National Award for the National Association for the Blind, India
Jubilation at National Association for the Blind, India

Mr. Harinder Kumar Malik, Chair-Person, NAB – Braille Press, Dr. Vimal Kumar Dengla, Hon. Secretary, NAB, I and Mr. Anand Athalekar, Hon. Secretary, NAB, I displaying the National Award Certificate. Also seen are Mrs. Pallavi Kadam, Executive Director, NAB, I and Mr. Vijay Nawale, Manager, NAB – Braille Press.

Mr. Harinder Kumar Malik, Chair-Person, NAB – Braille Press, Dr. Vimal Kumar Dengla, Hon. Secretary, NAB, I and all the staff of NAB – Braille Press displaying the National Award Certificate.
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Donations to NAB, India are eligible for Tax Exemption under Section 80G of Income Tax Act, 1961.

Blind Welfare
From this issue your favourite Magazine the “Blind Welfare” will have a new column named “Goldenly Old”. Yes; first published in 1964 this Magazine has completed 53 years and this column will have excerpts from the Blind Welfare exactly 50 years ago, August and December, 1967 issue.

National Association for the Blind, India received Best Braille Press award 2017 from the Ministry of Social Justice and Empowerment, Department of Persons with Disabilities (Divyangjan), Government of India. A detailed report about the same appears in this magazine.

In other articles we have National Association for the Blind (Himachal Pradesh State Branch) who are doing exceedingly well in their educational activities. Similar reports “Sensory Training” which explains how to train to sharpen children’s other senses to compensate the loss due one sense and “Inspiration Unlimited” which reports Sai Bal Vikas Sangh, Pune and Sai Sweekar Child Development Centre for children with special needs, Mumbai are also published in this Magazine. With Children’s Day fast approaching these reports indeed makes this issue a Children’s Special.

Nicholas Robinson
National Award for National Association for the Blind  
Sir Jamshedji Duggan Braille Press

The good news of Best Braille Press award 2017 to the National Association for the Blind, India by the Ministry of Social Justice and Empowerment, Department of Persons with Disabilities (Divyangjan), Government of India created immediate cheer in the ranks and files of the National Association for the Blind, India, as it is a deserving acknowledgement of its services to the Visually Impaired Community for more than six decades.

The Braille Press of NAB, I was established in a small room at M. N. B. Industrial Home for the Blind at Jogeshwari, Mumbai in 1958. Braille dots were manually made on metal plates using punches which were later loaded on an ordinary printing machine which in turn on running embosses these dots on thick paper which were later bound to make a Braille Book. The process was time consuming and tiring. Even little error in making the plates used to cause enormous inconvenience. Yet the Press managed to meet the demand prevailed at that time.

As the education for the blind made a boom during this period with so many Special Schools established at District and Taluka level in Maharashtra and so many children enrolled in normal schools under their Integrated Education system, the demand for Braille Books increased many folds. This led the National Association for the Blind, India to relocate the Press at its present location i.e. Head Office at Worli Seaface, Mumbai in 1983 with additional production capacity by installing more automatic plate embosser from West Germany called Malburgh Stereo Typer which enabled embossing dots on the metal plates easy. The press was also named after its main sponsor Sir Jamshedji Duggan at this time.

Later in 1987 an automatic Braille printing Krause Machine from Germany was added to the Press which increased its production capacity further.

The Braille Press with total new look was inaugurated by none other than the President of India, His Excellency, Gyani Zail Singh on May 2, 1987. Interestingly the inaugural function was also attended by Mr. Shankarao B. Chavan the then Chief Minister of Maharashtra and Mr. Shankar Dayal Sharma who was the Vice President and later went on to become the President of India in 1992.

His Excellency, Gyani Zail Singh delivering inaugural address during the function on May 2, 1987. Mr. S. B. Chavan the then Chief Minister of Maharashtra - Mr. Shankar Dayal Sharma, Vice President - Mrs. Bakul Patel, Chair Person, Braille Press & Talking Book Committee - Dr. Rajendra T. Vyas, Hon. Secretary Braille Press & Talking Book Committee are also seen in the picture.

Moving ahead with time the installation of a computerized Braille Embosser from Norway Braillo 400 in December, 1994 changed the outlook.
Present structure, status and services:

At present there are 4 computerized machineries namely two Braille 650SW one each of Braille 400S and Braille 440SW. Besides this automated machineries we do have 3 Braille Platter Machines with other infrastructure machineries catering to the need of visually impaired students. This is one of the largest Braille production units in the country. Books from standard one to secondary level of Maharashtra State Board of both Marathi and English medium are available in Braille at the Press. Besides, books of other State Boards are also produced on demand.

Feeding data into the computer along with first proof reading

Braille dots as seen on the computer.

Checking the data from the computer

Checking the data from the printed Braille book

Braille pages getting printed by computerized Braille embosser

The Braille pages are bound and pasted to make Braille book

All the special schools for the Blind in Maharashtra are receiving Braille books for children studying in their schools. It also supplies Braille books to students studying under Integrated Education in normal schools. The Government of Maharashtra has assigned the NAB – Braille Press the task of supplying text books to students studying under the Sarva Shiksha Abhiyan.
Reliance Drishti, Vigyan Bharti, Deepshika and Hindustani Zubaan are the Hindi magazines and Blind Welfare and White Print are the English magazines that the Press prints regularly. Braille Saptahik is the Marathi magazines that the center prints to its credit.

Some of their recent publications include Shrimad Bhagwad Gita by Swami Radhanandaji from Texas USA in Sanskrit, word by word Hindi meaning and Hindi translation. The press also initiated the printing of religious books like Geeta, Quran, Bible, Dnyaneshwari, Tukaram Gatha, Hanuman Chalisa and Ramayana besides others.

There are 450 general books in Braille are available in the center.

The Election Commission of India has entrusted printing of Ballot Papers in Braille through NAB Braille Press. The press has also printed Braille signage for Railways to make travel comfortable and accessible for the visually impaired persons and signage for lifts, Menu Cards in Braille for restaurants etc. Every year the Press also publishes calendar in Braille, NAB Dindarshika.

This well deserving award will inspire the National Association for the Blind, India – Sir Jamshedji Duggan Braille press to do more in the future.

**Around the States.......... Himachal Pradesh**

NAB, India has got 24 State and 65 District Branches. National Association for the Blind (Himachal Pradesh State Branch) is one of the branches which have done exceedingly well keeping up the image of the Association in the country. Read to know more about it. (Ed.)

The organisation was established way back in the year 1997 by Late Chander Abha who was a social worker since 1979. She met a 10 year old blind child in a crèche centre who was not able to attend school due to blindness. This led her to form H P State Branch of National Association for the Blind. Soon the Association started a school with 4 Blind children in the same year with minimum funds and no space. Gradually, over the period of time the organisation started expanding its activities. Presently the Organisation has more than 100 students in its Special School for the Blind, Multiple Handicapped Unit and SSA project. It provides education with boarding and lodging facility at free of cost to all the Visually Impaired students.

39 blind students in the special school. Till 5th standard the children are taught in Special School beyond which they are admitted in normal schools under Inclusive Education Program.

**Integrated Education:** The organization does not believe in segregation of these children but integration with the main stream schools. The Organization works with these schools to create appropriate learning and teaching environment for the blind and low vision students. At the secondary level the school is assisting the children pursue their higher education by arranging special classes after school. The Organization also provides Braille and Audio books to these students along with Special equipment for writing Braille Math and Geometry, Daisy Player, White Canes, School Bags etc. Presently the Organization is having 26 blind students under their Integrated Education Program.

**Computer Training Centre:** The amazing power of the micro chips has changed the very fabric of human activity but only a few of us are aware of the powerful impact it has on the Visually Impaired. NAB Kullu has a well equipped Computer Lab with computers loaded with screen reading software which gives sound output. All the children...
associated with the Organization pursue computer education. This helps them in their ability to have an access to any information available in Daisy format, audio formats, E-text format etc.

**Multiple Handicapped Section:** The organization has identified the multiple disabled children who need therapeutic services and provides them physiotherapy and Speech therapy. The multiple disabled children faces problem in case of acceptance in the society or even in their own families. The Organization is also networking with other NGOs and Government Units to provide services to these children. The Organization is running a regular Home Based Training Program for 10 children under SSA.

**Sensory Training**

*By Dr. Sujata Bhan*

(The author is an Professor at Centre of Special Education, SNDT. She is an educationist by profession since 1992 and her subjects of teachings are Special Education (Visual Impairment and Intellectual Disabilities), Educational Psychology and Human Development and Educational Management. She has written many articles and presented Research Papers at various National and International Conferences. She also has written a few books one of which “Functional Skills Inventory for the Blind” was published by NAB, India in 2010.

