



Don Bosco Senior Secondary School, Nerul

Value Education Programme Report: 2025-26

Name of the Event: Value Education Programme

Grade: III A and III B

Sections: Preparatory Stage

Name of the Place: DBSS – Nerul, Ground Floor Assembly Hall

Conducted by: Tr. Hemlata , Tr. Rivita Padghan

Date of the Event: Tuesday, 16th September 2025

What did students learn?

- What **Braille** is: a tactile writing system using raised dots enabling reading and writing by touch.
- How Braille gives visually impaired people access to literacy, education, independence.
- By performing Braille, sighted students understood better how Braille is constructed (the dot cells, patterns for letters, spacing, etc.).
- They realized the benefits: inclusion, empathy, promoting awareness of accessibility.
- They also saw challenges: how reading by touch is slower, needs patience, specialized materials, and how having or producing braille materials is harder than print.

How is it relevant in our school context?

- Even though our students are sighted, performing Braille fosters empathy and respect toward those who use Braille.
- It helps develop awareness about disabilities, inclusion, and how to make our surroundings more accessible.
- Encourages students to value multiple forms of literacy, not just the visual.
- Aligns with our school values of kindness, understanding, and equality.

How was the performance applied / can be applied?

- Students **performed** by explaining how blind people use Braille in everyday devices like ATMs, currency readers, lifts, and other public utilities. They showed classmates how someone might use tactile buttons and Braille markings when accessing these things.
- Classroom talk & demonstration: Teachers showed examples of ATMs with Braille keypads. Students learned that such ATMs often have raised dots on important buttons (for example “5” has a raised dot to help locate position) and also audio guidance so blind users can transact independently.
- Students discussed **currency identification** tools: how devices called “currency readers” or apps can help blind people know the value of banknotes by reading them aloud or by touch or sound.

- Lift / Elevator discussion: Students saw images or videos (or teacher described) lifts with Braille buttons showing the floor numbers, so blind people can locate the correct floor using touch. (This helps them understand navigation without seeing).
 - Reflection / sharing: After these explanations and demonstrations, students talked about how difficult or easy they thought it would be to use Braille in these situations, what surprised them (for example how Braille + audio + raised markings work together), and how important these tools are for independence.
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What was done well

- The performance by sighted students was very effective in helping peers understand Braille — felt more engaging and memorable.
 - Students showed good curiosity: asking questions like “How long would it take to read a book this way?”, “how do blind people do homework with Braille?”.
 - Use of tactile materials (raised dots cards) helped learners “feel” Braille, not just see it.
 - Strong participation from both 3A & 3B; students helped each other during hands-on activities.
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What could have been better

- Some students didn’t get enough time to practice writing; only a few had hands-on turns. Maybe rotating materials or smaller groups would help.
 - More variety in performance: maybe perform scenarios (reading a street sign, reading a recipe, etc.) to show practical daily uses.
 - More visual media (videos/photos) of actual Braille users to deepen connection.
 - Better or more durable tactile materials so writing and reading Braille feel smoother.
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Suggestions

- Do another performance by students where they role-play being Braille users in different everyday situations (school, library, shops) so the class sees practical challenges.
 - Create a “Braille-Print” display corner in the school or classroom with Braille and printed materials side by side.
 - Invite someone who knows Braille well (teacher or guest) to do a live demo, share lived experience.
 - Encourage reflection: ask students to write (or draw) one thing they found hard, one thing they appreciated after doing Braille performance.
 - Assessment: have each student produce a small Braille card with their name or short message; or read aloud someone else’s message and reflect on the experience.
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Rating: (Highlight in Green)

Choice of Topic	1	2	3	4	5
Speaker	1	2	3	4	5
Presentation	1	2	3	4	5
Engagement	1	2	3	4	5
Satisfaction Index	1	2	3	4	5

(1 being lowest, 5 being highest)

Photographs:



