

**IMPACT- ASSESSMENT OF THE SCHEME OF
SCHOLARSHIPS / PERSONAL COMPUTERS
FOR MERITORIOUS
COLLEGE-GOING BLIND GIRLS
IN INDIA**

A RESEARCH STUDY

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2008

ACKNOWLEDGEMENT

As we conclude this report on the Study, it is our very pleasant duty to acknowledge the debt of gratitude we owe to H.E. Schulze and Marga Schulze Foundation, led by Mr. H. E. Schulze. It is their generous contributions which facilitated the grant of Merit Scholarships and Personal Computers to college-going meritorious visually challenged girls. Mr. Schulze has been an ardent supporter of the cause of empowerment of visually challenged girls and women in developing countries. He has been an abiding friend of our Confederation, lending his invaluable support to several of our projects aimed at serving this generally neglected group of visually challenged population in India.

Our sincere gratitude is due also to Christoffel Blindenmission (CBM) which has undertaken the responsibility of acting as a catalyst and forwarding the valued contributions to us. CBM have been extremely supportive of a number of our projects and services through the last two decades or so and the important role played by them in the implementation of this project has been most commendable.

We are most thankful to our colleague Dr. G. Jayaraman, Founder President, Welfare Foundation of the Blind, Chennai and Ms. Latha Ramakrishna, who lent us their valued assistance by way of data collection, analysis and preparing the Draft Report.

We also wish to place on record our deep appreciation for the cooperation extended to us by each and every respondent of the study from different parts of the country. The feedback received from them has been most useful.

Our thanks due also to Mrs. Meera Mittal and all others, who have rendered secretarial assistance in preparing the report.

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CHAPTER ONE

INTRODUCTION

1.1. BACKGROUND INFORMATION:

According to the National Sample Survey Organisation Report (2002), women constitute more than half (54%) of the total population of visually impaired persons in India. Yet, educational and training facilities for this greater majority tend to be far fewer and, in many cases, far inferior in quality as compared to their male counterparts.

The problem of the lack of facilities is further exacerbated by the highly negative and stereotyped attitudes most parents have towards their visually impaired daughters. Even where developmental opportunities could be available, these are denied to the visually impaired female children, since they are considered to be a burden, even a liability for the families.

It is no wonder, then, that the number of visually impaired girls going in for elementary or secondary education tends to be much less than visually impaired boys. The situation is still worse in the case of higher education.

Clearly, no talk of total empowerment of the visually impaired can be meaningful, unless the silent majority-- the blind girls—are taken on board on all our developmental endeavours. Effective education, especially higher education for those who have the good fortune of somehow completing school, holds the key to real socio-economic emancipation for this neglected group. It is incumbent on all – the family, the education system, the civil society and , of course, organisations of the blind—to take the initiative and provide all necessary support and resources to bring meritorious visually impaired girls out of the murky

morass of incomplete/limited education and enable them to pursue courses of higher education. Such initiatives would, naturally open up new and fulfilling opportunities of contributory citizenship and respectable status in society for them.

1.2. THE SCHEME:

All India Confederation of the Blind (AICB) which is a premier self-help movement of the blind in the country, has been striving relentlessly towards helping visually impaired girls and women to assume their rightful place in the community. For this purpose, the Confederation has been conducting programmes and services for visually impaired women such as leadership seminars, home management training, communication and personality-development courses, mobility instructions and board and lodging for pursuing college education.

The Confederation's efforts in this regard, have been continually supported by a generous German organization, H E Schulze and Marga Schulze Foundation through the leading INGO, Christoffel Blindenmission(CBM). An initiative of path-breaking significance was launched in 2000-01 , when the aforesaid Foundation proposed a new and innovative scheme of providing assistance to meritorious blind girls , who succeed in overcoming various hurdles and undertake important university studies. Under the Scheme, scholarships of Rs. 1000 were made available to deserving and needy blind girls pursuing their education at the Post-Graduate and the B.Ed. stage. The criterion of selection was that the applicant should have scored 50% or more marks at the qualifying Under-Graduate examination. The same percentage of marks was prescribed as the basic condition for continuing the Scholarship beyond the first year of the course, wherever applicable. Funds for the Scheme were forwarded to the Confederation through the CBM by H E Schulze and Marga Schulze Foundation. CBM acted

as an important catalyst and facilitator, while the Confederation administered the Scheme and forwarded periodic reports to the CBM and the Foundation.

