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Contribution of Braille Press Scheme in Achieving Educational Goals of Children with Visual Disabilities

Ankita Singh, Saurav Suyal

M.Ed. Spl.Ed.(VI), NIEPVD

ABSTRACT

The Paper Discussed the Result of a Study Which Explored Contribution of Braille Press Scheme in Achieving Educational Goals for Children with Visual Disabilities. The Data Were Collected From 50 Students by Mean of Interview. The Gathered Data Were Subjected to Qualitative and Quantitative Analysis. The Result of The Study Demonstrated That, The Student Are Getting Enough Braille Material and Known the Basis of Braille.

Keywords: Braille press, Braille, Information and communication technology,

INTRODUCTION

People who are blind or visually impaired now have the ability to read and write freely, think critically and creatively, and act autonomously because to braille. It has made it possible for students to learn profitable and practical information as well as communication skills to leave their mark on society. The Braille code was created by Louis Braille. On January 4, 1809, he was born in Coupvray, France. With the help of education through Braille, blind individuals have become more independent, self-aware, and confident, and their personalities have grown comprehensively. With the help of education through Braille, blind individuals have become more independent, self-aware, and confident, and their personalities have grown comprehensively. In accordance with Article 41 of the Constitution, the Central Sector Scheme of "Support for Establishment/Modernization/Capacity Augmentation of Braille Presses" was launched in 2014–15 with the goal of giving Braille books and materials to India's visually impaired population. It is now included in the "Scheme for Implementation of Persons with Disabilities Act (SIPDA)" as of 2020–21. 27 Braille Presses (Established of New Braille Presses–12, Modernized Braille Presses–12, and Capacity Augmented of Old Braille Presses–03) in various States have received financial help under the Braille Press plan. A recurring grant has also been given to the Braille Presses in accordance with norms @Rs. 1.50/- (later revised to Rs. 2/- per page) in addition to a non-recurring grant for building up new Braille Presses and Modernization/Capacity augmentation of existing Braille Presses. For the last seven years that the current program has been in place, 16 Braille Presses have received recurring financial aid.

Central Braille Press (CBP)

The Institute has established a remarkable system for producing books in Braille. It consists of the Central Braille Press, which was founded in 1951; the Regional Braille Press, which was formed in 2008 in Chennai; three Small Scale Printing Units, which were established in 2009–10, in Shillong, Aizawl, and Agartala; and a fourth Small Scale Printing Unit, which was built in 2013 in Guwahati, Assam. These Braille Presses are working together to publish Braille books in the following 14 languages.

1. Assamese
2. Bangla
3. English
4. Garo
5. Hindi
6. Kannada
7. Khasi
8. Lusai
9. Nagamese

10. Punjabi

11. Sanskrit

12. Tamil

13. Telugu

14. Urdu

There are four Braille publications published by the Institute's Central Braille Press in Dehradun. Antarpath is a women's magazine; Braille Dhara and Braille Chronicle are youth magazines; and Nayan Rashmi is a broad mass publication. The Regional Braille Press in Chennai is producing the Tamil journal Braille Paarvai. Blind people and organizations receive heavily subsidized Braille material produced by the Central Braille Press (CBP), Regional Braille Press (RBP), and Small-Scale Braille Printing.

Braille press scheme

"Project on Financial Support for Development of Accessible Learning Materials(DALM Project) under SIPDA Scheme"

In 2014–15, a new Central Sector Scheme was established in accordance with Section 17(g) of the Rights of Persons with Disabilities Act, 2016 to offer free books, other educational materials, and appropriate assistive devices to students with benchmark disabilities up to the age of 18. Initiative (Help for Establishing/Modernizing/Increasing Capacity of Braille Press) was introduced. The program was started with the intention of giving visually challenged children in India up to class XII free access to Braille textbooks and course materials. The program was renamed as "Project for Financial Assistance for Braille Presses" as of April 2022. After discovering how many more accessible formats were needed for children with visual impairments, the criteria were changed in November 2023 and renamed as the "Project on Financial Support for Development of Accessible Learning Materials." From foundational education to higher education, the Project's coverage has been expanded to include all accessible formats that are currently in vogue, such as Talking Books (Narrated), E-Pub/Digital, Large Print materials, and Tactile Pages for students with Visual Impairment. Up until the fiscal year 2023–2024, a total of 25 Braille Press/implementing agencies served the nation.

Central Braille Press of ALL INDIA CONFEDERATION OF THE BLIND, DELHI

Established in 1997 with support from the Norwegian Association of the Blind and Partially Sighted and the Swiss Umbrella Association of the Blind, the Central Braille Press of ALL INDIA CONFEDERATION OF THE BLIND (AICB) is currently the nation's largest Braille printing house. The Union Ministry of Social Justice & Empowerment twice awarded the Best National Braille Printing Press Award to Central Braille Press of AICB, in 2009 and 2012.

• Six high-speed Braille embossers on the Braille Press can create Braille at a rate of 400 to 1000 characters per second.

