



Blind Arts Project

Janta Adarsh Andh Vidyalaya

Sector 3, Sadiq Nagar, New Delhi 110049

Final Project Report

12 October 2024

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1. About This Report

This is the final project report on the **Blind Arts Project** that has been generated upon completion of the project, thus covering the entire 104 class sessions.

This report covers all activities since the inception of this project which saw the first class being conducted under this project on 6th February 2003.

Under this project, a total of **104 class sessions** were conducted between 6th February 2023 and 23rd September 2024.

This report broadly covers the project overview, students' profiles, their attendance, and performances in the project.

This final report should give a fair idea to the reader as to how the project was conceived, planned, implemented, and executed on ground, to achieve the intended goals.



2. Project Synopsis

1	Project Title	Inside Me Blind Arts
2	Project Intervention / Thematic Area for CSR Activities	- Education, Skill Enhancement, Training, and rehabilitation of mentally & physically challenged children / persons - Social empowerment
3	Project Intention	Poverty eradication, and financial self-dependence of special abled (visually impaired) students
4	Project Duration	104 Class Sessions
5	Convergence / Alignment with United Nations Sustainable Development Goals	Project Aligns with UN SDG Goals: GOAL 1: No Poverty GOAL 4: Quality Education GOAL 10: Reduced Inequality
6	Convergence / Alignment with Schedule VIII of Section 135, THE COMPANIES ACT, 2013	Aligns with Clause - <i>(ii) promoting education, including special education and employment enhancing vocation skills especially among children, women, elderly, and the differently abled and livelihood enhancement projects;</i>
7	Project Type	Build & Operate
8	Direct Beneficiaries Of The Proposed Project	Underprivileged special abled (visually impaired) students in the age group of 8 ~ 18 years
9	Actual Number Of Direct Beneficiaries	Total = 38 Students
10	Indirect Beneficiaries of the Proposed Project	Parents & Siblings of students

3. The Blind Arts Project – Brief Overview

3.1 Problem Statement & Challenges

Nearly **40 million** people in India, including **1.6 million** children, are blind or visually impaired. About **90%** of visually impaired people live in low and middle-income communities.

According to **National Programme for Control of Blindness (NPCB)**, only about **30%** of the blind children are part of the formal education system.

With such a large number of impaired populations, India certainly has a challenge in educating and skilling its specially abled population. This problem is further compounded by the fact that a large per cent population still lives in rural areas, where education has largely been neglected and limited due to various reasons.

In the context of this project, under privileged specially abled students as well as adults face the following challenges, both in urban and rural geographies of India.

Education & Training Related Issues:

- Too few schools teaching the visually impaired students with the right tools, pedagogy and resources
- Lack of specialized curated educational content & curriculum
- “Arts & drawing” not a part of any curriculum in any school
- Lack of specially skilled and trained teachers for visually impaired students

Socio Economic Issues:

- 98%+ students belong to weaker sections of the society
- Frequent / early school dropouts due to parents’ economic constraints
- Dependence on others post adulthood
- Social apathy, lack of awareness towards visually challenged persons
- Discrimination by general society in all walks of life
- Insufficient job openings
- Gender bias specially towards female visually impaired person

3.2 How Is Inside Me Trying To Address The Challenge

Inside Me identifies the problem statement as a vital impediment in the social, economic and wholistic inclusion of specially abled visually challenged students in the “normal” society thereby denying them a rightful opportunity to contribute in the progress of Bharat.

To address this problem, **Inside Me** chose to educate, empower and upskill these specially abled students so that they can compete with “normal” students with confidence and prove that given a fair chance, they are equally capable in achieving educational and financial goals of their lives and can also contribute as responsible citizens of this country.

To work on our objectives, **Inside Me** chose to use Arts and allied creative crafts as a route to educate, skill and empower these specially able visually challenged students.



John Maeda, artist, author, and former president of Rhode Island School of Art and Design first championed the term STEM (Science, Technology, Engineering, and Math). He later added Arts to STEM thereby creating the acronym **STEAM**.

Art can help blind artists develop a special kind of creativity, ingenuity, communication, and performance skill that will not only assist them throughout their education, but also equip them with earning opportunities.

Why Choose Arts?

- The arts are already a vital part of science, technology, engineering, and math.
- Arts make STEM topics more engaging, even to students who don't think they like science or math.
- Doing hands-on projects and experiments that involve the arts solidifies a student's understanding of concepts.
- STEAM connects the student's interests to the real world.
- The arts show students how to be creative problem solvers, and the value of mistakes.
- Art reduces STEM's intimidation factor and helps the students to be better informed.



3.3 Key Objectives Of This Project

The prime objectives of this project are as follows:

- ❖ Use Arts as a medium to help visually handicapped students comprehend the physical reality around them in a better way and augment their understanding of mathematics, physics and biology which are their core subjects of regular education.
- ❖ Make learning Art more interesting and innovative for the blind students through use of objects, audio-visual contents, and special tools so that these students experience a holistic and inclusive development as they learn other creative skills in addition to their regular educational curriculum.
- ❖ The project aims to train the blind students to a level where they could create wonderful artwork which could be exhibited in art galleries and at E-Commerce platforms and could be monetized to generate sustainable income for them.
- ❖ Educate, skill and train teenage students and young women to start and sustain home / community-based trades to be financially self-sufficient and live a normal, dignified, and complex-free life like any other citizen.
- ❖ The project also plans on developing select trained teachers who shall continue to impart arts education to new blind students in same and / or other geographical area of the project.
- ❖ Provide Arts as a medium to all visually challenged students to express themselves and spread happiness.
- ❖ Identify outstanding students each year, who would have the potential to pursue Arts as their career, thereby qualifying for additional sponsorships / grants for pursuing higher levels of expertise in the chosen field.

