3.0 Methodology
3.0 Methodology

3.1 Research Design

3.2 Sample

3.3 Instruments
ASPECTS OF THE STUDY

PSYCHOLOGICAL

SELF-CONCEPT

✓ Physical Self
✓ Moral Ethical Self
✓ Personal Self
✓ Family Self
✓ Social Self
✓ Self Criticism
✓ Identity (What he or she is.)
✓ Self Satisfaction (How he or she accepts self)
✓ Behaviour (How he or she is)

ATTITUDE TOWARDS LIFE

✓ Employment Status.
✓ Training Facilities
✓ Client's view about training
✓ Service provider's view about training

ECONOMICAL

DIFFERENCE FACED DUE TO LACK OF EYESIGHT
✓ Treatment by the community
✓ For leading a better life
✓ Blame for being blind
✓ Provisions needed to lead a better life
✓ Consequences of inability to see others
✓ Expectation from the Society
✓ Concept about the World

SOCIAL

✓ Person to person interaction.
✓ Responsibility
✓ Cooperation
✓ Family integration
✓ Emotional attachment
✓ Self-help
✓ Sociability
✓ Personality make-up
✓ Overall perception.
3.0 METHODOLOGY

3.1 RESEARCH DESIGN

Kerlinger Fred N (1964) opined, "'Research design is the plan, structure and strategy of investigation conceived so as to obtain answer to research questions. The plan is the overall scheme or program of research; it includes an outline of everything the investigators do for writing the hypothesis and operational implication to the final analysis of data.'"

The study is based on Ethnographic design. "'Ethnography literally means ' a portrait of a people.' An ethnography is a written description of a particular culture - the customs, belief and behavior- based on information collected through fieldwork", (Marvin Harris and Orna Johnson, 2000). It was based on up-close, personal experience and possible participation and not just observation. Typical ethnographic research employs three kinds of data collection, interview, observation and documentation.

Three methodological principles were used in the present study, to provide a rationale for the features of the ethnographic method. The three principles used for the study are being summarized under the heading of Naturalism, Understanding and Discovery.

In naturalism the aim of social research is to understand the human behavior which occurs naturally. This type of data may be collected only by first hand contact and not from inferences drawn from artificial settings like experiments. One important implication of this method is that in studying natural settings the researcher seeks to minimize her or his effort on the behavior of the people being studied. Finally, the notion of naturalism implies that social events and processes must be
explained in terms of their relationships to the context in which they occur.

Understanding- There is a belief that human actions differ from the behavior of physical objects, and even from that of other animals. It does not consist of fixed responses or even of learned responses to stimuli and construction of responses. Ethnographers argue that it is necessary to learn the culture of the group one is studying before one can produce valid explanation for the behavior of its members. This is the reason for the centrality of participant observation and unstructured interviewing to ethnographic method.

Discovery- Another feature of ethnographic thinking is a conception of the researcher process as inductive or discovery based, rather than as being limited to the testing of explicit hypothesis.

ETHNOGRAPHY AS METHOD

As a set of methods, ethnography is not far removed from the sort of approach that we all use in everyday life to make sense of our surroundings. It is less specialized and less technically sophisticated than approaches like the experiment or the social survey; though all social research methods have their historical origins in the ways in which human beings gain information about their world in everyday life.

In terms of method, generally speaking, the term "ethnography" refers to social research that has most of the following features (M. Hammersley, 1990).

(a) People's behavior were studied in everyday contexts, rather than under experimental conditions created by the researcher.
(b) Data were gathered from a range of sources, but observation and/or relatively informal conversations were usually the main ones.
(c) The approach to data collection was "unstructured in the sense that it did not involve a detailed plan set up at the beginning; nor were the categories used for interpreting what people said and did pre-given or fixed. Initially the data was collected in as raw a form, and on as wide a front, as feasible.

(d) The focus was on usually on a single setting of relatively small scale.

(e) The analysis of the data involved interpretation of the meanings and functions of human actions. It took the form of verbal descriptions and explanations, with quantification and statistical analysis playing a subordinate role.

3.2 SAMPLE

The study was conducted with three sets of Samples from eleven districts of West Bengal.