• More than 1718 Braille titles have been published by Braille Press, including 160 Hindi and 11 English novels, 168 story books in Hindi and 12 English, 184 titles in children's literature, 42 Hindi and 124 English dramas, 356 titles in miscellaneous languages, 130 titles in English, and 101 Hindi and 28 English religious titles. Apart from the aforementioned, they have also written 74 novels in Bangala, Gujarati, Kannada, Marathi, Malayalam, Oriya, and Tamil.

• They have also written textbooks for a number of states, such as Uttar Pradesh, Punjab, Rajasthan, Madhya Pradesh, Haryana, Bihar, and Karnataka.

• Courses have evolved throughout time, and as a result, financial issues have prevented them from serving additional states with the exception of UP and NCERT books.

Braille Council of India

The Braille Council of India (BCI) is a consultative group that serves as the foundation for Braille-based initiatives in this country. NIEPVD appropriately acknowledges the BCI's recommendations, guidance, and ideas in the creation of its Braille-related programs. The department intends to review the current Braille Mathematics and Music Codes in light of the experience of the last 20 years as well as the use, implementation, and adoption of Braille contractions and abbreviations in various Indian languages. It is beneficial to offer strategies and tactics for improving the use of braille by educators and learners alike, as well as to thoroughly examine the forms and procedures needed to establish the cutting-edge Regional Braille Production Centre of NIEPVD. Prior to the start of the fiscal year, to create and send suggestions.

• Braille Shorthand Systems in Tamil, Malayalam, Telugu, Hindi, Gujarati, and Marathi.

• Hindustani and Carnatic music notation in braille.

• Science and Math Braille Codes.

• Dater, plater, and braille signage all aid in the learning of shapes and sizes. In writing their names on the plate, the plater assists. It is mounted on the wall of the classroom.

REVIEW OF THE RELATED LITERATURE

"The Review of Literature furnishes the reader with background information on the current study's development and brings them up to date with the problem's state of knowledge. This section of the report demonstrates the investigators' expertise in the field."

1. **(Shaikh, 2023)** The study's focus on the technological aspects of banking as it is also significant as it is widely acknowledged that technology and FinTech have a critical role to play in promoting financial inclusion. Mobile banking has emerged as a powerful tool for financial inclusion, especially in developing countries where mobile phone penetration is high. Mobile banking allows people to access banking services through their mobile phones, which is especially important for people who live in remote areas and do not have access to brick-and-mortar bank branches.

2. **(http://nivh.gov.in/index.php/about-us, n.d.)** The official website has stated about different department and their functions which made their contribution in uplifting the persons with visual disabilities. To explore the principle functions and responsibility of central Braille press in NIEPVD.

3. **(NIEPVD, 2020-21)Annual report of NIEPVD 2020-21** The annual report of National Institute for the Empowerment of Person with Visual Disabilities (NIEPVD) has vastly gave the information about braille press and how it is changing the life of Children with Visual Disabilities.

4. **(https://disabilityaffairs.gov.in/content/)** Department Of Empowerment Of Persons With Disabilities (Divyangjan) has contributed in collecting information about Braille presses spreaded across all over India.

5. (**Saranya, 2019**)**Dr S Rajamohan and E. Saranya Devi (2019** have studied the Roles and Responsibility of the National Institute for the Empowerment of Person with Visual Disabilities in India. Understand the significance role of NIEPVD in upliftment of persons with visual disabilities. They explore the principle functions and responsibility of NIEPVD.

6. **(https://www.aicb.org.in)** Official website of All India Confederation of the Blind has contributed in collecting information about Braille presses spreaded across all over India.

7. **(Bhadreshbhai, 2017)** The primary objective of the research work presented in this thesis, to provide literatures to the blind people, through the medium of Braille or speech. Therefore, researcher has designed, developed and successfully implemented Drashti-Dhvani model that contains four tools: Text Transliteration Tool, Math Equation Transliteration Tool, Drawing Objects Transliteration Tool, and Speaking Tool. The text transliteration tool and n\math equation transliteration tool transliterate text into Braille that consists of text in Gujarati, Hindi and / or English language, and mathematics equation text into Braille respectively.

8. **(Arun, 2015**) The study focuses on opportunities and obstacles faced by visually impaired children also additional challenges while they progress through their childhood years. They may also face coordination difficulties, emotional stress, difficulty learning in a traditional setting and organizational challenges--all coupled with additional attention and curiosity from their peers.

9. **(M.RAJASENATHIPATHI, 2014)** studied the Braille code vibration process which helps in data transfer. It is the best tool for visually impaired people to have more accurate sensing, low error rate, small electronic product and it proposes a new approach to blind persons to know about computer-oriented technologies.

10. **(Priyanka, 2014)** the researcher focused on the most convenient form of communication as perceived by blinds, the pattern of communication with both sighted and blind. The category of blind- blind friends and teachers were considered and in sighted friends and parents were considered. It was also tried to work out the place that blinds accord to media in their life**.**

11. **(Badjena, 2014)** the present research aims to critically examine the rights of the persons with disabilities and introduce the legal issues in the perspective of inclusion in India and to critically analyse the legislative response towards the protection of rights of persons with disabilities by making a comparative analysis of legislative measures of USA, UK, EU and China.