4. Project Planning & Implementation

Following are the key steps taken by **Inside Me** to plan and setup the necessary ecosystem for the project. Below are the stepwise activities outlined for this project.

Step 1 – Agreement With The School

After initial presentations and discussions with the school, **Inside Me**, was formally awarded the Work Order on 23rd January 2023 to build, implement and operate the Blind Arts Project under the formal funding program of Janta Adarsh Andh Vidyalaya (JAAV).

A head start of four weeks was provided to organize all necessary resources to start the classes.

Step 2 – Organization Of Project Resources

The following resources were organized for the project.

1. **Project Manpower Resources** – Project manpower included recruitment, training and onboarding of –
 - Project head
 - Art teachers
 - Technical support team
 - Backoffice support staff
2. **Vendors & Suppliers** – Included all vendors and suppliers of project material such as
 - Specialized designed (patent pending) drawing boards for visually challenged students
 - Various craft materials

Step 3 – Enrolment Of Students

After seeking due permissions from the school authorities and the parents of the enrolling students, the students were registered through a detailed screening process. Following data points were captured during the process of enrolment.

1. Student Enrolment Number
2. Student Name
3. Date Of Enrolment
4. Current Class Level
5. Date Of Birth
6. Gender
7. Economically Weaker Section Status
8. Blindness Level
9. Current Residential Address
10. Permanent Residential Address
11. Student's Art Capabilities When Enrolled to Art Class



The above data helped to create the baseline profile of the students. As the project progressed through various stages, each student was duly evaluated to monitor the individual progress.

Step 4 – Defining The Pedagogy

Inside me has developed a customized training module that it used for training the specially abled students.

- A typical study batch consisted of 15 ~20 visually impaired students.
- Each session lasted for about 2 hours
- Two such sessions were conducted per week

Objects or concepts were described using consistent vocabulary and comparisons in terms of size, texture and the objects, the students are familiar with. For example, the face is almost the size of a palm, while eyes are like almond shape and butterfly's wings feel like tissue paper.

Students were encouraged to use their available senses (hearing, touch, smell, and taste) to widen their horizon and understand the objects. Their syllabus subjects were included in drawing and art classes so that understanding their subjects becomes easier.



Students were taught to write alphabets so that they could write the way normal children write.

Different shaped objects and moulds are used to help them mentally visualize the concept of shapes, size, dimensions, and weight.

Students were providing with opportunities for experiential learning as much as possible. This included observing objects in their school premises, touching the utensils, food, tables, chair, sports equipment, and objects they generally use in their day-to-day life.



Students were also taken to art fairs which helped them to explore the world outside their premises.

Step 5 – Creation Of Backend Data Collection & Processing System

Inside Me, with inputs from the donor, had created a robust, ethical and transparent monitoring and evaluation system that provided a 360-degree view of the project. The project monitoring system allowed all stakeholders to monitor performance and take informed decisions as and when necessary.

The monitoring and evaluation system had sufficient data capture points that allowed all stakeholders to view the progress of the project in near real time, via a web-based dashboard.

In addition to the live Dashboard, various types of reports were also available on periodic basis.

5. Project Field Operations

5.1 The Project Team

Inside Me project team consisted of the following personnel who were responsible for meeting the desired objectives and achieving the success.

a. **Project Head**, responsible for:

- **Management & Supervision:**
 - Project planning & execution,
 - School engagements,
 - All field activities,
 - Donor relationship,
 - Office administration
- Capacity building and training of new teachers
- **Facilitation / Enablement:**
 - Recruitments (art teachers),
 - Vendors / suppliers,
 - Finance & accounts
- **Compliances:**
 - Accounting audits,
 - Regulatory reporting



b. **Art Teachers**, directly responsible for:

- Conducting Art classes in the school
- Conduct students' performance evaluation
- Field surveys

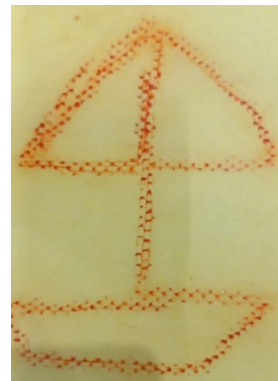
c. **Project Support**, reporting to the Project Head and working in the background, supported the day-to-day working of the project. Key functions included:

- **Project Monitoring & Evaluation:**
 - Field data collection & evaluation,
 - Field surveys (base & follow-ups),
 - Data analytics
- **Reports:**
 - Field reports,
 - Student performance reports
- **Accounting Activities:**
 - Day-to-day accounting & bookkeeping,
 - Vendor / supplier management,
 - Accounting documentation management,
 - Accounting MIS & reports,
 - Support accounting audits

5.2 Project Operations

This project was put into motion on ground on 6th February 2023 when the first class for visually challenged students was conducted. As per the framework of the project the entire project was headed by the project head along with her team of teachers who conducted these special art & drawing classes twice a week, every week excluding public & school holidays.

Under the expert guidance of the project head and the field supervisor, these classes were held in the school premises of JAAV, Sadiq Nagar, South Delhi. During each class, field team comprised of the project head, field supervisors and a team of teachers.