Since its inception till 2007-08 session, as many as 319 meritorious blind girls pursuing Post-Graduate courses including B.ED, were helped under the Scheme. A new dimension was added to the initiative during 2007, when a few blind girls having basic computer literacy skills were also provided PCs loaded with JAWS software. The Scheme was further diversified with effect from 2008-09 session with the support being made available to Under Graduate girl-students also. The quantum of assistance was also enhanced from the current session(2008-09), with Scholarships of Rs. 1000. Rs. 1250 and Rs. 1500 per month being offered for Under Graduate, B.Ed. and Post Graduate visually impaired female students, respectively. The Scheme is now being run by the Confederation for most of the States in the country while students in the four Southern States as also Maharashtra and Goa are now looked after by another NGO based in Tamil Nadu. The above bifurcation has been done in accordance with the geographical jurisdiction of the two offices of CBM in India.

Meticulous care is always exercised by the Confederation in ensuring wide dissemination of the Scheme among potential beneficiaries, making judicious selection of applicants and obtaining feedback on their academic performance from the concerned universities. The initial screening and selection of candidates is entrusted to a committee having, inter-alia a senior official of the German Embassy in New Delhi, as one of the members.

1.3. RATIONALE FOR THE STUDY:

Taking the 2007-08 session as the frame of reference, the Scheme prior to its revision had been in operation for about 7 years. The present research study was undertaken with a view to assess the impact of the benefits extended under the Scheme and to pave the way for facilitating greater empowerment of the

beneficiaries, in a still more comprehensive manner. The students benefiting from the Scheme are located, primarily in the Northern and Southern States of the country. Basic information on the academic results of the beneficiaries was available with the Confederation to some extent, yet there was hardly any empirical or research-based evidence to illustrate the degree and extent of the benefits actually derived by them. Hence, the need for a systematic and objective study.

1.4. AIMS AND OBJECTIVES:

The present study aims to collect first-hand information about the advantages and limitations (if any) of this Scheme of providing Merit Scholarships and/ or Computers to the college-going visually challenged girls.

The Study has the following specific objectives:

- a. To know how far this Scheme has helped the candidates concerned in improving their performance in the field of education.
- b. To ascertain the extent to which the assistance offered under the Scheme has helped the students in meeting their expenses on board and lodging, commutation, procurement of books and assistive devices etc.
- c. To find out systematically if the support has helped in raising their personal profiles and self-esteem and fostering positive attitudes among them.
- d. To assess how much the assistance has contributed towards facilitating their employability and economic independence.
- e. To obtain their suggestions and opinions for making the Scheme more meaningful.

CHAPTER TWO

METHODOLOGY:

2.1. DESIGN:

With the stated objectives in view, the present study was undertaken in accordance with recognized research norms and parameters. The design of the study is, primarily, exploratory in nature, based largely on the survey and mail questionnaire/ personal interview approach.

2.2. DURATION:

This has been a short-term study. It was of the duration of about four months— August- November 2008.

2.3. SAMPLE:

The study follows the purposive sampling technique. Its sample consists of 48 visually impaired girl-students, receiving scholarships and personal computers during the 2000-01 to 2007-08 sessions. The respondents belong to Northern and the Southern States and come from both urban and rural areas. List of names of the respondents is placed as Annexure 'A' hereto.

Table One below gives the State-wise break up of the respondents constituting the sample of the study.

TABLE ONE
STATE-WISE BREAK UP OF 48 RESPONDENTS

STATE	NO. OF RESPONDENTS
Bihar	1
Delhi	11
Kerala	2
Madhya Pradesh	3
Maharashtra	1
Rajasthan	1
Tamil Nadu	27
UttaraKhand	1
Uttar Pradesh	1

The above table shows that 27 (56.25%) of the sample came from the State of Tamil Nadu, which is in keeping with the generally known fact that the levels and facilities of education for the blind, especially girls, is higher in that State and the Southern region in general.

2.4. DATA COLLECTION:

A questionnaire containing items on the impact of Merit Scholarships and / Computers, was prepared (copy placed as Annexure 'B'). The questionnaire has four sections. These deal with personal information about the respondents as also specific impact / benefits emanating from Merit Scholarships / Computers / both received under the Scheme. The final section dwells upon the support made possible towards finding suitable employment/ enhancing employability.

