“It is a lonely existence to be a child with a disability which no-one can see or understand, you exasperate your teachers, you disappoint your parents, and worst of all you know that you are not just stupid.”

- Susan Hampshire
CHAPTER V

METHODOLOGY
5.0 Introduction
This chapter describes the methodology used in this work. It specifies the type of research work done which enabled the researcher to compare the system of education for the Blind in India and Japan.

5.1 Type of Research
This is a Survey Research. The work is an account of the system of education for the Blind prevalent in India and Japan. Survey was conducted in the Special Institutions for the Blind in India and Japan and questionnaires were used to collect relevant data.

5.2 Title of the Study
A Comparative Study of the Education of the Blind in India and Japan.

5.3 Objectives of the Study
To compare:

i. Number and Nature of the institutions for blind children in India and Japan;

ii. The system and extent of enrolment in India and Japan;

iii. Curriculum for the blind children in India and Japan;

iv. Nature of teaching method for the blind children in India and Japan;

v. Examination system in India and Japan;

vi. Teaching materials and equipments used in the institutions for the blind children in India and Japan and

vii. The system of Inclusion in India and Japan.
5.4 Sampling

Samples were selected from the Special Institutions for the Blind in India and Japan. 3 institutions from India and 3 institutions from Japan were chosen. Teachers and children from these institutions were taken as samples. Purposive Sampling Technique was adopted for this study.

The distribution of the samples is represented in the following table:

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>NUMBERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government and Private Institutions for the Blind in India</td>
<td>3</td>
</tr>
<tr>
<td>Government and Private Institutions for the Blind in Japan</td>
<td>3</td>
</tr>
<tr>
<td>Blind children in Special Institutions in India</td>
<td>50</td>
</tr>
<tr>
<td>Blind children in Special Institutions in Japan</td>
<td>50</td>
</tr>
<tr>
<td>Teachers in Special Institutions for the Blind in India</td>
<td>25</td>
</tr>
<tr>
<td>Teachers in Special Institutions for the Blind in Japan</td>
<td>25</td>
</tr>
</tbody>
</table>

5.5 Tools

- To compare the number and nature of the institutions for the blind children in India and Japan (objective I) Government List of both these countries were checked; and an Interview Schedule was also
used to obtain data from the Principal/Teacher-in-Charge about the nature of the Institutions.

- To compare the system and extent of enrolment in India and Japan (objective II) School Records of both these countries were checked.
- To compare the curriculum for the blind children in India and Japan (objective III) the Course Content followed in the institutions of both the countries were checked.
- To compare the nature of teaching method for the blind children in India and Japan (objective IV) Questionnaires were used to obtain data from the teachers.
- To compare the examination system in India and Japan (objective V) Questionnaires were used to obtain data from the teachers and the children.
- To compare the teaching materials and equipments used in the Institutions for the blind children in India and Japan (objective VI) Checklist was used.
- To compare the system of Inclusion in India and Japan (objective VII), Government List of both the countries were checked.

5.6 Data Collection

Having completed the construction of the tools, these were administered to the subjects. While responding to the questionnaires, teachers who were blind took help from their normally sighted colleagues and children who were blind took help from their partially–sighted peers and filled up the questionnaire. The tools were constructed in English, Bengali and Japanese. Data obtained were analyzed qualitatively only.
5.7  Reliability and Validity of the Tools
As the tools were semi-structured questionnaires to obtain information and the researcher was the interviewer, tools were reliable to the extent to which respondents answered honestly. All the tools were validated by the Teachers-in-Charge of 3 Special Institutions for the Blind at Kolkata in India and also the Principal of one of the Special Institutions for the Blind at Tokyo in Japan. As far as the validity is concerned, the tools have content validity as well.

5.8  Major Delimitations
i. The study delimited only with blind children who were studying in Special Institutions for the Blind.
ii. The study delimited with Kolkata (India) and Tokyo (Japan). Kolkata and Tokyo were chosen primarily because both are metropolitan cities. Tokyo, being the capital of Japan was chosen for the study. In case of India, the researcher being a student of the University of Calcutta chose Kolkata.
iii. In Kolkata there were only 3 Special Institutions for the Blind. In Tokyo, there were 5 such institutions; out of which 3 were chosen for the study. Of the 2 institutions which were excluded, 1 provided education to only blind pupils in the Junior High School (classes X to XII). The other institution did not have any students in class IV. Therefore, it could not be included in the study.
iv. For comparing the curriculum of the blind children, the researcher studied the course content of the regular school– teaching subjects taught in classes IV and V only.
The present study deals with education of the blind children. The childhood stage spans from 2 years to 11 years where 2 years to 6
years is considered as the stage of early childhood and 6 years to 11 years is regarded as the stage of late childhood. Both in Kolkata and Tokyo formal education began from class I when the age of the pupil is 6 years. Classes IV and V were chosen mainly because the subjects covered in these two grades were more compared to the earlier grades.

5.9 Conclusion

Through the Survey Method of Educational Research and qualitative analysis of the obtained data the researcher tried to compare the steps taken in Kolkata and Tokyo to educate Blind children.