

Social Inclusion of Differently Abled Students and Their Educational Attainments: A Case Study of Visually Impaired

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Abstract: India is one of the countries to make education a fundamental right of children, when the Act of making education a fundamental right between age 6-14 has been implemented on 1st April 2010. The Act also facilitates education of persons with disabilities until 18 years of age by a separate legislation. Kerala, the first state with complete literacy deserves special attention in the education as well as employment levels of disabled children. The present study focus on such issues based on a representative sample, the result of which helps to generalize the Kerala experience. Social inclusion of differently abled students and their educational attainments has been analyzed by conducting the case study of School for the Blind, Keezhmad, Aluva which is a pioneer in the field of special schools in Kerala. Visually impaired and both visually as well as mentally challenged were subjected to the survey. The study also take into account of the financial as well as parental & orphan status of students along with assessing the academic and non academic abilities of disabled students. Surely, the study leads to a global campaign of education for disabled, leading to special care for the welfare of socially excluded sections of the society.

Keywords: separate legislation, Social inclusion.

1. INTRODUCTION

Education is the foundation stone in the growth of the economy. Educating the children below 14 years is compulsory and it lead to the prosper stages of the life of the economy. Education of the persons with disability is also an important concept in the current society. A dynamic management and committed society, alone can work for the uplift of the socially neglected. This is true in Kerala Blind School Society. Since its existence in 1962 to till date, it provided its mettle in the field of giving education to the visually challenged. So the study 'Social inclusion of differently abled students and their educational attainments: a case study of visually impaired' has its own significance. The School for the Blind serves the students who were visually challenged. It aims to providing knowledge and skills on various vocations to blind persons.

The present investigation is intended to make an in depth study on the social inclusion of differently abled students and their educational attainments. School for the Blind, Keezhmad, Aluva is a pioneer in the field of special schools in Kerala. It has completed 55 years of exemplary and meritorious services in the year 2016. Hence the present problem has main focus on 'Social inclusion of differently abled students and their educational attainments, purposively selecting Aluva Educational District as a true representative sample. The analysis has been conducted as a case study of Visually Impaired (VI). The important objectives of the study were given below:

Objectives of the Study:

1. To study the nature and functioning of the School for the blind.
2. To study the financial help provided by the Governmental and non Governmental organizations to improve the conditions of visually impaired students.
3. To assess the relationship between disability and the academic levels.
4. To examine the beneficial effects of educational attainments by wards.

2. METHODOLOGY

Purposive sampling technique has been used for collecting the details. For the purpose of this study, it is decided to take the School for the Blind, Keezhmad, as a true representative sample of Visually Impaired. 2010-2015 academic year wise data were collected for this study. Collected information from the head mistress and the management were used for the completion of the study of 5 academic years.

The study is descriptive, empirical and analytical in nature. Data were collected both from primary and secondary sources. Methods for primary data collection were Direct personal investigations, Indirect oral investigation, Questionnaire method and Unstructured interviews.

In the present study student's strength and distribution of students along with sex ratio were analysed. Giving more importance to academic performance and disability the study has been conducted by taking influence of region, financial status, family status, availability of technical aids, fund availability etc. as parameters and determining variables. The relationship between disability and academic performance were analysed. The input structure thus evaluated was finally examined by assessing output status, i.e., by the job attainment of students.

The study has been divided into four levels:- Study of: academic input structure, financial helps, nonacademic inputs and output levels.

3. REVIEW OF LITERATURE

- Gilson et al (2007) conducted a study on 'Gaining access to text books for post secondary students with visual impairments'. This article reports the results from a national survey of experiences in post secondary education of students with visual impairments in gaining access to text books.
- Rao, Vashist, Gupta and John (2008) conducted a study on ' Status of pediatric eye care in India'. The study investigated the status of pediatric eye care in India.
- Mosuro et al (2012) conducted a study on 'Survey of Low vision among students attending schools for the blinds in Nigeria: A Descriptive and interventional study'. The aim of this study is to determine the prevalent of low vision among students attending all the schools for the blind in Oyo state Nigeria.
- Jain, Gupta, Aggarwal and Goyal (2013) conducted a study on ' To evaluate the comparative status of oral health practices, oral hygiene and periodontal status amongst visually impaired and sighted students.'
- Pereira et al (2013) conducted a study on 'Signified infrared spectra and their interpretation by blind and visually impaired students'.
- Rohrschneider and Mackensen (2013) conducted a study on 'Causes of blindness in students at the school for blind children in Ilvesheim'. As a result of the enormous advances of medical capabilities during the last decades the number of premature infants has markedly increased.