This article is published here elaborately as this training could be useful to compensate the sensory losses due to old age also. Ed.)

Sensory training means increasing in the efficiency of the use of all the senses. For a visually impaired child the loss of vision has to be compensated by developing his remaining senses. It is a pre

**Use of Tactile sense**

This is one of the most important avenues, the primary mode of learning for the blind.

**Objectives to be achieved are:**

- To get information and meaning from his environment
- To explore the environment
• To enhance the child's motor development
  † To equip him with pre requisites for learning Braille

**Materials to be used:**
All different types of objects at home like utensils, furniture, toys, vegetables, fruits, grains, clothes (Woollen, cotton, silk, terricot etc.) coins, buttons, match sticks, different textured paper, everything that is easily available at home.

Outdoor material like Different type of plants, leaves, stones, flooring etc.

Saw dust, dough made of flour, wet soil, clay, tactile shapes using thermocol, grains, sand paper etc.

Hot and cold water, a lighted match stick, incense stick, candle

**Activities to be undertaken:**
• Familiarize child with different things in his environment, home and outside.
• Let the child feel different animals, birds, ants etc. seen around.
• Keep the objects within his reach so that he is motivated to explore.
• Sorting, matching, discriminating, arranging in an order could be done
• Using different kinds of stones, shells, shapes, and different textured cloth, paper etc.
• Let child explore using both hands everything in his environment, the walls of his house, the doors, and the windows.
• Let child walk barefoot in the walkways in and around his home to get the feel of grass, concrete road, kutchha road etc.
• Let the child use fevicol, paint, gum, clay, wet soil to get different tactile experience.
• Let the child make collage using a variety of tactile textures.
• Put something in a box, let the child feel and guess what it is.
• Let the child feel the vapours in hot water and condensation droplets on a glass with cold water, difference between a warm dish and a cold dessert.

**Use of Auditory sense**
This parallels the tactile sense in importance for the visually impaired as an avenue for getting information and meaning from his environment.

**Objectives to be achieved are:**
• To help in language development
• To aid in orientation and mobility
• To aid in social skills

**Materials to be used:**
Sound producing toys
Sound boxes, recorded sounds of animals, birds
Activities using materials to produce pounding sound, stirring sugar in a cup of tea
Electronic goods like radio, cassettes, phone, mike, T.V, Mixer etc.

**Activities to be undertaken:**
• The child needs to be spoken to a lot especially about every activity that the mother or teacher is doing.
• Make him aware of all the sounds in his environment, the sound of vehicles, sound of breeze, waves in sea, wind, animals, birds, etc.
• He should be able to tell, for example, the sound of a bell from that of a whistle, is it loud or soft, is it coming from far or nearby, is it coming towards him or going away from him.
• Play music on radio, cassette recorder, turn on a T.V, use a mixer increasing and decreasing the volume.
• Make sound while sipping tea, drinking water, eating an apple, stirring in a glass with a spoon, gargling, spitting.
• Teach him to associate sounds, like sounds from kitchen, sounds from road, sounds from a railway station, from a religious place, from a playground, clapping, jumping running shouting etc.
• Speak with clear intonation to teach how to be able to tell whether the person speaking is happy, angry, asking a question is polite or is young or old etc.
• Games involving auditory memory, auditory sequencing, etc should be planned. Like 'Simon says' can be played to enhance the auditory concentration of the child.
• Sound boxes can be used to discriminate between different pitch.
• The activities should be planned from gross discrimination to fine discrimination of sound.
Use of Olfactory and gustatory sense

A lot of information about the environment can be achieved through the sense of smell and taste.

Objectives to be achieved are:

- Personal hygiene
- Orientation and mobility

Materials to be used:

Items with pleasant smell, unpleasant smell, peculiar smell, and neutral smell. For ex. Food items, pesticides, perfume, soaps, toiletries, oils, kerosene, petrol, medicines, flowers, rotten food, ripe and raw fruits, incense sticks etc. Items with sweet, bitter, sour, salty taste. For ex. Sugar, salt, spices used for cooking, lemon juice, pineapple juice, apple juice, ketchup, tamarind, jaggery, biscuits cooked and uncooked vegetables and other eatables of various tastes.

Activities to be undertaken:

- Let the child be aware of various smells and tastes in the environment.
- Take the child to a petrol pump, to a temple, to a beach, to a restaurant, to a hospital, to a flourmill, to a garden, to a bathroom etc. to expose him to various smells.
- Help him in associating locations with smells that will aid him in his orientation and mobility.
- At home let him differentiate in smells when mother is preparing tea, boiling milk, making chappati, frying snacks, incense stick lighted before God etc.
- The smell of something burning is important for safety reasons and smell of dirty clothes or spoilt vegetables for health reasons is important. The child should be exposed to these experiences.
- Expose the child to the smell of cooking gas when not lighted.
- Similarly let the child be aware of various tastes.
- Activities involving recognition of an item through its taste and smell and discrimination between different tastes and smells should be planned.
- Guessing games can be played like 'I am rough to touch and bitter to taste, in a child's plate I'm a vegetable which is a waste! What am I?' The child once having been exposed to bitter gourd will be able to identify and enjoy the activity also.

Use of Kinesthetic sense

It is linked to the awareness of body movement, perception of weight, awareness of body, and limbs, and laterality.

Objectives to be achieved:

- Increase in bodily awareness
- Correct posture
- Beginning of understanding of movement
- Laterality, the real relationships of parts of one's own body
- Directionality, projection of internal laterality outward to objects in space

Materials to be used:

Ball, balloon, bell, doll's house, beads, pegboards, a rope, a skipping rope with a bell tied to it bottle with screw, a zip, velcro, rubberbands, reels, shoe with laces, buttons, cotton ball, wooden ball, bandage, iron ball, wooden and plastic blocks, thermocol balls, marbles.

Activities to be undertaken:

- Child's body could be traced with chalk on cardboard and then stick sawdust on the outline with glue. This would give tactile awareness of his own body to the blind child.
- Child could be given cut outs of body parts and asked to assemble it.
- Let the child develop his own body image and with the help of a peer learn about someone's body.
- Games like Simon says can be played with directions like 'put your right foot out' etc. Tie a
bell on a jump rope and make the child jump.

- Make the child walk on a surface that is tactually different with the direction that ‘step on that is soft’, which will make him proficient in his gait.

- Extend a rope and make a child walk in straight line without leaning on the rope.

- Make child follow animal walks, jump like a frog, crawl like a snake, walk like an elephant etc.

- Run along with child to take out the fear of running in him.

- Play with doll’s house to teach the concept of in, out, over, under, front, back, etc spatial relations. Later the same can be transferred in the classroom or in a room at home.

- Activities using pegboards, large beads, reels, etc. can be used for increase in use of hands in co ordination.

- Finger dexterity can be enhanced by activities like buttoning, tearing paper, closing the cap of a bottle by screwing, using a zip, a velcro, tying a shoelace, stretching rubber bands of different lengths, pinching package material, etc.

- Directionality can be taught by placing pegs on a board horizontally, vertically and diagonally, or arranging plastic blocks in the same way.

- Ball plays [using a big ball or an auditory ball] and playing with balloons filled with air and water will also refine body movements.

- Let the child discriminate between heavy and light objects using iron objects, paper weight, cotton ball, woollen ball, bandage, thermocol balls, marbles, wooden and plastic blocks.

The sensory training kit is prepared for the use of a teacher in class to stimulate and enhance the efficiency of the remaining senses of visually impaired children.

A planned training in systematic, effective and discriminative manner is given using the variety of materials and items provided in the kit.

The procedure to be followed is:

- **Awareness_Recognition — Identification_Discrimination**

For example make a child ‘aware’ of various sounds around him. Let him ‘recognize’ a sound as being made by a musical instrument. Let him ‘identify’ and name the instrument. Let the child ‘discriminate’ between sounds produced by two different instruments.

Begin from gross differences to fine differences. The child may show tactile defensiveness. The child’s likes and dislikes of certain textures need to be respected.

Use hand over hand technique [child’s hand over yours] to help the child explore the items if the child lacks initiative or is apprehensive. Give child enough time to respond and reward every positive response. Training should be stretched over a period of time giving repeated practice and must be stopped when the child is bored or tired. There is an integration of senses so do not train in isolation. For example child should be encouraged to smell, taste, and feel the granules of coffee powder.

**Materials included in the kit:**

- Different textured cloth, threads, paper and chords
- Different shape, size, and textured stones, shells, brushes
- Different geometrical shapes
- Thermocol balls, marbles
- Items made of tin, aluminium, wood, plastic, steel, brass
- Different length sticks
- Different touch experience of paint, fevicol, gum, vaseline, soil, clay, Sand
- Articles with pleasant smell like deodorant, perfume, powder, cream, incense stick, soaps
- Articles with unpleasant smell like vinegar, kerosene, medicine
- Articles with peculiar smell like oils of different types
- Articles with sweet, bitter, and sour taste like
sugar, jaggery, salt, rock salt, tamarind, red chilly powder, coffee powder

- For auditory awareness sound boxes producing sounds of different pitch
- Musical instruments like drum, tambourine
- Objects that make sound like whistle, bell, marbles, rattle
- Auditory ball, rubber ball, balloons, zip, velcro, rubberbands of different lengths, reels, rope, package material to enhance kinesthetic sense

**Activities to be undertaken:**

- Sorting, matching, and discrimination of objects, sounds, smells, and tastes.
- Grading according to size, texture and pitch [ex. big/small, hard/soft, rough/smooth, loud/soft, to be followed by rough, rougher and roughest in that sequence to achieve finer discriminations].
- Localization of sounds [following where the sound is coming from, while you make sound at different places in the room].
- Projection of sounds [child is able to tell if sound is coming towards him or going away from him].
- Association of locational sounds [sounds coming from temple or kitchen etc].
- Bilateral and unilateral movements with the help of a ball [play with ball using one hand or both hands].
- Interactive play with balloons filled with water and air to give different kinesthetic experience.
- Use of a zip: opening and closing.
- Use of velcro.
- Screwing and unscrewing bottle caps.
- Pulling rubber bands of different lengths.
- Threading reels together.
- Tying rope on two sides and making child walk holding the rope in a straight line with head held straight.
- Comparing light and heavy objects.
- Pinching package material.
- Making things with plastic blocks.

A creative teacher can use the materials included in the kit in a variety of ways to enhance holistic sensory awareness of a visually impaired child.

**INSPIRATION UNLIMITED...**

_by Mrs. Meena Nikam_

(The author is the Founder Director of Sai Sweekar Child Development Centre for children with special needs. Initiated with 5 children and 2 special educators in 2007 at Virar, Mumbai the Centre is now a family of 40 students with 6 special educators. Ed.)

Aappasaheb Bamankar who was fondly known as Aappaji is a distinguished name in the field of Blind Welfare. He was Founder of Poona Blind Men’s Association (PBA), undoubtedly a compassionate visionary, a diligent person who believed in giving back to the people. Inspired by him, his younger son Mr. Atul Bamankar, social worker, started Aappasaheb Bamankar Foundation in the year 2005.

Under Aappasaheb Bamankar Foundation, we have two major projects – **Sai Bal Vikaas Sangh (Pune)** and **Sai Sweekar Child Development Centre (Mumbai)**.

Sai Bal Vikaas Sangh is a project run by Mr. Atul Bamankar for children from poor socio-economic conditions. The program includes SanskarVarga, a non-formal values-based education, yoga, physical exercises, study circle and story time. The Study Circle gives children opportunities to learn various study skills and listen to informative talks from education experts. The Awareness Programme helps children receive information on banking, children’s rights, as well as schooling, healthy living and nutrition.

They get opportunities to go on special educational and entertainment excursions to the places such as the Army Sports Institute, Bank of India, Shirdi,
Sanskriti Resort etc. Such field trips are creative teaching method that bring students out of the classroom and allows them to experience new things.

Children learning various skills at the centre

This project helps to empower these children so that they thrive to be best of themselves. It has helped hundreds of children in last 12 years. Mr. Atul is very passionate about his work.

Aappasaheb Bamankar Foundation’s second project is Sai Sweekar Child Development Centre. Celebrating its tenth year, Sai Sweekar Child Development Centre is a special education organization catering to young learners with special needs. Being professionals in the field of special education and rehabilitation, Mrs. Meena Nikam and Mrs. Neha Chimbalkar understood the need for quality special education services in the suburban part of Thane, Maharashtra and thus, Sai Sweekar was set up in Virar. We embarked on this journey with 5 children and 2 special educators in 2007 and now are a family of 40 students with 6 special educators.

Sai Sweekar is equipped to provide all the services needed for special education under one roof. So right from Screening, Assessments, Early intervention, IEP, Home follow-up plan, to I.Q. Testing, Remedial education, Guidance and counseling for families, everything is assessable in Sai Sweekar. It has a holistic approach in its functionality.

Sai Sweekar Child Development has two centers for two different initiatives.

Prayaas Center for children with special Needs: It is a centre for children having special needs. Early intervention services form the core of our Prayaas center. It helps infants and toddlers with developmental delays. Main focus of Early Intervention programme is helping the children develop their motor skills; enhance sensory integration and cognitive skill. We address the needs of children and priorities of the child’s family by developing Individualized Family Service Plan, or IFSP that is tailor-made for each child and his family.

The Prayaas education centre is specially designed to meet the learning needs of children in the age group of 5 to 16, having Autism Spectrum Disorders, Attention Deficit Hyperactivity Disorder (ADHD), Mental Retardation, Cerebral Palsy, Visual Impairment, Deaf blindness and multiple disabilities. The curriculum under Prayaas is designed to provide children with opportunities which maximize their learning potential and experiences.

Saarathi Centre of Remedial education: Saarathi is the center for children with learning difficulties. At Sai Sweekar, we believe that every child is capable of learning in normal schools. However, certain kids are unable to catch up with the classroom teaching. Saarathi has been established to provide remedial education to these children. So far Sai Sweekar has catered to the needs of more than 200 children.

Apart from education of children with special needs Sai Sweekar has taken many initiatives to help the families of these children by conducting workshop for parents “Know your right”, One day Group Counseling session for mothers called “Heart to Heart”, Day long Interactive workshop “Samvaad” for the Siblings of special children, “Mad Story time” for all the children in the neighborhood are just few to mention.

Recently Sai Sweekar Child Development Centre has started a Toy Library “LEARN WITH FUN” This toy library provides safe and friendly toys to develop age appropriate skills like, sensory integration, Eye hand coordination, Develop early learning concepts, Initiate communication skills. Our Psychologist and a special educators on site help parents to select the right toys or book for their child and also explain them how they should use it to keep the child engaged.

We Believe that “There are two ways of spreading the light—Be a Candle or be a Mirror that reflects it “

Through Aappasaheb Bamankar Foundation we are trying to follow the footsteps of Appaji. It is our tribute to him and his extensive contribution in the field of Blind welfare in India.
As appeared in below mentioned News paper

**Blind soccer champs set sights on int’l glory**
*(Blind soccer team coach: My players don’t want sympathy)*

Sovendra Singh takes off at the sound of a whistle. He stumbles a bit but darts towards the ball, taking it past Shivam Negi flanking him on the left and a charging Vivek Kumar a little ahead. Sovendra soon finds the net and lobs the ball in. At the National Institute for Visually handicapped (NIVH) school grounds in Dehradun, where they are training, a joyous roar erupts, mixing with the sound of the ball which has a bell inside it that jingles away. This would have been an ordinary sight at most stadiums, except that these boys are completely or partially blind. They are also national football champions.

The Uttarakhand football team won the All India Invitational Blind Football (IIBF) tournament in Kerala in May, defeating seven other sides. The team achieved this with a partially sighted goalkeeper although the rules stipulate that the goalkeeper can be a normal sighted person.

This success is not only a triumph for a sport overshadowed by cricket in India but also a victory of the human spirit, where a bunch of boys fought accident, disability and sometimes poverty to prove a point, not just to themselves but the world at large. The irony, though, is the boys did not come back to any resounding welcome. In fact, most people do not even know about their achievement.

This, however, has not deterred them. They have now set their minds on international championships like the Asian Championship which is slated for the end of this year.

But the ultimate target is the Paralympics in 2020. “It is my dream that I play football at the highest international level,” says 17-year-old Sovendra, who was also player of the tournament in the national edition that took place in Kerala.

Ask Sovendra the key to his success, and the shy teenager who is a playmaker, which is equivalent to a midfielder in the conventional version of the game (blind football is played with 5 players on each side), says, “It is important to keep up your stamina. The team focused on this by doing endurance exercises every morning for two hours without fail.”

His senior Pankaj Rana, the current captain of the Indian football squad for the blind, says that opportunities are opening up for blind footballers although the process is painfully slow. “There is a football academy for the blind which is coming up in Kochi. I plan to join there and continue to play professional football. My ultimate objective is to get the Arjuna award,” says the 19-year-old who played for Uttarakhand team as a striker till he passed from NIVH to pursue graduation in a Dehradun college.

While the players are full of enthusiasm and hope for the future, not much support seems to be forthcoming for them from the state. According to Naresh Naylor, coach of the Uttarakhand blind team, “NIVH funds us when we go for tournaments but there is no help from the state. We do not get provisions for the special diet that players require. At best, few sponsors arranged by IIBF give us kits when we reach tournament venue. Even after winning all-India tournament, there has been no recognition.”

*[Source: Times of India, August 13, 2017]*
Goldenly Old

This column contains excerpts from the articles as they exactly appeared in the Blind Welfare August, 1967 issue. This will enable the present readers to understand how progress was made in the welfare activities 50 years back. (Ed.)

Editorial: Russia and Work for the Blind

If there is any country in the world which in a short space of two decades has almost solved the problem of the education and employment of the blind, it is U.S.S.R. in general and its Russian Republic in particular.

We had the occasion recently to spend ten memorable days in Moscow and Leningrad at the invitation of the All Russian Society for the Blind, popularly known as the 'VOS'. Till 1945, Russia was like one of the in respect of work for the blind – a little bit of education, a few traditional crafts and that was about all. The war ended in 1945 leaving in its wake scores of engineers, technicians and intellectuals bereft of sight. These men and women who had fought to save their fatherland and in the process become blind were not the ones who could be content with caning chairs and weaving baskets. They had to have something worthwhile to do. The result to-day is that the Russian Federation has fully solved the problem of employment for the blind. Conditions are so created that any blind man wishing to work can get a job either at one of the 'VOS's training-production Centres, a State Factory or at a Farm.

The Role of the State: The problems of the blind are being tackled by many governmental establishments and research institutions. Quite a number of state bodies give the VOS practical, everyday help with the education and training of the blind. The Ministry of Social Security is responsible for general supervision over the activities of organization for the blind and promotes state legislation aimed at improving all round services for them.

The way the State and the 'VOS' have tackled the education and rehabilitation problems of the blind and found out suitable solution is something peculiar to Russian way of life. The developing countries can well profit by the experiences of Russia, especially in the field of finding suitable economic rehabilitation for the handicapped.

Literacy through Braille:
(by Mrs. Rehmut S. Fazelbhoy who was the Hon. Secretary of the NAB, India, from the paper she has presented at the International Conference of the Educators of Blind Youth which met in Watertown, U. S.A. in August 1967)

General Background: As in most developing countries, literacy in India is a problem of great magnitude. At present, literacy extends to only 20% of India's population. Prior to this only 8% of total population could claim to be literate.

Bharati Braille is Uncontracted: In Bharati Braille all words are fully spelled out. This factor tends to make reading slower and books, when transcribed, bulky. Despite phonetical similarity, each of the 14 major languages of India has its own script and manner of writing similar sounds. Printing Facilities and Teaching Aids: There are four Braille presses in India, the largest being the Central Braille Press at Dehra Dun run by the Government of India. The other presses are located at Bombay (under the management of the National Association for the Blind), Calcutta and Madras.

Home Teaching Project for the Blind
(by Mrs. Usha Parlikar who is in a way a pioneer in the field of Home Teaching. She is the first and probably the only Home Teacher in India. Prior to her appointment as a Home Teacher by the National Association for the Blind, she worked as a Teacher for the Dadar School for the Blind in Bombay)

During the period of the training, the clients are given intensive instructions and training in the following subjects:

1. Braille Reading and Writing.
2. Personal Grooming and Personal Management.
3. Domestic Science.
5. Mobility (cane travel).
6. Pre-Vocational Training.
7. Recreational Activities.
8. Instructions through Visualisation.

The following typical cases will show the nature of training and assistance rendered by the Home Teacher.

1. Blind girl aged 10 years. Blinded due to smallpox at the age of 9 years. Taught her Braille (Bharati) and handicrafts. Her parents were advised to admit her in the Blind School. But as she has 5 brothers and sisters and is the eldest daughter, she helps her mother in home work, hence the parents were not agreeable to send her to school. Home Teacher has succeeded in persuading her parents to send her to school and she is attending the Industrial Home for the Blind since 1st June 1963.

2. Blind man aged 53 years. Retired Officer of the Government of India. Cause of Blindness, internal hemorrhaged in both the eyes. Blindness for the past 5 years. Taught him English Braille. Dealing with case since 1962. Now he has learnt Braille Typing also and can correspond in Braille.

3. Blind woman aged 22 years. Operated for brain tumour. Was undergoing treatment in the J. J. Hospital, Byculla, Bombay. She and her family were shocked due to her blindness. Consoled her family. Taught her personal grooming and mobility in the Hospital. After discharge from the Hospital, Home Teacher visited her home and taught her domestic duties. i.e. cooking etc., in her home. Now she is happy in her Home and does all household work.

4. A blind woman aged 31 years. Was working in the Collector's Office as a Clerk. Lost her vision at the age of 26 due to operation for brain tumour. Taught her Braille, mobility, personal grooming and admitted her in the Industrial Home for the Blind Women. She is now employed in May & Baker Co., as a packer through the employment & placement Committee of the National Association for the Blind. Now she is getting Rs. 230/- p.m. From her home she goes alone to her factory.

A rickety child aged 21 years. Blind since birth. Could not get up from bed. Advised his mother how to handle him, make him sit, play with toys and how to respond to calls etc. The child is now doing all these things. It took him 4 months to learn this.

NAB News Notes

Plaudits for Blind Workshop and Phansa Centre: Training programmes in Bombay's Worli Workshop for the Blind compare with the best in the world, said Mr. Joseph LaRocca, former chief of International Programmes of the U.S. Vocational Rehabilitation Administration (VRA), who was on a visit to Bombay last June. The Workshop is run by the National Association for the Blind, and has received grants totaling Rs. 10 lakhs, including machinery and equipment from the VRA.

Accompanied by Mr. William M. Eshelman, another VRA specialist, Mr. LaRocca was on a tour of VRA-aided research projects in India to observe their progress and study possibilities for new programmes.

The Tata Agricultural and Rural Training Centre for the Blind at Phansa, conducted by the NAB, was also cited by Mr. LaRocca as a unique experiment in rehabilitation, one of the few in the world where the blind are trained in agricultural pursuits.

Recording for the Blind: We publish the following extract received from the American Foundation for Overseas Blind indicating their inability of the recording for the blind to help blind persons outside United States—Ed.

Owing to our limited production capacity and to our legal agreement with the publishers of the books we read, we do not circulate our recordings outside the United States. By the terms of our charter we are organized to record textbooks and
other educational material for blind students and for adults who need such material to further their business or professional activities. Since there are 420,000 legally blind residents of the United States, we cannot even begin to serve the needs of our own population and have therefore had to place certain restriction from the publishers to record copyrighted material based on the understanding that these books will be circulated only within the United States.

**Mr. & Mrs. Iwahashi in India:** Mr. Hideyuki Iwahashi, Vice-president of the World Council for the Welfare of the Blind and Director of the Nippon Light-house for the Blind, Osaka, Japan, spent sometime in Delhi and Bombay along with Mrs. Iwahashi, in April, when they were on their way to Belgrade.

![Image](image1.jpg)

Mr. & Mrs. Iwahashi from Nippon Light-house for the Blind, Osaka, Japan, seen watching an operation on Capston Lathe by one of the workers. On their right is seen Capt. H. J. M. Desai, Hon. Secretary of the Workshop.

Mr. Chunilal Patel, M. A. with History; Mr. M. P. Mandlekar, M. A. with Philosophy; Mr. Pravin Dandia, B. A. with History; Mr. A. Sahastra Buddhe, Junior, B. A. with Politics; Mr. G. J. Wachani, Junior B. A. with Politics and History; Mr. V. Gohil, Junior B. A., with Politics and Philosophy; Mr. Ramanlal L. Patel, Junior B. A. with Politics and History; Miss Visaka Mehta, Mr. Bihari Shah, Mr. Ambalal Pomal, Mr. Gurumukh Makhiya, Mr. Khimji Thakar, Mr. Rajendra Singh, Mr. Noshir Gasdar, Mr. Omprakash D. Sharma, Inter Arts; Mr. Deepak Motiwala, Mr. Gyan Prakash Gupta, Mr. Ragunath Rakibe, Mr. D. N. Misra, Mr. N. Balasubramanyam, Mr. Daulat Desai, F. Y. Arts.

**Gift of Braille Writers and Watches:** At a simple ceremony held at the office of the British Deputy High Commissioner in Bombay, Mrs. Queenie H. C. Captain, President of the National Association for the Blind, accepted with thanks a gift of 6 Stains by Braille Writers. Mrs. Captain said that the machines would form part of the stock of Braille Writers held by the National Association for the Blind and loaned out to institutions for the Blind and blind individuals.

![Image](image2.jpg)

Mr. Arthur Wooller presenting Some of the girls from the a Braille Wrist Watch to Mr. B. Dadar School for the Blind, Singh, Mrs. Parilkar, the Home seen participating in the Teacher is seen standing in the World Day of the Disabled Centre.

**Capt. Desai & Dr. Vyas attend W. C. W. B. Executive Council:** Captain H. J. M. Desai, Honorary Secretary General and Dr. Rajendra T. Vyas, Development Officer of the National Association for the Blind attended the meeting of the Executive Council of the World Council for the Welfare of the Blind which met in Belgrade, Yugoslavia from April 16th to 23rd.

**V. R. A. Officials in Bombay:** Mr. Samuel E. Marz, Assistant Commissioner for administration and Dr. William Usdane, Chief Research Projects, V. R. A., U. S. A., visited the Workshop for the Blind in Bombay on April 29th. They also held discussions with Capt. H. J. M. Desai & Lt. G. L. Nardekar on the proposed production control and the Rehabilitation Centre at Mount Abu to be set up by the N.A.B.

**Examination results:**

The following students who received scholarships from or through the N. A. B. have been declared successful in the various examinations held by the Bombay University:
वर्ष सहाल २०१७
आशा कन्ये, निरोप सिंहक
(नेप. शिक्षा विभाग, मुंबई)

हर साल बारिश आती है। निरंतर का नियम यही लगता है। निरंतर का ये प्रगतिक रूप हम भर साल देखते हैं। अनुमान में रहता है। प्रगतिक ये उत्तर हम प्रगतिक सौंदर्य देखकर मनाते है निरंतर दर्शन करने के लिए हम प्रगतिक प्रसार जाते हैं। जंगल सफारी करना, वर्षा जहाज का आनंद उठाने के लिए वर्ष शहर का आयोजन करना इस तरीके से हम निरंतर के पास जाते हैं। ये इससे रखने वाले व्यक्ति अलग-अलग ट्रेकिंग के दृष्टि से जुड़े जाते हैं। और वर्ष सहल का आनंद उठाते हैं। वहां का सौंदर्य निरंतर है। अपने ऑर्थों से देख कर दिमाग में उस सौंदर्य की ज्ञान अपने मन में संग्रह करते हैं।

पृष्ठभूमि प्रविष्टियों में हम यात्रा करते हैं। इसका जवाब हां है। गए-आए साल से दृष्टिस्फायत छातर नेप. शिक्षा विभाग के ओर से देखने वाले वर्षा सहल में हिस्सा लेते आ रहे हैं। रामगढ़, पत्थरमाल, रामधानी, शिवारी, पेट का किला आदि गढ़ पर वर्षा सहल के लिए छात्र व छात्राओं के साथ साथ हिस्सा लेते हैं।

इस साल १५, १६ और १७ सितंबर २०१७ को वर्षा सहल का आयोजन किया गया था। कोल्हापूर स्थित पन्हलगढ़ में ट्रेक का आयोजन किया गया था। हर साल की तरह इस साल भी ३५ दृष्टिभाषित छात्र और ३ अध्यापक इन्होंने इस वर्षा सहल में हिस्सा लिया।

Visually Impaired Children experiencing Shield and Sword

जिजाक प्रशिक्षण, के. श्री. चंद्रकांत साटम इस कार्य का बुधवार से हि आयोजन करते ही आ रहे हैं। ४५ मदतनीस्य व्यक्तियों के साथ र. १६/१/२०१७ को पन्हलगढ़ देखने के लिए दृष्टिभाषित छात्र निकल पड़े। सुबह का सागर करने के बाद पन्हलगढ़ के बारे में इतिहास संबंधित जानकारी श्री. साटम इन्होंने बच्चों को दी। अत्यन्त आमास्पद पूर्व के से बच्चों को इतिहास और गढ़ के बारे में जानकारी दी गयी। बाद के से बच्चों को गढ़ देखते हैं। जिजाका उत्सव वर्षा सहल के लिए सहस्रों के तरह आयोजन करते हैं।

पृष्ठभूमि के अनुसार सहस्रों में लोग इतिहास का आनंद उठाते हैं। छात्र नेप. शिक्षा विभाग के आयोजक की राजस्थानी श्री. नारायण शर्मा का अनुसार इस अभियान का सफलता के लिए उन्होंने अनुशंसा की।
गोवा एक अनोखा अनुभव
उन्नत भ्रमण, विशेष शिक्षक
(जेब शिखा विभाग, मुंबई)

पिछले कई सालों से नंब के बहुविकल्प युनिट के बच्चे जो अपने अभिभावकों से अग्र 3/4 दिन रह सकते हैं। ऐसे बच्चों के लिए मुंबई से पूरे, हर साल नंब, शिखा विभाग एक शिक्षक का आयोजन करता आया है। यह शिक्षक के महत्वपूर्ण उद्देश्य ये है कि, जो बच्चे खुद का काम खुद कर सकते हैं उनको इस शिक्षक में स्वतंत्र रूपसे अपने कौशल इम्प्रेसर्स का अवसर मिले। छोटे छोटे निर्मित खुद लेना जैसा की जान कीनसा शरन पेंट पहनना है। वास्तव में इस प्रकार का निर्मित निर्मित रूपसे बहुविकल्प युनिट बच्चे ले यही अपने आप में बहुल बढ़कर उपलब्ध होता है। तो ऐसे मोके इन बच्चों को दिलाना। इन बच्चों के अभिभावकों को ये विवाय दिलाना की आपके बच्चे इतनी प्रगति कर चुके हैं की ये पह रो फैला चुनिन्द में स्वतंत्र निर्मित लेके अपना जीवन व्यतिरेक करने के काबिल बने हैं। अभिभावक के लिए ये बहुत ही कठिन समय होता है। कई बच्चा 3/4 दिन अपने आँखों के साथ नहीं रहते। हमारे अभिभावकों के इस समय भी ये अनुभव किया। अभिभावक पहले ही भावुक होकर प्यारोल स्टेशन पे बच्चे को दिक्क कर सकते हैं। हमारे अभिभावकों के बच्चों के माता पिता के साथ साथिना पहले ही दिन आप अपने लिए रातों को बाहुल्य था। हमारे साथ इन बच्चों के लिए निचला किया जाता है। खुद के लिए सोचना जिसी जिना ये पूर्ण लिया जाता है।

इस बार के शिविर के आयोजन में गोवा शिविर एक स्वयंसेवी संस्था ‘समर’ के मुख्य शाखा कांग्रेस अन्तराष्ट्रीय कार्यकर्ता उनका बहुत ही सहयोग है। यदि 13 बच्चे हमने निर्देशित किये हैं तो इसे से अधिकतम बच्चे लाने वाला शिखा शिविर 3/4 दिन के लिए छोड़ने वाले हैं, उनके लिए 60 घंटे बच्चे का सारांश भी अनुभव अनुभव। इस हमें रेल्वेन भी खास अनुभव है। 13 सितंबर रात को निर्देशित बच्चे ट्रेन 14 को सुबह निकली। हम सब ने 13 की रात उन्नेव स्टेशन पर ही नजर रखी।

15 सितंबर का हमारा दिन की पहली घंटे में सो रहा है जो ट्रेन की दौरा के लिए डिस्पॉसर हुआ। लेकिन हम भार माने में से नहीं थे। शिखरों ने 15 को सुबह ट्रेन में ही बच्चे के साथ दैनिक जीवन की गरीबविश्वास का काम करा कर दिया। पूरे दिन में हमारे तहत सहयोगीयों ने बहुत सहयोग दिया। दूज, मीरार, मानो इन बच्चों का भाग्य, जिसलिए देख चक तहत सहयोगीयों ने हम सबको हाथी सुझाव दी। जिसके कारण हमारे लिए बहुत ही प्रभावित हुई। आम व्यक्ति अंतराष्ट्रीय की बहुविकल्प बच्चे को सहयोग की भावना रखता है।

15 सितंबर का शिविर का हमारा समय समय पर हम उनके संस्कर्ण में थे।
Braillet to BrailleMe, Paperless Braille Reader and Writer for the Visually Impaired

Braillet has got its own significance in the field of visually impaired. It is like typewriter with the difference that it embosses dots on paper, the Braille. Pitched at the price of Rs. 37,800/- it is still widely used at personal level by Visually Impaired persons in India. Much known and needed digitalization has not affected this machine yet.

Innovision founded by IIT Mumbai alumni in 2015 as a product-innovation Company who has been developing assistive technology solutions for the empowerment of persons with disabilities has come out with a beautiful solution for this situation. They have developed BrailleMe – a smart Braille display for Digital Accessibility for the visually impaired community which could be a good substitute for the Braillet machine. It has been field-tested with institutions in India and United States.

In this machine, BrailleMe, Text can be fed in by a visually impaired person in Braillet dots script. This text is converted into ordinary text and is stored in the memory card of the device like computer, tablets, mobile phones etc. When needed these scripts can be called back which will appear as dots in Braille script which a blind person can read.

BrailleMe offers seamless navigation between its stand-alone, Bluetooth and USB pairing modes for the user. It also enhances the user experience with additional features of battery, configuration, language setting, help guide etc.

BrailleMe will be launched on 4th January 2018 which is the World Braille Day. To contact Innovision send email – customercare@innovisiontech.co or info@innovisiontech.co
REPORT ON WORLD SIGHT DAY 2017 CELEBRATED BY NATIONAL ASSOCIATION FOR THE BLIND, INDIA

By SATYA KUMAR SINGH
HONORARY SECRETARY GENERAL
NAB, INDIA

World Sight Day, observed annually on the second Thursday of October, is a global event meant to draw attention on blindness and vision impairment. It was originally initiated by the Sight First Campaign of Lions Club International Foundation in 2000. National Association for the Blind, India is one of the largest voluntary organizations in the disability sector, engaged in work for the blind for more than six decades. It has pioneered a wide range of activities, services, and programmes towards promotion of education, training, employment, and rehabilitation of the visually impaired community in India. It has been able to spread its services all over the country through a network of twenty-three state and sixty-five district branches. It has benefited in rehabilitation of 20,000 Visually Impaired Persons in last 65 years with the help of donors, well-wishers, NGOs and agencies working for the disabled persons. These activities are operated from different centers and locations in Mumbai, Maharashtra (India). Apart from the above services we have Agricultural Training Programme for the visually impaired persons which are carried out at Phansa in Gujarat, India. The visually impaired senior citizens at the age of above 55-60 are taken care by NAB, India with its Old Age Home for Blind located at Khandala, Maharashtra (India).

This year on the eve of World sight day (12Oct) NAB India through its Department of Prevention of Blindness carried out various activities which helped in creating awareness to the citizens about the eye care.

The following programmes are organized specially on this day apart from the routine activities:

➢ PRESS CONFERENCE

On 10th October, 2017 NAB had organized press conference in the hall of Marathi Patrakar Sangh fort Mumbai, Maharashtra (India). Wherein the press reporters from Hindi, English, Marathi media were present. The Office Bearers who represented NAB, India were Mr. Anand Athalekar, Honorary Secretary, Mrs. Swati Thakurdesai, Honorary Secretary & Mrs. Pallavi Kadam, Executive Director. In this press conference the of National Association for the Blind, India highlighted its activities and also appealed to the society to take care of their sight and circulated tips for preventing their sight as given below. Press was also informed about the support extended by NAB, India through its Department of Prevention for preventing the sight by organizing Eye Screening Camps for the under privileged & economically backward section of the society. These include children from slum areas, BMC schools, Auto Rickshaw Drivers, labourers from Hotel. The NAB Department of Prevention of Blindness conducts free cataract surgeries, squint & other eye surgeries along with the cornea transplantation across the country supported by NAB, India. The annual Eye Screening is about 26,000 citizens 388 surgeries, 954 keratoplasty (cornea transplant) and 31 squint surgeries.

From right Mrs. Swati The reporters from the media Thakurdesai (Hon.Secretary, NAB, India) - Mr. Anand Athalekar (Hon.Secretary, NAB, India) - Mr. Shivaji Shetty (Vice President - Aahar Association) - Mrs. Pallavi Kadam (Executive Director, NAB, India)

During the press conference posters were also
displayed exhibiting preventing measures and caring of the eye. Mr. Shivaji Shetty, Vice President of Aahar Association, a parent organization for hotel industry in Mumbai was also present as guest of honor. Through his association NAB, India does screening of 2500 labourers annually.

➢ **PAMPHLET DISTRIBUTION**

On this occasion of World Sight Day 2017 NAB, India printed 10,000 pamphlets with the appeal to take care of sight & also with some preventive tips to preserve the vision. It was distributed through various news paper vendors in various parts of Mumbai, Maharashtra (India). The blind staff members personally distributed the pamphlets at the prominent locations in Mumbai & personally appealing to the members of the society to take care of their sight. The college students were also appealed to take care of their eye sight; pamphlets were distributed in 5 colleges.

➢ **EYE SCREENING CAMP**

The Department of Prevention of Blindness in view of the World Sight Day 2017 organized 12 Eye Check up Camps in slums areas of Mumbai, Maharashtra (India). The services rendered to 3000 beneficiaries out of whom 1236 beneficiaries were supported with spectacles, 98 beneficiaries for cataract surgery and 116 beneficiaries with eye medicine. We also had an extensive eye screening camp for Aahar Association and supported 2500 staff members of hotel industries working as housekeepers, waiters and helpers. 827 beneficiaries were supported with spectacles, 63 with cataract surgeries and 147 with eye medicine on the eve of World Sight Day 2017. This activity was carried out for a month and planned to target 26000 beneficiaries in a year.

➢ **PLEDGE FOR EYE DONATION**

The Department of Prevention of Blindness on the occasion of World Sight Day & World White Cane Day on 15th October, 2017 we appealed to nearly about 500 people to pledge their eyes to eradicate corneal blindness at a program in Ashok Garden at Sewri, Mumbai, Maharashtra (India) and motivated people to donate their eyes.
From Blind Welfare, December 1967

Editorial

INTERNATIONAL CONFERENCE OF THE EDUCATORS OF BLIND YOUTH

In August this year, educators of the blind from all over the world met under the auspices of the ICEBY. A large number of delegates and observers from all over the world, including ten from India, converged on the spacious Campus of the Perkins School, USA, well known to the educators of the blind all over the world, through its roving ambassador and internationally reputed director, Dr. Edward J. Waterhouse.

The ICEBY came into being as a result of a Conference held at the Merton College, Oxford, England, in 1949. It is a Commonwealth Committee of the World Council for the Welfare of the Blind. Dr. Gabriel Farrell, an erstwhile director of the Perkins School and a few educators of the blind, formulated plans for convening an international gathering of the educators of the blind. The significance and role of gatherings of educators of blind youth on an international level need hardly be emphasized.

Kashmir and LL.B. from the University of Delhi. He was selected as a Public Prosecutor, subsequent to being a Magistrate of first class in Kashmir Judicial Service. He left the post due to declining eye sight and joined the Training Centre for the Adult Blind, Dehra Dun, as a trainee. Mr. Masoodi received his Diploma in Education of the Blind from New York Institute for the Education of the Blind and studied at Social Work Department of Adelphi University, Garden City. He was Social Case Worker at Industrial Home for the Blind, Brooklyn, New York.

Since September 1961, Mr. Masoodi has worked in the Integrated Resource Programme for Blind students of Gary Public School System, Indiana where at present he is the co-ordinator of the programme. He has also worked as a General Counselor at the Vacation Camp for the Blind in New York and has been Programme Director of High-brook Lodge, summer rehabilitation, adjustment and vacation camp operated by the Cleveland Society for the Blind in Chardon, Ohio.

He is a recipient of several awards and prizes and is the first legally blind person to receive a life-teaching license from the State of Indiana.

He has written several articles on various aspects of education and rehabilitation of the blind and other handicapped persons — Ed.]

Various methods have been used to achieve better speed in Braille reading. Children have been drilled on the 63 combinations and 192 contractions and abbreviations over and over so that whenever they feel them, they can recognize them easily.

Two verbal communication channels are available for the education of the blind the tactual and the auditory. While auditory communication has always played a large role in the education of the blind, schools have emphasized the use of tactual communication in the form of braille books. However, in the absence of braille text materials, particularly at higher levels of education, use of the auditory channel predominates through the media of live readers and recorded texts.

READING BY THE BLIND

By Bashir A. Masoodi

[Born in Kashmir, India, Mr. Bashir A. Masoodi received his early education at Church Mission Society High School, Srinagar. He received his B.A. degree from the University of...]

Delegates to the I.C.E.B.Y. Conference at Perkins School for the Blind on the Perkins campus with the tower, familiar landmark of Perkins, in the background.

A workshop showing foreign visitors learning the latest techniques in teaching numbers, demonstrated by a member of Perkins staff and two blind children who attend Perkins.
THE FOURTH QUINQUENNAL CONFERENCE
OF THE I.C.E.B.Y. WATERTOWN,
MASSACHUSETTS

By: Edward J. Waterhouse, Chairman
Executive Committee 1962-1967

At the Third Quinquennial Conference of the International Conference of Educators of Blind Youth which was held at the Lower Saxony School for the Blind in Hanover, West Germany, in August 1962, a decision was made to hold the 1967 gathering at Perkins School for the Blind. At the same time, I was elected to be Chairman of the Executive Committee and, therefore, required to act both in this capacity and as host to the Conference at the same time.

Leadership Projects

When the Trustees extended an invitation to hold the 1967 Conference in Watertown, they were well aware of the difficulties which some delegates, particularly those from far-off emergent countries, would experience in obtaining the necessary funds for transportation. Various means of solving this problem were explored and eventually the Department of Health, Education and Welfare (Bureau of Special Education in the U.S.A.) suggested that the I.C.E.B.Y. submit a request for a government Grant to provide Fellowships for a number of persons from overseas to attend one of two Leadership Projects. Each called for the groups to meet in Washington, D.C. on August 13, and to reach Watertown by Sunday, August 20 in time for registration at the Conference itself.-------

The Nine Workshops

The main business of the Conference took place in the nine Workshops mentioned above, each of which met for three sessions. One session out of the three was held in Dwight Hall where instantaneous translation was available. The quality of leadership in these Workshops was rewardingly high. Participation by the audience was lively. Some workshops included demonstrations with pupils and exhibitions of equipment. Movies were widely used. Above all, contacts were made between people with the same interests from all parts of the world.

Deaf-Blind Demonstration

On Saturday morning a demonstration was given in Dwight Hall by deaf-blind pupils and Perkins’ film “Children of the Silent Night” was shown. The Conference ended with a brief address by Mr. Tore Gissler, the newly elected Chairman of the Executive Committee who immediately began planning for the 1972 Conference in Madrid, Spain.

I SUCCEED TO BE A UNIVERSITY LECTURER

By Ved Prakash Varma

Born as a normal healthy child in a lower middle class family on October 9, 1934, I lost my eyesight in the very first year of my life owing to trachoma which could not be cured properly in time. My father, then assistant station master in Karachi Division, left no stone unturned to get my eyes cured, but his efforts resulted in a total failure. Although highly frustrated and grieved because of this great tragedy, he was, from the very outset determined to make me a self-supporting citizen by giving me as much education as possible.

I was admitted to a school for the blind in Karachi when I was only six years old. I started learning music, Braille and some cane work at this school, but I had to leave it within a year owing to my father’s transfer elsewhere.

My father was then working as a station master in Jhansi Division, and my two younger brothers were studying in a Government college at Jhansi. I also began my studies for matriculation examination by the help of my parents who used to read out all the books to me. I worked hard and passed this examination as a private candidate from the U.P. Board in 1954 securing second division. I was now entitled to study in a college along with normal students, but owing to my handicap I had to face a great deal of difficulty in obtaining admission in a small Intercollege a Morena where my father was working as a station master. After studying at this college for about two years I got through the Intermediate Examination in second division, from the Madhya Bharat Board, in 1956.

I joined the Department of Philosophy at the same college, for the Master’s degree. I was well aware of the fact that if I failed to secure first class in M.A., it would be very difficult for me to obtain a suitable job at any college. It is for this reason that I worked hard for two years in order to realize my lofty
ambition. Fortunately, my efforts were eventually crowned with success, and I received my Master's degree in 1960 from Agra University securing not only first division but also first position in order of merit in the University.

I ultimately succeeded in realizing my objective and now I am working as a teaching assistant in the Department of philosophy at the University of Delhi. I hope that in future I shall be able to do some higher academic work in my subject which would enable me to rise in my profession.

NEWS FROM SCHOOLS AND INSTITUTIONS

Teacher-Trainees from West Bengal Visit Bombay

A party of 12 teacher-trainees from Teacher Training Institute for the Blind of the Blind Boy's Academy, Narendrapur, 24, Parganas, West Bengal, visited Bombay for September 19 to September 26, 1967, to observe blind welfare services in the city. They visited the M.N.B. Industrial Home for the Blind, The National Association for the Blind, The Braille Press, The Victoria Memorial School for the Blind, The Workshop for the Blind, The Dadar School for the Blind Girls, The Industrial Home for Blind Women and The Talking Book Studios. They also met the officials of the National Association for the Blind. The Teacher Trainees were led by their Honorary Director, Mr. G. Dan.

N.S.D. Industrial Home for the Blind Golden Jubilee Celebrations:

This is the Golden Jubilee year for Bombay's first Industrial Home for the Blind, functioning under the management of the Blind Relief Association. The present premises of the Home have become inadequate to meet its ever expanding needs. It is contemplated to have a new building for the Home for which entertainment programmes are being organized to collect funds.

On October 20, 1967 a packed house at Bulabhai Desai Auditorium in Bombay watched various Indian classical dances performed to raise funds for the Home's new building. About Rs. 30,000 were realized at this performance. The Home is also organizing All Maharashtra and Gujarat Sports for the Blind sometime in February 1968. A Committee to organize the sports has been set up under the Chairmanship of Mr. Vijay Merchant, a famous cricketer and commentator.

M.N.B. Industrial Home for the Blind:

The M. N. B. Industrial Home for the Blind got a new look. Thanks to the labour donated by the volunteers of the Service Civil International.

Volunteers, belonging one each from Japan and Germany, also assisted the 15 day camp at the Home along with a batch of other volunteers from Madras, Maharashtra, Gujarat and Bengal.

FOREIGN NEWS

Conference on Sensory Devices

St. Dunstan organized an International Conference on Sensory Devices for the Blind, with purpose of exchanging information with other organizations and persons engaged on research to assist the blind.

France:

The Amitie des Aveugles de France, the largest organization of blind persons in the country, held its fiftieth anniversary congress in Paris last month. It was the initiative of M. Octave Berger, then a teacher of history at the Institution National des Jeunes Aveugles, which led, in 1917, to the foundation of the first national association composed entirely of blind people and directed by them, since when it has worked for their economic and social betterment.

Iran:

The Society for the Guidance and Social Protection of the Blind in Iran has recently produced its first regular publication, a magazine in the vernacular but with an introduction in English.

U. S. A.

Dr. Hyman Goldstein, associate director of the Division of Research, Children's Bureau, US Department of Health, Education and Welfare, has been appointed advisor to the American Foundation for the Blind Research Department on Continuing projects in the field of Statistical sciences related to sensory deprivation (reports the AFB Newsletter). Dr. Goldstein is the second of three advisors to be appointed to the Research Department. The appointment of Dr. Robert A. Scott in the field of social science has already been reported. A third advisor, in the field of physical science, will be appointed soon.
NAB NEWS NOTES

The Pheroze and Noshir Merwanji Rehabilitation Centre for the Blind:

India’s first full-fledged Rehabilitation Centre for the Blind started functioning on August 1, 1967 at Mount Abu, a holiday resort in the State of Rajasthan. The Centre is named The Pheroze and Noshir Merwanji Rehabilitation Centre for the Blind, in the memory of the two sons of the donor, Mrs. Khoorshed Gharda. The entire property admeasuring about 3 acres, with a bungalow and outhouses, have been gifted to the National Association for the Blind.

A gangway leading to the main entrance of the centre on the first floor at Mount Abu Rehabilitation Centre

A part of property surrounded by Natural Hillocks at Mount Abu Rehabilitation Centre

Mrs. Navajbai P. Sett Charity Trust:

A trust out of a munificent donation of Rs. 300,000 from the late Mrs. Navajbai P. Sett has been created to promote education, vocational training and rehabilitation of the blind. The income accruing by way of interest from the corpus of the trust is placed at the disposal of the NAB.

Dr. Rajendra Vyas visits Ceylon and Madras

Ceylon: At the invitation of the National Council for the Deaf and the Blind of Ceylon, Dr. Vyas arrived in Colombo accompanied by his mother Mrs. Ramabahen Vyas, at 1 P.M. on Monday, July 31, 1967. The same evening as the Chief Guest speaker, he addressed the N.C.D. & B. which was celebrating its 10th birthday under the Presidency of the Governor General, Mr. William Gopallava. During his ten day stay from July 31 to August 9, 1967 he addressed luncheon, dinner and tea meetings of three Rotary Clubs.

Madras: While in Madras.......

The Minister of Social Services the Hon. Mr. Asoka Karunaratne shaking hands with Dr. R. T. Vyas. Second to the left is the Junior Minister of Social Services Mr. Mustapha. To the right is Mrs. M. Triuchelvam.

NAB Delegates and observers at the ICEBY:

Eleven delegates and observers participated in the International Conference of the Educators of Blind Youth at the Perkins School for the Blind, USA, from India.

MISS SWITZER – THE BOUNTIFUL BOSS OF S. R. S.

We reproduce below an account which throws interesting light on the organizing capacity of Miss Mary Switzer. India too has been recipient of her bountiful assistance, running into millions of rupees. The Tata Agricultural and Rural Training Centre for the Blind in Gujarat, The Workshop for the Blind in Bombay and Delhi and other V. R. A. projects in Madras, Madurai, and Calcutta owe their existence to her good will – Ed.

Poverty may breed poverty, but it has also spawned a vast, ever-growing nexus of federal programs and agencies designed to help the poor. The Department of Health, Education and Welfare alone administers nearly 100 poverty-connected programs.

As SRS director, Miss Switzer will draw the same $26,000 annual salary as before, though she will now hold down the biggest administrative job of any woman in government.

In her new post, lanky, graying Mary Switzer will administer $4.8 billion in federal funds, 1,900 overseas employees and be responsible for aiding 7,600,000 Americans (nearly 4% of the population) who now receive welfare payments.

“I am not an expert in public welfare or social work” says Miss Switzer, a Radcliffe graduate in International Law. “But I am an expert in finding ways to make programs more responsive”. That is the kind of accomplishment, says she, that is “worth all the sweat and all the tears”.

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August & December 2017
Muskan

"A smile is a curve that sets everything straight." - Phyllis Diller

(By Mrs. Dipti Gandhi)

(The author is the HONORARY DIRECTOR & MANAGING TRUSTEE of Muskan Foundation. She is also a low vision consultant by profession)

Muskan Foundation's association with MDVI (Multiple Disabilities with Visual Impairment) children started as early as February 2007, under the leadership of Mrs. Dipti Gandhi who perpetuated a new lease of life for children with multiple disabilities. The main objective of this venture was to bridge the gap in schools and education centers, which are usually not equipped to handle multiple disabilities along with blindness. Muskan Foundation aims to provide a spectrum of customized services ranging from early intervention, education, therapy, counseling and MDVI awareness. The foundation commenced its work with a small group of 4 children and just 2 special educators, which has swollen to 91 students in three centers and more than 150 children receiving regular therapy.

The difficulties faced by MDVI children:

In many cases persons with multiple disabilities may have sensory, neurological and/or psychological problems. Although there are differences in characteristics of persons with MDVI due to the different combinations of disabilities and the severity of disabilities, there are common characteristics that are exhibited. Some of these are:

• Developmental delays
• Limited speech or communication
• Difficulty in mobility
• Trouble generalizing skills from one situation to the other
• Difficulty in socializing/interpersonal relationships
• Have feeding difficulties and/or unusual sleep patterns
• Defensive to touch
• Low on motivation/self esteem
• Withdrawn and isolated
• Need support for activities of daily living, vocational, leisure etc.

Since the disability of each child is different, a customized education plan or an Individual Education Plan (IEP) is carefully devised for each child in their H. G. Hanmante School for Children with Special Needs. The center has children as young as a few months old, up to 18 yrs of age. The center work to develop the child's cognitive, motor, communication, recreational and daily living skills. Teacher child ratio is ensured to be kept as 1:1 in severe cases and 1:3 in general cases.

Shardaben G. Shah Early Intervention Centre intervenes in the child's life as early as possible. A mother-toddler program, and via therapies and special education a child's physical and emotional skills are improved here. The parents are also trained here on how to handle the child at home, which kind of exercises need to be done (especially for cerebral palsy children) and given the emotional support that they desperately need.

J. V. Gandhi Therapy Centre provides Vision rehabilitation therapy, Physio therapy, Speech therapy and Sensory integration therapy for students and for the general public at an affordable cost.

Staying active throughout the following passages highlights its activities for the past three months.

Early Intervention Program

The early intervention with MDVI children includes a well-structured process of assessment, diagnosis and consultation as early as when the child is only three months old. In order to roll out an effective program, we begin with assessment with a multidisciplinary team assessing vision, hearing, intellectual capacity and physical capabilities of each child. The key highlights of this program include:

• Working along with the parent, to start developing the physical and emotional skills of the child
• Working on expressive communication at an early age
• Developing the sensory skills of the child
• Empowering the parent with the required activities, so as to revise it with the children when at home
• Providing the necessary counselling and support for the parent.
Mother Toddler

Muskan Foundation is proud to introduce its new Mother Toddler programme. In this session we cater to infants from the age of 0 – 3 years, after which the child is promoted to the Early Intervention batch. The vital purpose behind starting the mother toddler programme is to educate and provide knowledge to the parents on how to help their differently able children better.

When a child has a particular disability, in most cases the parents are unaware of the illness and lack the knowledge that’s needed to rehabilitate the child. As per studies, the major development of a child happens between the ages of 0 – 7 years and we at Muskan strive to bring in that development through the various Sensory activities and Concept based activities that are provided in the mother toddler and early intervention programmes which helps develop the child’s concept and their overall development too.

Thus, this programme educates the parent to help their children to reach the normal development stage and it also empowers them along with developing the child.

Events & Celebrations

Happy Diwali

There’s no better way to celebrate a festival than celebrating it with your near and dear ones, thus on 13th October 2017 the entire Muskan family came together at the MIG Cricket Club to participate in the festive occasion. The day started with the children making beautiful rangolis using colourful flower petals. We then had a colouring competition for all the children, followed by some games for them as well as their parents.

World Disability Day Event

Muskan Foundation for People with Multiple Disabilities celebrated the ‘World Disability Day’ with a big bash at the Amphitheatre, Carter Road on 3rd December 2017. The presence of our Chief guest Shri Aadiya Thackeray, was a complete add on to this sparkling event who not only flagged off the cycle rally conducted by “Pedal for Joy”, but he also participated in the walkathon with our special children spreading awareness about both, the Myths and Prevention regarding disability using placards! That's not it! We also had special schools as well as mainstream schools from across the city that showcased their talent through the different activities during the event. Our special educators completed this event with a beautiful twist, by singing the national anthem in sign language.

Medical Camp for children

Muskan Foundation organised a Free Medical Camp for children on 16th December 2017 at the Kalanagar Hall, Bandra (E). This camp wouldn’t have been such a success without the efforts put in by our doctors, Mr. Farokh Wadia (Consultant Paediatric Orthopaedic Surgeon), Dr. Arjun Dhaware (Spine Specialist), Tarun Jethwani (Speech & Language Pathologist) and Shashwat Kumar Sinha (Audiologist). The services provided by them, will definitely guide the children on the right path.

Picnic Time

It's picnic time for Muskan Foundation! The teachers and children were in for a treat on 22nd December 2017 at the fun filled gaming destination, Smaaash and the famous, Ranichi Baug Zoo! The kids thoroughly enjoyed themselves doing the different
activities at Smaaash, and the zoo was a brilliant learning experience for the children to come across various animals and learn about their natural habitat!

**Christmas Party**

Jingle bells, jingle bells, jingle all the way! Oh what a ride 2017 has been, it’s been full of fun and play! The children of Muskan cap off 2017, with a Christmas Party in typical Muskan style.

**Eid Celebration**

**MAPP (Muskan’s Association for Parents & Professionals) October ’17**

Muskan foundation conducted yet another interactive and informative MAPP (Muskan Association for Parents and Professionals) Activity on 7th October, 2017. The topic for the current month’s activity was specifically chosen on demand by the parents, and the topic was based on Early Independence in Daily Living. The activity was hosted by Sheela Sinha, an Ex Director of Education at Helen Keller Institute for Deaf and Deafblind. Ms Sheela highlighted the important areas of daily living at home as well as school, that require utmost focus and attention in order to make the children who are differently able more independent and self reliant to their maximum potential.
MAPP (Muskan’s Association for Parents & Professionals) November '17

Awareness Drive

Employee Engagement Programme
(A Corporate Awareness Drive)

Muskan Foundation conducted its biannual Corporate Awareness Drive at State Street Corporate Services Mumbai on 23rd October 2017. The purpose of the event was to educate the State Street staff regarding the problems faced by people with disabilities and how one should behave around them. It was delightful to see the proactive response and curiosity from the entire staff towards the presentation. They also took keen interest in using the Brailier and performing activities using the simulation glasses.
The Honorable Mr. Ashok Mehta, Union Minister for Planning, Social Welfare and Petroleum & Chemicals is seen cutting the tape to inaugurate the Light Engineering Section of the Workshop for the Blind. To his right is seen the Honorable Mr. Homi J. H. Talayar Khan, Chairman of the Workshop and Lady J. Duggan. To his left is seen Lt. G. L. Nardekar, Hon. Secretary of the Workshop.

Mr. S. B. Kale, retired Government learning to play Braille cards.

Mr. Samuel E. Marz, Assistant Commissioner for administration and Dr. William Usdane, Chief Research Projects, V. R. A., U.S.A., visited the Workshop for the Blind in Mumbai.
NAB Himachal Pradesh State Branch & Tour of Students of the NAB Integrated Education Program to Goa.

Children of NAB Integrated Education Programme on a study tour to Goa.

Sh. Dharamveer Dhami President of National Association for the blind, (HP) State Branch Kullu receiving National Award for Child Welfare 2005 from the then Union Women & Child Development Minister Mrs. Renuka Chaudhary.

Blind Students at Safari and Trekking.

Students of Integrated Education of NAB – Education Department on a visit to Goa.