The 1st set of the sample comprised of the visually impaired persons residing in the different districts of West Bengal. This set of sample was divided into two categories, the visually impaired employed persons and the visually impaired unemployed persons. Both the categories belonged to the age range of 18-25 years. Care was taken to ensure that the participants for both the categories had vocational training with a minimum education qualification of class X. For a visually handicapped child the school going stage starts late than the sighted child since they take time to adjust to their handicapped condition. In West Bengal almost all the schools meant for the blind children have compulsory training programme since it forms the integral part of the school curriculum. Hence the samples chosen for the study was identified from the different blind schools, NGO's, Railway Workshops, Factories from different parts of West Bengal. Some visually impaired persons engaged in self employment were also included in the study.
The 2nd set selected for the study were the parents of the visually impaired persons residing in West Bengal. This set of samples was also divided into two categories; the parents of the employed visually impaired persons and the parents of the unemployed visually impaired persons. The persons selected for the study had no educational qualification bar but care was taken to ensure that the participants from both the categories belonged to the same socio-economic status. They were residents of both urban and rural areas of West Bengal though the concentration was basically in the rural area.

The 3rd set of Sample was the Training Institutes located in eleven districts of West Bengal. They were identified and selected from a list published by Department of Mass Communication, Govt. of West Bengal. Most of the Training Institutes are attached to the Blind schools. Few function as separate Institutes set up by the NGO's.

**General Inclusion Criteria for Set 1**

- **Age of the subject**: 18-25 years
- **Sex**: Both male and female
- **Area of residence**: West Bengal; Both Urban and rural
- **Education qualification**: Passed Board Examination in the Secondary level
- **Parental Income**: Middle income group

**General Exclusion Criteria for Set 1**

- Visually impaired persons who have not received any sort of vocational training
Incidental Purposive Sampling technique was adopted to select participants for the study. The employment status of the 1st set formed important criteria in selecting the samples. Initially the sample size was 130 but 30 participants had to be excluded due to their ambiguous responses to the tests applied on them.

Table 3.1
Distribution of Participants in the study

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Employed trained visually impaired person</td>
<td>50</td>
</tr>
<tr>
<td>2.</td>
<td>Unemployed trained visually impaired person</td>
<td>50</td>
</tr>
<tr>
<td>3.</td>
<td>Parents of employed blind</td>
<td>25</td>
</tr>
<tr>
<td>4.</td>
<td>Parents of unemployed blind</td>
<td>25</td>
</tr>
<tr>
<td>5.</td>
<td>Training institutes</td>
<td>20</td>
</tr>
</tbody>
</table>
Locations of the training institutes in West Bengal covered in the study
### 3.3 INSTRUMENTS

#### Table 3.2

**Tools used for the study**

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Questionnaire / Test</th>
<th>Developed by</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Tennessee self concept scale</td>
<td>William H. Fitts published by western psychological services.</td>
</tr>
<tr>
<td>2.</td>
<td>Open Ended Semi Structured Interview Schedule to assess Attitude towards life</td>
<td>By the researcher and Supervisor</td>
</tr>
<tr>
<td>3.</td>
<td>Interview Schedule for Parental Perception</td>
<td>By the researcher and Supervisor</td>
</tr>
<tr>
<td>4.</td>
<td>Datasheet for the Training Institute</td>
<td>By the researcher and Supervisor</td>
</tr>
<tr>
<td>5.</td>
<td>Checklist to examine the infrastructural status of the Training Institutes</td>
<td>By the researcher and Supervisor</td>
</tr>
<tr>
<td>6.</td>
<td>Interview schedule: to explore the problems faced by the Training Institutes</td>
<td>By the researcher and Supervisor</td>
</tr>
<tr>
<td>7.</td>
<td>Interview schedule: to obtain the views of the visually impaired persons regarding training</td>
<td>By the researcher and Supervisor</td>
</tr>
</tbody>
</table>
GENERAL FRAMEWORK FOR ADMINISTRATION OF TOOLS

The following guidelines suggested by Michael Genzuk (1999) were followed to conduct the fieldwork of the present study.

Trust and rapport was built at the entry stage.

Descriptive field notes were taken for the study.

A variety of information from different perspectives was collected.

To cross-validate and triangulate the different kinds of data collected—observations, interviews, program documentation, recordings, and photographs were used.

Participants' view about their own experiences in their own words was recorded.

Key informants were wisely selected and carefully used.

The researcher tried to be aware and sensitive in the different stages of the fieldwork.