Section 1: Personal Data --has seven items; Section 2: Impact of Merit Scholarships has ten items; Section 3: Impact of Personal Computers—has

five items and Section 4: Impact with Reference to Employment – has five items.

The questionnaire was prepared in such a way as to get a comprehensive feedback from the recipients. The questionnaire along with a requisition letter explaining the purpose of the Study was forwarded to as many as 100 candidates. Many recipients of Merit Scholarships and/ Computers were interviewed. Not all of them responded, for a sizeable number of the letters sent either through courier or through postal services were returned with the information that the addressee has shifted from there. Wherever possible, visits were made to the addresses of the recipients included in the Study. Individuals who serve for the cause of the visually challenged students, known visually challenged students, several organizations for the blind were contacted for the purpose of obtaining the present addresses or phone numbers of those who couldn't be contacted through letters. Several women's colleges were also contacted for this purpose.

On interacting with visually challenged college-going girls in Tamil Nadu, it was realized that several of them couldn't get suitable readers to read and interpret the questionnaire in English. Hence, the questionnaire was translated into Tamil for Tamil Nadu candidates and its copies were sent to them (a copy of the questionnaire translated in Tamil is placed as ANNEXURE 'C').

Some of the respondents were contacted over the phone to seek certain clarifications regarding their answers to the questions and the required clarifications were promptly obtained. For several candidates, more than one letter and more than one reminder was needed to get their response. A number of phone calls were also made in an attempt to reach as many candidates as possible and obtain their responses.

As a result of all these varied approaches, 48 beneficiaries completed the questionnaire and constituted the sample of the Study.

CHAPTER THREE

ANALYSIS OF DATA

3.1 INTRODUCTORY:

Through interaction with the respondents their views on the advantages and limitations of the support provided to them by way of Merit Scholarships and / or Computers could be collected. The details so obtained were scrutinized and analyzed and on the basis of a comprehensive analysis of the data, conclusions were drawn.

3.2 BASIC INFORMATION ABOUT RESPONDENTS:

The students covered under the Study, were in the age group of 21 to 34 years, most of them being in their early twenties. Their years of birth occur between 1973 and 1986. Most of them fall under the category of 'Totally Blind'. The recipients of Scholarship were more in number than those who had received Computers. In the case of Computers, the beneficiaries happened to be the recipients of Merit Scholarships also. The candidates were either receiving the Merit Scholarships at present or had received the same during the last few years between 2001 and 2007. At the time of receiving the Scholarships they were doing mostly Post-Graduate courses and also B.Ed, M.Phil, M.Ed, Diploma in Music etc. Support was provided to the respondents mostly for one year or up to two years. In a few cases, however, the Scholarships were given for a period of six months and also for three to four years.

Table Two below gives break-up of respondents according to their visual status:

TABLE TWO
VISUAL STATUS OF THE RESPONDENTS

Visual Status	Number
Totally Blind	41
Very Limited Vision	4
Low Vision	3

*** In Low vision category while two could not read print letters 1 could.**

The above Table shows that 45 students (93.75%) were either totally blind or had very little sight. Even among three low vision students, two could not read print.

41 students were provided Scholarships, while 7 were given Personal Computers with JAWS, in addition to Scholarships.

Particulars of courses for which support was provided, are presented in the Table Three:

TABLE THREE
COURSE –WISE NUMBER OF STUDENTS PROVIDED ASSISTANCE

S. No.	Course of Study	No. of Recipients
1	M.A. (for one year)	17
2	M.A. (for two years)	11
3	B.Ed.	3
4	M.A and M. Phil.	2
5	M.Phil.	3
6	Diploma in Music Teacher Training	2
7	M.A. and B. Ed.	5
8	B.Ed.and M.Phil	1
9	Diploma in Translation	1
10	MSW	1
11	B.A Hons.	1
12	MBA	1

It is clear from the above Table that the students receiving assistance under went Master's or equivalent courses in such varied disciplines as Arts, Business Administration, Social Work and Translation. Nine received assistance for doing B.Ed. also, while one for a degree course for Music Teachers.

