

## CASE STUDY

1. Name - **Prince**
2. Father's Name- **Karam Chand**
3. Mother's Name- **Manju Rani**
4. Date of Birth - **21.01.2005**
5. Disability - **V.I.**
6. Class - **4<sup>th</sup>**
7. School - **GGPS Babain (Kurukshetra)**



### **Brief History**

Prince is a V.I. CWSN studying in GGPS Babain. He is born at Babain. He has two younger sisters. His father is a painter. His mother is a house wife. His mother cares all the children properly. But she gave extra care to Prince due to elder boy of the family. He lives in a joint family. He lost his vision at the age of 4. He was treated in the hospital at Kurukshetra initially but due to no relief, his family members went to PGI Chandigarh. There he was operated two times but unable to recover the vision. So after a long treatment he could not recover his vision. Now he is studying through braille books and using white cane.



Prince with school staff members on the occasion of Diwali Celebration

## Personality

Prince has about 4 feet height, 22 kg weight. He is fair in color. He is very smart and active. He prefers to do his school work properly and timely. His friends praise him for his kind cooperation and nice behaviour. He is very punctual in the school. All the staff members like his behaviour and sincerity. He is regular student of our resource room. He can mix up easily with other students. He is very frank in

his queries. He has positive attitude towards his disability. He is very sensitive. In the absence of his known person or teachers he become nervous and sometimes starts to weep. When some classmates feel any problem he always tries to co-operate them. He always likes to participate in cultural activities and sports activities. But overall he is very good student.

### **Education level**

At the time of enrollment in the school he did not know about the braille and white cane. He felt some kind of fear to think that how he will learn in the class with his classmates. But with the support of special teachers, class teachers, school staff and Principal now he is able to learn the braille books in Hindi and English. He can use Taylor frame properly for counting and mathematics sum. Initially he was told about the aids and appliances for visually impaired children such as braille slate, stylus, braille sheet, etc. Then step by step he was introduced about the braille codes in English and Hindi.



**Prince studying in classroom**

He was introduced about the Taylor frame for mathematical work. He has learnt counting, addition, subtraction, multiplication and division. Presently he can learn through braille books and other devices.



Prince working on Taylor frame

### **Extra co-curricular activities**

He participated in sack race and got 1<sup>st</sup> position at block level. He participates in speech, poetry and quiz etc. activities which are held in school time to time. His parents are motivated in all our camps and training workshops for social involvement, tour and travel activities etc. so that he can be an independent and confident.



Prince reciting poem on the stage



Prince participating in cultural activity



Prince in PT Exercise position

## Conclusion

Prince is progressive child with the support of special teachers, school teachers, parents, principal, administration and society. Our purpose is to make him a good citizen, an independent person and to prepare him for living life in a proper way. His parents thanked to govt. for this inclusive education scheme because in this

way their child is in mainstream setting of society. We advised his parents for further education at blind school, Chandigarh. They assured that they will try to enroll prince at Blind Institute in Chandigarh for future life.