The researcher focused on pulling together a useful synthesis as fieldwork drew to a close.

The researcher was conscientious in taking detailed field notes at all stages of fieldwork.

Was involved in experiencing the observed setting as fully as possible while maintaining an analytical perspective grounded in the purpose of the fieldwork.

Description was clearly separated from interpretation and judgment.

Formative feedback was part of the verification process in the fieldwork.

The feedback was carefully timed and its impact was observed.

The observations reports of the researchers' own experiences, thoughts, and feelings were included in the field notes.

Guidelines suggested by Michael Genzuk (1999) were followed to conduct Interview Schedules in the study.

There is no one right way of interviewing, no single correct format that is appropriate for all situations, and no single way of wording questions
that will always work. The particular evaluation situation, the needs of the interviewee, and the personal style of the interviewer all come together to create a unique situation for each interview. Therein lie the challenges of depth interviewing: situational responsiveness and sensitivity to get the best data possible.

There is no recipe for effective interviewing, but there are some useful guidelines that can be considered. These guidelines are summarized below (Patton, 1987).

Throughout all phases of interviewing, from planning through data collection to analysis, the entire procedure centered on the purpose of the research endeavor which guided the interviewing process.

The fundamental principle that was followed in qualitative interviewing the participants was to provide a framework within which respondents could express their own understandings in their own terms.

Before preparing the interview schedule the researcher tried to understand the strengths and weaknesses of different types of interviews: the informal conversational interview; the interview guide approach; and the standardized open-ended interview and accordingly the appropriate type of interview schedule were selected for the purpose of the study.

The researcher tried to be aware of the kind of information that could be obtained through the interviews like behavioral data; opinions; feelings; knowledge; sensory data; and background information.

Before preparing the interview schedule the researcher tried to plan how the different kinds of question can be most appropriately sequenced for each interview topic, including past, present, and future questions.
DESCRIPTION AND DEVELOPMENT OF TOOLS

In the following section the selection and description of the measures of the variables have been presented.

3.3.1 SELF-CONCEPT SCALE

For any Rehabilitation programme to be effective and successful one must consider the whole person as he is the greatest resource of the programme. Since the concept of total rehabilitation has broadened over the years Behavioural Scientist pointed out the need to know more aspect of the individual to assist him in the process of rehabilitation. Self Theorist in the past felt that measuring self concept is difficult as each person's self concept is private and personal and not directly observable. For this reason some prominent self theorist like Combs and Snygg (1959) maintained that self concept cannot be measured at all but only inferred indirectly from people's behavior and designated as self report. Later Behavioural Scientists believed that people are in varying degrees in contact with the phenomenal self and each person has some concept of himself that he can share if he is willing to do so. It is also believed that a person is constantly revealing his self concept through his behavior though sometimes it may be deceptive and misleading. Complication in self concept measurement leads to numerous studies along with the development of measuring devices. Investigators have employed numerous approaches in their attempts to measure self concept. Wylie (1961) cites almost 200 instruments that have been employed through 1959, and many others have been devised since then.

A number of problems are involved in the measurement of self concept, most of which are common to all psychological tests. In an effort to deal with many of these problems William H. Fitts worked for several years.
on the development of an instrument now known as the Tennessee Self Concept Scale or TSCS (Fitts, 1965).

DESCRIPTION OF SUB SCALES:

The TSCS consists of 100 self-descriptive statements to which the subject responds on a 5-point scale ranging from "completely true" to completely false. The classification system involved the three stage process of assigning each item on the basis of the following consideration:

1. The positive or negative position of the statements relative to self-regard (self esteem or social desirability).

2. The position of the statement within the following set of three categories constituting an internal frame of reference:

   a. Row 1 or Identity _ items pertaining to what the individual is, his Identity Self.

   b. Row 2 or Self Satisfaction _ items describing how a person feels about himself, the Judging Self

   c. Row 3 or Behaviour _ items describing what an individual does or how he acts, the Behavioural Self

3. The position of the statement within a set of five categories of the external frame of reference:

   a. Column A or Physical Self _ items pertaining to physical attributes or functioning, sexuality, state of health, and appearance

   b. Column B or Moral Ethical Self _ items dealing with moral, ethical, and religious aspects of the Self
c. Column C or Personal Self _ items describing personal worth or adequacy, self respect, and self-confidence.

d. Column D or Family Self _ items describing the nature of an individual’s relationship with his primary group (family and close friends) and his sense of adequacy as a family member.

METHOD OF ADMINISTRATION:

Self Concept Scale was administered on the visually impaired employed and unemployed persons on a one to one basis. To get accurate responses rapport was developed with the subjects. The participants of the study were told that the test will describe themselves as the way they see themselves. They were asked to listen carefully to each sentence and select from one of the five responses they were told earlier. Time was recorded before starting and ending the Test schedule. The answer was recorded on a scoring sheet by circling any one of the five options listed below.

<table>
<thead>
<tr>
<th>Completely False</th>
<th>Mostly False</th>
<th>Partly False and Partly True</th>
<th>Mostly True</th>
<th>Completely True</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Reliability

The reliability of a test refers to the consistency of scores yielded by that test. Statistically, Reliability may be thought of as that portion of variance within a test which is true variance, excluding error variance.
Reliability is usually expressed in one of the two ways: 1) by a correlation coefficient or 2) by the standard error of measurement of a particular test score. In the case of the TSCS, reliability coefficients obtained by the repeated testing procedure is being presented in the following table.

**TABLE 3.3**

Tennessee Self-Concept Scale:

(Means, Standard Deviations and Reliability Coefficients)

<table>
<thead>
<tr>
<th>Score</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Reliability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Criticism</td>
<td>35.54</td>
<td>6.70</td>
<td>.75</td>
</tr>
<tr>
<td>T/F</td>
<td>1.03</td>
<td>.29</td>
<td>.82</td>
</tr>
<tr>
<td>Net Conflict</td>
<td>-4.91</td>
<td>13.01</td>
<td>.74</td>
</tr>
<tr>
<td>Total Conflict</td>
<td>30.10</td>
<td>8.21</td>
<td>.74</td>
</tr>
<tr>
<td>Total Positive</td>
<td>345.57</td>
<td>30.70</td>
<td>.92</td>
</tr>
<tr>
<td>Row 1</td>
<td>127.10</td>
<td>9.96</td>
<td>.91</td>
</tr>
<tr>
<td>Row 2</td>
<td>103.67</td>
<td>13.79</td>
<td>.88</td>
</tr>
<tr>
<td>Row 3</td>
<td>115.01</td>
<td>11.22</td>
<td>.88</td>
</tr>
<tr>
<td>Col. A.</td>
<td>71.78</td>
<td>7.67</td>
<td>.87</td>
</tr>
<tr>
<td>Col. B.</td>
<td>70.33</td>
<td>8.70</td>
<td>.80</td>
</tr>
<tr>
<td>Col. C.</td>
<td>64.55</td>
<td>7.41</td>
<td>.85</td>
</tr>
<tr>
<td>Col. D.</td>
<td>70.83</td>
<td>8.43</td>
<td>.89</td>
</tr>
<tr>
<td>Col. E.</td>
<td>68.14</td>
<td>7.86</td>
<td>.90</td>
</tr>
<tr>
<td>Total Variability</td>
<td>48.53</td>
<td>12.42</td>
<td>.67</td>
</tr>
<tr>
<td>Col. Total V</td>
<td>29.03</td>
<td>9.12</td>
<td>.73</td>
</tr>
<tr>
<td>Row Total V</td>
<td>19.60</td>
<td>5.76</td>
<td>.60</td>
</tr>
<tr>
<td>D</td>
<td>120.44</td>
<td>24.19</td>
<td>.89</td>
</tr>
<tr>
<td>Score</td>
<td>Mean</td>
<td>Standard Deviation</td>
<td>Reliability</td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
<td>--------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>5</td>
<td>18.11</td>
<td>9.24</td>
<td>.88</td>
</tr>
<tr>
<td>4</td>
<td>24.36</td>
<td>7.55</td>
<td>.79</td>
</tr>
<tr>
<td>3</td>
<td>18.03</td>
<td>8.89</td>
<td>.77</td>
</tr>
<tr>
<td>2</td>
<td>18.85</td>
<td>7.99</td>
<td>.71</td>
</tr>
<tr>
<td>1</td>
<td>20.63</td>
<td>9.01</td>
<td>.88</td>
</tr>
<tr>
<td>DP</td>
<td>54.40</td>
<td>12.38</td>
<td>.90</td>
</tr>
<tr>
<td>GM</td>
<td>98.80</td>
<td>9.15</td>
<td>.87</td>
</tr>
<tr>
<td>Psy</td>
<td>46.10</td>
<td>6.49</td>
<td>.92</td>
</tr>
<tr>
<td>PD</td>
<td>76.39</td>
<td>11.72</td>
<td>.89</td>
</tr>
<tr>
<td>N</td>
<td>84.31</td>
<td>11.10</td>
<td>.91</td>
</tr>
<tr>
<td>PI</td>
<td>10.42</td>
<td>3.88</td>
<td>.90</td>
</tr>
<tr>
<td>^IDS* (Median)</td>
<td>4.37</td>
<td></td>
<td>.90</td>
</tr>
<tr>
<td>Time</td>
<td>13.00</td>
<td>5.54</td>
<td>.89</td>
</tr>
<tr>
<td>Net Conflict Sub-Scores</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Row 1</td>
<td>-6.59</td>
<td>4.65</td>
<td>.70</td>
</tr>
<tr>
<td>Row 2</td>
<td>-1.26</td>
<td>7.31</td>
<td>.78</td>
</tr>
<tr>
<td>Row 3</td>
<td>3.19</td>
<td>5.65</td>
<td>.69</td>
</tr>
<tr>
<td>Col. A</td>
<td>0.64</td>
<td>3.95</td>
<td>.67</td>
</tr>
<tr>
<td>Col. B</td>
<td>-1.24</td>
<td>4.30</td>
<td>.73</td>
</tr>
<tr>
<td>Col. C</td>
<td>-5.74</td>
<td>4.25</td>
<td>.82</td>
</tr>
<tr>
<td>Col. D</td>
<td>1.90</td>
<td>4.35</td>
<td>.75</td>
</tr>
<tr>
<td>Col. E</td>
<td>-0.24</td>
<td>3.75</td>
<td>.65</td>
</tr>
<tr>
<td>Total Conflict Sub - Scores</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Row 1</td>
<td>8.63</td>
<td>3.58</td>
<td>.80</td>
</tr>
<tr>
<td>Row 2</td>
<td>11.16</td>
<td>4.24</td>
<td>.64</td>
</tr>
<tr>
<td>Row 3</td>
<td>9.76</td>
<td>4.25</td>
<td>.74</td>
</tr>
<tr>
<td>Col. A</td>
<td>5.58</td>
<td>2.79</td>
<td>.61</td>
</tr>
<tr>
<td>Col. B</td>
<td>5.33</td>
<td>2.77</td>
<td>.80</td>
</tr>
<tr>
<td>Col. C</td>
<td>7.19</td>
<td>2.99</td>
<td>.77</td>
</tr>
<tr>
<td>Col. D</td>
<td>6.00</td>
<td>3.10</td>
<td>.72</td>
</tr>
<tr>
<td>Col. E</td>
<td>5.39</td>
<td>2.96</td>
<td>.68</td>
</tr>
</tbody>
</table>
VALIDITY