Nature and Functioning of School for the Blind Keezhmad:

The Estimations are showed that there are 40 million blind people in the world. Over 12 million of them live in India. Of these more than 3 million are incurable blind. According to the 2001 Indian census, there are 334,662 incurable blind people in the state of Kerala and at least 40000 are children and adolescents. Only about 1500 of them are receiving any

kind of education and rehabilitation services. The Kerala Blind School Society endeavors to serve those not yet reached and to help them earn a living by providing them with education as well as other necessary skills.

The Kerala Blind School Society is a voluntary association formed by like-minded persons from Marthoma Syrian church, Orthodox Syrian church and The Church of south India. It is registered under the Travancore-Cochin literacy, scientific and charitable societies act of 1955. Its operational office is located at Keezhmad, 5KMs from Aluva.

An eighteen member governing council, elected by the general body, is responsible for the management of the society and its activities. All the members of the society hold good reputation in the community.

4. DATA ANALYSIS AND INTERPRETATION

Study of Academic Input Structure:

Detailed academic evaluation of input structure has been conducted in the following section. Academic year wise details about strength of students in School for the Blind were shown in the table below.

Table 1 Percentage Strength and Female-Male ratio of students in School for the Blind

| Academic Year | No. of Girls | No. of Boys | Total No. | Female-Male Ratio |
|---------------|--------------|-------------|-----------|-------------------|
| 2010-2011 | 16 (71%) | 40 (29%) | 56 | 5:2 |
| 2011-2012 | 17 (70%) | 39 (30%) | 56 | 5:2 |
| 2012-2013 | 16 (70%) | 38 (30%) | 54 | 2:1 |
| 2013-2014 | 19 (64%) | 34 (36%) | 53 | 2:1 |
| 2014-2015 | 23 (57%) | 30 (43%) | 53 | 2:1 |

Figures in parentheses gives corresponding percentages

Table 1 showed that during the period of 2010-2015 maximum number of students were 56. Girl students were more in number when compared with boys. Over the year number of girls was found to be decreasing while the number of boys was found to be increasing. The total number of students was constant i.e. 53 after 2013. Female- Male ratio for each year was shown in the table. Girls were double than boys for 2010-2013. The rate of increase declined there after in the succeeding years. Percentage analysis supported the above gender wise analysis.

In the year 2010-2011, 71% of students were girls and 29% students were boys. Over the years, percentages of boys were found to be increasing while that of girls were decreasing.

Regarding the total number of teachers worked, in all these years, it was twelve. Seven teachers come under the category of assistant teacher and remaining five work under the category of specially trained teachers for the disabled students.

Table 2 Number of students in lower primary and upper primary

| Academic Year | Lower Primary | | Upper Primary | |
|---------------|---------------|------------|---------------|------------|
| | Number | Percentage | Number | Percentage |
| 2010-2011 | 28 | 50% | 28 | 50 % |
| 2011-2012 | 30 | 54% | 26 | 46 % |

| | | | | |
|-----------|----|-----|----|------|
| 2012-2013 | 29 | 54% | 25 | 46 % |
| 2013-2014 | 30 | 57% | 23 | 43 % |
| 2014-2015 | 33 | 62% | 20 | 38 % |

The table 2 explains the number and percentages of students in both the LP and UP classes during the years of 2010-2015. During the academic year of 2010-2011 the number of students in LP and UP being the same, the corresponding percentages were also same. During the years 2011-2012 a slight increase in the number of LP and slight decline in the total number of UP was observed. Number of students in UP showed a declining trend, where as in LP classes it was increasing.