5.3 Project Monitoring

Every class that was held, was formally documented, and recorded. Several data points and parameters were created to capture the meaningful and measurable data and use it for deeper analysis.

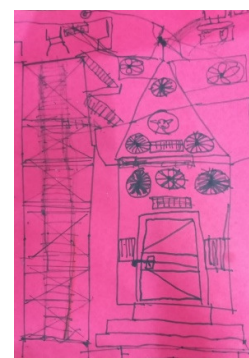
During each class session, each enrolled student, and the present class teachers were monitored and tracked for individual performances and each day's data was uploaded to a cloud-based server for further processing and analysis.



5.4 Data Collection Points

To monitor the project in near real time, several data points were created, and various types of data was captured. Following are the major types of data that were captured and track at various stages.

- a. At the time of student enrolment:
 - Basic profile of the student
 - Initial arts & drawing capability of the student
- b. During the class session:
 - Attendance
 - Course curriculum / topics covered by the student
 - Behaviour in class
 - Artwork created in the class
 - GPS enabled photos of the student in the class
- c. Periodic tests:
 - Performance of the student based on previously taught topics
 - Performance gaps



Additionally, along with the students, the following details related to our teachers was also captured.

- Teachers' attendance
- Topic taught by each teacher to each student in her group

5.5 Evaluation Process

After completion of certain topics, periodic tests were conducted to evaluate the students' comprehension and retention capabilities. These tests were conducted approximately after completion of 6 ~ 8 class sessions.

The students were asked to create artwork / drawing based on the topics taught in the last few sessions. The test paper simply evaluated three parameters i.e.

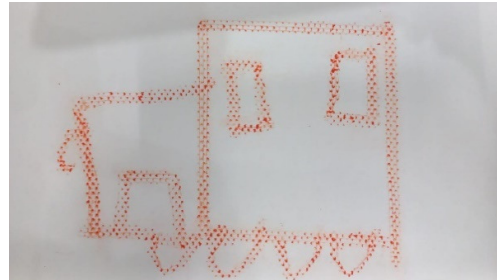
- If the student could draw as expected
- If he / she required improvement via additional practice session
- Could not draw at all

Results from the tests were uploaded by the teachers to a cloud-based server for further processing and analysis.

5.6 MIS & Reports

Raw information (data) collected through these data points was compiled, analysed and presented to the donor school in a structured format. Through these reports the school was able to view various types of information as listed below.

- a. Students' attendance
- b. Teachers' attendance
- c. Students' class activities
- d. Students' individual performance over a period of time



The donor reports were also available online through an easy-to-use Dashboard. Detailed and broken up reports and analysis were available for visitors via the web link.

Please refer the next pages to view screenshots of a few pages of the Dashboard.



JAAV

Home · Students · Showcase · Teachers · Contacts

Project Dashboard

This is the project website that provides historical information about many aspects of the project. Please select your choice of information from the navigation menu to explore more.

For more informaion please contact the project head - Ms. Shivani Bhardwaj via

Email - insidemearst@gmail.com

Phone - +91-9871108431

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JAAV

Home · Students · Showcase · Teachers · Contacts

Students' Attendance

This page exhibits the attendance records of the students at school - JAAV, Sadiq Nagar, New Delhi.

Please select the month for detailed information.

Year - 2023

[Feb-23](#)

[Apr-23](#)

[May-23](#)

[Jul-23](#)

[Aug-23](#)

[Sep-23](#)

[Oct-23](#)

[Nov-23](#)

[Dec-23](#)

Year - 2024

[Jan-24](#)

[Feb-24](#)

[Mar-24](#)

[Apr-24](#)

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Showcase

Artwork Of The Month

This section displays the best Artwork of the month created by the visually challenged students.



Dec-23
JAAV-023 - Semeer



Nov-23
JAAV-020 - Rudra Narayan



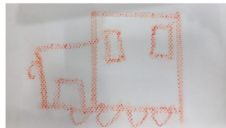
Oct-23
JAAV-033 - Himani



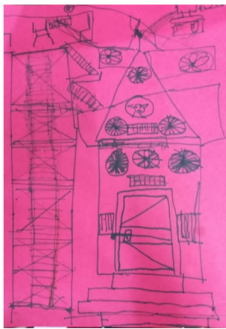
Sep-23
JAAV-007 - Chaya



Aug-23
JAAV-011 - Kanishka Shivaray



Jul-23
JAAV-017 - Prem Prakash



May-23
JAAV-020 - Rudra Narayan





Feb-23
JAAV-016 - Naina Kumari

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5.7 Working With Visually Challenged Students

Working with a visually challenged student requires more efforts than working with a normal student of the same age and can be challenging at times. It requires training the visually impaired student's mind and hand in accordance with their individual character.

The visually impaired student holds a crayon or a pen the way he / she holds the braille pins. Drawing a simple line or circle is a big challenge for the visually impaired student. We trained the student to use their fingers as their "eyes" to make them visualize and feel the way we see things.

5.8 Description Of A Typical Class

A typical class size had about 15 ~ 20 students per class. This is the optimum number of students for the project. This class size results in an optimized student / teacher ratio. This size may be stretched to no more than 25 students per class.

A typical class comprise of students with full or partial blindness in one or both eyes. Two sections were created to segregate full vs partially blind students. The teaching methods and the number of teachers varied as totally blind and younger students required more attention and handholding, while partially blind and senior students could manage quite a few things with lessor guidance.

5.9. The Art & Crafts Curriculum

Following was the specially designed curriculum that was used in the Blind Arts Project. As can be seen, there are different levels of topics and sub-topics, in the increasing order of complexity, understanding & comprehension.

Proficiency Level	Key Topic	Subtopics To Be Covered	Teaching Status
Level 1	Geometrical Figures - Basic	Lines - Straight & Parallel	Completed
		Lines - Horizontal & Vertical	Completed
		Lines - Right & Left Slanting	Completed
		Square & Rectangle	Completed
		Curve & Semi Circle	Completed
		Circle & Oval	Completed
		Triangle	Completed
	Geometrical Figures - Advanced	Triangles - Scalene, Isosceles, Equilateral	Completed
		Triangles - Acute, Obtuse, Right Angle	Completed
		Hexagon	Completed
		Pentagon	Completed
		Rhombus	Completed
		Kite	Completed
		1-10 Number-Based Drawing	Completed
	Geometrical Figures - 3D	Cone	Completed
		Cube	Completed
		Cylinder	Completed
Level 2	Small Objects	Bat & Ball	Completed
		Drinking Glass	Completed
		Mobile Phone	Completed
		Pencil & Pencil Box	Completed
		Plate & Spoon	Completed
		Other Small Objects	Completed
	Big Objects	Chair	Completed
		Door & Window	Completed
		Table	Completed
	Big Objects - Advanced	Musical Instruments - Flute, Tabla, Dholak	Completed
		Musical Instruments - Harmonium, Guitar	Completed
		Other Big Objects	Completed
	Flowers, Plants & Trees	Flowers Parts	Completed
		Plant Parts	Completed
		Types Of Plants	Completed
		Desert Plants	Completed
		Bushy Plants	Completed
		Types Of Trees	Completed
	Human Anatomy	Face, Head & Neck	Completed
		Arms & Hands	Completed
		Legs & Feet	Completed
		Human Body & Portraits	Completed



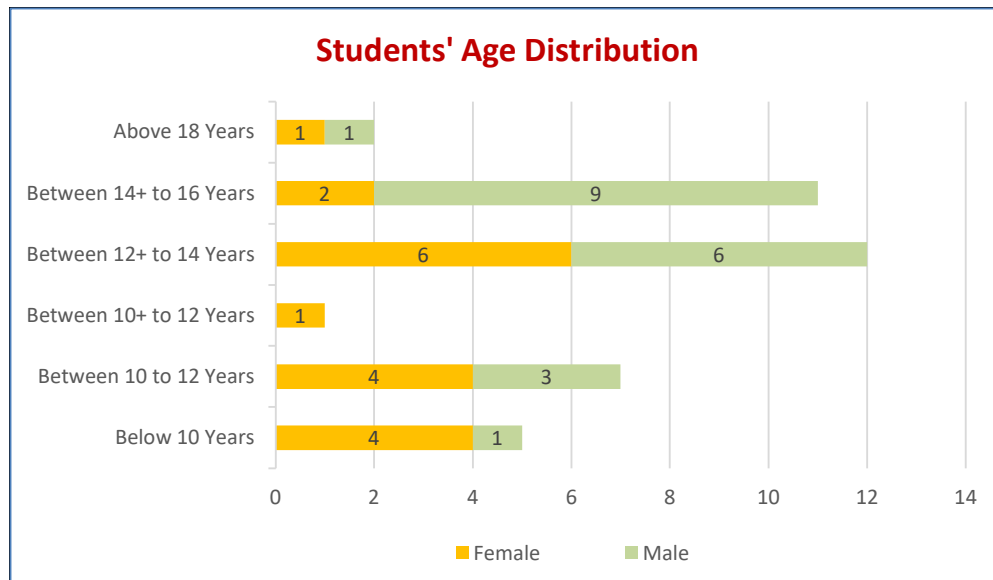
Proficiency Level	Key Topic	Subtopics To Be Covered	Teaching Status
Level 3	Heavenly Celestial Bodies	Sun & Moon	Completed
		Stars & Planets	Completed
	Nature	Ice & Snow	Completed
		Clouds & Rains	Completed
	Birds	Types Of Birds	Completed
	Animals	Elephant	Completed
		Lion	Completed
		Monkey	Completed
		Fish	Completed
		Other Animals	Completed
	Insects	Ants	Completed
		Butterfly	Completed
		Bees & Spider	Completed
		Other Insects	Completed
	Reptiles	Snakes	Completed
		Crocodile	Completed
		Other Reptiles	Completed
	Landscapes	Canal, Stream & River	Completed
		Waterfall (Water Flowing Down)	Completed
		Sea & Lake	Completed
		Beach & Mountain	Completed
		Island & Peninsula	Completed
	Landscapes - Advanced	Multiple Land & Water Bodies	Completed
	Building Structures - Basic	High Rise Building	Completed
		Houses & Huts	Completed
		Igloo	Completed
		Pyramid	Completed
	Building Structures - Advanced	Different Types Of Buildings	Completed
	Transport - Basic	Aeroplane	Completed
		Bicycle	Completed
		Boat	Completed
		Car	Completed
		Train	Completed
	Transport - Advanced	Bus	Completed
		Ship & Yacht	Completed
		Spaceship	Completed
		Truck	Completed
Level 4	Imagination & Visual Concept	Free Hand Drawing By Students Using Their Own Imagination	Completed
Level 5	3-Dimensional Art	Introduction To Various Forms Of Three Dimensions	Completed
		Plasticine Modelling	Completed

6. The Beneficiaries (Enrolled Students)

6.1 Students' Profile

6.1.1 Enrolment & Gender Distribution

Since February 2023, a total of **thirty-eight** students had enrolled in the Blind Arts Project. However, due to various reasons both personal and others, few students had to dropped out during this project. But due to the popularity and benefits of the project, few mid-term enrolments had also taken place. Presented below are interesting aspects about the enrolled students.