3.3 IMPACT ASSESSMENT – MERIT SCHOLARSHIPS:

A question-wise compilation of responses regarding impact of Merit Scholarships is given below (Section 2 of the questionnaire):

i. Has the Merit Scholarship helped in reducing your dependence on parents/guardians?

a) Fully	12
b) To a great extent	19
c) Somewhat	16
d) Not at all	01

ii. Has the Merit Scholarship helped you in purchasing new books?

a) All the three types of books (Braille, print and recorded)	26
b) Braille & Print Books	7
c) Braille books alone	3
d) Printed Books alone	11
e) Recorded books alone	1

iii. Has the Merit Scholarship helped you in engaging a paid reader?

Yes	43
No	4

- One respondent has said as her parents read the lessons for her there was no need to employ a reader.

iv. If Yes, how much did you pay the reader?

a) Up to Rs. 100 per month	3
b) Up to Rs. 200 per month	30

c) More than Rs.200	10
v. Has the Merit Scholarship enabled you to get a hostel?	
a) Yes	30
b) No	18
vi. If 'Yes' how much did you pay for the purpose?	
a) Up to Rs.500 per month	12
b) Beyond Rs.500 per month	18
c) Nothing at all	18

* The third category includes those who were staying in free hostels and those who didn't need hostel accommodation

vii. Has there been any improvement in your performance as regards your examination results?

a) Yes	48
b)No	—

viii. In what other ways has the Merit Scholarship been of help to you?

a)Supporting your family	13
b) Purchasing new dresses	3
c) Entertaining friends	2
d) Making new friends	--
e) Any other	30

* 'Any other' --In this it was said that the Scholarship had helped them in their education alone. It proved helpful in a) buying cassettes to record their lessons, b) Xeroxing their study materials c) for traveling d) buying pen drive and CD for computer e) buying general books.

ix. How did you commute to your College/ University?

- a) Before receiving the scholarship:
- b) After receiving the scholarship:

* Almost all the recipients have said that they commuted by State transport buses before and after receiving the scholarship. It could be due to the fact that almost all the States across the country give free bus-pass for students and in particular for visually impaired students. Two recipients have specifically stated that before the Scholarship they used to go by walk and with the help of Scholarship they were able to go by bus. Two have said that as they stayed in college hostel itself there was no need for them to spend on transportation. Almost all the recipients interviewed said that the Scholarship money proved useful to go by auto when needed.

x. Has the scholarship helped you in mobility to the college and in reaching there on time?

a) Greatly	12
b) To some extent	22
c) Very Little	12

(* Two have said that as their houses were nearby they went walking)

3.4 IMPACT ASSESSMENT – PERSONAL COMPUTERS

3.4.1. Seven students who had been provided Personal Computers with JAWS in addition to Merit Scholarships, were covered. Besides, it was found that 5 other students had managed to obtain computers on their own and had also received Scholarships under the scheme. However, 28 out of 48 students responded to the related questions.

3.4.2. A question-wise compilation of responses on the subject is presented below: (Section 3 of the questionnaire):

i. Are you able to use the Computer?

a) Fully	12
b) To some extent	11
c) Very Little	--
d) Not at all	5

ii. Did you complete your class-room assignments on the computer yourself?

- | | |
|---------------|---|
| a) Always | 5 |
| b) Many Times | 8 |
| c) Somewhat | 8 |
| d) Not at all | 7 |

iii. Are you able to receive and send e-mail yourself?

- | | |
|----------------------|---|
| a) Always | 7 |
| b) Most of the times | 5 |
| c) Sometimes | 7 |
| d) very rarely | 9 |

iv. Are you able to locate your required study material on the internet?

- | | |
|----------------------------|----|
| a) Always | 6 |
| b) Most of the times | 5 |
| c) With the help of others | 14 |
| d) Not much | 3 |

v. Do you answer your examination papers on the computer yourself?

- | | |
|-----|----|
| Yes | 2 |
| No | 26 |

3.5 IMPACT ASSESSMENT WITH REFERENCE TO EMPLOYMENT

3.5.1 Of the 48 respondents, 15 are now employed. One respondent stated that she was employed earlier not now. Most of the remaining respondents were students or had completed studies and were now unemployed.