12. **(Pillai, 2011**) study and evaluate the library services for visually handicapped students as per the changing environment (ICT and Digital Technology).In order to identify and highlight the current production facilities of alternate format materials by the libraries and special services provided to the VIPs with latest equipment were considered for this study. It also necessitates identification of the best practices being followed and problems being encountered by the institution in terms of awareness, training and finance.

13. **(kumari, 2011)**the study has been under taken to explore the challenges faced by visually impaired and the support offered to them, the quality of support services, and how these services can be improvised to become more useful.

14. **(Mukherjee, 2009)** research study has taken note to the fact that historically disabled persons in India were subject to gross social negligence and disableness was considered as fateful event and is universally discrediting. They were considered as unproductive, parasite and mere objects and not subjects in the society. Human rights movements and documents have definitely given the persons with disabilities an opportunity to consolidate their rights and claims in more articulated manner.

METHODOLOGY

METHOD

In this study, the researcher used a descriptive-cum research approach. All that this methodology entails is a cross-sectional study of the current state of affairs in relation to gathering information and generating abstract generalizations. Socioeconomic surveys and studies of work and activities tend to employ the description technique more often. Thus, a survey of relevant literature on the topic was used to collect theoretical data for this study. The literature for the study was compiled from a range of annual books, research papers, e-journals, books on electronic resources, etc. The main methodological tool for data collection in this study is the questionnaire approach. It involved gathering data on the topic from the responses.

PARTICIPANTS

The participant was comprising 50 participants, including 30 children with Model School for the Visually Handicapped (MSVH), 10 have department of special education and research (DSER)and 10 are staff members of Braille Press.

FINDINGS

1. Most of the students with visual disabilities (SwVD) and staff of central braille press (CBP) know about the Braille.

2. Most of the students with visual disabilities and staff of CBP know about the history of braille.

3. Most of the students with visual disabilities and staff know about Louis Braille.

4. Most of the students with visual disabilities know that braille is a tactile writing system.

5. Maximum students with visual disabilities and staff of CBP know about braille can also be used to write numbers and mathematical symbols.

6. Maximum students with visual disabilities and staff of CBP know that braille is important for accessibility.

7. Maximum students with visual disabilities and staff of CBP know that is braille been standardized internationally.

8. Maximum students with visual disabilities and staff of CBP know about the difference in Hindi and English braille alphabets.

9. Maximum students with visual disabilities get enough resources for learning braille.

10. Maximum students with visual disabilities do not face any challenges in braille reading and writing.

11. Maximum students with visual disabilities use devices like mobile and computer / laptop for their learning.

12. Maximum students with visual disabilities are aware of screen reading software and its use.

13. Maximum students with visual disabilities and staff of CBP are aware of braille translation software.

14. Maximum students with visual disabilities and staff of CBP are aware of the fact that braille display can be connected to computer /laptop to facilitate reading and writing easily.

15. Maximum students with visual disabilities and staff of CBP know that braille books contain embossed diagram.

16. Very less number of students with visual disabilities are aware of any braille display software in their own campus.

17. Very less number of students with visual disabilities are aware of refreshable braille display.

18. A smaller number of students with visual disabilities are aware of use of refreshable braille display.

19. Very less number of students with visual disabilities are familiar with the braille press scheme.

20. A smaller number of students with visual disabilities know about the first braille press in India.

21. Very a smaller number of students with visual disabilities have visited any braille press in India.

22. Students with visual disabilities know that Braille Book are also published in different languages.

23. Very a smaller number of students with visual disabilities know about Braille Council of India.

24. Students with visual disabilities gets free braille books from Braille Press.

25. Students with visual disabilities know that braille books are even available in "regional" languages.

DISCUSSION AND CONCLUSIONS

An important factor in a student's development is their education. An individual becomes more productive in society with education. Many ideas spring to mind while discussing schooling for students who are visually impaired. However, as of right now, Student with Visual Disability can receive an education by reading and writing in braille without any difficulties thanks to Louis Braille's Braille script. This study's primary goal is to determine how the Indian government's Braille Press Scheme affected and assisted in achieving the educational objectives for students with visual impairments. The study discovers the ways in which government policies can influence children's lives and contribute to society. 27 braille presses were given financial support by the Braille Press Scheme, which was implemented throughout India. These braille presses are set up to give braille materials to those who are blind or visually impaired, as well as learning materials that are accessible to students at all educational levels. The goal of the braille press program was to make braille materials easily accessible to those with visual impairments by giving free braille pages, books, and presses to schools in every state.

Descriptive and exploratory in nature, the study "CONTRIBUTION OF BRAILLE PRESS SCHEME IN ACHIEVING EDUCATIONAL GOALS OF CHILDREN WITH VISUAL DISABLITIES" The population of the current study included all secondary students from NIEPVD's DSER department and all students with disabilities pursuing higher education.

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