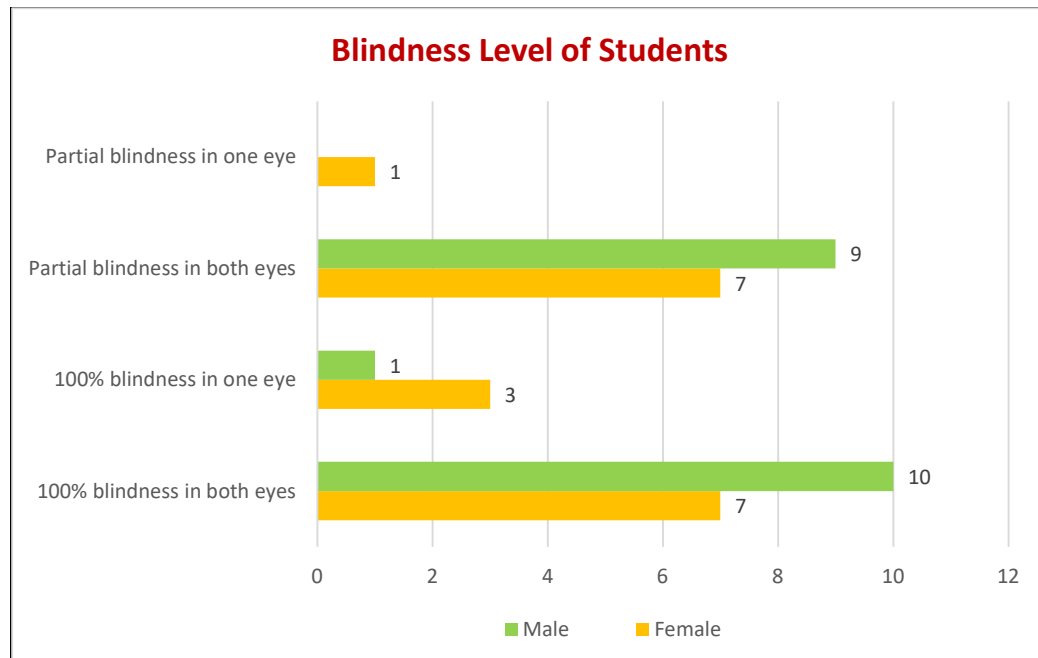
Students' Age	Female	Male	Total
Below 10 Years	4	1	5
Between 10 to 12 Years	4	3	7
Between 10+ to 12 Years	1		1
Between 12+ to 14 Years	6	6	12
Between 14+ to 16 Years	2	9	11
Above 18 Years	1	1	2
Grand Total	18	20	38

Gender Ratio	47%	53%
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6.1.2 Handicap Distribution Of Students

The students enrolled under this project suffered from varying degrees of blindness. Given below is the profile of students by their current blindness as reported by them.

Students with 100% blindness in both eyes and very young students, required extra attention, and required a little more time and effort to learn and comprehend the topics.

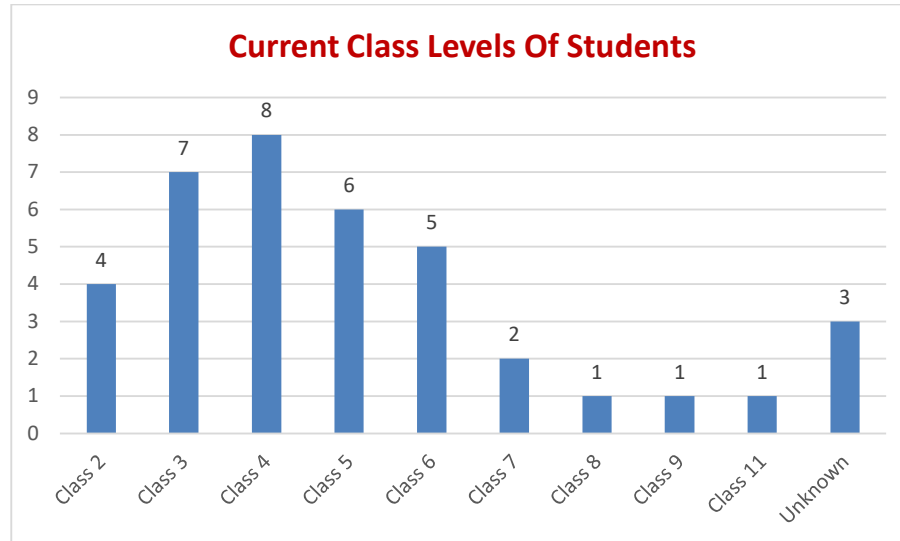


Blindness Level of Students	Female	Male	Total
100% blindness in both eyes	7	10	17
100% blindness in one eye	3	1	4
Partial blindness in both eyes	7	9	16
Partial blindness in one eye	1		1
Grand Total	18	20	38



6.1.3 Class Wise Distribution Of Students

The project saw participation of students from almost all possible class levels barring students from the 10th & 12th class standards. This was primarily because that they were busy preparing for their board exams and were attending extra classes during the same time as the project classes were being conducted.