3.5.2 Eight respondents are working as State Government employees-- Delhi—3; Kerala—1;Rajasthan-1; Uttar Pradesh—1;

Uttarakhand –1 and Tamil Nadu—1. Two are Central Government employees in Delhi; one is working in a PSU in Delhi and 3 are working in NGOs – Delhi—2 and Tamil Nadu—1 and one in a private school in Madhya Pradesh. Most of these respondents are working as teachers in regular schools while one is a Sr. Astt. Officer (HR) and one is a Counsellor (women and adolescents).

3.6. RESULTS AND FINDINGS:

3.6.1. Merit Scholarships:

Of the 48 respondents covered in this Study, 41 were recipients of Merit Scholarships and 7 received Computers also.

From their responses it is clear that the Merit Scholarships have given them the much needed impetus and support.

The recipients emphatically held that the Scholarship has proved to be of great help both in their studies and in their lives. The major finding of the Study with regard to the Scholarships was that these contributed greatly towards their improved educational performance and helped them in pursuing their studies by :

- a) Enabling them to purchase several necessary educational material such as print books, cassettes, Computer accessories etc;
- b) Helping them pursue their college education with single-minded concentration;
- c) Assisting them to be self-reliant to some extent;
- d) Helping them to employ a paid reader;
- e) Enabling them to pay for hostel accommodation;

f) Instilling in them hope and confidence that education and employment are not something beyond their reach.

As for the question whether the Scholarship money helped them in supporting their families, getting new dresses or entertaining their friends, though some of them have said 'Yes', by and large the candidates included in the Study felt that the money was sufficient to help in their studies as also providing some support to their families.

Also, many of them said that though they had the 'free bus-pass system' which helped them a lot in going to the college, still, in times of emergency the Scholarship money helped them in commuting by auto.

3.6.2 Personal Computers with JAWS:

Twelve respondents had Personal Computers, out of which 7 were sanctioned under the Scheme. Nevertheless, a large number of remaining respondents showed keen awareness about and interest in PCs.

The major results are as follows:

- a. All of the 12 respondents having PCs, are in a position to use them independently. However, only 2 of them could answer their exams on Computers. May be, this is because in general there is no provision or permission for using Computers in the examination. Also, lack of lap-top Computers could be a reason. Five respondents were in a position to do their college assignments on Computers.
- b. 12 respondents were able to send and receive e-mails on their own, always or most of the times.
- c. 11 of them were mostly able to locate their study material on the net.

Two major findings are clear from the Study:

Respondents who have Computers could use them efficiently and could derive utmost benefit; a large number are keenly interested in Computer literacy but are not able to use Computers because of the problems of affordability and lack of easy access to training.

3.6.3. Employment:

Here again, there are two striking findings:

Sixteen respondents (33.33%) have been able to get remunerative employment after completing their studies with the support provided under the Scheme, though one of them is not employed now, for reasons which are not clearly established. At the same time a large number of respondents are still out of employment, though some of them are still continuing their studies. This may be due to the compulsion of not getting a suitable work-opportunity readily.

In a country like ours, where unemployment is rampant among the sighted population and where employment avenues for visually challenged women are even fewer than their male counterparts, the situation calls for urgent remediation. It is in this background that we have to recognize and acknowledge that the Scheme has made a positive impact in promoting employment by facilitating work opportunities for about one-third of the respondents.

4. IN CLOSING:

4.1. SUMMARY:

With the valued contributions from H. E. Schulze and Marga Schulze Foundation routed through CBM, All India Confederation of the Blind introduced, with effect from 2000-2001 session, a Scheme of providing support to talented college-going blind girl-students. Under the Scheme, scholarships of Rs. 1000/- per month were granted to meritorious blind girls pursuing Post-Graduate courses of study. In 2007-08 session, a few of the students covered under the Scheme having basic computer- literacy skills, were also provided PCs loaded with JAWS software. The Scheme was revised and made more broad-based with increase in the quantum of financial assistance, with effect from 2008-09 session.

A total of 319 students benefited from the Scheme in its original form during the period 2000-01 to 2007-08. Since the Scheme had been operational for about seven years, it was considered advisable and appropriate to make an assessment of its impact. As such the present Study was undertaken for impact-assessment of the Scheme for the period prior to its revision. A questionnaire was prepared for the purpose which, apart from personal data sought to obtain feedback from respondents on the actual utility of the support provided viz. monthly Scholarships and Personal Computers. The questionnaire also sought to ascertain whether the support led to better access to employment prospects.