Student -Teacher Ratio of the School for the blind in the academic year 2010-11 was 8:1, 8 students for 1 teacher. Over the years the ratio changed and reached into 4:1 in 2014-15 showing 4 students for 1 teacher. The decline may be due to the decreasing in the number of students.

Table 3 Distribution of non teaching staff

| Academic Year | No. of clerk | No. of matron | No. of peon | No. of aaya | No. of cook |
|---------------|--------------|---------------|-------------|-------------|-------------|
| 2010-2011 | 1 | 2 | 2 | 2 | 2 |
| 2011-2012 | 1 | 2 | 2 | 2 | 2 |
| 2012-2013 | 1 | 2 | 2 | 2 | 2 |
| 2013-2014 | 1 | 2 | 2 | 2 | 2 |
| 2014-2015 | 1 | 2 | 2 | 2 | 2 |

Table 3 explains the distribution of non teaching staff of the school and hostel for the blind. There were 2 ayaas, 2 matron, 1 clerk, 2 peons, and 2 cooks, and they were found to be sufficient to cover the respective works for the students.

Table 4 Pass percentage of the students of school for the blind.

| Academic Year | Boys (%) | Girls (%) |
|---------------|----------|-----------|
| 2010-2011 | 100% | 100% |
| 2011-2012 | 100% | 100% |
| 2012-2013 | 100% | 100% |
| 2013-2014 | 100% | 100% |
| 2014-2015 | 100% | 100% |

Table 4 explains the pass percentage of the students of school for the blind. During the academic years of 2010-2015 the school achieved 100% pass in all the classes.

Table 5 Number and the percentages of students according to the category of marks

| Academic Year | Pupils hold above 1 st class | | Pupils hold below 1 st class | |
|---------------|---|-----|---|-----|
| | No. | % | No. | % |
| 2010-2011 | 42 | 75% | 14 | 25% |
| 2011-2012 | 35 | 63% | 21 | 37% |
| 2012-2013 | 42 | 78% | 12 | 22% |
| 2013-2014 | 40 | 75% | 13 | 25% |
| 2014-2015 | 44 | 79% | 9 | 21% |

Table 5 shows the marks of the pupils of school for the blind. Every academic year above 60% of the pupils got first class. In 2010-2011, 75% of the students got above first class marks and remaining number had below 1st class category. In 2011-2012, 63% of the students got first class and 37% of them got below first class. During 2012-2013 there were a slight increase in the number and also in the percentage. 2013-2014 showed a decline in trend and the year 2014-2015 showed that 44 numbers got first class and the percentage was 79%. And 9 pupils got below first class during the year, the percentage being 21%. The highest rate was showed in that year. In general, 75-79% got above first class and 21-25% got below first class marks, except during 2011-2012.

Table 6 Number of visually and mentally challenged students

| Academic Year | No. of visually challenged students only | | No. of students having both mental & visual challenges. | |
|---------------|--|-----|---|-----|
| | No. | % | No. | % |
| 2010-2011 | 44 | 78% | 12 | 22% |
| 2011-2012 | 30 | 54% | 26 | 46% |
| 2012-2013 | 41 | 76% | 13 | 24% |
| 2013-2014 | 40 | 75% | 13 | 25% |
| 2014-2015 | 41 | 77% | 12 | 23% |

The table 6 shows the number and percentages of 2 categories, those who were visually impaired and both visually as well as mentally challenged students during the academic years of 2010-2015. In 2010-2011 78% of the total students were visually challenged only but the remaining 22% of them were both visually and mentally challenged. In 2011-2012 54% of the students comes under first category and remaining was under the second category. Over the year's the trend showed slight fluctuations in the number and its percentages. In general, above 75% comes under visually challenged and below 25% were both visually and mentally challenged, except during 2011-2012

Table 7 Contingency table of students on the basis of marks and disability

| Disability | Academic Year | MARKS | | | |
|------------|---------------|-----------------|---|-----------------|---|
| | | Above 1st Class | | Below 1st Class | |
| | | No | % | No | % |
| | | | | | |

| | | | | | |
|--|---------|----|-----|----|------|
| Visually Challenged Students Only | 2010-11 | 40 | 71% | 4 | 7.1% |
| | 2011-12 | 28 | 50% | 2 | 4% |
| | 2012-13 | 38 | 70% | 3 | 6% |
| | 2013-14 | 40 | 75% | 1 | 2% |
| | 2014-15 | 40 | 74% | 1 | 2% |
| Both Visually and Mentally Challenged Students | 2010-11 | 2 | 4% | 10 | 18% |
| | 2011-12 | 7 | 12% | 19 | 34% |
| | 2012-13 | 4 | 7% | 9 | 17% |
| | 2013-14 | 0 | 0% | 13 | 25% |
| | 2014-15 | 0 | 0% | 13 | 25% |

Table 7 shows the distribution of students on the basis of marks as well as disability. The year wise distribution of students on the basis of marks qualitative variables Visually Impaired and both visually & mentally challenged were described in the contingency table 7, which also gives percentage number of students. Relation between marks and disability showed that nearly 70- 75 % of Visually Impaired scored above first class marks where as it was below 10% for students of visually and mentally challenged. The latter scored only below first class marks, showing a variation from 17% to 34%. Over the years 2010-2011 to 2014-2015, 17% to 34% of the students under both visually and mentally challenged, got below first class marks. Only a marginal number ie, below 10% of visually challenged students got below first class marks. This study reveals the common experience that, physical challenges affects, academic performances, however greater may the other positive influences be. Nowadays in knowledge explosion Braille and computers play a vital role in the education of the visually impaired .

Technical Assistance available to the students were examined which was as given below:

Table 8 Availability of Braille, Computer, Classroom and Braille kit

| Academic Year | No. of Braille | No. of Computer | No. of Classroom | No. of Braille kit. |
|---------------|----------------|-----------------|------------------|---------------------|
| 2010-2011 | 25 | 10 | 13 | 56 |
| 2011-2012 | 24 | 9 | 13 | 56 |
| 2012-2013 | 22 | 8 | 13 | 54 |
| 2013-2014 | 21 | 8 | 13 | 53 |
| 2014-2015 | 18 | 6 | 13 | 53 |

Table 8 shows the availability of Braille, Computer, Classroom and Braille kit for the School for the blind. Classrooms and Braille kits were sufficient to meet the requirements of the students. Classroom contains music room, craft room, sports room etc. and the Braille kits were provided by the Government to each students. Though education is very much supported with computer, its high cost is a problem. Students of less developed countries could not meet the high cost.

Braille were insufficient because of the high repairment cost. So the number of braille were showing the declining trend. No of computers were also decreasing at a rapid rate.

Residential scholars were found to be more in number that day scholars as given below:

Table 9 Number and percentage of day scholars and residential scholars

| Academic Year | Regular Students | | | |
|---------------|------------------|-----|----------------------|-----|
| | Day Scholars | | Residential Scholars | |
| | No. | % | No. | % |
| 2010-2011 | 16 | 29% | 40 | 71% |
| 2011-2012 | 12 | 21% | 44 | 79% |
| 2012-2013 | 8 | 15% | 46 | 85% |
| 2013-2014 | 15 | 28% | 38 | 72% |
| 2014-2015 | 10 | 19% | 43 | 81% |

The table 9 shows number of students in the categories of day scholars and residential scholars and their percentages during the period of 2010-2015. In 2010-2011, 29% of the pupils were day scholars and 71% of them were residential scholars. In 2011-2012, 21% of the pupils were day scholars and 79% were residential scholars. In 2012-2013, 15% of the pupils were day scholars and 85% of them were residential scholars. In 2013-2014, day scholars and residential scholars were 28% and 72% respectively, where as it was 19% and 81% during 2014-2015. More than 70% of the students preferred residential schooling

The following table explains the role of region in determining the distribution of students.

Table 10 Number and percentages of the students from Ernakulam and Other districts

| Academic Year | From Ernakulam | | From other districts | |
|---------------|----------------|---------|----------------------|---------|
| | No. | Percent | No. | Percent |
| 2010-2011 | 28 | 50 % | 28 | 50% |
| 2011-2012 | 32 | 57 % | 24 | 43% |
| 2012-2013 | 34 | 63 % | 20 | 37% |
| 2013-2014 | 30 | 57 % | 23 | 43% |
| 2014-2015 | 28 | 53 % | 25 | 47% |

Table 10 shows that the number and its percentage of the students from Ernakulam district and other districts. From the table it was clear that majority of the students were from Ernakulam and below 50% of the students were from other districts. Total number of outside district students was less than the students from Ernakulam.

Table : 11 Number and Percentages of the parental and orphan students

| Academic Year | Parental | | Orphans | |
|---------------|----------|------|---------|----|
| | No. | % | No. | % |
| 2010-2011 | 54 | 96 % | 2 | 4% |
| 2011-2012 | 55 | 98 % | 1 | 2% |
| 2012-2013 | 53 | 98 % | 1 | 2% |
| 2013-2014 | 53 | 100% | 0 | 0% |
| 2014-2015 | 53 | 100% | 0 | 0% |

Above table examines the role of orphans in the student distribution The table 11 explains that academic years of 2013-14 and 2014-2015 100% of the students were parental and none of them were orphans. But during the years of 2011-12 and 2012-2013, there were 98% of the students were parental and 2% of them were orphans. And during the period of 2010-2011 4% of the students were orphans. That was the highest rate. Naturally parental students will be more than orphans. The school however cares orphans and gives them residential schooling, a quite appreciable activity.

The financial status of students were examined by dividing into APL and BPL category. The distribution was found as follows.

Table 12 Numbers and percentages of Pupils come under the APL and BPL category

| Academic Year | APL | | BPL | |
|---------------|-----|------|-----|-----|
| | No. | % | No. | % |
| 2010-2011 | 10 | 18 % | 46 | 82% |
| 2011-2012 | 14 | 25 % | 42 | 75% |
| 2012-2013 | 13 | 24 % | 41 | 76% |
| 2013-2014 | 8 | 15 % | 45 | 85% |
| 2014-2015 | 7 | 13 % | 46 | 87% |

The table 4.16 shows that numbers of students come under the category of APL and BPL. Majority of the students were from BPL family. In 2010-2011, 18% of them were APL and 82% of them were BPL. In 2011-2012, 25% of them were APL and 75% of them were BPL. In 2012-2013, 24% of them were APL and 76% of them were BPL. In 2013-2014 and 2014-2015, 15%,85% and 13%,87% respectively. More than 75% students belong to BPL category.

Availability of Funds: Fund availabilities were evaluated in the coming discussion. Funds from the government and non governmental funds through different individuals ,charitable societies /clubs and religious institutions were found to be helpful for the working of the Blind School.

Table 13 Government funds to the School for the blind

| Academic Year | School Requisites (Rupees) | Uniform (Rupees) | Food (Rupees) | Total |
|---------------|----------------------------|------------------|---------------|--------|
| 2010-2011 | 3240 | 42000 | 42000 | 87240 |
| 2011-2012 | 3080 | 42000 | 42000 | 87080 |
| 2012-2013 | 3140 | 40500 | 48600 | 92240 |
| 2013-2014 | 2930 | 39750 | 47700 | 90380 |
| 2014-2015 | 6100 | 53000 | 79500 | 138600 |
| Total | 18490 | 217250 | 259800 | 495540 |

The table 13 shows that the amount which is funded by the Government to meet the expenses of the School for the blind on school requisites, uniform and food. In 2010-2011, the school got Rs. 87240 as grand total for their working. In 2011-2012, the school got Rs.87080, in 2012-2013 got Rs.92240, in 2013-2014 got Rs.90380 and in 2014-2015 got 138600 for their working.

Table 14 Per head availability of Government fund for the students

| Academic Year | School Requisites (Rupees) | | Uniform (Rupees) | Food (Rupees) |
|---------------|----------------------------|-----|------------------|---------------|
| | LP | UP | | |
| 2010-2011 | 50 | 90 | 750 | 750 |
| 2011-2012 | 50 | 90 | 750 | 750 |
| 2012-2013 | 50 | 90 | 750 | 900 |
| 2013-2014 | 50 | 90 | 750 | 900 |
| 2014-2015 | 100 | 200 | 1000 | 1500 |

Table 14 shows per head availability of Government fund for the students to meet their needs on food, uniform and school requisites. In 2010-2011, 50 for LP and 90 for UP as school requisites, 750 for uniform and 750 for food. That was same on during 2011-2012. But in 2012-2013, fund for food was increased by the Government from 750 to 900. And others were the same. And in the year 2013-2014 repeat the same. But in 2014-2015, total amounts were changed by the government as 100 for LP and 200 for UP as school requisites, 1000 for uniform and 1500 for food. Per head LP & UP school requisites and uniform expenses remained the same as Rs. 50,90 and 750 respectively over the years 2010-2011 to 2013-2014. During 2014-2015 the amounts increased to Rs. 100, 200 and thousand respectively. Per head amounts to food increased from Rs.750 in 2010-2011 to Rs. 1500 in 2014-2015. Food expenses increased rapidly.

Table 15 Non-Governmental funds to the School for the blind

| Academic Year | Individuals | Clubs or Charitable societies | Private Institutions | Religious Institutions |
|---------------|-------------|-------------------------------|----------------------|------------------------|
| 2010-2011 | 384261 | 120 265 | 204000 | 2 012655 |
| 2011-2012 | 544444 | 31 721 | 182816 8 | 20300 |
| 2012-2013 | 659765 | 72 999 | 445035 | 10806 |
| 2013-2014 | 0 | 0 | 100000 0 | 0 |
| 2014-2015 | 895516 | 39 001 | 716000 | 6500 |

Table 15 shows that availability of Non-Governmental funds to the school for the blind. Non-Governmental organizations like clubs, charitable societies, private enterprises, religious institutions and individuals were the major sources for fund of the school for the blind. Naturally the society helps a lot to the disabled and orphan students in spite of the contribution of the school to their students. It is clear that when some socially excluded individuals exist, people with humanitarian considerations will surely come forward to help them though they are not in plenty. The impact of such a school and its activities on the society and also vice-versa, i.e., the impact of the activities of the society for the welfare of impaired was very clear from the above discussion from tables 13,14,15. The social inclusion of differently abled-impaired deserves attention not only in Kerala but in the global context also.

Study of Nonacademic Input Structure:

The following discussions evaluate the participation of students in activities other than academic, for the study period 2010-15.

Table 16 Associations and clubs of the school for the blind

| Associations and clubs | Members | | | | |
|------------------------|-----------|-----------|-----------|-----------|-----------|
| | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 |
| Nature club | 56 | 56 | 54 | 53 | 53 |
| Science club | 12 | 16 | 14 | 19 | 19 |
| Social science club | 19 | 14 | 20 | 15 | 15 |
| Physiotherapy unit | 0 | 0 | 0 | 15 | 15 |
| School choir and band | 30 | 32 | 18 | 24 | 32 |
| PTA | 68 | 68 | 64 | 65 | 65 |
| Alumni association | 119 | 119 | 119 | 119 | 119 |
| Maths club | 12 | 15 | 16 | 17 | 22 |

Table 16 shows that number of members in the associations and clubs of the schools for the blind during the years 2010-15. There were nature club, science club, social science club, mathematics club, and a school choir team and a PTA and alumni association for the school for the blind from 2010-11 onwards. But the physiotherapy unit started from 2013. In spite of highlighting the disabilities, the abilities should be counted more, while evaluating every person. As a part of such considerations, nonacademic assessment and measures deserve attention.

Table 17 Number of LP and UP students studied musical instruments during 2014-20 15

| Musical instruments | L P | | UP | |
|---------------------|-----|------------|-----|------------|
| | No. | Percentage | No. | Percentage |
| Harmonium | 5 | 45% | 6 | 55% |
| Triple harmonium | 6 | 55% | 5 | 45% |
| Violin | 4 | 29% | 10 | 71% |
| Guitar | 8 | 44% | 10 | 56% |
| Key board | 12 | 43% | 16 | 57% |
| Dakka | 10 | 71% | 4 | 29% |
| Tabala | 8 | 73% | 3 | 27% |

Table 17 shows the number of LP and UP students studied the musical instruments during the academic year 2014-2015. Out of the total number of Harmonium learners 45% of them were LP students and 55% of them were UP students. In the case of Triple harmonium 55% of the students were from LP and 45% of them from UP. From the total number of Violin learners 29% of them were LP and 71% of them were UP. In the case of Guitar 44% of them were from LP and 56% of them from UP.

Table 18 Benefit holders of outdoor leisure facilities during the academic year 2014-2015.

| Facilities | LP | | UP | |
|---------------------|-----|------------|-----|------------|
| | No. | Percentage | No. | Percentage |
| Cricket ground | 15 | 50% | 15 | 50% |
| Football ground | 16 | 53% | 14 | 47% |
| Blind friendly park | 53 | 100% | 53 | 100% |

Table 18 shows the number of benefit holders of outdoor leisure facilities during the academic year 2014-2015. In the year 2014-2015, 50% of the LP students were using cricket ground and 50% of the UP students were using the same. And

53 % of the L P were used the foot ball ground and 47% of the UP were used the same. And the whole students of the school for the blind used the blind friendly park. More than 50% students were beneficiaries of outdoor leisure facilities.

Academic Output of the Institution:

The employment of visually impaired is a question persistent in this era. The outcome of all the activities for the welfare and upliftment of the input- students were found to be very important in the present scenario. The following table shows output levels of the institution.

Table 19 Job attainment of Alumni's

| Job category | No. of Alumni's | % |
|-----------------|-----------------|-----|
| Government jobs | 20 | 17% |
| Private jobs | 35 | 29% |
| Business | 26 | 22% |
| Music Band | 38 | 32% |
| Total number | 119 | |

Table 19 shows the job attainment of alumni's of the School for the blind. According to the available information about the alumni association of the school there were 119 alumni's got different type of jobs.17% of the alumni's got Government jobs and 29% of the alumni's got private jobs and 22% of them were in business field and 32% of them were setup or became a part of music bands. Instead of comparing the performance of disabled with normal people, one should identify jobs suitable to them . Though with much practice favorable situation should be created ,so that disabled can work well .

The input as well as output study of the Visually Impaired students reveals that The School for the Blind Keezhmad, Aluva has an ideal role model institution for physically challenged group. The study gives a great message to the society that institutional level works should contribute to the improvement of the deprived sections through the process of education by facilitating learning or acquisition of knowledge ,skills and habits. Social inclusion of disabled and impaired ,thus deserves global attention.

The school is equipped with all advanced facilities including computers for blind students. The school have trained and experienced teachers, all basic educational equipments, and most of the extracurricular activities for the blind. Separate hostels for girls and boys, clothes, medical aid and travel of students to their home and back are arranged by the society.

The children are very good in their academic performance. They are encouraged to complete successfully their high school studies.

The children have won prizes in sports, games and arts, and work experience competition for the visually handicapped students at the state level. They have won the championship in work experience competition for the past several years. The students have always won laurels at state level sports and games. The school for the blind is the pioneers in introducing cricket for the blind.

The students have always secured 100% pass in SSLC examination. Some former students were professors, PHD scholars.

5. CONCLUSION

Education for all children with visual impairment is a global campaign and program of international council of education of people with visual impairment (ICEVI) acting in partnership with the world blind union to ensure that all girls and boys with blindness and low vision enjoy the right to education.

The visually impaired child within 0-5 years develops right type of concepts, skills, mobility, imitations of tasks etc. For the visually impaired child non vocal communications techniques such as hand language, eye language, smile language and facial expressions are limited. They can acquire these skills only upon mediated learning. This awareness should be given to mothers, siblings and relatives. Otherwise these children will be deprived of emotional, social intellectual and physical growth: ultimately loss of the potential and capability.

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