The validity procedures for TSCS were of four kinds:

i) Content validity, ii) Discrimination between two groups, iii) Correlation with other personality measures & iv) Personality changes

i) Content validity:

An item was retained in the scales only if there was unanimous agreement by the judges that it was classified correctly.

ii) Discrimination between two groups:

Personality theory and research suggest that groups which differ on certain psychological dimensions should differ also in self-concept. One approach to validity has been to determine how the scales differentiate such groups. For example, one should expect differences between psychiatric patients and non patients; between delinquents and non-delinquents; between average person and disabled person.

iii) Correlation with other measures:

Another way to assess validity is to determine the correspondence between scores on the scale and other measures for which correlation should be provided. Table 3.4 shows the correlation between the scores on the Scale and a variety of other personality measures. The Inventory of feelings is an unpublished instrument to measure positive-negative feeling states. The data on Table 3.4 indicate that there are significant relationships if all scores are used.

iv) Personality changes under particular conditions:

It is logical to expect that certain life experience would have consequences for the way in which a person sees himself. Psychotherapy or other positive experiences would be expected to result
in enhancement of the Self Concept, while stress or failure would be expected in lower self esteem.

**Table -3.5**

**Brief outline of the self concept scale**

<table>
<thead>
<tr>
<th>Column</th>
<th>Row</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical self</strong></td>
<td>Identity -------------(what he or she is)</td>
</tr>
<tr>
<td><strong>Moral ethical self</strong></td>
<td>Self satisfaction (how he on she accepts self)</td>
</tr>
<tr>
<td><strong>Personal self</strong></td>
<td>Behavior ----------- (how he or she is)</td>
</tr>
<tr>
<td><strong>Family self</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Social self</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Self criticism</strong></td>
<td></td>
</tr>
</tbody>
</table>

The scale consists of 100 descriptive statements which the subject uses to portray his own picture of himself. The response was on a 5 point scale ranging from completely false, mostly false, partly true and partly false mostly true, and completely true. The responses were recorded on the scoring sheet from where the total positive responses were obtained. The scale was administered on 50 samples of employed blind and 50 unemployed blind. The data for 100 samples was treated quantitatively.
Reasons for selecting the test:

Though subject to the limitation of any verbal scale, TSCS is nevertheless applicable to a broad range of people. It yields a number of measures and scores and it is well standardized. It is simple for the subject widely applicable in self concept researches hence the data from many different studies and clinical findings could be compared.

3.3.2 OPEN ENDED SEMI STRUCTURED INTERVIEW SCHEDULE FOR ATTITUDE TEST:

DESCRIPTION AND DEVELOPMENT OF THE TOOL:

Attitudes determine Behaviour. The visually impaired person is a product of his social environment. He lives in a society, community, neighbourhood, family as a responsible person in a network of complex relationships. Attitude of the visually impaired persons about life is an important variable of this study.

The Interview Schedule based on 8 incomplete sentences was published by a team of researchers of Aligarh University (Dept. Of Psychology, 1983). It was developed to assess the attitude of the visually impaired persons about himself and the world. The interview schedule contains 8 incomplete sentences that were asked to 50 employed and 50 unemployed visually impaired persons individually. Sometimes one or two probing questions were asked by the researcher for getting a clear picture from the respondents. The data thus obtained was used for quantitative and qualitative analysis.
The incomplete sentences used in the study:

- Difficulty faced due to lack of eye sight
- Treatment by the community
- Ways for leading a better life
- Feeling about God
- Provisions to lead a better life
- Concept about the world
- Consequence of inability to see others
- Expectations from the sighted community

METHOD OF ADMINISTRATION:

The interview schedule was administered on an individual basis on both the categories of the visually impaired persons. No time limit was fixed while administering the schedule. Each statement was read clearly to the individual. The participants took time and completed the sentences the way they thought best. The answers to each incomplete sentence were recorded in a separate sheet for analysis.

SCORING AND INTERPRETATION:

The response was in the way of completing the incomplete sentence presented to the visually impaired persons belonging to both the category. From the response pattern several dimension of attitude related to each sentence was identified. The frequency of response for each dimension was codified and used for analysis.
3.3.3 INTERVIEW SCHEDULE FOR PARENTAL PERCEPTION:

This interview schedule was developed by the researcher and the supervisor. The dimensions of the test were selected on the basis of review of Literature and a thorough discussion with some visually impaired persons and their family members.

The dimensions thus selected were

1) Person to person interaction
2) Responsibility
3) Co-operation
4) Family integration
5) Emotional Attachment
6) Self help
7) Sociability
8) Personality development
9) Overall perception

DESCRIPTION AND DEVELOPMENT OF THE TOOL:

The interview schedule was developed to explore the perception of parents of the visually impaired employed and unemployed persons about their visually impaired son/daughter. The dimensions selected for the schedule tried to find out the parents' view regarding the relationship with their wards, how he interacts with the family members, his current personality, his frustration, general mood, his emotional attachment, and his sociable nature.

The initial draft contained 108 statements with at least 12 statements for each dimension which were tried out on ten parents of the visually impaired persons belonging to both the category. The errors and ambiguity that evolved from the pre try out were examined and the
The interview schedule was revised and finally 72 statements were selected with 8 statements for each dimension of which 4 statements were positive and 4 negative in nature. The positive and the negative sentences were written alternately for each dimension. The test schedule was prepared by taking one statement from each dimension serially.

**METHOD OF ADMINISTRATION**

The process of administration was on one to one basis. To get accurate responses rapport was developed with the participants of the study. Some individuals were reluctant to answer and took time to respond. There was lack of patience and concentration for many respondents. At times the statements presented had to be repeated and clarified. In each case responses were complimented by suitable probing questions as and when needed. The researcher recorded all the responses on behalf of the participants.

**SCORING AND INTERPRETATION:**

The response was in Yes/No form. For each person there were $9 \times 8 = 72$ responses. Since the sample size is 25 for each category the total number of responses for each dimension of each category is $25 \times 8 = 200$ only the positive responses of both categories were codified and used for statistical analysis. The complete data have been treated qualitatively.

3.3.4 **INTERVIEW SCHEDULE TO OBTAIN THE VIEWS OF THE VISUALLY IMPAIRED PERSON'S ABOUT TRAINING**

**DESCRIPTION OF THE TOOL:**

The views of the visually impaired persons about training are an important aspect of vocational rehabilitation as proper industry related
training can help them to find suitable employment. The interview schedule was hence developed to find out their requirement and the problems they face in the training program. The initial draft was developed with 35 items. The draft was checked several times to omit irrelevant ambiguous statement and the final draft was prepared with 25 items.

**METHOD OF ADMINISTRATION:**

The Interview Schedule was administered on 50 employed and 50 unemployed visually impaired persons on one to one basis. A rapport was developed with the visually impaired individuals before presenting the schedule to them so that the interviewees could speak freely. Basic research ethics was maintained which included confidentiality and that the participants could withdraw at any time. The responses were carefully recorded avoiding any over directive and interpretive comments.

**SCORING AND INTERPRETATION:**

The responses were in Y/N pattern. Frequencies of all the recorded responses were used for Qualitative Analysis.

**DATA SHEET TO GET THE BASIC INFORMATION OF THE TRAINING INSTITUTE**

A data sheet comprising of 18 questions was prepared for the Training Institute to obtain the basic information about the Institute in general. The sheet was presented to the Institute along with the Checklist and Interview schedule to assess how far the training imparted by the Institute facilitated vocational rehabilitation.
3.3.5. CHECKLIST TO EXAMINE THE INFRASTRUCTURAL STATUS OF THE TRAINING INSTITUTES:

DESCRIPTION OF THE TOOL:

Training forms an integral part of rehabilitation for a visually impaired person. Training not only teaches the impaired person the art of living with the acquisition of daily living skills but helps him to face the challenges of the open remunerative market. Hence Training Institutes must be geared with adequate facilities thus contributing to the process of total rehabilitation.

Before preparing the checklist to examine the infrastructural status of the Training Institutes the researcher conducted a small survey with some of the premier Institutes working with the visually impaired persons on the basis of interaction with the persons involved. 30 statements were developed related to the organizational structure, and the facilities provided by the Institute for the visually impaired persons. Statements were formed to assess the staff strength, types of training available, placement services, the funding sources and the availability of aids and appliances. The initial draft was revised after a detailed discussion with experts in this field and the NGO's working for the visually handicapped persons. The revised draft contained 25 statements.

METHOD OF ADMINISTRATION:

Training Institutes were selected from the list published by the Department of Mass Communication, Govt. of West Bengal. Out of 30 listed Training Institutes 20 were selected for the study. These Institutes were located in 11 districts of West Bengal. The Checklist was presented to the highest Authority of the Institutes personally.
RELIABILITY

The Statements of the Checklist are reliable to the extent as the participants of the study respond honestly.

SCORING AND INTERPRETATION:

For the number of items presented responses were to be obtained in dichotomous category. The responses obtained were treated for Analysis.

3.3.6 INTERVIEW SCHEDULE TO EXPLORE THE PROBLEMS FACED BY THE TRAINING INSTITUTES IN RUNNING QUALITY PROGRAMME:

DESCRIPTION OF THE TOOL:

The Interview Schedule was prepared by the Researcher. The initial draft of the Interview Schedule was prepared with 30 items related to the Training Institutes regarding the training facilities provided by them. The initial draft was carefully studied and a number of items had to be rejected due to ambiguity of the statement. The revised and final form of the draft contained 20 items.

METHOD OF ADMINISTRATION:

20 Institutes from 11 districts of West Bengal participated in the study. The Interview Schedule was presented to the highest Authority of the Training Institutes personally by the Researcher.

SCORING AND INTERPRETATION:

The response pattern of the Interview Schedule was in Yes/No form. The responses obtained were treated for Analysis.