The questionnaire was circulated among 100 beneficiaries, whose updated addresses were available. Yet, our efforts revealed that many of them had moved from their known locations. As such, colleges last attended, neighborhood and local organizations working with the blind were approached to obtain latest addresses. Since many of the beneficiaries were from Tamil Nadu, the questionnaire was translated and made available in Tamil language as well.

Wherever required, the Project- Investigator contacted the beneficiaries personally or on phone.

A total of 48 recipients of support provided under the Scheme replied to the questionnaire. All of them received Merit Scholarships while 7 received Personal Computers as well. These respondents came from nine States and received support for pursuing Master's Degree courses in Arts, Social Work, Business Administration, Translation Work as well as M.Phil , B.Ed and Music Teacher Training.

The Study showed that the recipients benefited greatly from the support provided to them, as would be evident from the following details.

4.2 CONCLUSIONS:

- a. The support has made the recipients self-reliant to a great extent and contributed towards raising their self-esteem and self-confidence. With the help of the Scholarship money the recipients were able to fulfill their educational needs to a great extent.
- b. As a result of feelings of self-reliance, the respondents were able to imbibe positive attitudes and help their families financially, to a certain extent.
- c. With the help of Merit Scholarships the respondents were able to undertake higher studies which, otherwise, their families could not have been able to afford due to extremely poor socio-economic conditions, despite college tuition being free. Thus, many of them were able to get admission to hostels and pay for their board and lodging.
- d. They were able to concentrate with full attention on their studies and procure the required reading material and audio assistive devices and Computer accessories.
- e. Access to Computers enabled the concerned respondents to acquire increased communication skills.

- f. The Computers also enabled them to locate study material on the net and complete their assignments on their own.
- g. The Computers were accessible, however, to a very limited number of students.
- h. The support contributed towards improved educational performance by way of better examination results.
- i. The role of the support in securing employment has been rather mixed. About one-third of them were able to get jobs after education. This, however, still left out a large number of unemployed respondents, for which various social and cultural factors could be responsible.

4.3 SUGGESTIOS FROM RESPONDENTS FOR IMPROVING AND EXPANDING THE SCHEME:

The suggestions received were almost completely related to Computers and are summarized below:

- a. The number of Computers being provided under the Scheme may be raised and visually challenged girls pursuing Under Graduate courses and those wishing to take up self-employment after education, may also be covered.
- b. Some respondents felt that it would be better if they could have lap-top computers, for, they could carry it to their colleges and use it in the class-room itself.
- c. Some others said that as they mostly stayed in hostels for continuing their studies, they did not have sufficient space to keep their PCs and in this aspect also lap-top would prove more convenient.
- d. Initiatives may also be undertaken to make more number of visually challenged students, especially women, computer-literate. . For this purpose training centers and browsing centers may be opened exclusively for the visually challenged. In addition, classes may be held during week-ends or during vacations.

e. Some respondents also asked for help to improve their knowledge of English, spoken as well as written, as it would assist them in handling Computers and accessing necessary information on the Internet.

f. Some respondents suggested that the Scholarship may be granted for the entire duration of the course of study instead of being continued on a year-to-year basis on obtaining a given percentage of marks. Alternatively, the percentage of marks fixed for continuing the Scholarship beyond the first year, may be lowered, wherever applicable.

ANNEXURE: A

LIST OF NAMES OF RESPONDENTS

S. No.	Name	S.No.	Name
1.	Anthony Seshu Mary	25.	Kumud Rani Garg
2.	Anoop Kanwar Shekawat	26.	K.Maheswari
3.	Arti Kapoor	27.	Manju Patel
4.	Aruna Devi	28.	Maya Malaviya
5.	D.Annaperumayee	29.	R.NirmalaDevi
6.	Anita Tiwari	30.	R.Praveena
7.	A.Bhuvaneswari	31.	M.Padma
8.	Chanda Sagar	32.	R.Pushpa
9.	Dheena Ezhilarasi	33.	Ranjana Sharma
10.	Dhanya siwan	34.	P.Rajini
11.	Divya singh chandel	35.	S.Sangeetha
12.	V.Ellammal	36.	S.Sopna
13.	Fatima Jamali	37.	M.Saraswathi
14.	K.B.Geetha	38.	M.Sundari
15.	P.Gnanam	39.	Savitha Singh

