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EDUCATION OF VISUALLY IMPAIRED STUDENTS: A CASE STUDY OF MORAN BLIND SCHOOL (JANAMANGAL ADARSHA ANDHA BIDYALAYA) IN DIBRUGARH DISTRICT OF ASSAM

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Abstract:

This study focuses on the special education system for visually impaired students at Moran Blind School (Janamangal Adarsha Andha Bidyalaya) in Dibrugarh district, Assam. It aims to understand how education is given to the students those who visually impaired, and what type of special methods and techniques and tools are used to deliver teaching and information. It focuses on the syllabus and curriculum followed by the school, co-curricular activities and other skilled based education, and special facilities, care provided to the students. The study also identifies the challenges faced by both students and teachers in the teaching–learning process and other aspects also. The finding of the study highlights students' participation in the co-curricular activities, such as, music, sports, and cultural programs which also supports their holistic development. The findings highlight the efforts made by the school to support visually impaired learners. And need of more resources, training, and awareness to strengthen special education and care for socio-economically backward visually impaired children.

Keywords: Visually Impaired Students, Special Education, Moran Blind School, Differently Abled,

1.0 INTRODUCTION:

Education is a basic human right and plays an important role in the development of individuals and society. The idea of "Education for All" means every child, including those with disabilities, should get equal chances to go to school and learn. In India, the National Policy on Education (NPE), 1986¹, and its update in 1992², focused on giving equal educational opportunities to all, especially to children from weaker sections and those with special needs. This policy aimed to reduce inequality and promote inclusive education. The constitution of India provides the right to free and compulsory education for all children aged 6 to 14 years under Article 21A³. Article 41 advises the State to provide assistance to persons with disabilities. More recently, the National Education Policy (2020)⁴ has reinforced this commitment by emphasizing equity, accessibility, and the inclusion of differently abled students at all levels of education. Also, the Rights of Persons with Disabilities Act, 2016⁵ recognizes 21 categories of disabilities and legally ensures inclusive, barrier-free, and quality education for every child with special needs.

Special education is designed specifically for children with disabilities. It includes adapted teaching techniques, assistive devices, and specialized teachers who help students overcome learning barriers. Children with disabilities also called differently abled may have visual, hearing, speech, locomotor, intellectual, or multiple impairments. Among them, we studied about visually impaired children, who face unique challenges in education due to the inability to see written materials, blackboards, or visual classroom activities. These students require Braille, audio learning tools, and touch-based methods to learn effectively. One important group among children with special needs is those with visual impairment. According to the World Health Organization (WHO), visual impairment means low vision or blindness that cannot be corrected by regular glasses or contact lenses. It can be due to birth conditions, diseases, or injuries. These children face many challenges in school such as lack of Braille books, audio materials, trained teachers, and proper infrastructure. Education for visually impaired children requires special teaching methods and tools. Some of these are Braille, tactile diagrams, audio recordings, screen readers, and other assistive devices. These help visually impaired students to understand lessons and become more independent. The idea of inclusive education also supports placing visually impaired children in regular schools with special support and services.



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2.0 LITERATURE REVIEW:

Government of India (1986), in the National Policy on Education, emphasized equal educational opportunities for all children, including children with disabilities. The policy focused on reducing educational inequality and promoting inclusive education through special educational support and facilities.

Government of India (1992), through the Programme of Action 1992 revised under the National Policy on Education, strengthened the implementation of educational programmes for children with special needs and encouraged inclusive educational practices in schools.

Ministry of Law and Justice (2007), in The Constitution of India (as amended up to 2007), highlighted the importance of educational rights and welfare measures for disadvantaged and differently abled groups. Article 21A guarantees free and compulsory education for children, while Article 41 directs the State to provide assistance to persons with disabilities.

Government of India (2016), through the Rights of Persons with Disabilities Act, 2016, recognized the educational rights of persons with disabilities and emphasized inclusive and accessible education. The Act ensured barrier-free learning environments, equal opportunities, and the provision of assistive devices and support services for differently abled students.

Ministry of Human Resource Development (2020), in the National Education Policy (NEP) 2020, emphasize equity, accessibility, inclusion, and quality education for all learners, including children with disabilities. The policy encouraged the development of barrier-free infrastructure, assistive technologies, and inclusive classroom environments.

3.0 STUDY AREA: MORAN BLIND SCHOOL (JANAMANGAL ADARSHA ANDHA BIDYALAYA)

Moran Blind School, officially known as Janamangal Adarsha Andha Bidyalyaya, is a residential special school dedicated to the education and welfare of visually impaired children of socio- economically backward section of the society. It is located in Moran town of the Dibrugarh district in Assam. It established with the objective of providing free and specialized education to students with visual impairments, the school serves as a beacon of hope for differently abled learners in upper Assam.



4.0 OBJECTIVES OF THE STUDY:

- 4.1. To know about mission and vision of the institutions.
- 4.2. To know the organizational pattern of the institutions
- 4.3. To study the enrolment pattern in Moran Blind School, Assam.
- 4.4. To study the teaching methods adopted for visually impaired students.



- 4.5. To study the syllabus and co-curricular activities designed for visually impaired students.
- 4.6. To study the facilities provided to students.
- 4.7. To identify the challenges faced by students in the learning process.
- 4.8. To identify the challenges faced by teachers in the learning process.
- 4.9. To study the government initiatives available for visually impaired students.
- 4.10. To study the benefits provided by private organizations.

5.0 METHODOLOGY OF THE STUDY:

The present study aims to understand the educational system for visually impaired students at Moran Blind School (Janamangal Adarsha Andha Bidyalaya), located in Moranhat, Dibrugarh district of Assam. The methodology outlines the population, sampling technique, and tools used for data collection.

5.1 Population of the Study

The population of the study includes all the visually impaired students enrolled in Moran Blind School, the only blind school situated in the Moranhat area of Dibrugarh district. Since it is the only institution of its kind in the region, the entire school has been considered as the population for this research.

5.2 Sample of the Study

The sample for the study was selected through purposive random sampling. Given that Moran Blind School is the only institution catering to visually impaired students in the area, it was selected as the sample for the field study. The focus was on collecting relevant data from students, teachers, and the school administration.

5.3 Tools Used for Data Collection

A structured questionnaire was used for data collection. To ensure validity, the questionnaire was reviewed and verified through an interview with the school principal, talked with teachers and other staff, and by the observation of the school campus. It included questions related to general information regarding the school, school infrastructure, education system going on, school curriculum, methods of teaching, co-curricular activities, students hostel, enrolment pattern and financial aspects also. Most of the questions were open-ended to facilitate easy interpretation.





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6.0 MISSION AND VISION OF THE INSTITUTION:

Moran Blind School (Janamangal Adarsha Andha Bidyalaya) was established with the mission of providing free education, skilled based education to some extent, and over all personality development of the visually impaired children, especially those belonging to economically weaker families and tea garden communities of Upper Assam. The institution aims to empower visually impaired students through special education, skill development and self-reliant through cane and bamboo products and weaving; computer basic education, music, sports etc. Its vision is to create a supportive and barrier-free educational environment where visually impaired children can achieve academic success, develop vocational and life skills, and become confident and independent members of the society.

7.1 ORGANIZATIONAL PATTERN OF THE INSTITUTIONS:

7.1.1 Admission Process:

The Moran Blind School follows a special education based admission system for visually impaired children. Students who are totally blind, partially blind, or have low vision only are eligible for admission after medical verification. The school provides completely free education, and no admission fee is charged. Parents or guardians can directly approach the school, and some students are also enrolled through outreach programmes. The school has an intake capacity of approximately 70 students and mainly functions as a residential institution. They provide hostel facilities, food, study materials, and basic necessities to all students.

7.1.2 Teachers and Staff

The institution has around 21 teachers, including 5 visually impaired teachers, of whom 2 are alumni of the school. There are also lady teachers who play an important role in student care and guidance. The school has 2 music teachers for cultural training. In addition to teaching staff, there are 4 cooks, 3 caretakers, 1 gardener (mali), and 1 gatekeeper who help in the smooth functioning of the school as well as hostel and school environment. Teachers also receive special training from institutions like Shillong Bethany and other centres to improve their teaching methods.

7.1.3 Skill Development and Co-curricular Activities:

The school focuses on the overall development of students by providing various skill-based and co-curricular activities. These activities help in enhancing students' creativity, confidence, and life skills.

Music and Cultural Facilities: Training is provided in both vocal and instrumental music, including tabla, keyboard, and guitar. The school encourages participation in creative and performing arts, including singing, dance, and other cultural programmes.

Vocational Skills: Students are trained in weaving (for both boys and girls), including traditional items such as gamosa, towels, and mekhela sador. Training in bamboo and cane work is also encouraged as a small-scale industry. They earned money by selling these handloom and bamboo products.



Photo: Musical Instrument



Weaving room



Bamboo craftwork by students



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Computer Education: Basic computer training is provided to all students to improve digital literacy and adaptability.

7.1.4 Academic Achievement and Progress:

The school has a strong academic record, with several years showing 100% results. Since its establishment in 1971, it has made significant progress. The first HSLC (SEBA) batch appeared in 1985, where 3 students passed successfully. Students are also progressing to higher education, and some have been selected for jobs, including success in competitive exams like ADRE 2024.

7.1.5 Scholarships and Support:

Students receive scholarships and financial support from donors such as C.P. Singh and other public contributors. The school runs mainly on donations and trust funds, ensuring that students face no financial burden. Many students are encouraged and supported to pursue higher education after completing their schooling.

7.1.6 Infrastructure:

The school has a well-planned campus with adequate infrastructure including classrooms, separate boys' and girls' hostels, a dining hall, a prayer hall (Namghar), a playground, administrative offices, barrier-free facilities for visually impaired students, computer facilities with keyboards, music instruments such as tabla and guitar, and an auditorium. The facilities are designed to provide a safe, supportive and inclusive environment for both academic and co-curricular activities.

Classrooms: The school has classrooms up to Class X, equipped to provide accessible learning for visually impaired students.

Hostel Facilities: The school follows a fully residential system with separate hostels for boys and girls. The hostels are well supervised by caretakers and staff to ensure the safety, comfort, and well-being of the students.

Dining Hall: The school has a separate dining hall within the campus to provide hygienic and nutritious meals to the students. The dining hall is well-maintained and easily accessible for visually impaired students. Proper seating arrangements and supervision are ensured to maintain cleanliness, safety, and discipline during meal times. They also celebrate birthday in dining hall pleasantly



Photo1: Dining hall



Celebration of birthday

Prayer Hall (Namghar): The school has a prayer hall (Namghar) for the spiritual development of the students where students participate in daily prayers and spiritual activities. It helps in promoting moral values, discipline, and mental peace.



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Photo: Prayer hall

Playground sports facility: The school has a playground that allows students to engage in physical activities and recreational games, contributing to their physical development and overall well-being.

Administrative Offices: The campus includes well-organized administrative offices to manage academic and residential operations efficiently.

Auditorium: An auditorium is available for cultural programs, events, and gatherings, providing students with opportunities for public speaking, performances, and social engagement.



Photo: Auditorium

7.1.7 Students enrolment procedure:

In Moran Blind School, students seeking admission must be visually impaired, either totally blind or partially blind (low vision). Admission is not permitted for students with multiple disabilities. The age of the student must be below 10 years at the time of entry. The school provides education from Nursery to Class X. From 1985 onwards, students of Moran Blind School have been appearing for the Matriculation Examination under the SEBA Board. The examination centre is R.C Agarwalla High School, where separate seating arrangements are provided for the students.

7.1.8 Results of 3 years(2023,2024,2025):

Year	No. of Students Appeared	Boys	Girls	Result summary	Achievements
2023	3	-	3	All students secured 1 st division	Letter marks(2students) Bikharath in music (1student)
2024	5	4	1	2students(1 st div) 3students(2 nd div)	Letter marks(2) Bikharath in Tabla(2boys)



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2025	2	2	-	All students secured 1 st div	Letter marks in G.Science &G. mathematics Bikharath in vocal music(1)
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7.1.9. Placement of the outgoing students:

In this school, the outgoing students have achieved remarkable placements, proving that handicapped is not a barrier to success. In the first batch, 3 boys successfully passed, with 1 joining the Indian Army as a Telephone Operator. In the ADRE examination of 2024, 11 students from the school were selected and in 2025, 3 students received appointments. These accomplishments reflect the determination of the students and the school's dedication to providing equal opportunities and guidance for all, regardless of physical challenges.

8.0 ANALYSIS AND INTERPRETATION OF DATA:

Objectives 3: To study the total number of students and teachers in Moranhat Blind School, Assam.

Table no.1 List of Total Number of Student

CATEGORY	TOTAL	BOYS	GIRLS
Total students	60	40	20
Partially sighted students	20	14	6
Blind students	40	26	14

[Source: Field survey]

Table no1 shows that the total number of students in the school is 60, out of which 40 are boys and 20 are girls. Among them, 20 students are partially sighted, including 14 boys and 6 girls. Additionally, 40 students are blind, with 26 boys and 14 girls.

Table No 2: List of Table no. of teachers

CATEGORY	MALE	FEMALE	TOTAL
Teacher	7	7	14
Blind teacher	1	3	4
Sited teacher	6	4	10

[Source: Field Survey]

From Table No. 4, we see that the total number of teachers in the blind school is 14, out of which 4 are blind teachers and 10 are sighted teachers. One blind teacher from this school, along with two teachers who passed from Nogaon and one from Guwahati Jyoti Niketan, they have pursued higher studies in Delhi. Moran Blind School sends its teachers to institutions such as Bethany, Shillong; Kolkata; Dehradun National Institute for the Visually Handicapped; and Bombay Happy Home for professional training to enhance their skills. All training expenses and salaries are fully provided and paid for by the trust.



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OBJECTIVE 4. TO STUDY THE TEACHING METHODS ADOPTED FOR VISUALLY IMPAIRED STUDENTS:

The purpose of this study is to examine the teaching methods adopted by teachers for students in the school. At Moran Blind School, various specialized teaching methods are used to enhance the learning experience for visually impaired students. These methods include the German Board, Tailor Board, Braille Board, and Slate. Each of these tools plays a crucial role in facilitating effective education by providing tactile and interactive learning opportunities suited to the needs of the students.

Table No 3: List of Teaching Methods used in the School

NAME OF SCHOOL	TEACHING METHODS
Moran Blind School	1. German Board 2. Tailor Board 3. Braille Board 4. Slate

[Source: Field Survey]

OBJECTIVE 5. TO EVALUATE THE SYLLABUS AND CO-CURRICULAR ACTIVITIES DESIGNED FOR VISUALLY IMPAIRED STUDENTS:

In our study, we find that Moran Blind School follows the Assam state board (SEBA) syllabus for classes 1 to 10, ensuring that visually impaired students receive the same education as others but with necessary adaptations. Subjects include languages (Assamese and English), Mathematics, Science, Social Science, and Moral Education, with some elective options at the secondary level. To support learning, the school provides Braille textbooks, audio materials, and assistive technology like screen readers. Teachers use oral instruction, tactile learning tools, and interactive methods to make lessons accessible. Students appear for exams under SEBA guidelines and receive recognized certificates, allowing them to continue their education in higher studies.

Moran Blind School also importance on co-curricular activities, allowing students to explore their talents and interests. Different types of Sports, such as football, cricket and indoor games like ludo, chess etc. are organised to help in building teamwork and physical fitness. Students are actively participates in Sports. They regularly practices football, cricket in the school playground. They able to achieved runners up award in 2nd Women’s BFF North- East Zonal Blind Football Tournament, Mizoram in 2024. The school also received district level award Swachh Vidyalaya Puruskar 2021-22 for clean environment.



Other activities including drama, singing, dance, and debate enhance creativity and confidence. Competitions like quizzes and debates encourage critical thinking and public speaking skills. Students engage in traditional crafts like weaving and crafting, and yoga is promoted for overall well-being. These activities provide a balanced learning environment, helping students grow both intellectually and personally. Tabla and vocal music education are also provided, with two trained music teachers who received their degrees from Lucknow and Jharkhand.



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OBJECTIVE 6. TO ASSESS THE FACILITIES PROVIDED TO STUDENTS.

Based on the findings, the school offers a wide range of facilities to support both academic and personal development. The school has well-equipped classrooms that provide a conducive learning environment. A library is available to enhance students’ knowledge and reading habits. Smartphones are provided to facilitate digital learning and improve accessibility for visually impaired students. The school also has an auditorium for cultural and academic events, encouraging student participation in extracurricular activities. The school also has a craft house and a weaving room which help students to develop vocational skills and creativity. For residential students, the school provides hostel with proper accommodation facilities, ensuring a safe and comfortable stay. Dining hall, toilet facilities, playground are also available in this school. A sick bay is also available to address any health concerns and provide necessary medical assistance. These facilities ensure that students receive quality education, skill development opportunities, and a supportive environment for their overall well-being.

OBJECTIVE 7: TO STUDY THE CHALLENGES OR THE PROBLEMS FACED BY THE STUDENTS

One of the major challenges faced by the students is the lack of proper toilet facilities, which affects their comfort, hygiene, and overall school experience. The students also faces challenges is lack of proper cleanliness, which affects the overall hygiene and learning environment for the visually impaired students.

OBJECTIVE 8: TO STUDY THE CHALLENGES OR THE PROBLEMS FACED BY THE TEACHERS

As per research, we get to know about the problems faced by teachers in the school, challenges like: students have slow learning process for this the teacher has to repeat the same topic to understand, sometimes teachers have to show them practically to understand.

OBJECTIVE 9: TO STUDY THE GOVERNMENT INITIATIVES AVAILABLE FOR VISUALLY IMPAIRED STUDENTS

As per the research, we get to know that the government doesn’t provide any kind of scholarships and free health check-up for the students in the school. But, recently the government organize some awareness programme in the school for the students. The government takes a step towards the students for participating them into various types of outdoor like football, cricket etc. which is organise by government at state level.

OBJECTIVE10: TO STUDY THE BENEFITS PROVIDED BY PRIVATE ORGANIZATIONS

As per the study the private sector provides free health check-up, donations for the school and sometimes private sector organize awareness program also.

9.0 DISCUSSION AND CONCLUSION:

The present-day education system in India is undergoing significant transformation, with increasing focus on equity, inclusion, and accessibility for all learners, including children with disabilities. Guided by progressive frameworks such as the National Education Policy (NEP) 2020, the system aims to ensure that children with special needs are not excluded but rather integrated meaningfully into the mainstream through inclusive education. Inclusive education encourages respect for diversity and promotes equal learning opportunities for every child, regardless of their abilities.

This study focused on the education of visually impaired students at Moran Blind School (Janamangal Adarsha Andha Bidyalaya) in Dibrugarh district of Assam. The findings revealed that although the students face various challenges, such as lack of assistive devices, insufficient infrastructure, and limited community awareness, they are enthusiastic learners who actively participate in both academic and co-curricular activities like music, sports, and cultural events. The school provides basic facilities such as Braille books, residential care, and skill-based training, which support their learning and daily life



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skills. However, much more needs to be done to bridge the gap between the current special education practices and the vision of inclusive education. Improved infrastructure, regular teacher training, advanced learning aids, and supportive policies are necessary to ensure holistic development.

This study seeks to bring attention to the hidden strengths and potential of visually impaired students, showing how they can thrive when provided with appropriate educational support. It emphasizes the urgent need for a supportive, inclusive, and well-equipped education system one that nurtures their growth, builds confidence, self-sufficient and enables them to live independently and contribute meaningfully to society.

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