



## ADD ON COURSE ON INTRODUCTION TO BRAILLE

Duration: 30 Hours

23rd May to 5th June, 2023

Chief Patron:

Mr. Narugopal Kaibarta

Teacher-in-Charge

Course Coordinator:

Dr. Sohini Ghosh

Assistant Professor in Education

Eligibility:

2nd and 4th Semester Student

(ongoing)



Add on Course  
on

## Introduction to Braille

Organized by

Department of Education

&

IQAC

Polba Mahavidyalaya

Polba, Hooghly, W.B.

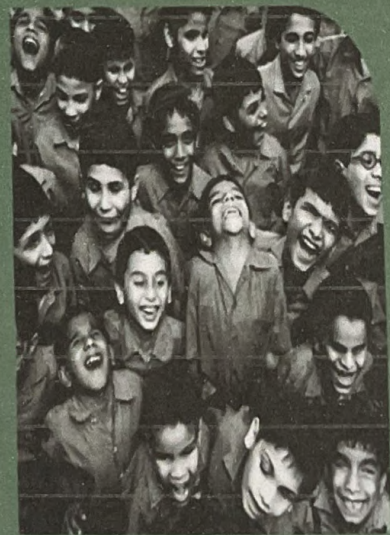
Pin-712148

Affiliated to the University of Burdwan



No Course fees are needed for this course; the course is free for interested students

Certificates will be issued only to those participants who complete the Course successfully by following rules & regulations.







**Polba Mahavidyalaya**  
**Polba, Hooghly**  
**Pin-712148**  
**(Affiliated to the University of Burdwan)**

**Add on Course**

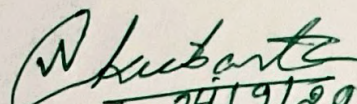
**SUBJECT**  
**Introduction to Braille**

**Organized by**  
**Department of Education**  
**&**  
**IQAC**

**Duration: 30 Hours**  
**23rd May 2023 to 5th June, 2023**

**Chief Patron**  
**Mr. Narugopal Kaibarta**  
**Teacher-in-Charge**

**Eligibility**  
**2nd and 4th Semester Students (ongoing)**

  
**Teacher in Charge**

**Polba Mahavidyalaya**  
**Polba, Hooghly, West Bengal**





*No Course fees are needed for this course; the course is free for interested students*

**Certificates will be issued only to those participants who complete the Course successfully by following rules & and regulations.**

**Rules & Regulations related to the Course:**

- The assessment process will have a total score of 100. Out of these 10 marks for attendance.
- The process of evaluation will be explained during the class sessions.
- Students must attend all the assessments that have been scheduled to be eligible for certification.
- Every student must have a minimum attendance of 70% throughout the course to receive any certificate.
- The certificate's category will be decided based on the marks obtained, following the subsequent guidelines:

| <b>Score on 100</b> | <b>Grade</b> |
|---------------------|--------------|
| 90-100              | A+           |
| 80-89               | A            |
| 70-79               | B+           |
| 60-69               | B            |
| 50-59               | C            |
| Below 50            | Fail         |





## Course Design

|                           |   |
|---------------------------|---|
| <b>Course</b>             | Introduction to Braille   |
| <b>Eligibility</b>        | 2 <sup>nd</sup> and 4 <sup>th</sup> Sem students of undergraduate level |
| <b>Faculty</b>            | Internal faculty  |
| <b>Course Fee</b>         | Nil   |
| <b>Intake Capacity</b>    | 20  |
| <b>Class Duration</b>     | 1 Class-1 hr.<br>3hrs / day.  |
| <b>Course Duration</b>    | 30 hours  |
| <b>Assessment Process</b> | i. Attendance<br>ii. Practical test                                     |
| Student Feedback          |   |

## Course Objectives

This 30-hour Basic Braille course will provide:

- understanding about pre braille skill
- an opportunity to improve braille skills
- basic knowledge about Braille alphabet
- Concept about braille alphabet, capitalization, paragraphing, punctuation, cardinal numbers, one-cell whole-word contractions, whole-word contractions, part-word contractions, ordinal numbers, whole-word lower sign contractions, part-word lower sign contractions, short-form words, and some formatting.
- participation in independent and group work and will apply their knowledge as they read and write with braille materials.





## Course Description

Braille, a universally accepted system of writing used by and for blind persons and consisting of a code of 63 characters, each made up of one to six raised dots arranged in a six-position matrix or cell. These Braille characters are embossed in lines on paper and read by passing the fingers lightly over the manuscript. Louis Braille, who was blinded at the age of three, invented the system in 1824 while a student at the Institution Nationale des Jeunes Aveugles (National Institute for Blind Children), Paris.

When Louis Braille entered the school for the blind in Paris, in 1819, he learned of a system of tangible writing using dots, invented several years earlier by Charles Barbier. It was called night writing and was long thought to have been intended for nighttime battlefield communications. However, Barbier's writings suggest that he hoped the system could be used by people with visual and hearing impairments and anyone who was unable to obtain a formal education. In 1824, when Braille was only 15 years old, he developed a six-dot "cell" system. He used Barbier's system as a starting point and cut its 12-dot configuration in half. The system was first published in 1829; a more complete elaboration appeared in 1837.

To aid in identifying the 63 different dot patterns, or characters, that are possible within the six-dot cell, Braille numbered the dot positions 1–2–3 downward on the left and 4–5–6 downward on the right. The first 10 letters of the Latin alphabet—*a* through *j*—are formed with dots 1, 2, 4, and 5. When preceded by the numeric indicator (dots 3, 4, 5, and 6), these signs have number values. The letters *k* through *t* are formed by adding dot 3 to the signs that represent *a* through *j*. Five of the remaining letters of the alphabet and five very common words are formed by adding dots 3 and 6 to the signs representing *a* through *j*. When dot 6 is added to the first 10 letters, the letter *w* and 9 common letter combinations are formed. Punctuation marks and two additional common letter combinations are made by placing the signs that represent letters *a* through *j* in dot positions 2, 3, 5, and 6. Three final letter combinations as well as the numeric indicator and two more punctuation marks are formed with various combinations of dots 3, 4, 5, and 6. Seven additional dot patterns are formed by dots 4, 5, and 6; some represent attributes such as capital letters or italics, while others are unique to Braille's cell-based structure. Like the numeric indicator, these signs serve as modifiers when placed before any of the other signs. Through the application of this principle, the various signs can function in multiple ways. For example, dot 5 added before the sign for the letter *d* forms the Braille contraction for "day."



## Course Description

Braille, a universally accepted system of writing used by and for blind persons and consisting of a code of 63 characters, each made up of one to six raised dots arranged in a six-position matrix or cell. These Braille characters are embossed in lines on paper and read by passing the fingers lightly over the manuscript. Louis Braille, who was blinded at the age of three, invented the system in 1824 while a student at the Institution Nationale des Jeunes Aveugles (National Institute for Blind Children), Paris.

When Louis Braille entered the school for the blind in Paris, in 1819, he learned of a system of tangible writing using dots, invented several years earlier by Charles Barbier. It was called night writing and was long thought to have been intended for nighttime battlefield communications. However, Barbier's writings suggest that he hoped the system could be used by people with visual and hearing impairments and anyone who was unable to obtain a formal education. In 1824, when Braille was only 15 years old, he developed a six-dot "cell" system. He used Barbier's system as a starting point and cut its 12-dot configuration in half. The system was first published in 1829; a more complete elaboration appeared in 1837.

To aid in identifying the 63 different dot patterns, or characters, that are possible within the six-dot cell, Braille numbered the dot positions 1–2–3 downward on the left and 4–5–6 downward on the right. The first 10 letters of the Latin alphabet—*a* through *j*—are formed with dots 1, 2, 4, and 5. When preceded by the numeric indicator (dots 3, 4, 5, and 6), these signs have number values. The letters *k* through *t* are formed by adding dot 3 to the signs that represent *a* through *j*. Five of the remaining letters of the alphabet and five very common words are formed by adding dots 3 and 6 to the signs representing *a* through *j*. When dot 6 is added to the first 10 letters, the letter *w* and 9 common letter combinations are formed. Punctuation marks and two additional common letter combinations are made by placing the signs that represent letters *a* through *j* in dot positions 2, 3, 5, and 6. Three final letter combinations as well as the numeric indicator and two more punctuation marks are formed with various combinations of dots 3, 4, 5, and 6. Seven additional dot patterns are formed by dots 4, 5, and 6; some represent attributes such as capital letters or italics, while others are unique to Braille's cell-based structure. Like the numeric indicator, these signs serve as modifiers when placed before any of the other signs. Through the application of this principle, the various signs can function in multiple ways. For example, dot 5 added before the sign for the letter *d* forms the Braille contraction for "day."





### **Louis Braille**

Louis Braille was born in the village of Coupvray, France on January 4, 1809. He lost his sight at a very young age after he accidentally stabbed himself in the eye with his father's awl. Braille's father was a leather-worker and poked holes in the leather goods he produced with the awl.

At eleven years old, Braille found inspiration to modify Charles Barbier's "night writing" code in an effort to create an efficient written communication system for fellow blind individuals. He enrolled at the National Institute of the Blind in Paris one year earlier. He spent the better part of the next nine years developing and refining the system of raised dots that we now know by his name, Braille.

After all of Braille's work, the code was now based on cells with only 6-dots instead of 12 (like the example shown below). This crucial improvement meant that a fingertip could encompass the entire cell unit with one impression and move rapidly from one cell to the next. Over time, the world gradually accepted braille as the fundamental form of written communication for blind individuals. Today it remains basically as he invented it.

However, there have been some small modifications to the braille system, particularly the addition of contractions representing groups of letters or whole words that appear frequently in a language. The use of contractions permits faster braille reading. It also helps reduce the size of braille books, making them much less cumbersome.

Braille passed away in 1853 at the age of 43, a year before his home country of France adopted braille as its' official communication system for blind individuals. A few years later in 1860, braille made its way "across the pond" to America where it was adopted by The Missouri School for the Blind in St. Louis.



## **Timeline of advancements in braille**

- 1869 – We see the introduction of braille code.
- 1932 – Braille code was adopted as the standard English code.
- 1932 to the late 1960s – Most students with blindness were taught to read and write braille.
- 1973 – The Rehabilitation Act allowed students with a visual impairment to attend local public schools. Braille was not taught to all students in public schools.
- 1975 – Congress passed public law 94-142 called The Education of All Handicap Children Act, which includes the Free and Appropriate Education Act (FAPE).
- 1991 – The National Literacy Act defines “literacy” as “an individual’s ability to read, write, and speak in English, and compute and solve problems at levels of proficiency necessary to function on the job and in society to achieve one’s goals and develop one’s knowledge and potential.”
- 1995 to 1996 – Approximately 54,000 students were legally blind, but only around 4,700 students were taught braille in public schools.
- 1997 – A revision to the Individuals with Disabilities Education Act (IDEA) states: “(iii) in the case of a child who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the Individualized Education Program (IEP) team determines, after an evaluation of the child’s reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child’s future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the child.” 20 U.S.C. 1414(d)(3)(B)(iii).
- 1997 – The IEP teams rarely determined braille as the appropriate pathway to blind literacy. This was mainly due to the lack of teachers able to teach Braille writing and reading.
- 1999 – Braille instruction was proposed as the pathway to national literacy for students who are blind. Many contested the move as a violation of students’ IEP.



## Introduction

Braille, universally accepted system of writing used by and for blind persons and consisting of a code of 63 characters, each made up of one to six raised dots arranged in a six-position matrix or cell.

These Braille characters are embossed in lines on paper and read by passing the fingers lightly over the manuscript.

Braille is a system of touch reading and writing for blind persons in which raised dots represent the letters of the alphabet. It also contains equivalents for punctuation marks and provides symbols to show letter groupings.

People read braille by moving the hand or hands from left to right along each line. The reading process usually involves both hands, and the index fingers generally do the reading. The average reading speed is about 125 words per minute. But, greater speeds of up to 200 words per minute are possible.

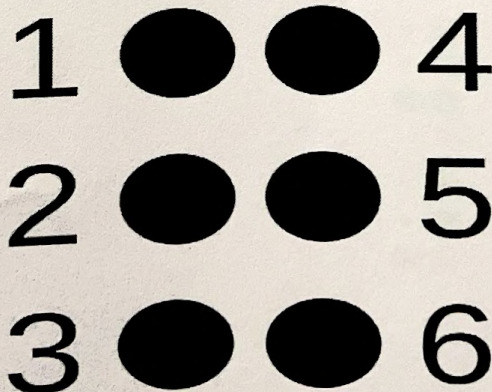
By using the braille alphabet, people who are blind can review and study the written word. They can also become aware of different written conventions such as spelling, punctuation, paragraphing and footnotes.

Most importantly, braille gives blind individuals access to a wide range of reading materials including recreational and educational reading, financial statements and restaurant menus. Equally important are contracts, regulations, insurance policies, directories, and cookbooks which are all part of daily adult life. Through braille, people who are blind can also pursue hobbies and cultural enrichment with materials such as music scores, hymnals, playing cards, and board games.

Various other methods have been attempted over the years to enable reading for the blind. However, many of them were raised versions of print letters. It is generally accepted that the braille system has succeeded because it is based on a rational sequence of signs devised for the fingertips, rather than imitating signs devised for the eyes.

## The Braille Cell

The dots in a braille cell are numbered 1 through 6 starting in the left-hand column.





## English Braille

|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| a | b | c | d | e | f | g | h | i | j |
| ⠁ | ⠃ | ⠉ | ⠑ | ⠑ | ⠋ | ⠎ | ⠈ | ⠊ | ⠗ |
| k | l | m | n | o | p | q | r | s | t |
| ⠅ | ⠇ | ⠓ | ⠏ | ⠕ | ⠏ | ⠒ | ⠞ | ⠎ | ⠞ |
| u | v | x | y | z |   |   |   |   |   |
| ⠥ | ⠺ | ⠭ | ⠽ | ⠵ |   |   |   |   |   |
| W |   |   |   |   |   |   |   |   |   |
| ⠠ |   |   |   |   |   |   |   |   |   |

## Nemeth Code






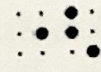
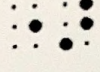



|        |      |   |        |      |   |
|--------|------|---|--------|------|---|
| ⠠⠠⠠⠠⠠⠠ | ⠠⠠⠠⠠ | 1 | ⠠⠠⠠⠠⠠⠠ | ⠠⠠⠠⠠ | 6 |
| ⠠⠠⠠⠠⠠⠠ | ⠠⠠⠠⠠ | 2 | ⠠⠠⠠⠠⠠⠠ | ⠠⠠⠠⠠ | 7 |
| ⠠⠠⠠⠠⠠⠠ | ⠠⠠⠠⠠ | 3 | ⠠⠠⠠⠠⠠⠠ | ⠠⠠⠠⠠ | 8 |
| ⠠⠠⠠⠠⠠⠠ | ⠠⠠⠠⠠ | 4 | ⠠⠠⠠⠠⠠⠠ | ⠠⠠⠠⠠ | 9 |
| ⠠⠠⠠⠠⠠⠠ | ⠠⠠⠠⠠ | 5 | ⠠⠠⠠⠠⠠⠠ | ⠠⠠⠠⠠ | 0 |

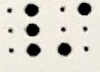
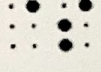




## Punctuation

Louis Braille's original code included an indicator for capitalization the Unified English Braille code is flexible enough to include indicators for bold, italics, underlining, and script.

## Punctuation

|   |   |   |   |   |   |  |   |   |   |
|---|---|---|---|---|---|--|---|---|---|
|  |  |  |  |  |  |  |  |  |  |
| ,   | ;   | :   | .   | !   | (   | )  | ?   | "   | "   |

|   |   |   |   |
|---|---|---|---|
|  |  |  |  |
| /   | \$  | '   | -   |



### Course Schedule

| Hour  | Topic   | Teaching Activities                                  |
|-------|---|--|
| 1-3   | -Course Introduction<br>- History of Braille, Braille development concept<br>- Louis Braille the Braille inventor | Pre braille Skill Based Activities                   |
| 3-7-  | - Pre-braille skill<br>-Concept of Six dots<br>-Slate and Stylus usage  |  |
| 7-10  | -Braille and literacy   |  |
| 10-12 | -Concept of English Braille   | English Braille Writing and Reading-Based Activities |
| 12-22 | -Braille grade 1 (without contraction)  |  |
| 22-25 | -Braille reading and writing skill development  |  |
| 25-29 | -Learn basic number concept   |  |
| 29-30 |   | Assignment on Nemeth Code<br>Assessment              |

**Instructor:**

Dr. Sohini Ghosh  
(RCI Registration Number: A 16312)  
Department of Education



## **Course Outcome**

Understand the theory behind the braille written language.

Visually identify written braille letters of the alphabet.

Begin demonstrating familiarity with braille letters by touch.

Develop empathy for the visually impaired.



To  
The Teacher-in-Charge  
Polba Mahavidyalaya  
Polba, Hooghly  
Pin- 712148

**Sub: Seeking permission to organize an Add on course on Introduction to Braille**

Sir,

With due respect, I, on behalf of Department of Education, would like to request your kind permission to organize an thirty-hour Add on course entitled "Introduction to Braille" during the period of 23rd May to 5th June, 2023 in the college premises.

Hope you would be kind enough to provide your administrative permission for the forthcoming Add on Course.

Thanks and Regards,

*Sohini Ghosh 28/04/23*

Sohini Ghosh  
Assistant Professor,  
Polba Mahavidyalaya

*Allowed.  
R. K. Ghosh  
29/4/23.*





Telephone: (03213) 225128, 225133

web site: polbamahavidyalaya.com

Fax : (03213) 225128

e-mail: officepolbamahavidyalaya@gmail.com



# POLBA MAHAVIDYALAYA

Post Office - Polba, District – Hooghly, West Bengal, Pin -  
712148

AFFILIATED TO THE UNIVERSITY OF BURDWAN  
Recognized under Sections 2(f) & 12(B) of the UGC Act. 1956  
NAAC Accredited

Ref. No. \_\_\_\_\_

Date: 29/4/23

## Notice

All Teaching, Non-Teaching Staff and Students of Polba Mahavidyalaya are hereby informed that the Department of Education in collaboration with IQAC is going to organize an Addon Course Entitled " Introduction to Braille" from 23<sup>rd</sup> May to 5th June, 2023 at the College premises.

All interested students are requested to be present on this occasion positively.

Coordinator

IQAC

Teacher-in-Charge

Teacher in Charge  
Polba Mahavidyalaya  
Polba - Hooghly, West Bengal



# Attendance Register

Add on Course: Introduction to

Braille

## REGISTER OF ATTENDANCE FOR THE MONTH

## ANCE OF PUPILS OF May-June 2023

| Sl. No. | Roll No. | NAME OF PUPILS   | ATTEND - |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |
|---------|----------|------------------|----------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|--|--|
|         |          |                  | 1        | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |  |  |
| 1       |          | Rinki Bera       | 1        | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |
| 2       |          | Masuma Khatun    |          |   |   | 1 | 2 | 3 | 4 | 5 | 6 | 7  | 8  | 9  | 10 |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |
| 3       |          | Anushree Santra  | 1        | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |
| 4       |          | Eman Sen         | 1        | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |
|         |          | Safin Tasnim     | 1        | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |
|         |          | Harina Santra    | 1        | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |
|         |          | Kankana Bharamik | 1        | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |
|         |          | Sumita Ghosh     | 1        | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |
|         |          | Kiya Bhak        | 1        | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |
|         |          | Mahish Ghosh     | 1        | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |
|         |          | Sneha Mandal     | 1        | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |
|         |          | Riya Das         | 1        | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |
|         |          | Saniya Khatun    | 1        | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |
|         |          | Tanuja Khatun    | 1        | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |
|         |          | Afriza Mandal    |          |   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |
|         |          | Shalini          |          |   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |
|         |          | Jayita Adak      |          |   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |
|         |          | Sk. Masuma       |          |   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |

| ANCE |    | No. of days |    |    |    |         |      |        |          |                      |
|------|----|-------------|----|----|----|---------|------|--------|----------|----------------------|
| 1    | 2  | 3           | 4  | 5  | 6  | Present | Late | Absent | on Leave | Absent without Leave |
| 15   | 16 |             |    | 17 | 18 | 19      | 20   | 21     | 22       |                      |
| 11   | 12 | 13          | 14 | 15 | 16 | 17      | 18   | 19     | 20       |                      |
| 14   | 15 | 16          | 17 | 18 | 19 | 20      | 21   | 22     | 23       | 24                   |
| 17   | 18 | 19          | 20 | 21 | 22 | 23      | 24   | 25     | 26       | 27                   |
| 11   | 12 | 13          | 14 | 15 | 16 | 17      | 18   | 19     | 20       | 21                   |
| 13   | 14 | 15          | 16 | 17 | 18 | 19      | 20   | 21     | 22       | 23                   |
| 18   | 19 | 20          | 21 | 22 | 23 | 24      | 25   | 26     | 27       | 28                   |
| 17   | 18 | 19          | 20 | 21 | 22 | 23      | 24   | 25     | 26       | 27                   |
| 18   | 19 | 20          | 21 | 22 | 23 | 24      | 25   | 26     | 27       | 28                   |
| 16   | 17 | 18          | 19 | 20 | 21 | 22      | 23   | 24     | 25       | 26                   |
| 14   | 15 | 16          | 17 | 18 | 19 | 20      | 21   | 22     | 23       | 24                   |
| 16   | 17 | 18          | 19 | 20 | 21 | 22      | 23   | 24     | 25       | 26                   |
| 15   | 16 | 17          | 18 | 19 | 20 | 21      | 22   | 23     | 24       | 25                   |
| 12   | 13 | 14          | 15 | 16 | 17 | 18      | 19   | 20     | 21       | 22                   |
| 15   | 16 | 17          | 18 | 19 | 20 | 21      | 22   | 23     | 24       | 25                   |
| 15   | 16 | 17          | 18 | 19 | 20 | 21      | 22   | 23     | 24       | 25                   |
| 7    | 8  | 9           | 10 | 11 | 12 | 13      | 14   | 15     | 16       | 17                   |
| 13   | 14 | 15          | 16 | 17 | 18 | 19      | 20   | 21     | 22       | 23                   |







# POLBA MAHAVIDYALAYA

Post Office - Polba, District - Hooghly West Bengal, Pin - 712148  
AFFILIATED TO THE UNIVERSITY OF BURDWAN  
Recognized under Sections 2(f) & 12(B) of the UGC Act. 1956  
NAAC Accredited

## Certificate of Participation

This is to certify that

Manish Kumar Ghosh (B.A. Honours, Sem IV)....., has successfully  
completed Add-on course entitled  
"Introduction to Braille"  
organised by the Department of Education and IQAC, Polba Mahavidyalaya, Polba,  
Hooghly-712148, from 22<sup>nd</sup> May.. to 5<sup>th</sup> June.. 2023, and obtained Grade ..A+...

Sohini Ghosh  
HOD, Dept. of Education  
(Dr. Sohini Ghosh)

Dr. Santanu Sengupta  
IQAC Co-Ordinator  
(Dr. Santanu Sengupta)

Narugopal Kaibarta  
Teacher-in-charge  
(Narugopal Kaibarta)



# POLBA MAHAVIDYALAYA

Post Office - Polba, District - Hooghly West Bengal, Pin - 712148  
AFFILIATED TO THE UNIVERSITY OF BURDWAN  
Recognized under Sections 2(f) & 12(B) of the UGC Act. 1956  
NAAC Accredited

## Certificate of Participation

This is to certify that

Shankona Bhosmik (B.A. Honours, Sem IV)....., has successfully  
completed Add-on course entitled  
"Introduction to Braille"  
organised by the Department of Education and IQAC, Polba Mahavidyalaya, Polba,  
Hooghly-712148, from 22<sup>nd</sup> May.. to 5<sup>th</sup> June.. 2023, and obtained Grade ..A.....

Sohini Ghosh  
HOD, Dept. of Education  
(Dr. Sohini Ghosh)

Dr. Santanu Sengupta  
IQAC Co-Ordinator  
(Dr. Santanu Sengupta)

Narugopal Kaibarta  
Teacher-in-charge  
(Narugopal Kaibarta)





**Pre-barille Activity**



Name - Susmita Ghosh

Roll - 108

Sub - Education (H)



A4 পেনপাশ



ডিস্ক পেনপাশ



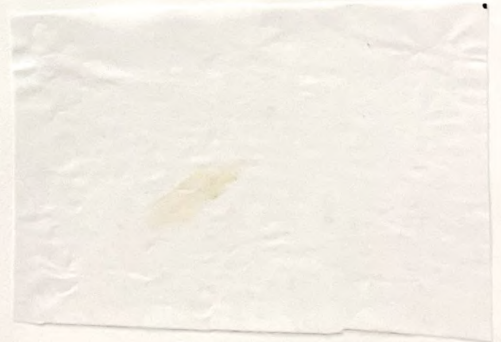
A4 পেনপাশ (২)



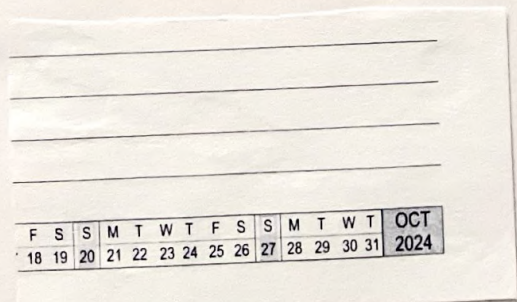
জাড পেনপাশ

আন্তর্জাতিক ফুটবল থেকে। সে বছরই অজুন পুরস্কার পান তিনি। ২০০৬ সালে ইস্টবেঙ্গলের জার্সিতে খেলে অবসর নেন ক্লাব ফুটবল থেকে। ফুটবল ছাড়ার পরে বিজয়ন অভিনয় শুরু করেন। মালয়ালি ও তামিলে গোটা কুড়ি সিনেমায় অভিনয় করেছেন তিনি। তার পাশাপাশি ত্রিশুরে চালু করেছেন নিজের ফুটবল স্কুল। ভবিষ্যতের ফুটবলার তৈরির কাজ এখনও করে চলেছেন তিনি। তার উত্থানের কাহিনি নিয়ে ১৯৯৮ সালেই সিনেমা তৈরি হয়। সেই সিনেমার নামও 'কালো হরিণ'।

নির্জিত পেনপাশ



ক্রিপ্সি পেনপাশ



ডাটেলনী পেনপাশ

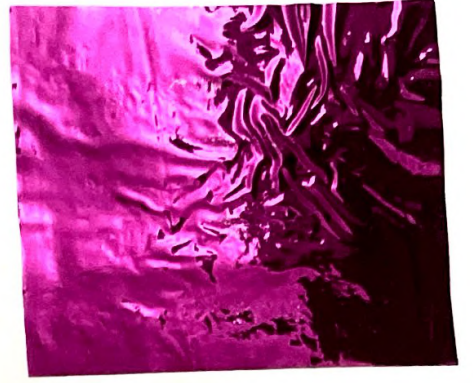


স্মার্টেন পেনপাশ





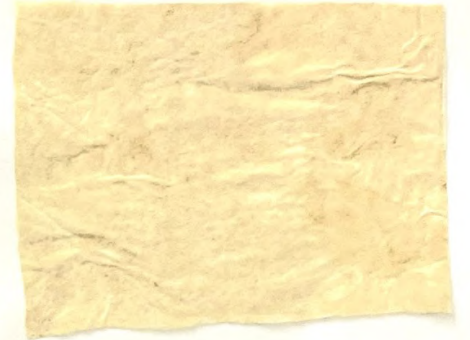
A4 পেপার



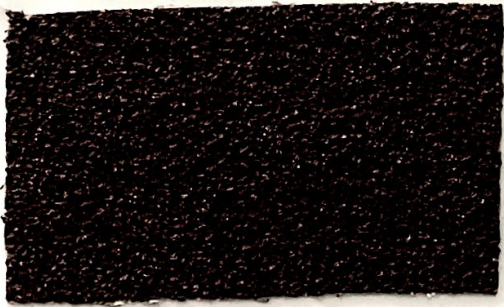
সেলোফিন পেপার



জিঞ্জিউ পেপার (১)



স্ক্র. ডি. অফ পেপার



জিঞ্জিউ পেপার (২)



স্মার্ট পেপার



NAME — TANIYA KHATUN

ROLL — 114

SUB — EDUCATION

①



କଳା ଲେଖାପତ୍ର

②



ଘାସି ଲେଖାପତ୍ର-୨

③



ଢାବୁ ଲେଖାପତ୍ର

④



ମାଟି ଲେଖାପତ୍ର

⑤



ନିର୍ଦ୍ଦେଶ ଲେଖାପତ୍ର

⑥



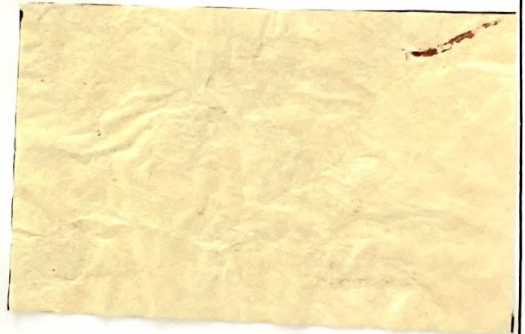
ଓଝି ଲେଖାପତ୍ର

⑦



ଅଧିକ ଲେଖାପତ୍ର

⑧



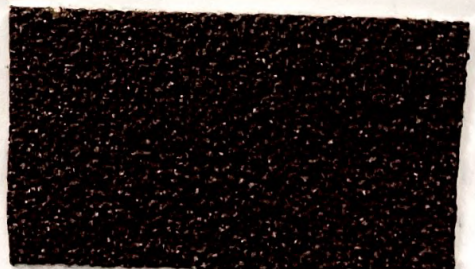
MDF ଲେଖାପତ୍ର

⑨



କ୍ରିୟାଶୀଳ ଲେଖାପତ୍ର-୧

⑩



କ୍ରିୟାଶୀଳ ଲେଖାପତ୍ର-୨



NAME - Saniya Khatun

SUB - Education

ROLL - 115

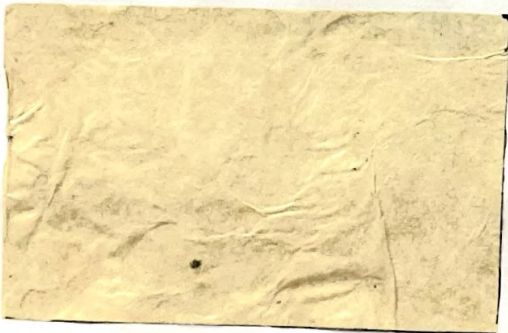
①



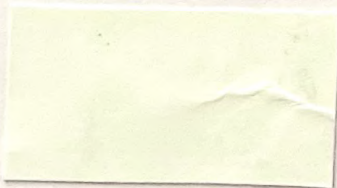
আর্কেন পেশার



আর্চ পেশার

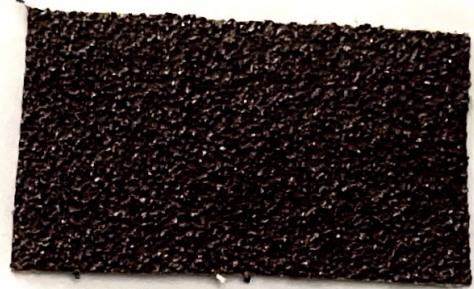


MDF পেশার



আইজের পেশার

⑤



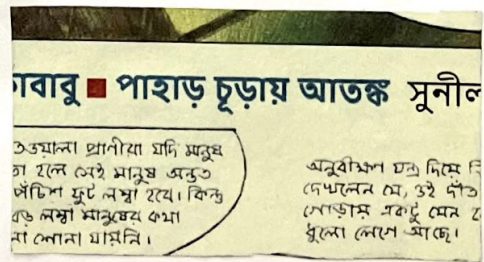
স্মিথ পেশার - ২

⑥



চাঞ্চ পেশার

⑦



নিউড পেশার



Name - Sneha Mondal

Subject - Education

Roll - 111



শিউরে পেপার



A4 পেপার (1)



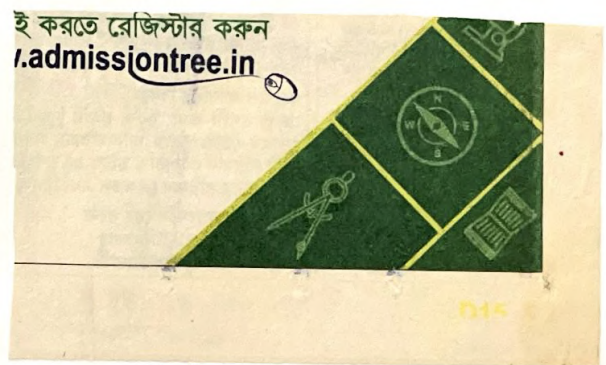
হালুয়া পেপার



A4 পেপার (2)



A4 পেপার (3)



নিউজ পেপার



A4 পেপার (4)



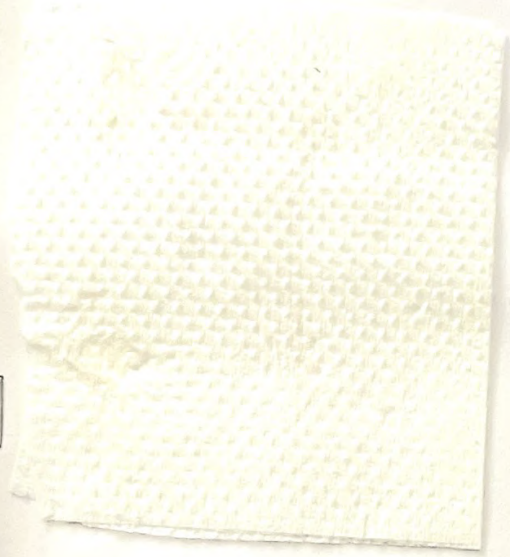
A4 পেপার (5)



Name - Sabir Tasnim

Subject - Education

Roll - 105



→ সাদা কাগজ



→ জালকাঠ কাগজ



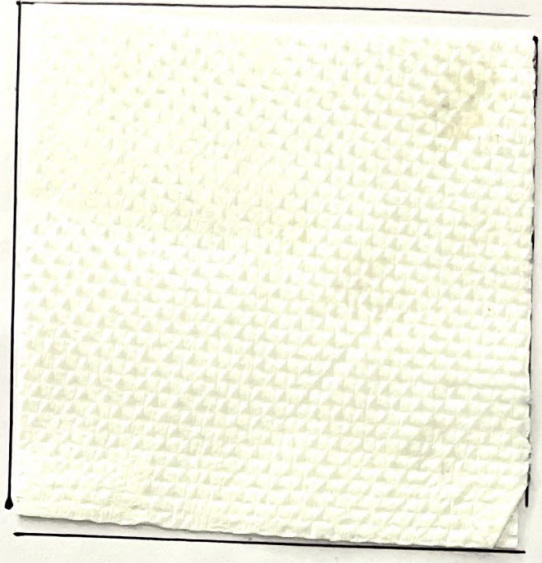
→ এস. ডি. এস কাগজ



Name. - Kankana Bhownik , Roll. No. - 107

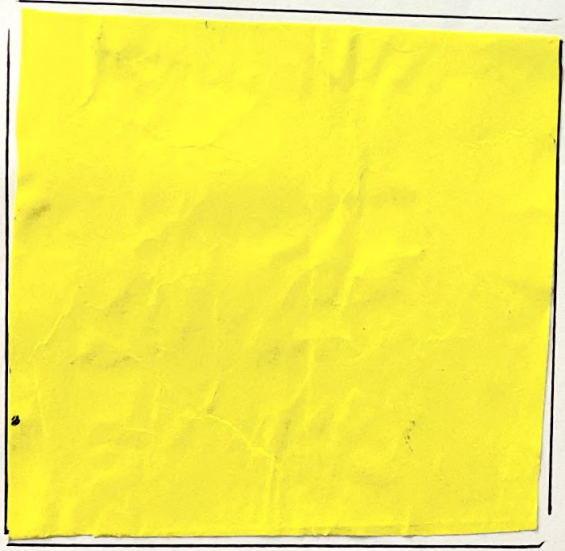
pet. - Education (H)

1.



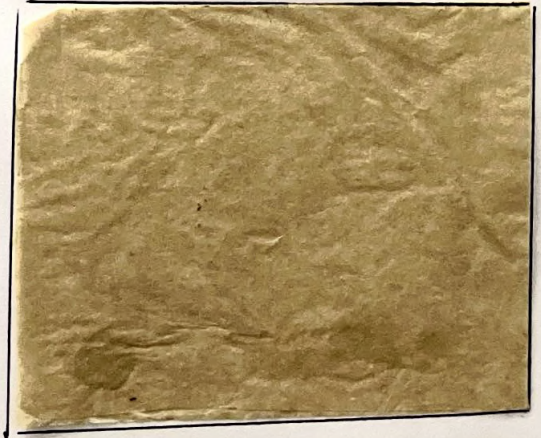
→ ফিল্টার পেপার,

2.



→ কালকট পেপার,

3.



→ MDF পেপার,



Name - Keya Dhok  
Roll - 100  
Sub - Education (H)

①



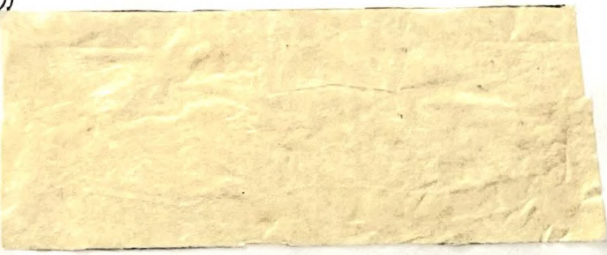
A4 পেপার ①

②



ডাইরি পেপার

③



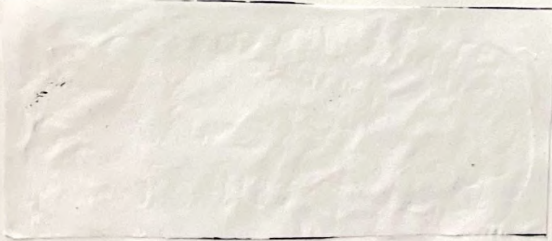
MDF পেপার

④



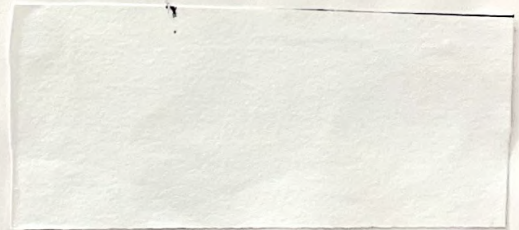
আইজেরি পেপার

⑤



ক্রোমিড পেপার

⑥



আর্ট পেপার ①

⑦



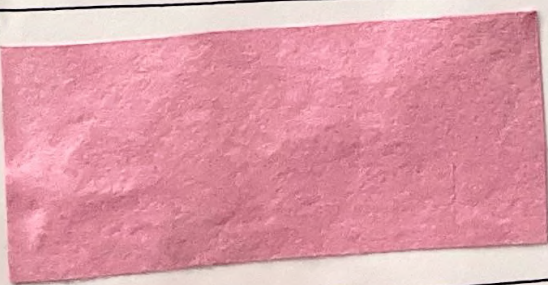
ক্রিস্টাল পেপার ①

⑧



ক্রিস্টাল পেপার ②

⑨



আর্ট পেপার ②

⑩



আর্ট পেপার



Name - Keya Dhak

Roll - 109

Sub - Education

11



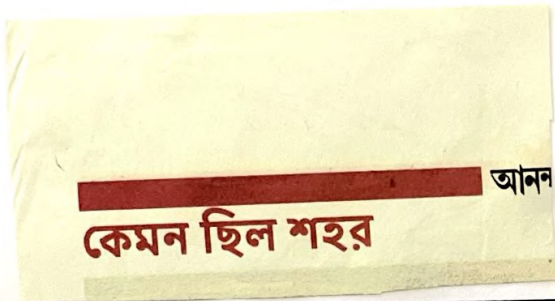
A4 পোড়ার 2

12



শিউর পোড়ার

13



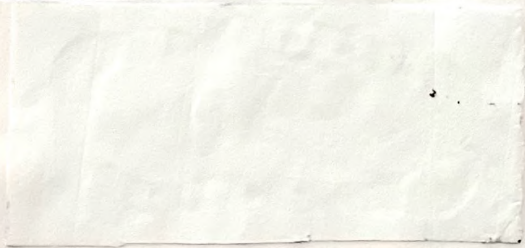
গিটেজ পোড়ার

14



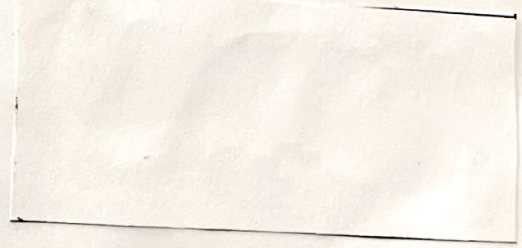
A4 পোড়ার 3

15



গোটে ব্রুকা পোড়ার

16



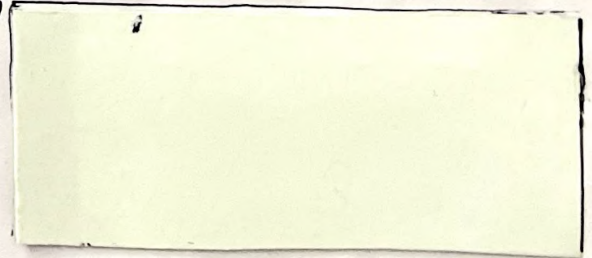
A4 পোড়ার 4

17



অ্যেলেটিক পোড়ার

18



স্মার্ট পোড়ার



NAME → RINKI BERA

ROLL NO — 101

SUB - EDUCATION (H)

1



A4 পেপার (1)

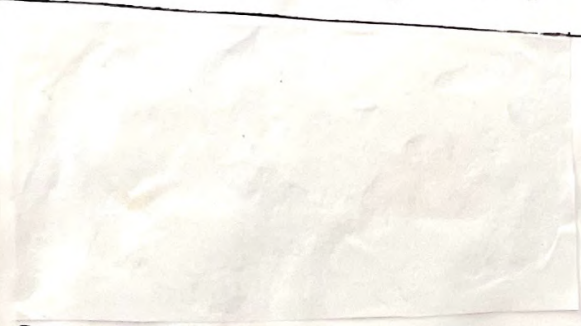
2

09

10

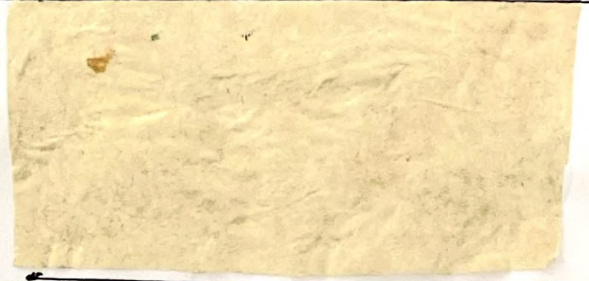
ডাইরি পেপার

3



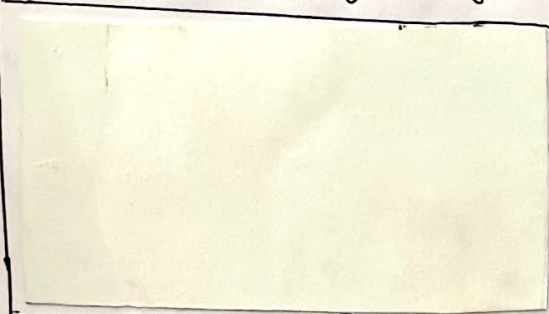
ক্রোমিও পেপার

4



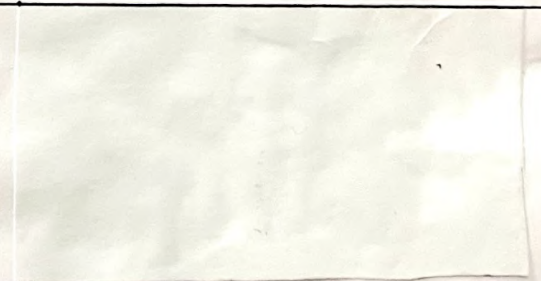
MDF পেপার

5



আইসক্রিম পেপার

6



গোর্ট পেপার

7



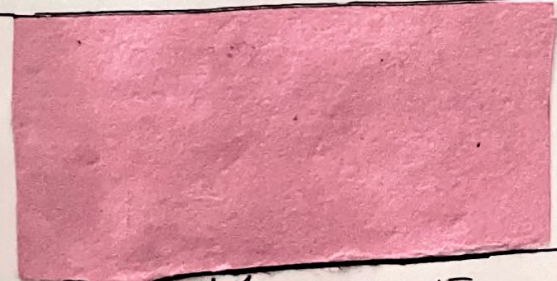
নিকারিম পেপার (1)

8



নিকারিম পেপার (2)

9



আই পেপার

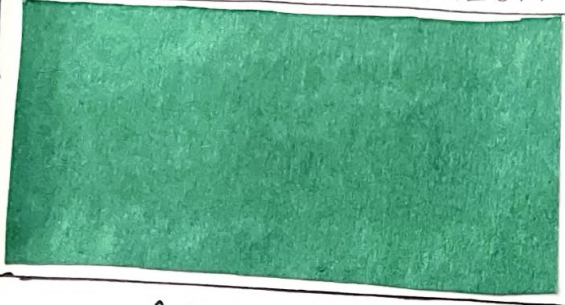
10



স্ট্রাইবল পেপার



NAME - RINKI BERA  
ROLL NO - 101  
SUB - EDUCATION (H)



A4 পেপার (2)

12



A4 পেপার (3)

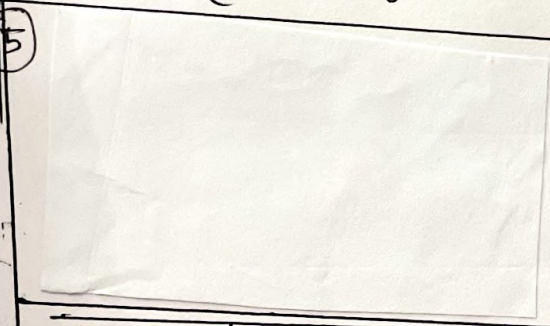


সিল্ক পেপার -

14

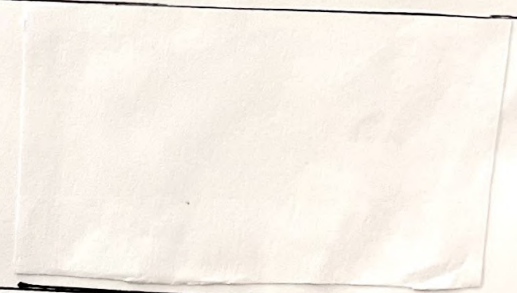


নিউ পেপার -



নোটবুক পেপার

16

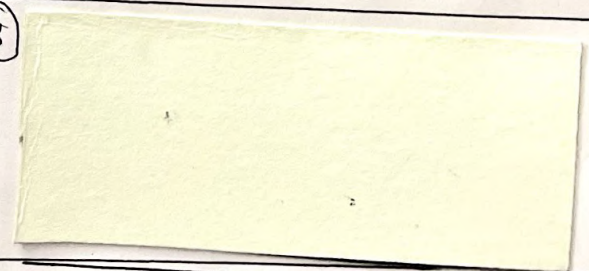


A4 পেপার (4)



অন্যন্য পেপার

18



আর্ট পেপার -



NAME — TANIJ KHATUN

ROLL — 114

SEM — VI

SUB — EDUCATION



20  
—  
25

9

a=

b=

c=

d=

e=

f=

g=

h=

i=

j=

k=



$\eta =$

$\theta =$

$\rho =$

$\sigma =$

$\tau =$

$\varsigma =$

$\xi =$

$\upsilon =$

$\nu =$

$\chi =$

$\psi =$

$\zeta =$

$\omega =$

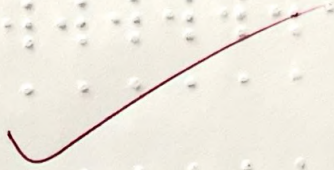




NAME- Riya Das  
ROLL NO - 112  
SUB - Education  
SEM - 6th

17  
25

a =



b =

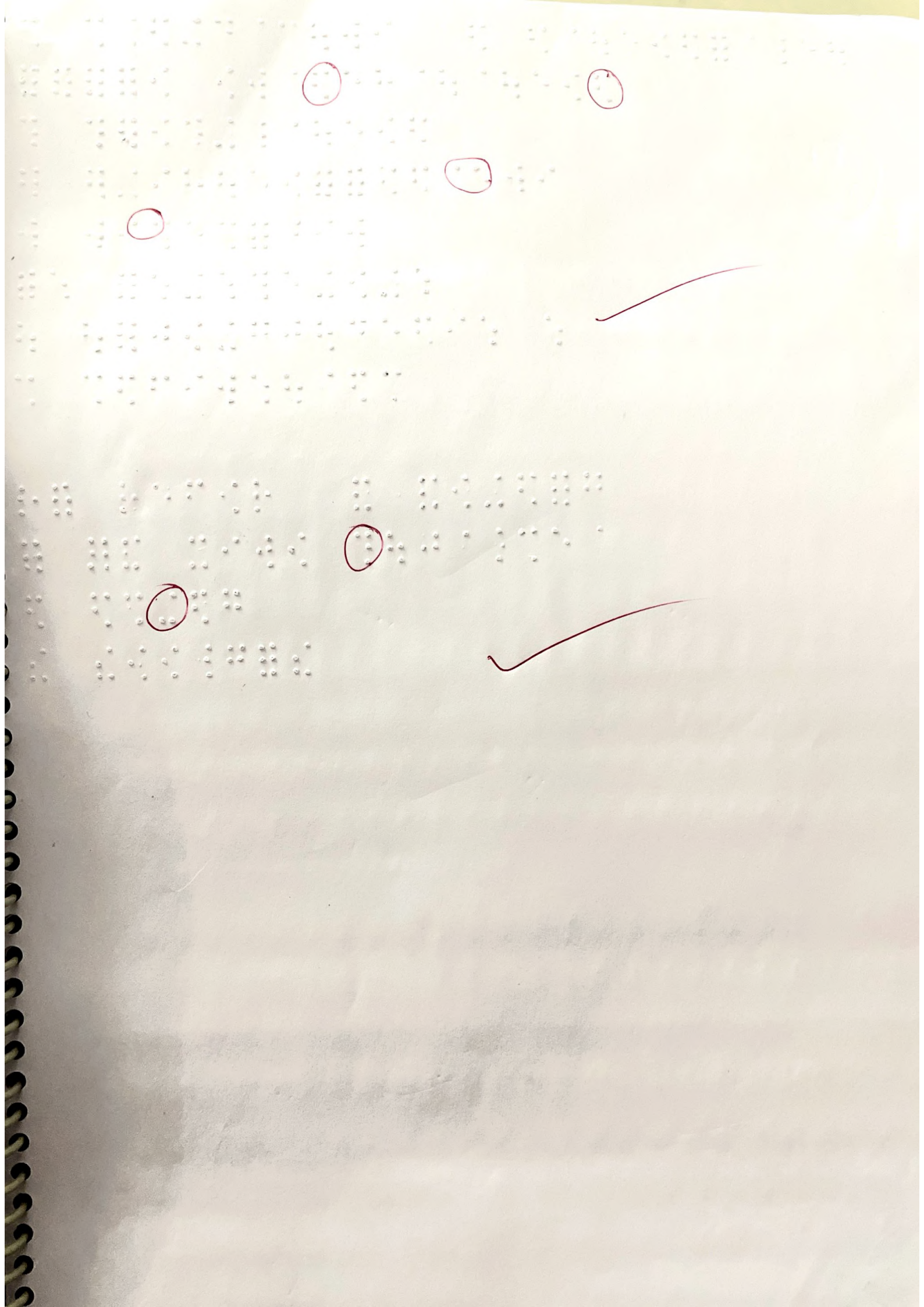
c =

d =

e =









NAME - Keya Dhar  
SUB - Education  
SEM - 6th Sem

a =

b =

c =

d =

e =

f =

g =

h =

i =

j =



K =

L =

m =

n =

O =

P =

q =

r =

S =

t =

u =

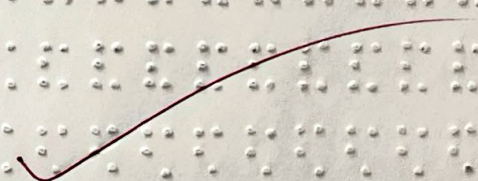
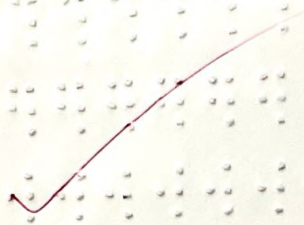
v =

x =

y =

z =

w =





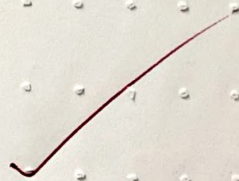
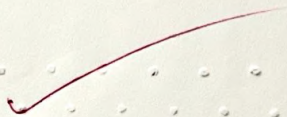
Name - Susmita Ghosh

Sem - 6th

DEPT - EDUCATION

19  
25

S



a =

b =

c =

d =

e =

f =

g =

h =



=

Q =

K =

I =

M =

H =

O =

P =

Q =

R =

S =

T =

U =

V =

X =

Y =

Z =

W =



Handwritten text in a cursive script, possibly a historical document or manuscript. The text is arranged in approximately 15 horizontal lines across the page. The ink is dark and the paper shows signs of age, including some staining and discoloration. The handwriting is dense and difficult to decipher without specialized knowledge of the script.



NAME - RINKI BEKA

SUB - EDUCATION

SEM - 6TH SEM

a =

b =

c =

d =

e =

f =

g =

h =

i =

j =



L =  
m =  
n =  
o =  
p =  
q =  
r =  
s =  
t =  
u =  
v =  
x =  
y =  
z =  
w =

Handwritten Braille characters and symbols, including various combinations of dots and lines, possibly representing a specific Braille alphabet or a set of shorthand symbols.



**List of Students Enrolled in the Add On Course "Introduction to Braille"  
for the session 2022-23**

(23rd May to 5<sup>th</sup> June, 2023)

| Sl No | Roll No | Subject   | Semester | Name               | Signature          |
|-------|---------|-----------|----------|--------------------|--------------------|
| 1.    | 107     | Education |          | Kankana Bhowmik    | Kankana Bhowmik    |
| 2.    | 105     | Education |          | Sabin Tasnim       | Sabin Tasnim       |
| 3     | 111     | Education |          | Sneha Mondal       | Sneha Mondal       |
| 4.    | 108     | Education |          | Susmita Ghosh      | Susmita Ghosh      |
| 5.    | 114     | Education |          | Taniya Khatun      | Taniya Khatun      |
| 6.    | 115     | Education |          | Saniya Khatun      | Saniya Khatun      |
| 7.    | 109     | Education |          | Keya Dhak          | Keya Dhak          |
| 8.    | 101     | Education |          | Rinki Bera         | Rinki Bera         |
| 9.    | 112     | Education |          | Riya Das           | Riya Das           |
| 10    | 104     | Education |          | Eman Sen.          | Eman Sen.          |
| 11.   | 103     | Education |          | Anusree Santra     | Anusree Santra     |
| 12.   | 110     | Education |          | Manish Kumar Ghosh | Manish Kumar Ghosh |
| 13    |         | Education |          | Masuma Khatun      | Masuma Khatun      |
| 14    |         | Education |          | Hasina Sarkar      | Hasina Sarkar      |





|     |           |               |               |
|-----|-----------|---------------|---------------|
| 15) | Education | Aproja Khatun | Aproja Khatun |
| 16) | Education | Joyita Adak   | Joyita Adak   |
| 17) | Education | S.K Masuma    | Masuma        |
| 18) | Education | Sharmi pal    | Sharmi pal    |
|     |           |               |               |
|     |           |               |               |
|     |           |               |               |
|     |           |               |               |
|     |           |               |               |
|     |           |               |               |
|     |           |               |               |

*Sohini Ghosh*

HoD, Department of Education

*Akshanta*

Teacher-in-Charge

**Teacher in Charge**  
**Polba Mahavidyalaya**  
**Polba, Hooghly, West Bengal**





## Glipsmes of Add on course on INTRODUCTION TO BRAILLE