16.	Garima Chauhan	40.	Shoba Shukla
17.	Isaichelvi	41.	Shimy Michael
S.No.	Name	S.No.	Name
18.	Isha Kapoor	42.	B.Thilagavathi
19.	V.Kavitha	43.	Tabussum Sultana
20.	G.Karthiga	44.	K.Vijayalakshmi
21.	K.Kolanjiammal	45.	T.Vanitha
22.	V.Krishnaveni	46.	D.Vigneswari
23.	Kanchana Narasimhan	47.	Veena Mehta
24.	Kalawati	48.	Yamini Malgothra

ANNEXURE B

QUESTIONNAIRE IN ENGLISH

1. Personal Data:

1.1 Name:

1.2 Date of Birth:

1.3 Age at the time of receiving scholarship:

1.4 Complete Postal Address:

1.5 Visual Status:

1.5.1 Totally Blind:

1.5.2 Very Limited Vision:

1.5.3 Low Vision (ability to read print)

1.6 Nature of Assistance Received:

1.6.1 Merit Scholarship

1.6.2 Computer

1.6.3 Both

1.7 Course of Study:

1.7.1 Name of the College/University

1.7.2 Course of study for which assistance received:

1.7.3 Period for which Scholarship received—from _____ to

1.7.4 Date of receipt of PC and the year of the course of study when received:

--

2. Impact Assessment – Merit Scholarships:

2.1 Has the Merit Scholarship helped in reducing your dependence on parents/guardians?

a) Fully

- b) To a great extent,
- c) To a limited extent,
- d) Not at all

2.2 Has the Merit Scholarship helped you in purchasing new books?

- a) Braille—Yes / No
- b) Recorded form—Yes / No
- c) Print—Yes / No

2.3 Has the Merit Scholarship helped you in engaging a paid reader—Yes / No

2.4 If yes, how much did you pay the reader?

- a) Upto Rs. 100/- per month;
- b) Upto Rs. 200/- per month;
- c) More than Rs. 200/- per month.

2.5 Has the Merit Scholarship enabled you to get a hostel—Yes / No

2.6 If yes, how much did you pay for the purpose?

- a) Upto Rs. 500/- per month;
- b) Beyond Rs. 500/- per month;
- c) Nothing at all.

2.7 Has there been any improvement in your performance at examination results? (mention aggregate marks secured in the course of study year-wise)

- a) First Year:
- b) Second Year:
- c) Third Year:

2.8 In what other ways has the Merit Scholarship been of help to you?

- a) Supporting your family:
- b) Purchasing new dresses:
- c) Entertaining friends:
- d) Making new friends:
- e) Any other:

2.9 How did you commute to your college/university?

- a) Before receiving the scholarship:

b) After receiving the scholarship:

2.10 Has the scholarship helped you in mobility to the college and in reaching there on time?

a) Greatly:

b) To some extent:

c) Did not make a difference:

3. Impact-Assessment -- Computers:

3.1 Are you able to use the computers yourself?

a) Fully:

b) To some extent:

c) Very little:

3.2 Did you complete your class-room assignments on the computer yourself?

a) Always:

b) Many times:

c) Some what:

d) Not at all:

3.3 Are you able to receive and send out email yourself?

a) Always:

b) Most of the times:

c) Some times:

d) Very rarely:

3.4 Are you able to locate your required study material on the internet?

a) Always:

b) Most of the times:

c) With the help of others:

d) Not much:

3.5 Do you answer your examination papers on the computer yourself?

Yes / No

4. Impact – Assessment with reference to Employment:

4.1 Are you employed at present? Yes / No

4.2 What is the nature of your employment?

- a). Employment in Central Government:
- b). Employment in State Government:
- c). Employment in PSU:
- d). Employment in corporate sector:
- e). Any other:

4.3 What is the nature of your work:

- a. Teaching in school:
- b. Teaching at college:
- c. Clerical :
- d. Stenography:
- e. Any other:

4.4 Has the assistance received by you helped you in getting a job:

- a. Greatly:
- b. To some extent:
- c. A little:
- d. Not at all:

4.5 In what ways has the assistance helped you in getting a job? (if applicable)

- a. Raised self-confidence level:
- b. Provided good communication skills:
- c. Resulted in improved performance at college examination:
- d. Any other: