livelier. Music serves as a platform where they can express their feelings through music. He felt that as he is teaching music to sighted students also, if classes for music can be combined for both sighted and blind students, it can be beneficial for both. Inclusive form of education is the best form of education that will give confidence to blind student and a feeling of belongingness and to the sighted one the responsibility of how to deal and behave with disabled persons. He feels that the students can grow better if such steps can be taken towards education in their institute.

Shravan Kumar, Music and Caning Teacher.

Shravan Kumar joined this institution as a student and he completed his matric and visharad in music. He then was offered the job of music and caning teacher. While sharing his problems of
teaching, he said that guiding a blind student is a problem. He says that a student is taught to sing swar first and then according to his scale we make him learn the instrument. So, for teaching vocal as well as instrumental music, one to one attention is required as each student has his own scale.

Besides emphasis on education, this institute also ensures to impart training in vocational fields like caning and weaving so that students can earn of their own. On regular basis, the institute caters to the orders of the government offices which become one way of revenue generation and students are also given incentives to do the same. Students are given training to weave single chair, double chair, American chair, cycle basket etc. Training in caning can be started when the child is of 7 years. Initially how to weave horizontal and vertical lines are taught and then with practice, students weave heavy designs with ease.

Shravan was of the opinion that be it teaching Braille, music or caning, everywhere one to one learning is important. He says we have to hold the hands of the students to make them feel the pattern and then the child learns the caning. Same is true for music and Braille. He said that the main learning of blind is through tactile medium i.e. he has to feel the texture/surface first and then will start learning. With practice students become expert in their respective fields.

He also gives training to sighted student in tabla and flute and he said that the only difference to teach a sighted and a blind is their IQ. At times, blinds are very sharp minded and they pick up easily and at times even after so much practice and repeatedly telling don’t solve the purpose. Learning instrument requires good touch power as in the case of Braille.

He said that he is independent and can travel alone anywhere. With confidence, anything can be achieved. He listens to radio. He feels radio is his best friend. He is fully aware of the news happening around. He takes out time to read Braille newspaper. He likes reading books on inspirational stories and music. He said that at times to teach students a teacher has to be child. He felt that being teacher, we have to give them an atmosphere of ease and freedom to remove their hesitation and them better learning.

Listening to programmes in TV where blind student participates gives them a source of inspiration. He always encourages the students to participate in competitions as they get to know other students and feeling of confidence develops when they get a chance to interact with blinds.
of other institutes. He said that our role is not only to teach but to be the role models of our students. We motivate them from time to time and shares our problems faced during our childhood, that gives them impetus to work and study more.

Purushottam, History, English and Hindi Teacher

Purushottam is also one of the alumni of this institute. Blind by birth, he never loses hope. After completing his +2, he did his post-graduation from GNDU as a private candidate and B.Ed. from Jalandhar education college. He has also done visharad in vocal and tabla.

Regarding the problems that he faced when he teaches students, he said that it takes time in learning Braille. Few students have less sense in fingers and they take years at times to learn Braille. With such students the teacher has to be patient as only through Braille they are able to teach or we can say it is the basic medium of communication between them and their studies. Once student learn Braille in all the languages, then further studies can be dealt with.

As now technology has grown vast and now students make use of mobiles, cd’s, computers, he also make use of technology to make his teaching more innovative. Audio recorders and audio lessons help him to teach. But at the same time, he lays stress on using Braille as the main medium for blind to study as it makes them independent. Otherwise when a student go to normal school he has to depend on the helper. He himself faced many problems as the helper is not readily available and at times the writer makes a lot of spelling mistakes and don’t write with speed. He further told the researcher that blind students are exempted to appear for maps in examinations so the problem has lessened. He told that there are tactile maps and they do teach to students for their general knowledge.

His view of teaching in a group or one to one was no different than other teachers that as far as teaching Braille is concerned it should be one to one(interpersonal) and otherwise once a student knows Braille then group teaching is more effective and teaching in a group gives student also a sense of security and responsibility.

Purushottom teaches civics also and he said media contributes a lot for their education. We listen to news and quote examples. TV is helpful in telling them about Lok Sabha, Rajya Sabha, elections and many more. He said that media has contributed a lot in their teaching. They refer
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to TV, newspapers and radio to make students updated about the news and discusses with them the political scenario of the nation.

He laid stress on the need of having a mobility and orientation teacher. There is no provision of mobility teacher in this institute but he has undergone a training of a week in Chandigarh. He said how to walk properly, how to climb stairs, the right gait, directions and many more instructions were taught thoroughly that can help blind to walk properly without anybody’s help. And he also said that the right age to teach mobility to a child is the very beginning or the moment when child comes to an institution.

Puneet Patliak, English and Music Teacher

Puneet Patliak alumni of the same institute joined this institute as a student. After completing his +2, he completed his B.A. as a regular student from a girls college. He had to take special permission from university as by that time there was no other college who was offering the degree in music. And he has completed his B.Ed. from Government College of Education, Jalandhar. His never let his disability to come in his way rather he made it a strength and decided to study and do something for blind students. He then joined Andh Vidyalaya and starting teaching English and music to the students.

Regarding the problems faced while teaching students he said that making student learn spelling is a big problem. So formal teaching method at times doesn’t work. A teacher has to be friendly with the students to teach. He makes use of audio cassettes and CD’s more as he feel that by listening, students can grab easily. He further said that learning English is very important as when we make a student learn computer through Jaw software the commands are in English and if a student won’t be able to understand clearly then he might not be able to operate computer properly. He also added that the child who is blind by birth, with the passage of time develops some other deformity or handicapness because of mal nutrition. He also faced problems as child at times had problem in speech. So making student learn and speak the right pronunciation, at times takes time.

In computer, basics of word, excel spreadsheets, power point presentation, internet is taught. He said no doubt the main learning of Braille is through tactile medium but we can’t deny the importance of listening and we make clear pictures in our mind while listening. Through
listening, skills can be developed which help in better understanding. He makes his lectures interesting by introducing games, by making his lecture interactive in which he conducts group discussions with students on various topics. The motive is to inculcate the habit of English speaking in them.

**Hira Lal, Handloom Teacher**

He is associated with this institute since 1974. Before him, his father used to give training in caning to these students. He has done one year diploma in handloom. He teaches students how to weave bedsheets, towels and hand towels. This is a vocational training that is given to the students so that they can further work in factories. Towels and hand towels are made on order too. In order to learn the work of handloom, it takes time as there are rolls of the thread that has to be uploaded in machine and then there is a technique to do weaving. The rolls are loaded in machine and then students can start weaving.

The students who show willingness to learn can learn the same in 4-5 months. On the first look, these machines look cumbersome but the way these blind students weave in them is worth seeing. The thread is first weaved in charkha and then big rolls are made out of it. To upload rolls in machine, the help of sighted is taken and then students weave with ease. They can even knit with different designs and in different colors. Almost two – three towels can be weaved in one day and students gets incentive to weave and it is also one of the source of revenue generation as the institute caters to the orders of towel weaving and duster weaving.

Now as there is change in the lifestyle of people, the demand for the weaved towels has reduced. As a result students are taught but no practice is done. So, somewhere now the interest of the students is more towards education. Students are also not much interested in learning weaving. Those students who are not good in studies are the ones who learn weaving. The trend of learning has reduced.

**Om Prakash, weaving teacher**

He is associated with the institute since last 17 years and he teaches students to make single chair, double chair, American chair, cycle basket weaving etc. He said that it takes 2-3 months to learn weaving and after completing education, a student can start his own work of weaving. This
can be a full fledged profession. All students are given training in caning but only few are able to learn and weave properly. One to one training is required to make a student thorough with the technique. Once student learn the technique then weaving becomes their hobby.

Weaving is taught to a student at the age of 7. Initially as it is time consuming exercise, lots of students show disinterest and then once they learn the technique they get used to it. The institute receives orders of the chairs from government offices and organization and interested students weave the chairs. Students are given incentives and the weaving has become a source of revenue generation

**Jagmonhan Taneja, teaches Braille to beginners**

Jagmohan Taneja, probably the oldest one in the institute, 75 years of age, came in the institute in 1953. He did his middle here.

As he teaches the beginners, he feels it difficult to tackle students as he says, at times, they urinate within. Skills are taught to them regarding daily living skills. It is very tough to handle them for one year as they miss their family alot. We have to deal them with love and care and make them understand that they have to live here for betterment of their life. At times, he makes them sit in lap like a baby and makes them learn Braille. He said students with good IQ and sharp memory can learn Braille in six months. And he also said that few students have problem in feeling the words so it takes them years to learn Braille. As he has seen the change in the pattern of study, he said that now technological advancement has ease the way of studying but now students want short cuts in life. They don’t want to work hard. And now students instead of learning Braille crams it and then further they face it difficult to read Braille. Every blind student has to learn Braille by heart and then the skill of reading can be developed. Now the scenario in the institute is different than their time. We had to transcribe our own books whereas now the books are available in library.

He laid stress on the need to learn Braille even after much of technological advancements as he felt that Braille is the language for blind. One can learn short hand in blind and can then even in normal school or for further education can use Braille to make notes. He also said that there should be provision for students to attempt papers in computer through Braille as depending on writer is dicy and depends on your luck if you get the right one.
Uma Kant Pandey, Cook

Uma Kant Pandey is serving this institute from last 18 years. During conversation with the researcher, the cook disclosed that blinds are very moody. If they feel the food is not good, then all of them will show unity and nobody will not to eat. They first smell then food and then eat. They eat in a very clean and nice manner.

4.5.2 Bibi Bhani Istari Netraneen Kirat Ate Sikhlayi Kendra, Chherata, Amritsar

This institute had girl students and lady teachers used to teach them.

Palwinder Kaur, alumni of the institute teaches Hindi, Punjabi, English, Social Studies, Maths and is teaching in this institute since last four years. She was blind by birth and during interview, she disclosed that there are no difficulties in teaching if we try to make the students learn with our mind open. The time to learn Braille does not depend on the age rather it depends on the IQ level and touch sense of an individual. The students who have low sense in their finger tips takes longer even years to learn Braille as Braille is a six dot embossed pattern that has to be read by feeling. So, the first and the foremost effort that is done in this institute with any new child is to make her learn Braille and then the rest of the training starts.

She makes use of all the techniques to teach students in a nice manner, be it books or the audio material. Only basic maths that involves addition, subtraction, multiplication and division is taught till 5th class. For higher classes, it is exempted. Girls show keen interest in studying.

She was of the opinion that maths and science are the basic and the most important subjects that should be taught to blind students also as when blind students won’t study this then they can’t compete with the sighted. The feeling of inferiority will remain there. Rather new techniques should be adopted to teach and deal with such subjects. In this age of computer, everything is possible. All we need is the support and confidence.

One more problem that Palwinder felt was that parents of a girl child are not aware that their ward can study in special schools or we can say parents are unaware about the existence of residential schools and education is the only step that can make her join the world and make her presence. So, by the time parents come to know about the institute, the child matures and then
the mannerisms are tough to change in those students. She was of the opinion that government should come forward and take initiative in educating and making parents aware about the existence of such schools so that girls can also excel in the education and be independent.

**Ms. Sukhbir Kaur, Clerk and Superintendent**

Ms. Sukhbir Kaur is serving the institute from last 7 years. She told that almost 13-14 girl students are admitted every year. Elaborating on the problems, she said that there are many problems due to less number of students and less number of books As only 10 students are admitted, at times so student teacher ratio at times in one to one. For this reason, the institute is going in loss. It becomes tough to manage the institute as it is purely on donation basis.

At times, teachers have to teach only one student in class. Institute purchase the kits for the benefit of students. This institute has 2 computers with JAW software and 4 typewriters. Computer training is given to students by part time teacher. Institute helps students by arranging writer for their examinations. Parents of a girl child hesitate to send their ward in institutes- the reason being overprotectiveness or ignorance. In this institute only female staff works keeping in mind the security point of view of girl students.

She was of the opinion that this is essentially a male dominated society where more facilities like better campus, more teachers, more number of students are given to the institutes where male blind students reside and as compared to them, their institute is given less facility. The reason can be less number of students. But if both the institutes can be combined then both the male students and girl students can start learning in a better way.

**Samcho Dolma, Braille Teacher**

Samcho Dolma from Tibet is teaching in this institute from last seven years. She has studied from a missionary school in Dehradun and has worked as transcriber in VRTC, Ludhiana.

While focusing on the problems that she faced during teaching she said that she doesn’t teach big groups and she likes to teach students in a small group (4-8) students as she feels that if students learn in a group they understand more. For the initial classes, there are oral examinations and then from 3rd class, written exams are taken. She also told that teaching social studies is very easy with the help of radio and TV.
She feels as she herself had not studied computer so new technology is a problem as she is not able to cope up with the technology. And she feels if a student is admitted at the age of 15, then it is tough to inculcate the habits as by that time child’s mind has already been developed and they don’t make effort to learn the new things that are taught to them. This is one of the major reasons of late development of Braille in girl students. They are weak in English. The problem that she feels is that girl students are admitted late so by that time the mannerisms have been developed and it is tough for them to cope up with the learning part.

Very few girls pursue higher studies as they grow in age and parents start looking for a match for their wedding. That’s why students here are trained in home science like cooking, how to put up bedsheets, how to do cleaning. They feel that ultimately after the basic qualification they have to take care of their family and girls are brought up with this mindset. That’s why when students come for studying, they don’t show much enthusiasm.

**Jaswinder Kaur, Music Teacher**

Jaswinder Kaur, alumni of the institute has done visharad in vocal music and learnt a lot from this institute. She teaches vocal music to the students here. She was of the view that music is imposed on the students; may be because there are more jobs in teaching. The motive behind imposing music can be to make them self-dependent but they also feel that every student cannot excel in music. There are many students who want to study or who want to pursue their career in other fields also.

So, the need is to give more vocational training to the students so that they can outperform in other fields also. The problem that she feels is there are only 12 students, so giving every type of training is not possible. Students are given training in studies and music. Rest girls are taught the cooking skills.

There is a dire need to awaken parents of girl blind students to admit their ward at right age to schools so that these institutions can also run smoothly, she added. Whereas if we club the institute of boys and girls then a level of understanding will be there and as the number of students will increase, they can be taught with more clarity. Vocational training can also be given. But as in Amritsar this is the only institute, where girl students can be admitted so she
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feels programmes should be adopted to make the teaching integrated so that girls can also aim high to achieve in studies.

Abeida Khatam, Social Science Teacher

Abeida Khatam, blind by birth, belong to Bengal, completed her education in Bengal. She teaches environmental science to students. Besides teaching, she herself is pursuing her graduation final year.

While sharing the problems, she said that it is easy to guide young students as they are ready to accept new facts and are more inquisitive to learn new things but it is tough to teach those who join the institute late. She was also of the opinion that education to a visually impaired should be started at an early age so that he/she can compete with the world. She said that the need is to make parents and the community aware that now blinds are no more an object of sympathy, now they can achieve and attain any thing in life. All that is required is training at right time and support of the family and the community. Government should opt for programmes to make people aware and she feels like campaigning for polio has ultimately decreased the cases of polio similarly the campaigning for blind education should be done rigorously so that this particular section can also make their contributions towards the development of the society.

She faces problems in explaining at times, as besides books there is no other material that she can refer to. So she uses radio and try to inculcate the habit of cleanliness through some stories.

4.5.3 Government Institution for Blind, Jamalpur, Ludhiana

Mrs. Paramjeet Kaur, Headmistress

Ms. Paramjeet Kaur, partial sighted is associated with this institute as teacher from last 23 years. This institute runs purely from government funding and they don’t accept donations. Paramjeet was low sighted from the very beginning and she had to get surgery done for eye almost every year. So she studied in a normal school but for 10th class she joined this institute. She then pursued her graduation from Government College, Ludhiana and post-graduation and M. Phil too. She joined this institute in 1991 as a teacher in the subject of social sciences and English. From last two years she has been given the post of headmistress. She uses hearing aid as during
her surgery, anesthesia got leaked and she lost her hearing sense too. But with the help of aid, she is able to listen.

She was of the view that blind has to accept him first and then he/she can be normal. Blind should love himself first. She said that blindness is a trauma but we should accept the will of God and then until and unless blind himself doesn’t has confidence of doing the things, he/she can’t progress. Society comes afterwards, first parents and the impaired child should learn to love themselves and then the acceptance of the society matters.

She was of the view that if a school has visually impaired and other impaired children together especially for studies, then blinds can’t learn to live independently. Blinds somewhere have the feeling that they can take help from sighted whether in the form of mobility or studies, then students don’t make efforts to learn Braille. Because they can take help from their other friends and they can read out the text to them. So she feels it’s a drawback as these students will never try to be themselves. She also feels there is a gap of communication with sighted and blind. Sighted person either are not interested in talking to the visually impaired or are over conscious while talking which creates a barrier, as a result blind becomes hesitant to talk to sighted. Blinds lack confidence to talk to sighted. Though she is working in this direction by providing counseling to students to interact with one another.

She added that as she want blinds to work independently so for this time she said the result cards are made in Braille and result is read out by a visually impaired just to give exposure and confidence to the visually impaired. She wants to inbuild enough confidence in them so that they can face society in a normal way.

The major problem faced by her while teaching is that teaching English to students is tough thing. The language can be learnt through proper spellings and right pronunciation and as students are from different backgrounds, she faces problems in making them speak the right pronunciation.

Mrs. Sangeeta, Music Teacher

Mrs Sangeeta, blind, teaches music to students, is an alumni of this institution. She completed her MA, B.ed. and M.ed. She is teaching in this institution from 1997. She is UGC qualified.
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gives vocal music training to students and she said that in music, individual teaching is better as separate scale is to be set for a student.

While sharing the problems faced in teaching, she admitted that, at times, they have to teach two classes in one period as now there is shortage of teachers and it will take time in refilling these posts as few teachers have retired from the posts. She admitted that by teaching two classes at one time, she is not doing justice with students but she feels helpless as they have to obey to the orders. The vocal training is based on hearing. She also teaches English to the students and she said that in English, they lay more stress on reading through Braille. She feels pronunciation can be improved by listening to recorders but spellings can’t be. So it is very important for a blind child to learn through Braille so that proficiency in language can be attained.

In this institute, more emphasis is laid on education and it can be improved more if the remaining posts are filled. Due to deficiency of teachers they have to combine classes and so they lack in effective teaching.

While appearing for her papers in higher studies, she also faced problem with writer as she said writers take it lightly and due to lack of sight, there is no time left to recheck the paper. Training to vocal and instrument is compulsory, as these are the subjects to the students. She has seen many changes in the institute as now there are geysers and coolers for the students. But she was of the view that educational curriculum needs improvement. As the system is same when she was a student and now when she is a teacher. She felt that subjects like math, science should be introduced till 10th class so that students can also be a part of society.

Besides, students should be given training of short hand too so that when that student go for higher study, blinds can make notes in Braille for reference. She added that sports should be made compulsory to inculcate the habit of exercise in the students as sports can make them healthy.

4.5.4 Soorma Singh Ashram, Chief Khalsa Diwan, Putlighar, Amritsar

Mr. Bhola Nath, Principal

Mr. Bhola Nath, from Himachal Pradesh, partial sighted, pursued his matric in 1971 from Gandhi Memorial High School. He pursued his graduation in Sitar from Gandharva University
and a four year degree in Tabla from Prayag Sangeet Samiti, Allahabad. Besides, he did one year diploma in Hindi, English typing, learnt handloom, chair weaving, bamboo work. In 1979-80, he underwent one year training from Government of India, sponsored by Andh Vidyalaya, Lohgarh in which training on personality development, method of teaching, psychology of a blind student, sociological aspects was imparted to the teacher for their effective teaching. He started his career from Andh Vidyalaya, Lohgarh where he used to teach physical education, Science, Punjabi, Social Studies. He used to teach students typing in English and Hindi as a part time teacher. Then he got government job in Govt. Model Senior Secondary School, Goindwal and after working there for 9 years, he shifted to Govt. School, Khasa, Amritsar by that time he was a part time teacher in Soorma Singh Ashram.

While elaborating on the problems faced by him during teaching, he said that the aim of the institution is to educate them. Along with education, the stress is on making them enable to work by imparting training in cane weaving and music. Earlier they used to impart the computer training to the students but due to the accident of the principal, it has stopped somehow. The efforts are to make a separate computer room for these students so that they can learn the skills of operating computer.

One more problem that he shared was that there is no orientation and mobility teacher and neither it is taught to students. As this orphanage is for sighted too, so these sighted help them in leaning this skill and help them in making mental maps.

The exams for the students are taken in oral and students are promoted to next class. The reason to take exams in oral is because the Braille of the students is not that much developed that they can attempt the paper in Braille in three hours. The training in Braille learning starts at the initial years of admission. At the time of admission, the IQ level is checked of the student to see if that student can do well.

Principal Bhola Nath also shared that as the admission is open for whole year and number of admission is less, the parents are not aware of the institutes so it becomes difficult to train students.

Master ji feels that there is no problem in teaching sighted and blind. As he himself is visually impaired so he face a level of ease but then they cross check the student if he is sitting attentively in class or not. A teacher converts the skill of newly admitted student into output. Students
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besides education participate in extracurricular activities through various competitions organized annually by various blind institutes.

In order to inculcate the spirit of belongingness and sportsmanship, various competitions in music, sports and Braille reading, writing are organized annually and students participate in the competitions outstation also. He is also one of the key member who has made an organization Bharat Neeraheen Samaj Sewa, which works for the cause of blinds. This organization through their hardwork felt the need of opening up a school for girl students in Amritsar and today it is catering to the young blind girl child. Besides, this organization works for the cause of blinds.

Tarlochan Singh, Music and Maths Teacher

Mr. Tarlochan Singh, blind by birth is also an alumni of the institute, belong to UP. He completed 10+2 and visharad in music vocal. Besides learning music, he learnt chair weaving, Braille. He was sighted till 5th class and then due to some accident he lost his eyesight. In 1980, he started teaching in this institute. He teaches Maths and Punjabi. Maths is taught on octagonal slate with blocks. Basics of maths like counting, addition, subtraction, division, multiplication, algebra can be taught to the students with the help of slate. Till 6th math is taught and it is exempted in upper classes.

The problems that he faces while teaching maths is students don’t make effort in learning the concept and at times few students have low touch power so they take time in understanding the concept. Extra time and effort have to be given to slow learners and teacher has to be very patient and they feel education is the only way which can make them a better and a learned human being otherwise they will be left over at the mercy of others.

So even if a student takes a year or two in learning our effort is to show them never give up attitude. Group teaching is preferred by almost all teachers as they feel when a student learns in a group that is more formal form and student treat himself as a part of group and understand the concept responsibly.

He feels the students in this institute has bent of mind towards learning music, moreover the alumni of this institute are raagi in gurudwaras and the organization i.e. Chief Khalsa Diwan also lays stress on learning music. Master Tarlochan singh ji has also undergone one month training in Faridabad and then in Jamalpur, Ludhiana on how to deal with the special children and the
teacher was given mobility and orientation training. Though this institute runs on donation basis, yet this institute purchase slates and reading material of their own.

Bawa Singh, Music Instrumental Teacher

Mr. Bawa Singh, blind by birth belong to Mujjafarpur. He came in this institute as a student in 1987 and completed 10+2 and prabhakar in Tabla from Pracheen Kala Kendra, Chandigarh. He used to perform Keertan. He is teaching in the institute where both blind and sighted learn.

It is easy to make a sighted learn tabla as sighted can see the movements of hands and in case of blind we have to make them learn by holding their hands and making them listen to the sound first, added Bawa Singht. But he believed when he takes class collectively of blind and sighted, both groups learn more easily by seeking help for learning from other group. After pursuing the degree in music, students are working as raagi in gurudwars. Besides, students are given training in the gurbani learning so that they can be well placed in religious institutions. Only sikh candidates can take admission in this institute and in case a person from any other religion wants to join the institute then that student has to adopt Sikhism.

Students of the institute perform keertans regularly in gurudwaras which is a good exposure for students.

Earlier when he was a student there was no staff, students were less in number and there was one building for both orphanage and blind. Now there is separate building and the number of students has increased. He was of the view that staying with sighted proved to be bliss as the need of mobility and orientation teacher was not felt as sighted used to guide them to do the same. Participating in competitions gave them enough exposure.

Sakatar Singh, Gurbani Teacher

S. Sakatar Singh, lost his eyesight all of a sudden after he completed 9th class. He then joined blind school then he completed 10th. He pursued prabhakar in tabla and visharad in music vocal. He teaches Gurbani to the students of the institute. There are Braille books available for blind students and the sighted do it by reading from normal books. He has worked as tabla player for 8 years in Sri Gurudwara Prabhandak Committee. Then he go: government job in Anandpur sahib. He got transferred to Amritsar in 1999 and is presently teaching in government school.
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He is a part-time teacher in this orphanage. He says that he is strict in dealing with students as it can be their major source of livelihood. He is married to a sighted partner. Regarding the changes, he elaborated that now the institute has improved a lot. Earlier the building was very small and now the building has spread and good food, clothes are provided to students. Earlier there was strictness in learning of the religion and now it has relaxed. More stress was laid on music earlier and now stress is towards education.

He said that now students don’t show interest in learning Gurbani, they are more fascinated by gadgets and technology. Relying more on technology will hamper their willingness to learn Braille which will have adverse effects on their memory and education. If students won’t learn Braille, they won’t be able to be independent as for lifetime they will be dependent on sighted for help.

4.5.5 Vocational Rehabilitation Training Centre, Ludhiana

Maya Rani, Hindi and Braille Teacher

Maya Rani, blind by birth, an alumni of Vocational Rehabilitation Training Centre till her matric, pursued her further studies in Delhi till graduation. She did her post graduation in history and did private job in Haryana for eight years. She also attended 15 day refresher courses, Braille conduction, psychology of a blind child which was conducted by National Institute of Visual Handicap, Dehradun. She is into this profession from last 21 years and the problems she faces is not much.

While explaining the problems faced by her during teaching, she was rather of the opinion that she enjoys teaching to a blind child and problem comes only if the syllabus. At time, no book is available for the changed syllabus, so she feels that is the problem. Educational authorities should see first the availability of book for the blind in Braille and then only implement such changes as it takes time in converting that book in audio form and at times small children are not able to comprehend the notes in audio form.

She feels table book is must for the subject. A teacher can call a student next to him/her and can make that child read in the right manner. She was also of the opinion that to teach a normal child.
normal teacher is required. But to teach a blind child, only blind teacher is required as only he can understand the problem that the person is going through. May be for further higher studies, sighted teacher can be helpful. She also added that more emphasis is given on education in this institute which is commendable as this institution is trying to make disabled able through studies. She is fond of reading books. She listens to radio regularly and she keeps her updated with news by listening to BBC World. She has inculcated the habit of listening to radio to her students. She is a writer also and she got her inspirational stories print also. She wants to write more and she feels that with the help of media, her thoughts can be communicated to the society. Media can play tremendous role in awakening the people regarding the achievements of the blind students. Only then the society can understand that blind can also excel in different fields and people will then stop looking at blind with mercy and pity.

Lal Singh Thakur, English Teacher

Lal Singh, blind, alumni of the institute, completed his 10+2 and then completed his graduation and post graduation from Panjab University, Chandigarh. He also completed B.ed. from Chandigarh.

While communicating with the researcher, Lal Singh threw light on the problems faced by visually impaired student while teaching English. He says most of the visually impaired belong to financially weaker section of society and their background varies as students from various states are residing here and are taking education, he feels problems in making them learn the correct pronunciation. There is a proper examination system in this institute and the students have to appear the papers in Braille. As he teaches 10+2, class he suggests his students to follow anchors like Karan Thapar, Prannoy Roy, Sagarika Ghosh, Rajdeep Sardesai, so that they can imitate their way of presenting the programmes.

He says that as this institution has students of varied disabilities, so it becomes beneficial for the students as well as the teacher. At times where visual assistance is required even in text, so they ask the handicapped student to read it or clarify that. Even for students when they are together with students having other disabilities, they feel secure in their company and learn the skills of mobility fast. He wants to serve the community of visual impaired by staying in this institute and
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making his students able to perform well in this subject too. He has denied government job twice as he is truthful and loyal to the institute. He has dedicated and devoted his life for serving the blind community.

His aim is to impart good communication skills to the students so that they can also move hand in hand with the sighted community.

Ms. Iqbal. Stenography Teacher.

Iqbal, blind, teaches English steno to the students of the institute. She herself has done 1 year diploma of Braille from VRTC and one year diploma course in computer. She has no sight at night and she has studied in normal school. She completed her graduation with history, political science and elective Hindi as main subjects. She also completed one year diploma in stenography. She is teaching in this institute for last two years.

She says as this diploma is after 10+2, so students don’t face much problem in learning. Students are made to learn contractions first and then during the course of one year, they are able to cope up with the stenography. Teaching in group has proved successful as after completing this diploma students gets job as a steno typist in government offices. Few of them are hired by the institutes to transcribe the books.

Mrs. Gurdeep Kaur, Punjabi Teacher

Gurdeep Kaur belong to Ludhiana, sighted, teaches Punjabi. She underwent training in Braille in 1984 from National Institute for Visually Handicapped (NIVH), Dehradun. She is associated with the institute from last 33 years.

Initially, the institution faced problems in the starting as society and the parents were not aware of the functions of the institutes but slowly with the passage of time and with the efforts of the Community Based Rehabilitation scheme, the institution educated the parents. Now this institution is running full-fledged with 190 students (almost 170 visually impaired and 20 physically handicapped).
On elaborating about the problems faced by the students, she said that as students go for higher studies in normal school so arranging a writer for them becomes a problem at times. Now as per the new rules, the writer has to be arranged from the center of examination, so institute takes the initiative and helps our students to arrange for the same. Uniform and stationery items are provided free of cost to the students but students pay for the admission feel.

There is a proper classroom environment and there is a full-fledged library equipped with text books and other reference material. Outside students are also members of the library. They can also come and access the books.

While teaching Punjabi she feels it is easy teaching in Punjabi as most of the students have Punjabi as their mother tongue so students learn it easily. She prefers to teach students in group as she feels it is beneficial for both teacher and student. Students understand better in group.

**Himanshu Ranjan, Orientation and Mobility Teacher**

Himanshu Ranjan, Male, belong to Patna, is teacher of Orientation and Mobility, completed his teachers training at Patna and then from National Institute Visually Handicapped, Dehradun underwent training in Orientation and Mobility. Presently he is teaching EVS, GK, Hindi, Braille besides training the students in O&M.

While elaborating on the problems he faced while training the students, the mobility, he said that a blind child adjusts well as he knows he can’t see anything. In no time such students pick up and adjust but the student who are late blind they take time in adjusting as they inbuild the fear of getting hurt by obstacles and don’t take initiative to start and learn. While training students, the ‘concept’ has to be developed first. Then the teacher has to be friendly in imparting training with cane. A student takes 3-6 months in learning the skills of orientation and mobility but when that child go home during vacations and come back he forgets the concepts has to be repeated and then that child recalls and starts walking properly. He trains students to perform in athletic games. Besides, he teaches students to make craft from wastepaper by making bucket, dustbin and fans. He is also associated with Community based rehabilitation programme to find visually impaired students and making their parents understand that they are not disabled, rather through proper education and training they can also be self dependent. He is also associated with NGO
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Red Swastik Society. This society organizes medical camps for the needy. He is also recipient of the 2011 social worker award by Health Minister.

Vinay Saini, Computer Teacher

Vinay Saini, low vision, belong to Himachal-Pradesh. He pursued her basic education from normal school and then completed his 1 year diploma in computer from VRTC, Ludhiana. He then moved to Delhi and did Advance Course in C language, D. Ed. in special education. He teaches computer to the students in the institute. He teaches word processing, basic languages, MS Office.

He says students learn computer with zeal to do something and later on this proves to be a bliss for them during studies as it helps them to search net and make notes. But not every student has same IQ to understand computers. There are a few students who are not able to cope up with this technology.

Regarding the problems that he faced while teaching, he said that initially the problem is with the accent of JAW software but then with practice, the students learn the skill to overcome this barrier. After they understand the accent, it becomes a magical box for them in which they can do a lot of things. Students use computer easily and have maintained accounts on social networking sites.

He shared his personal experience that when he was studying in school, his parents could never understand what is low vision and could not accept it. He was always under pressure to perform well in studies. Nobody could understand that there is a problem called low vision besides blind. And he was of the opinion that students with disability should be taught in normal schools so that they can have the feeling of equality from the very starting. He was strongly against the residential schools as he said that from the very starting, the feeling of inequality is infilled in them. So, in order to infill the feeling of confidence and self-belief, it is required to send the students in normal sighted schools. Students should be given training in all subjects equally so that they can make their career in different spheres.
Ravi Kondal, Typing Teacher

Ravi Kondal is associated with this institute from last 26 years. She did her graduation from UP and for one year, she taught in this institute. She had been teaching English, Hindi, Punjabi. She gives training to students who are doing stenography. She trains them on a normal typewriter. With practice students learn to type in normal typewriter. Normally a student takes 2 months in learning and then by practicing they come to know if anything wrong has been typed. After taking training in steno and typing, students get government jobs and few of them starts teaching. Earlier this institute was offering training in telephone also. She said that for training a student in typing it is required to make student learn the key by heart and then training on typing is given.

4.5.6 Rashtriya Andh Vidyalaya, Jalandhar

Atmaram Bharti, Principal

Atmaram Bharti, blind, belongs to Sangrur, lost his eyesight months after he passed his matriculation. Blindness also couldn’t stop the aspirations of this person who pledged to provide the light of hope through education to visually impaired. Atma Ram Bharti has set such example. By his continuous efforts he has set an example for the community of visually impaired by opening a school – Rashtriya Andh Vidyalaya, Jalandhar for visually impaired boys.

He feels that earlier students had passion for reading and students developed reading habits but now due to technology, students are lacking interest and rely more on audio recorders and computers for study. He was of the opinion that technology has no doubt made the life easy but somewhere it has made students more reliable on technology and as a result it is affecting their learning and reading skills. Now students are more interested in studying and pursue their career in the field of education whereas earlier more emphasis was laid on music.

His wife, who is also visually impaired, runs a Girls Training Centre for Blind. Nearly 23 girls were given training free of cost but due to some reasons that centre has to be closed down. Besides this Atma Ram also masters astrology. He learnt palmistry from Haridwar based Sadhu and people come to visit him to know regarding their future. He has also attended good number of sammelans in UK, USA and Canada.
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He has also travelled to US to buy a talking software (JAWS) for the Blind so that they can use computers.

Virendra, Music and Hindi Teacher

Virendra, male, partial sighted, belongs to Garhwal, teaches Music and Hindi to the students. It's been 12 years since he has come Punjab. He did his initial years of schooling from Haridwar, Uttrakhand and then he came here in the institute to study further. He has done 10+2 from this institute and he has also done visharad in tabla and harmonium from Pracheen Kala Kendra, Sector 35, Chandigarh. He learnt his way of livelihood from this institution. He learnt the art of weaving chairs, baskets and also learnt to play music instruments. While answering the question if he faces problem while teaching students; he denied rather he said he feels that as he is also like them and students also feel at ease learning with them. Rather learning is fun with the students he added. He further said that when he was a student then the books in Braille was less in number but now the institute gets books from Delhi and Jamalpur so it has become easy for the students to study and moreover with the help of Sakhsham society students can get the lessons recorded to study for further classes. The institute help the students by providing them with the helper. Though there is no trained teacher in orientation and mobility, Virendra, visually impaired gives the training in it to the students. Students of the institute are champion in state level in various competitions- chess, cricket, athlete, singing etc.

4.6 CASE STUDIES

4.6.1 Bhai Gurmej Singh

Bhai Gurmej Singh has made the blind community and the sikh community proud not only in India but in abroad also by transcribing the holy book Guru Granth Saheb in Braille to enable the visually impaired to offer prayers and read the book of their own.

Bhai Gurmej Singh was born in Village Bajidpur, now in Pakistan. During his early years, he became blind because of dreaded disease, small pox at the age of 8. Some elderly person from village suggested his father to send bhai ji to Central Khalsa Orphanage where there was a wing for blind students too. He then came to Amritsar and as there was only one blind institute for Sikh boys in Putlighar, Amritsar, so he started pursuing his education. He was there from 1950-
and during that time period he learnt Braille, weaving, canning and learnt keertan. He learnt keertan from Jogi Harnam Singh. During that time educating blind child was not the main motive of the institute, rather institute put emphasis on providing employment to such students by vocational training and by making the students learn keertan so that they can be appointed as ragi in gurudwaras.

Bhai Gurmej was exceptionally good in Kirtan and aspired to be a Ragi. Bhai Gurmej Singh was inspired by Bhai Veer Singh ji who was running that institute by that time. Unfortunately Bhai Vir Singh died when Bhai Gurmej was only 17 years and left a deep impression on him.

Because of his extraordinary accomplishments even at the young age of 18, Bhai Gurmej was appointed as a Ragi in Nanaksar Gurudwara in Verka (Amritsar), where he further improved and excelled in his skills for another two years before joining a job in the Gurudwara at Dehradun where he worked for the next 11 years.

In 1971, he got offer and was invited to be the Ragi at the Golden Temple – the highest seat of the Sikh religion. This was a rare honour for Bhai Gurmej who was installed as the “Hazuri Ragi” at the Golden Temple. Bhai Gurmej dedicated the next 27 years of his life in the service of God at the Golden Temple from where he retired in 1998.

He has travelled the world spreading the message of Gurbani and mesmerised the faith in the United States, Canada, Dubai, Thailand and New Zealand with his soul stirring hymns and kirtan.

One day while he was singing shabad, somebody told him that there were mistakes in his pronunciation of shabad. He then thought for a while and then prayed to God that why they have to be dependent on somebody to read the shabads. Can’t there be any way through which all of the visually impaired person don’t have to be dependent on anybody and can read of their own. Keeping these thoughts in mind, he took oath to do something to this community. He has dedicated all his life for the community in order that people could have opportunities that were unavailable to him. Hence he decided to transcribe the holy book into Braille language, so that all blind people could read it.
A man of great learning, Gurmej Singh is widely respected for his unique style of rendering kirtan. He recites most shabads from memory.

Bhai Gurmej had learnt Braille during his stay in Putlighar institute so he decided to utilize that language now. He worked tirelessly throughout his life to publish the various Sikh scriptures in Braille - so that blind people can also read and benefit from the teachings of the Sikh Gurus.

He translated the Holy Sukhmani Sahib in Braille in the year 1969. By that time there was only one Braille press in Dehradun. They faced problems in getting it printed but by efforts, they somehow got the permission to get printed and they managed to get 500 copies which were distributed to Blind people in institutes and to the needy visually impaired people.

In 1975 he completed translation of the verses of Sri Guru Tegh Bahadur. Inderjeet Singh from Punjab and Sind bank bear the expenses of its publication and again 500 copies were printed and distributed.

In 1979, he completed Guru Amar Das’s verses along with the Nit Nem whose expenses was borne by Shiromani Gurudwara Prabandhak Committee, Amritsar and then in 1980 bhagat vani got printed. The endless efforts by bhai ji helped the community. Then after retirement he wanted to convert Guru Granth Sahib ji, for that he took permission from SGPC to which they agreed. They approached Dehradun Press for which they denied.

He lost hope but kept on searching for the way. His nephew, Jagjit Singh, who hails from New Zealand came to India to pursue course in Sikh preachings from Ropar and he told him the wish of transcribing the holy book Guru Granth Sahib in Braille and he promised Bhai ji to help. He went back and after two years of searching for a press he called him up. Hellen Keller Institute based in Mumbai was ready to help them. But as they had no knowledge about the Sikh religion so they demanded to be with them to check for the mistakes. The work was to be printed in 18-24 volumes. When Bhai ji received first volume, they found it damaged during courier as the words got pressed. Bhai ji then decided to go there and do the proof reading. He along with his nephew, Jagjit Singh, spent a month in Mumbai for proof reading and printing work at Helen Keller Institute for Deaf and Deaf-Blind. So like this, the efforts to make the holy book available for visually impaired were accomplished. There are 5 copies in all. One is with Akal Takht.
Sahib, Golden Temple, one in Rakab Ganj Gurudwara, Delhi, one he has gifted to Central Khalsa Orphanage from where he studied, one to Suprot Nagar, Phagwara and one to Bharat Netraheen Sewak Samaj Society, Ludhiana. To keep these books damage free special racks are made so that the words don’t get damaged by the weight.

He has plans to open a press at Central Khalsa Orphanage, Amritsar by the name of Bhai Veer Singh ji, the founder of the institute, for further orders. He has won many awards to his honors.

1) Sikh Ratan Award from Shri Akal Takht Sahib for his contribution in keertan and converting Gurbani in Braille and disseminating it world over.
2) British Columbia awarded him in recognition of his contributions to the Sikh faith around the World.
3) Washington Sangat presented him the honor for his commitment, dedication and immense efforts put for the for the translation and publication of Braille version of Guru Granth Sahib.
4) Sikh Gaurav da Samman from Akal Purakj di Fauj
5) Sri Guru Singh Sabha Gurudwara, Canada gave him outstanding achievement award.
6) World Sikh Organisation of Canada also honored him.

Bhai Gurmej Singh has been awarded the Shiromani Ragi Award by the Chief Khalsa Diwan in 1988; by Sikh Gurudwara Prabhandak Committee in 1991; by the Bhasha Vibhag of the Punjab Government in the year 1997. He was also conferred the Ujagar Singh Sekhwan Shiromani Ragi Award in 1998.

The list of awards is endless. He has married to a sighted partner and has 2 sons and 2 daughters. Both sons are following his father’s steps. One son plays tabla at Darbar Sahib and second son remains with his father and perform keertans all over India.

4.6.2 Jawahar Lal Kaul

J L Kaul, Secretary General, All India Confederation of the Blind(AICB) has been awarded the prestigious Padma Shri on January 26, 2014 for his dedicated and distinguished services for the empowerment of persons with disabilities, in general and the visually impaired, in particular for last 45 years.
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J. L. Kaul, born in Kashmir in 1944, lost his eyesight at the age of five, due to smallpox. He came to Andh Vidyalaya, Amritsar at the age of 8. In Amritsar he started his education. He became the first person to attempt his papers by typing and in 1967 he passed BA Sanskrit (Hons) from Panjab University with a gold medal.

It was this year that Mr. J L Kaul decided to uplift this visually impaired society. After receiving a letter from Shri Madanlal Khandelwal, ex-principal of Andh Vidyalaya, he decided to join his teacher in formation of a self-centre - Training and Rehabilitation Centre for the Blind, he flew to Delhi.

Mr. Khandelwal had to go to London and the entire responsibility of the Centre came on Mr. Kaul. After much attempts, he managed means for the sustenance of the blind people he had shouldered the responsibilities of: Braille transcription contracts and re-caning of chairs.

In 1970 he took a step forward and initiated an organization- National Federation of the Blind. The organization guided the self-help movement of persons with disabilities, enabling them to speak and act for themselves. In 1976 he founded East Asia Committee of the Blind in Delhi and All India Confederation of Blind (AICB) in 1980.

AICB works for cause of providing education and employment to women, senior citizens and underprivileged. This organization was founded with a meager amount of Rs 300 and a small rented office space, and now expanded its roots into a beautiful campus of its own, about 90 employees, a budget of over Rs. 30 million and over 20 affiliates and branches all over India. This NGO has also spearheaded many successful rehabilitation programmes for the rural blind under the able leadership of Kaul. Besides his noteworthy contributions in AICB, he was elected as the Secretary General of the Asian Blind Union (ABU) for four years and the term extended for two more tenures. He was also appointed as the Chairperson of World Braille Council in 2009 for a three-year period.

Kaul’s life is a saga of triumph and transcendence: Triumph over his own visual challenge and transcendence of his physical boundary to help others live a better life. He has provided a platform to provide Braille books to school-going blind children in many states. He also made
provision for the visually impaired to learn stenography at AICB, so that they can get employment. He has initiated courses for women which can empower them. Under his able guidance and visionary mission, hundreds of blind men and women received training and support for economic rehabilitation in the far-flung villages of India.

AWARDS & ACCOLADES SO FAR

<table>
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<tr>
<th>AWARD</th>
<th>YEAR</th>
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<tr>
<td>Conferred Padma Shri by the President of India</td>
<td>2014</td>
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<tr>
<td>Louis Braille Gold Medal (Globally, he is the 5th one to receive this award)</td>
<td>2012</td>
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<tr>
<td>Marga Schulze Award (Germany )</td>
<td>2006</td>
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<td>R.M. Alpaiwala Memorial Award</td>
<td>2006</td>
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<td>NCPEDP – Shell Helen Keller Award</td>
<td>2003</td>
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<td>T.P. Jhunjhunwala Award</td>
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<td>World Human Rights Promotion Award</td>
<td>2003</td>
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<td>Man of the year Award by American Biographical Institute</td>
<td>2000</td>
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<tr>
<td>Thomas Memorial National Award</td>
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<td>FICCI National Award</td>
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4.6.3 Deepak Kumar

Deepak, presently working as District Manager, Punjab Warehousing, Chandigarh has set examples for all visually impaired persons. The way he manages his work has earned a lot of appreciation for him, but his path to achieve this was very tough.

Deepak was born as a sighted child. With the passage of time, his vision started deteriorating. He did his schooling from Government School, Amargarh, District Gobindgarh. He then did B. Tech from GNDU Engineering College and MBA from Desh Bhagat University. Till his post-graduation, he had blurred vision but still he managed to write his papers. Immediately after completing post-graduation, his vision reduced and then he lost hope. He remained home for four years. These four years were the years of depression, he lost all hope. He lost confidence and starting avoiding his friends and relatives. Then he started content writing on laptop with his brother. By doing dark background of the computer, he used to manage the work himself. But his aspirations never ended here. He then thought to strengthen him and he went to National Institute for Visually Handicap, Dehradun to pursue one year computer course. During this period, he learnt daily skills, orientation and mobility and how to live life with dignity. He regained his confidence as he participated in white cane march in which they walked from Dehradoon to Mussourie. He loves adventure and do river rafting with his sighted friends. He was of the view that inclusive education should be there so that blinds can gain confidence and by sending student in inclusive schools blind will learn how to be in the world of sighted. After completing the course he joined Punjab Mandi Board as a clerk in 2010. And he kept on preparing for competitive exams and cleared the paper. During his interview, he was asked how he could manage the office work without sight, but he never lost hope and faced interview boldly. Till date he is not given any official assistance from Government which is a must for any blind employee. Eut he manages his work and get that done from clerks there. Rest of the work he does on computer with the help of JAW software.

He admitted that there is a lot of problem regarding the attitude of people towards our community is people are unaware of the fact that blinds can also work. He was of the view that the problem of a blind is enormous but the attitude of people make it endless. If our society can be accustomed to the needs of blinds and can be made aware that blinds can achieve anything, then the problem can be solved. Instead of showing empathetic attitude, people show indifferent
and surprising attitude. He added problems are enormous but he will fight like a soldier and will strive to achieve the targets set by him towards the blind.

4.6.4 Sania Sharma

Sania, blind by birth pursued her education in normal school. She, being parent of a girl child, her parents were not satisfied by the condition of blind school for girls so they decided to send her for study in normal school. But they realized the importance of learning Braille so side by side she used to go to Andh Vidyalaya and learnt Braille and music. She did her schooling from Ajanta public school and then she joined BBKDAV College for Women for her graduation with political science, sociology and music as her main subjects. She then pursued her B.Ed from Khalsa College and then MA in music from SR Govt. College. She has done Visharad in music vocal from Pracheen Kala Kendra, Chandigarh. While pursuing her post graduation, she used to teach music in private school and then in 2011 she got government job in Amritsar. And at present she is working in Government Model Senior Secondary School, Dyalpura, Mohali.

She said that her family was very supportive and they always encouraged her to work. She also feels that by studying in normal school with sighted she got more exposure and confidence. She feels the students who study in special schools lack in certain things. She felt that as the students who stay in hostel and remain in the company of blind/visually impaired only, they get less chance to interact with the sighted and their understanding of the world is limited to what their teacher tell them or when they go home. She was of the view rather teachers who teach in normal schools should be given training on how to deal with impaired children so that they can also join normal schools. She suggested that normal schools can hire one itinerant teacher, who can understand the need of the blind child and can give training to understand the things in a professional manner. She also felt that school environment is lacking in special schools. In few schools there are no written exams; students are promoted by taking only oral exams. So a casual approach develops on a child and then the enthusiasm to do something and to achieve the goal is left behind.

She is teaching in normal school and she said it is indeed a nice experience to teach sighted students. Sighted students take care of her and with experience now she come to knoaw about the naughty students in class. It is tough to teach theory, she feels, but she manages. Regarding the
paper checking, she asks for help from the colleagues and paper is read out to her and she evaluates. She also felt that when a blind student is day scholar that student needs the full support of parents. Though she feels special school is also important as she was of the view that one comes to know about blindness in these institute. Mobility is learnt and a student gets inspiration when he/she comes in contact with others who are like him.

She got married to a blind partner two years back. She has a part time maid to do the different chores but she manages to cook food. She learnt the household jobs through seminar in which she learnt the cooking tips and with practice she manages to do the work. She feels sighted teacher should be there to teach visually impaired students as teacher can see if a student is neatly dressed and is in proper uniform so that student can learn the right way of dressing. She concluded by saying that the institutes lack proper school environment. Students are not asked to wear proper uniform, no fixed time table and one teacher for almost all subjects is not the right way to teach the students. steps should be taken to strengthen the education system of the visually impaired so that they can also feel a part of this world.

4.6.5 Romi Kumar

Romi Kumar, 33 years old, male, belong to Kot Khalsa, Amritsar, was a sighted person and he studied in normal school for 3 years and one day due to migraine pain he lost his eyesight and became complete blind. He then joined Andh Vidyalaya, Amritsar and did 8th class. Then to study further, Romi had to go to normal school, Prem Ashram where he pursued his studies up to 10+2. He joined Hindu Sabha College for his graduation and then his aspirations never stop here and he completed his B.ed from Khalsa College and MA(Music) from SR Government College. He did double visharad in music vocal and sitar from Pracheen Kala Kendra, Chandigarh. From last four years, he is teaching in Special Education Regional Institute for Mentally Handicap as music teacher.

Regarding the problems that he faced while studying, Romi said that till 8th as the language to express any medium is through Braille so they were able to get good marks. But from 9th class, they had to be dependent on writers. There he faced problems and the writer which is made available is not proficient in all the languages and the writer do lots of spelling mistakes. He was not at all satisfied by the writer as he was not able to deliver 100 %. During his 9th class, he
learnt typing and made him proficient enough to appear his paper in typed form. He was provided with a reader who could tell him if he was typing anything wrong and he managed to top in the school. But he had to rely on writer for 10th class as there was no provision to attempt typed papers for board exams.

While pursuing his studies, he taught side by side in Andh Vidyalaya for 18 months, used to do tuition work also and used to train students of different colleges for youth festivals.

The present job that he is into is very different as he teaches slow learners. He faces difficulty as he also can’t see anything but with the help of helpers he is able to manage his job well. At times, he feels students are unmanageable as when they became violent, they throw instruments.

While sharing his views with researcher, Romi said that Braille is very important. Every blind should learn Braille as it is the main language of expression. Though studies can be done by listening too but that way only listening and pronunciation can be improved. If we want to improve and develop the skills of reading and writing the correct spellings, then Braille has to be adopted. Now there are many books available in text and besides, there are variety of novels, inspirational stories, epics and many more. Rather he was of the view that students after completing their class 8th should be allowed to appear in exam in Braille and a reader should be appointed to the examiner to read out answers, so that student can be judged on the basis of his skill.

Romi is a social person and always feels inquisitive about new things. So he is always interested in knowing about them. He even takes help from his sighted colleagues if he wants to clarify any new thing. He gives credit to his parents and family as he feels if one’s family is not supportive then one can’t do anything and confidence doesn’t build up. To overcome the feeling of negativity he prefers watching movie and then he make pictures in mind about the possibility of how this particular scene might appear. He has listened radio a lot and admits that radio was one such medium which was very helpful in making him aware about the news happening around. He listens to Internet radio and FM. He loves to listen discussion based on elections and politics, mushaira. For entertainment he relies on TV, he listen to epics like Ramayan and Mahabharta and also reality shows.
He said that media played a very important role in his life as he came to know about this govt. job through media and he was lucky to get the job. He wants media to play its role actively in making people aware about blindness so that parents can admit their special children in time to special institutes. He also said that as majority of blinds are in villages and villagers are not aware about the special schools and by the time they come to know about it the student grow in age and then students come generally when they are 12 year of age where as the right age to admit a blind student should be 5 years. It can be exempted in the cases where blindness comes late. Now in this age of IT everything is possible. With the help of JAW softwares they can easily access internet and they can get good exposure. He suggested to appoint special trainers in these special institutes and there is a need to appoint orientation and mobility skill trainers so that a blind can move with confidence freely.

4.6.6 Jagjit Dhillon

Jagjit, 23, blind, studied from the Soorma Singh Ashram, Chief Khalsa Diwan, Amritsar till matriculation and decided to find his own way and will make his career in some other field than music. He completed 10+2 as a private candidate and then moved to Ludhiana to pursue graduation from Government College for Women. He completed postgraduation in Music. Besides, he has done visharad in violin, tabla and vocal music. As he wanted to contribute to the blind society, he joined Bharat Nehtraheen Samaj Sewa to fulfil the needs of the students. This organization runs on donation basis. Basically, this organization search for influential and helpful people who can help the needy people.

He is an anchor of the show ‘Punjab Live’ – a live programme for a Holland based channel ‘Sach ki Goonj’. The owner of the programme trusts him a lot and has given him the responsibility of this programme for five days from 7pm to 9 pm. In this programme, Jagjit try to interview personalities on any topic of cultural importance. He records his programme in his room where he has kept his computer with an internet connection and has a station playlist. He take calls of this callers on skype. He has interviewed various actors, singers, journalists etc. Their channel is followed by many listeners, who follow them through social networking sites. For eight hours, live programmes are being played and for the rest of the day songs are played. He feels contended as he is capable of managing his programme. He shared that nobody trust that he is blind when he discloses somebody. He also said that as nobody can see him and know him, he
has earned great respect and followership, but the people who stay nearby and who knows that he is blind, don’t trust and can’t even imagine that he is capable of doing anything. He is a composer and has composed few songs also. Blind students also follow his programme. Married to a sighted partner, he is happy in his life.

He also disclosed that he was not given training in computer in institute. He learnt it from his friends in Ludhiana and from his friends who used to give him lessons on skype. He learnt softwares from his Pakistani friends. He said where there is a will, there is a way. He wanted to learn and explored on internet. He faced problems in the attitude of people. But he don’t even care about what people think, he is focused to work and tried his best to achieve his goals.

4.6.7 Ram Murthy

Ram Murthy, school teacher, Government School, Mohali, teaches Social Sciences. He did his schooling from Andh Vidyalaya, Amritsar till class 8. Then he went to Prem Ashram School to pursue his further studies. He completed his graduation from DAV College, Chandigarh and B.ed. from Jalandhar and M.ed. from Chandigarh. He also completed post-graduation from History.

Mr. Ram Murthy is associated with Eklavya Foundation, a non-government registered society which is working towards the goal of social change through meaningful education, it conducts researches and evolves curricular models at the micro level and attempts to implement them in the mainstream system to bring about change in the school education system in India. He is Member of text book committee by NCERT for developing the text books of political science.

He is also working with National Federation of the Blind, an organization whose main objective is to provide holistic development of visually impaired in the context of their education, employment and general awareness of their rights.

He was of the view that as the institutions in Punjab are basically private and are owned by businessman, they have no educational idea. They run purely for profit base. Government should set up more blind schools in Punjab and should make people ware about the schools and the need to admit such special students to schools. As government institutes don’t run for profit, they genuinely seek to educate the needy people. Whereas in private institutes more emphasis is laid
on music. The teachers are less and they don’t make efforts to teach students. Just the basic knowledge is imparted.

He even added that the training of orientation and mobility which is of utmost importance to a blind child is not given by any institute in Punjab. Students learn of their own by exploring. Students don’t have confidence to talk to sighted as they have not been given exposure to communicate with them. It is inbuilt in them by private institutions that as they are helpless the institution is doing charity. They rather make them feel their handicapness.

While elaborating on the need to educate a blind child through Braille, he strongly emphasized on the need to educate through Braille. After learning, visually impaired becomes independent to some extent but if a student remain dependent on technology then he will remain dependent forever. He was of the view that proper survey should be conducted by the government for the exact situation of these charitable schools. Government should come forward to open up schools in every city so that maximum students can take its advantage. He is making constant efforts for the betterment of the society and he is fighting for the improvement and upgradation of education. He also added that the mindset of the teachers and community needs to be changed regarding the training on music. If we can make efforts to teach all subjects to blinds then there is no need to teach music forcibly, as then other options will be there to opt as profession for blinds than music teachers, he added. He laid stress on the need of government campaigns to making society aware regarding the blindness and there should be proper dissemination of information regarding the need of educating the disabled child.

4.7 FINDINGS

The following conclusions which are described below are drawn from the study:

1. As communication is the essence of every relationship, so the way the individuals communicate with others will determine their relation or the level of bonding in their relation. In case of communication of blind and partial sighted with their blind friend, both the groups feel a level of security and satisfaction being in their company.

2. The best person to share the feelings of blinds and partial sighted is blind only. As the blinds perceive that only a blind can understand the feeling of blind, so they feel comfortable sharing their problems with their blind friend. Blind feel a level of
satisfaction with their blind friends and moreover they share the feeling of empathy with their blind/partial sighted friends, so as to develop a feeling of understanding in their relation.

3. Though blinds have sighted friends also but most of the blinds have blinds as their best friends. As blinds feel secure and safe being in relation with blinds, so most of the blind and partial sighted have blinds/partial sighted as their best friend. The relation of blind and partial sighted friend is good to socialize; sighted help blinds in studies but the intimacy level has been observed more with blind.

4. Blinds feel that they can do their work independently, so the enthusiasm to work has been seen. Every blind wants to be the breadwinner for his family. Education has made them capable and has given them independence and the students give credit to their institute for the same.

5. A level of intimacy was observed in the relation of blind student with his blind friend. On one hand they feel at ease and share their feelings, thoughts and ideas and on other hand, when they fight, they express their anger at times they even cry. The blinds even admitted that they stop eating food after they fight with their friends.

6. Blinds feel more comfortable with their blind teacher as they feel a sighted teacher doesn’t show that much patience to teach. Moreover sighted teachers can never understand the feelings of blinds. They are of the opinion that sighted teacher at times take them for granted. They strongly feel that only a blind teacher can teach a blind better specially during the initial years of education. Sighted teacher can teach the blind in higher classes.

7. Achievements of blinds in different fields inspire the blind students more. Though a few were of the opinion that achievement of sighted can also inspire but achievements of blinds give them inspiration to grow further and attain heights in success. At times, when
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Blinds lose hope, the achievements of their teachers or other visually impaired inspire and infill the strength in them to face the challenges of life bravely and boldly.

8. Students show interest in studies and they feel satisfied with their teacher. Students love the teacher who takes pain to teach them. They show their inclination to learn from the teacher who uses new themes, innovations & methods to teach. Teachers make use of moral stories, inspirational stories, audio cd’s, group discussions to encourage the maximum participation of students while learning.

9. Blinds also agreed that they understand better in one to one teaching where learning of Braille, music instruments, stenography, caning, weaving were concerned. As all of the above categories demand one to one attention, their teachers spared ample time for them. They taught their students with a lot of patience. It took time for a few students to learn Braille because of their low touch power.

10. As students are more interested in studying, so now the trend towards learning music among blind students has reduced. Earlier Braille was not developed fully and students used to get admission in later years, so only the basic education was given to students and music training was made compulsory for every student. No doubt now also in every institute emphasis is laid on learning both vocal and instrumental music. The reason for the same was to enable the students to pursue career in this line because the jobs regarding music teacher was much in demand.

11. The emphasis was seen more on music in Soorma Singh Ashram, Putlighar, Amritsar as that institution is under Chief Khalsa Diwan and students are taught lessons from gurbani and other religious books. Moreover, the students who have passed out from that institute are placed as raagi in gurudwaras.

12. Lack of orientation and mobility training was observed in these institutes. Though it is important that every institute should have one orientation and mobility teacher, yet it was observed that only one institute had O&M teacher. Students learnt the skill of their own
by touching surfaces and feeling and most of them have learnt these skills from the inmates of the institution. Though the students managed to learn these skills from their co-friends, yet it is the work of professionals to teach the skills of mobility.

13. It was observed that blinds are comfortable with sighted till they are showing the confidence in blind. They are comfortable with their parents and siblings. As parents treat at par with the siblings, blinds feel comfortable and share their feelings with parents. But with the strangers they feel hesitate to talk, and don’t want to maintain relation.

14. Students feel that over protectiveness by the sighted people make them handicap again and at times the attitude of pity and sympathy is a problem. They feel the problem lies in the sighted people as they don’t know much about the blind people or we can say they are ignorant to the needs of blinds and can’t believe that blinds can work independently, a gap will remain there always.

15. Blinds feel that their parents at times feel uncomfortable and avoid to take them in the social gatherings whereas they want to accompany them in social gatherings, they want to be the part of the sighted community. But the way the sighted deal or treat them makes them hesitant and blinds shows a withdrawal attitude. Students disclosed that their parents maintains relationship with those who don’t accept their child. So, this is the reason why parents are not interested in taking them to social gatherings, as society has not yet accustomed with blinds.

16. Blinds feel more comfortable staying in hostel whereas partial sighted prefer going back home. As it was observed that partial sighted, may be because of low vision, are able to see the sighted a bit. They have good number of sighted friends, so during vacations they prefer going back to their family and spend time with their sighted friends.

17. An element of hesitation was seen in communication of blind and sighted friend. They don’t share their feelings with their sighted friend as they feel if they share their
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feelings with sighted they will make fun of their feelings. Their relations with sighted is temporary. Blinds expect sighted to help them but feel hesitant to ask.

Blinds encounter negative stereotypes and attitudes whenever they attempt to engage the sighted community. As a consequence, they internalize these negative orientations and tend to develop self-conceptions that correspond to these negative and hostile attitudes or alternatively as a sharp reaction they sometimes develop either an exalted image of themselves or build up unrealistic expectations of society. (4)

18. Blinds imitate the sighted so that they can be acceptable part of society. As researchers believe that sighted learn many things by imitation but in case of blinds, vision is not there. Still blinds try to imitate the positive behavior of sighted and try to adopt them so that they can be a better human being.

19. Blinds feel upset when they are not given proper attention in a group of sighted people. It was observed that in the relation of blind with sighted a feeling of hesitation and withdrawal attitude was seen. Blinds feel the urge to take initiative. When they go for higher studies, they have to be in the group of sighted people and when they are not given proper attention by them a feeling of disappointment is felt.

20. The reason of such insecured feeling of relations on part of the blind people with sighted can be seen because from their birth, they are in protective environment. Parents then send them to school to special schools, where they are in company of blinds. Students grow and learn better being in the company of blind but somewhere the confidence to face and talk with sighted lacks behind as they are not given exposure to that.

21. Blind students stay in the institutions which run on donation basis, people come to do charity. With the fakeness of people doing charity for their prestige, these inmates have hatred feeling for them.

22. It was observed that both blinds and partial sighted shares good bonding with their family. Blinds share their emotions with their family when they feel distressed. Even
siblings show positive attitude and spares time to teach their blind sibling. Family supports them and reciprocates the same feeling to blind and at times takes them out for their work.

23. Blinds and partial blind believe that radio is the best medium to keep themselves updated about the news happening around. Besides this, radio is used for entertainment purpose. Relying on radio relieves them from tension as when they listen programmes in which success stories and inspirational stories are discussed, they feel motivated. Radio is their true companion as it is a portable medium and students rely on this medium. With the new technology, radio listeners have increase but the device has changed. Now students listen to radio from their mobile sets and few students who use computers listen more to internet radio more.

24. Blinds and partial sighted use TV for both educational and entertainment purposes. The researcher was of the view that as TV is audio-visual medium, blinds might be using radio for their entertainment purpose. But it was found that as partial sighted can see a little, they could see TV also and they watched programmes related to entertainment, education, discussion. Programmes like Maharana Partap, Mahabharta are their favourite shows. It is easy for them to grab the things through these medium as these programmes are presented in an interesting manner.

25. Blinds and partial sighted are able to work on computers through JAW software. This software works as a talk back and enable them to operate computer. They learn various programmes and softwares. Students even have their account on social networking sites. Facebook and computer is used to listen to internet radio ‘Sach ki Goonj’ and at times to read online newspapers. Computer help them in studies as now when students want to study they search for their notes which is already in audio form so they enjoy reading like this and feel that technology has revolutionized their education.

26. Most of the students are comfortable using mobiles and now with the android and smart phones, blinds are making use of mobiles for education purpose. They say with the coming of mobile, they don’t use recorders for recording their lessons. They record their lessons/lectures in their phone. Besides, they have their ‘Watsapp’ account also.
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Listening to radio, songs, searching net has become easy. A few students use talk back feature and a few use without it.

27. Besides the channels of media, students get awareness about the current issues from their teacher. Their teacher discusses it in class or assembly. Teachers also feel that there is dire need to update them about the society and the surroundings; through these things, they can make blind feel attached to society.

28. Blinds feel comfortable to talk in any form of communication: intrapersonal, interpersonal, group. They feel its give and take of ideas, thoughts and feelings. Like parents and teachers are the ones with whom they are from the very beginning and they have seen them growing with the passage of time; blinds feel comfortable with them.

29. Blinds feel comfortable in their own environment where they are in company of blinds and partial sighted. A feeling of discomfort is seen when sighted teacher teaches them. Few students show enthusiasm to study from sighted teacher as they feel that no doubt that sighted teacher can share new ideas and experiences, but at the same time they agree that sighted teacher can never understand how to teach a blind child. They also feel that if their teachers are blind, they can make them understand with their feelings and experience.

30. Blinds and their parents feel that education can make them independent and this infill in them the feeling of being the breadwinner for the family. Blinds feel that there should be no discrimination of duties on the basis of vision.

31. Blinds disclosed that they are punished by their parents in front of their relatives for not behaving properly with them. It was seen as both positive as well as negative behavior of parents. Positive aspect is that parents want their ward to learn the etiquettes and to behave properly so that he/she can learn the living skills. Negative aspect is that blinds used to feel ashamed and such behavior of parents inbuilt the feeling of hatred towards parents. As a result, they avoid being with them and love to stay back in hostel during vacations.
32. Blinds and partial sighted both accept and don’t have a feeling of guilty of being blind. They pray to God when they feel low about their blindness. Praying and meditation gives them inner strength.

33. The students who were in sighted school earlier had the feeling that only he/she is blind so had the feeling of inferiority but then when that student joined special school, he/she felt secured in the company of his inmates and felt confident. As in sighted school they are always under pressure to perform well from their parents, teachers, friends so at times they are not able to perform well because their needs are not properly addressed in sighted school. But when those people joined special school they felt relieved and they regain their lost confidence.

34. Students are more inclined towards studies but they are losing interest in studies now as earlier only one teacher used to teach one subject but now one teacher teaches three or four subjects at one time. This is because the institutes lack in staff members. Though it is not intentionally, yet students get uninterested towards studies.

35. Having low vision is the worst thing. If a child is blind, everyone accepts and understands that he can’t see but having low vision or partial is a big problem. As the degree of vision varies, so it becomes almost impossible for others to accept this fact. Students with low vision have suffered this problem; their parents could not understand the problem and needs. So, they have to go to sighted school where they lost confidence as they were not able to perform and study like normal sighted students. Gradually their vision have reduced.

36. Blinds feel comfortable in sharing their problems with blind friends even in group. A level of intimacy can be seen with blind inmates. As they know, nobody will make fun of their feelings and rather solution to a problem can be worked out if they share in a group. And they come to know different ways to deal with their problem.
37. Blinds and partial sighted take time in making friends. They take time in developing trust on the person. Once the trust is developed, they become their best friends. Otherwise they feel friendship with sighted is temporary.

38. Blinds and partial sighted feel that education to blinds should be given in normal schools so that from the very beginning student can start learning with sighted students. And they also felt that by sending students to special schools, parents are creating a gap between blind and sighted. A feeling of hesitation develops in a blind child to talk to sighted as they are not in constant touch with them. Whereas many blind students also felt the need of teaching the student initially in residential schools as they were of the opinion that the importance of Braille can’t be ignored. So if a student is in special school, one to one attention can be given to make a child learn the Braille so that it can help that student to study further. They admitted Braille as their language of expression.

39. In present time, the students show more inclination towards studies, this has given them a feeling of being independent and now students don’t want to be burden on their parents. And parents also infuse the feeling of confidence among them.

40. As teachers try their best to inculcate the habit of reading among students, they love to read books besides their text book and they experience a level of satisfaction while reading books. Moreover, because of the setting up of Braille press in Jamalpur, Ludhiana and in All India Confederation of Blind, New Delhi, books are available and printed on orders as and when required.

41. Besides Education, students show their interest in sports also. Students play both indoor and outdoor games like cricket, chess, carom, uno, cards etc and have participated in the national level competitions.

42. Teachers face problems when new student is admitted as it takes time in making that child understand that now he/she has to reside in the school. They handle them with lots
of love, care and affection. Initially the training on hygiene and living skills are given and then formal education starts. For the first year, the emphasis is laid on learning Braille.

43. While teaching music, training is given first through listening. As students are required to learn the ‘swar’ first in order to learn music. Initially oral lessons are taught and then playing the instrument is taught.

44. Teachers prefer to teach one to one for Braille and music but for other subjects and for new concepts, group teaching is preferred. Group teaching gives them a sense of belongingness.

45. Teachers face problems while teaching English as it requires the right pronunciation. Students develop their listening skills by listening to audio but faces problems in speaking. Audio cannot supplement the need to learn spellings.

46. Teachers were of the opinion that age really doesn’t matter rather the IQ level of a student matter while learning Braille. A student with good IQ can learn in two-three months and a student with poor IQ at times takes years to learn. Secondly it depends on the touch power of a student, if that student has good touch power, he can learn in a few months but if the student has poor touch power or finger coordination that student will face problem in learning Braille, music instruments, caning, weaving etc.

47. Teachers were of the opinion that using new technology is useful for studies but when to start using them has to be ascertained. If students are using technology for higher studies or for some activities then its fine, but certainly this is not a substitute to Braille. For computer, blinds have to rely on sighted for some work but for reading in Braille they don’t have to be dependent on anybody.

48. Blind teachers face problem when the syllabus changes in the session and sighted teachers cope up with the print books but it takes time in converting a print book in Braille. So, if a syllabus changes in the session that is a problem. Changes in syllabus should be done before the commencement of new session/class.
4.8 LINKING RESEARCH PROBLEM WITH A THEORETICAL FRAMEWORK/THEORY

As by now findings of the study have been discussed the researcher felt the need to relate the findings of the present study with the theories/models/concepts in the field of communication. It is pertinent to find out to which extent corroboration in communication theory is found.

1) As in the findings it has been discussed that when blinds communicate with their blind friend/teacher they feel a level of comfort and satisfaction in their company. They share a close bonded relationship and prefer to share their feelings and secrets with their blind friends. Whereas when they are in company of sighted people a feeling of hesitation is seen. And blinds are of the view that they feel secured in the company of blinds.

The same was true in case of teachers. Blinds feel more comfortable with blind teachers as compared to sighted teachers. So, this finding can be related to the Schramm’s model in which he explained empathy. Schramm considered the fields of experience of the sender and receiver. The sender encodes the message, based upon the sender’s field of experience. The user’s field of experience guides decoding. If there is no commonality in the sender’s and receiver’s field of experience, then communication does not take place.

The extent to which the signal is correctly decoded (that is, decoded so that it is the same as the original message prior to decoding) depends on the extent of the overlap of the two fields of experience. That overlapped area is referred to empathy. If in a communication the more area is in common that means the sender have common field of experience which means there will be empathy and if less area is in common it means less common field of experience which means no empathy.

Empathy is regarded as one of the most desirable of personality traits due to its positive association with pro-social behaviors and its crucial role in the development and maintenance of interpersonal relationships (Schonert-Reichl, 1993). Empathic teacher are able to put themselves inside shoes of their students and perceive the world from their students’ eyes (Brooks, 2004).
Empathetic educators connect more effectively and constructively with students and thus enable effective learning. (6)

Empathy is the ability to identify with another person's feelings, the ability to see and feel things as others see and feel them. Rogers (1959) maintains that:

‘The state of empathy or being empathic is to understand the internal frame of reference of another with accuracy and with the emotional components and means which pertain thereto as if one were the person, but without ever losing the 'as if' condition.' (p. 210).

The state of empathy, or being empathic, is to perceive the internal frame of reference of another with accuracy and with the emotional components and meanings which pertain thereto as if one were the person, but without ever losing the 'as if' condition. Thus it means to sense the hurt or the pleasure of another as he senses it and to perceive the causes thereof as he perceives them, but without ever losing the recognition that it is as if I were hurt or pleased and so forth. It this 'as if' quality is lost, then the state is one of identification (Rogers, 1959, pp. 210-211) (7)

As it is clear from the above studies that to teach visually impaired students, empathetic attitude is required by teacher and the family. The person share close bonding or relation with those who have a common frame of reference or who talk with empathy to them.

2) Another finding of the present study was the in order to teach the students the main learning is through touch be it Braille, music, weaving chairs or weaving towels. The students who have good touch power/ finger co-ordination learn easily whereas the ones with poor touch power are slow learners. In the absence of sight, the child starts exploring the environment with the help of touch and sound. In the absence of sight as other senses assumes importance so it is taken into account that the training of a visually impaired should start with laying emphasis on other senses.

Reynell (1978) studied on 109 blind children suggested that since vision dominates nearly all the early stages of learning that lay the foundations for many of the higher intellectual processes, it becomes important to provide some systematic programming of experiences for young blind children. Blind children need to know as much as they can about common objects and to touch
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and use the objects while simultaneously hearing their labels so that they have a fuller understanding of the objects and concepts involved. (8)

Touch or haptic perception is usually considered as a secondary sensory medium to sighted people although it is very important in our daily lives. We need touch feedback to manipulate objects successfully and effectively, for instance grasping a cup of coffee and turning the door handle. Touch is even more crucial for visually impaired people and become their primary sensory feedback. Haptic receptors are located all over our body and have been classified into two main categories: cutaneous and kinesthetic. Cutaneous receptors reside beneath the surface of the skin and respond to temperature, pain and pressure. Kinesthetic receptors are located in muscles, tendons and joints, and correspond to the position of limbs and their movement in space [Klatzky & Lederman, 1999]. (9)

3)Blinds make use of media for education and entertainment. In this study it was found that blinds use radio, TV, computer, mobiles, audio recorders, books. They make use of media to get relief from tension also and at times for withdrawal purpose also. This finding is supported by Uses and Gratification Theory.

Katz, Gurevitch and Haas (1973) developed 35 needs taken from the social and psychological functions of the mass media and put them into five categories:

1. Cognitive needs, including acquiring information, knowledge and understanding;
2. Affective needs, including emotion, pleasure, feelings;
3. Personal integrative needs, including credibility, stability, status;
4. Social integrative needs, including interacting with family and friends; and
5. Tension release needs, including escape and diversion. (10)

4) In the study it was observed that blinds feel hesitant to talk to sighted and they feel upset and awkward when they are not given proper attention in a group of sighted people. A feeling of dissonance was seen when blinds are in company of sighted. So, blinds prefer to be in company of those with whom they can feel at consonance. Blinds love to stay in hostel during vacations.
Leon Festinger's theory of cognitive dissonance focuses on how humans strive for internal consistency. When inconsistency (dissonance) is experienced, individuals largely become psychologically distressed. His basic hypotheses are listed below:

1. "The existence of dissonance, being psychologically uncomfortable, will motivate the person to try to reduce the dissonance and achieve consonance"
2. "When dissonance is present, in addition to trying to reduce it, the person will actively avoid situations and information which would likely increase the dissonance".

According to cognitive dissonance theory, there is a tendency for individuals to seek consistency among their cognitions (i.e., beliefs, opinions). When there is an inconsistency between attitudes or behaviors (dissonance), something must change to eliminate the dissonance.

Dissonance can be reduced in one of three ways:

First, individuals can change one or more of the attitudes, behavior, beliefs etc. so as to make the relationship between the two elements a consonant one. When one of the dissonant elements is a behavior, the individual can change or eliminate the behavior. However, this mode of dissonance reduction frequently presents problems for people, as it is often difficult for people to change well-learned behavioral responses (e.g. giving up smoking).

A second (cognitive) method of reducing dissonance is to acquire new information that outweighs the dissonant beliefs. For example, thinking smoking causes lung cancer will cause dissonance if a person smokes. However, new information such as "research has not proved definitely that smoking causes lung cancer" may reduce the dissonance.

A third way to reduce dissonance is to reduce the importance of the cognitions (i.e. beliefs, attitudes). A person could convince himself that it is better to "live for today" than to "save for tomorrow." In other words, he could tell himself that a short life filled with smoking and sensual pleasures is better than a long life devoid of such joys. In this way, he would be decreasing the importance of the dissonant cognition ("smoking is bad of ones health").
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Notice that dissonance theory does not state that these modes of dissonance reduction will actually work, only that individuals who are in a state of cognitive dissonance will take steps to reduce the extent of their dissonance. One of the points that dissonance theorists are fond of making is that people will go to all sorts of lengths to reduce dissonance. (12)

References

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