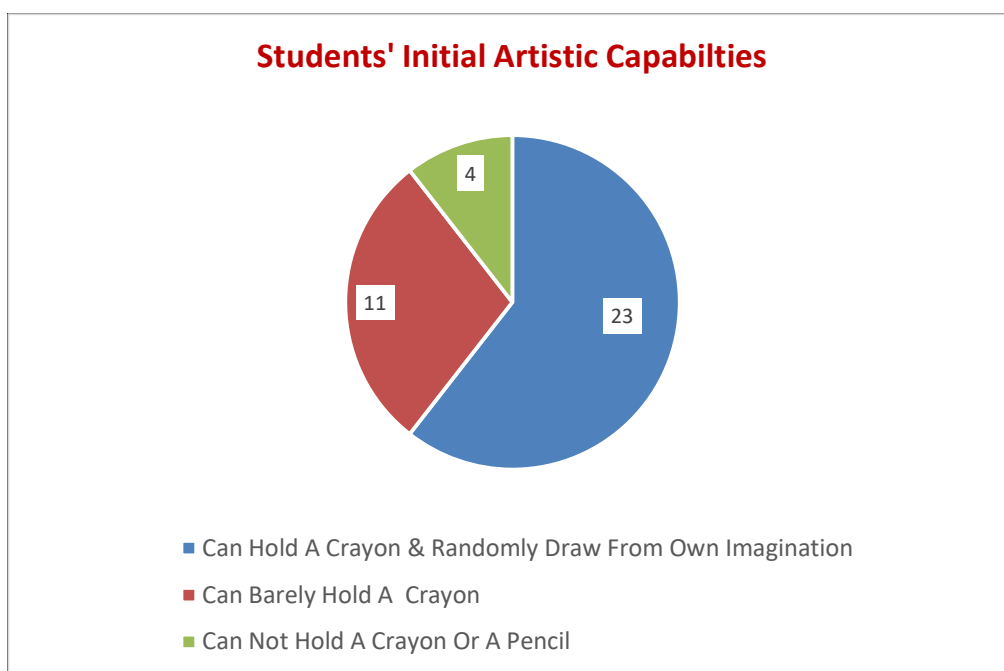
Current Class Levels Of Students	Total
Class 2	4
Class 3	7
Class 4	8
Class 5	6
Class 6	5
Class 7	2
Class 8	1
Class 9	1
Class 11	1
Unknown	3
Grand Total	38

6.1.4 Baseline Artistic Capabilities Of Students

At the time of enrolment of students, each and every student was screened to assess his / her initial artistic capabilities. The simple test required the enrolling student to “hold” the crayon and draw any figure as he / she could imagine.

This baseline test would set the reference point of each and every student and helped the teachers to do the followings.

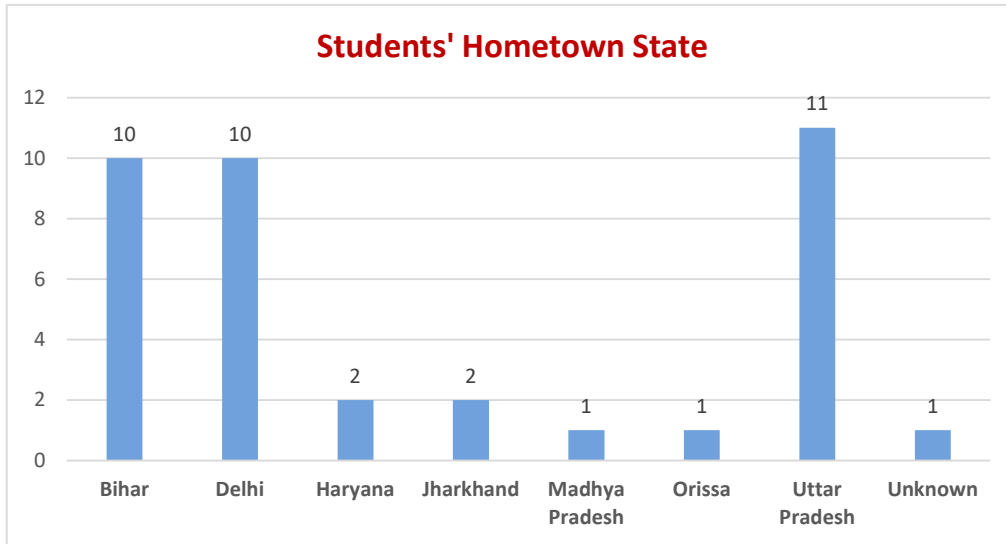
- Segregate students in separate groups & sections based on their initial artistic capabilities
- Determine and prepare teaching plan most suitable for individual student.



Students' Initial Artistic Capabilities	Total
Can Hold A Crayon & Randomly Draw From Own Imagination	23
Can Barely Hold A Crayon	11
Can Not Hold A Crayon Or A Pencil	4
Grand Total	38

6.1.5 Hometown Distribution Of Students

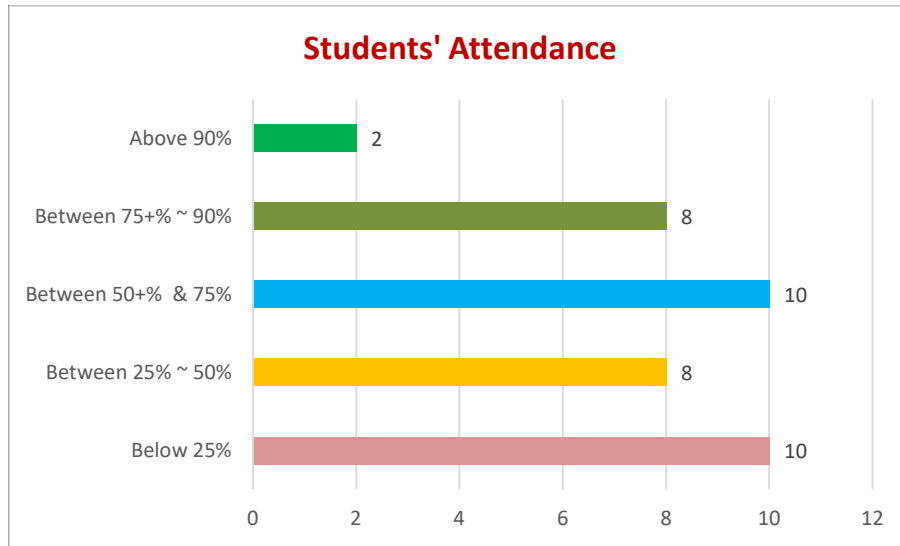
This project saw enrolment of students who were resident hostellers and had come from various states of Bharat. Given below is the distribution of state-wise enrolment.



Students' Hometown State	Total
Bihar	10
Delhi	10
Haryana	2
Jharkhand	2
Madhya Pradesh	1
Orissa	1
Uttar Pradesh	11
Unknown	1
Grand Total	38



6.2. Class Attendance



Total Project Duration – Feb'23 to 23-Sep-24 (Total 104 Class Sessions)

Attendance Range	Count of Students
Above 90%	2
Between 75+% ~ 90%	8
Between 50+% - 75%	10
Between 25% ~ 50%	8
Below 25%	10
Grand Total	38

Notes:

- 26 students enrolled in Feb-23
- 5 students enrolled in Aug-23
- 5 students enrolled in Sep-23
- 1 student enrolled in Feb-24
- 1 student enrolled in Jul-24
- 8 students dropped out without completing the project

6.3 Learning Performance

Under this project, periodic tests were conducted from time to time to assess the level of learning of the attending students. These tests were based on the topics that were taught in the last few days. As can be noticed from the curriculum, the topics were in the increasing order of complexity and were quite in sync with the regular CBSE subjects.

In every test, students were evaluated on three parameters as mentioned below.

- 1) **Drew As Required** meaning the student could recall and draw the piece as was taught in previous classes without any assistance, prompting or external help
- 2) **Needs More Practice** meaning the student could eventually draw the piece with some assistance, prompting or external help
- 3) **Failed To draw** meaning the student completely failed to draw the piece in spite of additional assistance, prompting and external help.

To have a better understanding of the test process, given below are the questions of first test (code number LT-CT-P1).

Code Legend:

L = Curriculum Level (1 to 5)

CT = Class Test

P = Part (1 to 5)

Test Code - L1-CT-P1

Test Question	Drew as required	Needs more practice	Failed to draw	Total Students Attempting Question
Q1 - Straight Line	19	2		21
Q2 - Parallel Lines	20	1		21
Q3 - Horizontal Line	17	3	1	21
Q4 - Verticle Line	17	2	2	21
Q5 - Right Slant Line	16	2	3	21
Q6 - Left Slant Line	16	2	3	21
Q7 - Curved Line	18		3	21
Q8 - Semi Circle	10	6	5	21
Q9 - Triangle	19	2		21
Q10 - Circle	20	1		21
Q11 - Oval	17	2	2	21
Q12 - Square	14	5	2	21
Q13 - Rectangle	17	4		21

A total of 11 test papers were created by the teachers based on the topics taught in the class. Students were encouraged to take the tests so that their learning and comprehension abilities could be evaluated and improved based on the gap analysis.



While most of the students took maximum possible tests, a few students were unable to take all the tests due to various personal issues, including medical reasons. In spite of various challenges, the students were very enthusiastic and positive while attempting the tests. The tests, as mentioned earlier, were in the increasing order of complexities.

Given below are the actual test results for all the 38 enrolled students, who attempted selected or all the 11 tests.

Roll Number	Tests Attempted	Total Marks of all Attempted Tests	Total Scored Marks of all Attempted Tests	% Score of all the Attempted Tests
JAAV-001	1	26	19	73%
JAAV-002	5	100	87	87%
JAAV-003	0	0	0	0%
JAAV-004	0	0	0	0%
JAAV-005	11	150	140	93%
JAAV-006	3	30	10	33%
JAAV-007	8	130	109	84%
JAAV-008	10	130	110	85%
JAAV-009	7	118	89	75%
JAAV-010	2	46	46	100%
JAAV-011	8	114	64	56%
JAAV-012	11	150	126	84%
JAAV-013	6	94	70	74%
JAAV-014	9	132	103	78%
JAAV-015	11	150	143	95%
JAAV-016	11	150	97	65%
JAAV-017	2	46	41	89%
JAAV-018	2	46	42	91%
JAAV-019	1	26	26	100%
JAAV-020	10	130	97	75%
JAAV-021	8	98	83	85%
JAAV-022	4	56	35	63%
JAAV-023	8	108	93	86%
JAAV-024	5	102	98	96%
JAAV-025	6	114	85	75%
JAAV-026	3	68	54	79%
JAAV-027	7	80	53	66%
JAAV-028	8	98	87	89%
JAAV-029	7	92	73	79%
JAAV-030	1	22	12	55%
JAAV-031	8	82	76	93%
JAAV-032	6	66	51	77%
JAAV-033	4	24	22	92%
JAAV-034	1	20	16	80%
JAAV-035	4	34	27	79%
JAAV-036	6	66	64	97%
JAAV-037	4	40	37	93%
JAAV-038	2	6	6	100%

6.4 The Art Teachers

Art teachers are one of the key pillars of the Blind Arts project. This project would not have completed successfully without the active participation of dedicated, compassionate and sincere Arts teachers.

For every project, **Inside Me** screens every potential candidate before engaging her / him with the planned project. Since this project working with minor and visually handicapped students, it becomes increasing necessary that the Art teachers are equipped with necessary soft skills and understand the psychology of the young student who interacts with the world in a much different way compared to a “normal” student.

Before associating an Art teacher with the project, **Inside Me** would evaluate the potential candidate for the following minimum traits.

- Empathy & compassion
- Patience and perseverance
- Friendliness with young children
- Either a part of Art fraternity or Art as hobby / passion
- Some awareness of laws relating child abuse / protection

Profile Of the Art Teachers Associated with This Project

All the teachers associated with this project were highly dedicated, sincere and instrumental in enhancing the education of the students.

All teachers were holding a minimum degree of graduation and / or pursuing degrees / diplomas from reputed Art Colleges. The group of teachers also included individuals with varied backgrounds including NGO management, administration, entrepreneurship, content writing, etc.





6.5. Operating Challenges

Every project operation faces its own set of working challenges and after running this project for over 19 months, we had a few challenges that we worked very hard to overcome. Key challenges that we faced are as follows.

- a. **Misinformation** – A lot of damaging misinformation kept on resurfacing where parents of the enrolled students were coaxed into withdrawing their children from this project. It had come to our attention that the parents were being misinformed that the eyesight of their children would deteriorate further if they attended the Art classes. Since most of these students belonged to parents with little or no education, the parents seemed to fall prey to such misinformation and tried to withdraw their students from the classes.

In such cases, Inside Me teachers talked and counselled the parents to dispel the misinformation and encouraged / motivated the parents to continue with classes and not withdraw their wards. While most of the time we succeeded, there were cases where the misinformation prevailed, and the students were withdrawn from the classes.

- b. **Change of Location / Dropout** – In some unfortunate cases student had to leave the school hostel and relocate due to various reasons. In such a case the student had no option but to quit the art classes. Such students have been reported as “drop out” students.
- c. **Distraction** – All students are not same or similar in energy levels. Some students have higher levels of energy that makes them quite restless in the class. As these are not normal students but visually challenged students with varying degrees of impairments. Some students sometimes tended to distract other quieter students during the class. Generally, the teachers were able to counsel the “hyperactive” students and coach them into a disciplined behaviour. Such incidents were occasional but did occur.



7. Conclusion

Inside Me remains determined and committed to bring parity of education and livelihood and continues to work in the direction to minimize the gap between normal and specially abled students. It believes that the Blind Arts project is the right step in this direction. With strong support from Indian donors, this project shall continue elsewhere even beyond the stipulated period.

Through this project, **Inside Me** has achieved the followings.

- Successfully demonstrated a flourishing ecosystem for specially abled students where they can freely express themselves as individual beings and experience various fun filled activities in their otherwise dark and opaque world.
- Successfully demonstrated a fully working Arts & crafts-based education and learning system that positively aids the visually challenged students to understand and comprehend their STEM subjects in a much easier and simple way (in addition to their Braille based system)
- Identified a few students who seem to have potential to excel in certain fields of life.
- Provided an opportunity to Art teachers to work closely with these visually challenged students, understanding their psychology and their lives that are very different from “normal” students. The Art teachers have provided their feedback and termed their association with these students via the Blind Arts Project as very special, eye opening & learning.
- Provided the visually challenged students a platform to interact with people from various walks of life by participating in Arts events. Such events have actually taken these students on a national forum which has also been covered by a national media group.

Once the planned project is over, **Inside Me** volunteers shall continue to work closely with the schools for specially abled students.

8. About Inside Me



“Inside me there was everything I had believed was outside. There was the sun, light, and all colours. There were even the shapes of objects and the distance between objects. Everything was there and movement as well.”

- *Jacques Lusseyran, Blind Hero of the French Revolution*

Inside Me, is a unique non-profit organization that focusses on skill enhancement of specially abled (blind) under privileged children by teaching them to visualize and draw, so that they could monetize their artwork and be financially independent.

Based in New Delhi, while the organization has been working with the specially abled under privileged children since 2013, **Inside Me** was formally registered in the year 2017. So far, the organization has been driven by passionate volunteers from different walks of life and has mainly included college students, academicians, Indian & multinational corporate executives, doctors and health care personnel.

Artworks created by **Inside Me** trained & skilled students, has been prominently displayed at various Art Galleries in New Delhi and the students have earned both the appreciation and encouragement from art lovers and authorities. This keeps the volunteers at **Inside Me** hugely motivated and focussed on working on the cause.

9. Contact Details

Following are the important contact details for **Inside Me** Project.

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