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Balvikas : An Institute for Mental Retired Children

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INTRODUCTION

The concept "Inclusive" though sounds new but it is not so. In 1994-96 the Kothari commission in its report laid emphasis on implementation of an integrated education. In 2002, the IEDC (Integrated Education for Disabled Children) came into force under the aegis of MHRD (Ministry of Human Resource Development). The National Council of Educational Research and Training (NCERT) started a project named PIED (Project Integrated Education for the Disabled) in collaboration with UNICEF in 2017 to strengthen the integration of learners with disabilities into regular schools. An external evaluation of this project in 2014 showed that not only did the enrolment with the learners with disabilities increase considerably, but the reaction among the children with disability was also much higher than the other children in the same blocks. In 2017 IEDC was amalgamated with other major basic education project like the DPEP (Chadha A-2012) and the Sarva Shiksha Abhiyan (SSA) Department of Education, 2012. It is clearly stated in the NCF-2015 that Moreover the concept of Children With Special Needs (CWSN) extends beyond those who may be included in the handicapped categories to cover those who are failing in the school for a wide variety of other reasons that are known to be likely impediments to a child's optimal progress. Whether or not the more broadly defined group of children are in need of additional support depends on the extent to which schools need to

adopt their curriculum, teaching and organization to provide additional human or material resources so as to stimulate efficient and effective learning for their pupils."

The children with disabilities include Visual Impairment (Blindness - total absence of sight, Low vision - a person with an impairment of visual functioning even after treatment), Hearing Impairment (Difficulty in hearing sounds from behind or any other side), Mental Retardation (Incomplete development of brain and uncommon social behavior), Learning Disability (Marked difficulty in reading/writing/calculating or hyper activity), Cerebral Palsy (Varying degrees of disturbance of voluntary movements caused by damage to the brain) and Multiple Disabilities (A combination of two or more disabilities).

In spite of all the effort of Government and Non-Government Organizations (NGOs), there is still a significant need to facilitate access of disabled children into educational institutions and to educate in schools. The first and foremost strategy for any country and especially in India must be, therefore to increase the access for the students with special needs. SSA (Sarva Shiksha Abhiyan) gives immense stress on the education of the Children with Special Needs (CWSN). Being alarmed by the call, some government institutions and the NGOs are in the process of materializing the version given in the document of SSA. The NGOs which have been taking care of Children with Special Needs (CWSN) also have come forward with a clear goal and wide vision to fulfill the mandates of the Government. The "BALVIKAS", an institution for mentally retarded children has done some significant work by shouldering the responsibility of the M.R. children who are now termed as mentally challenged.

ABOUT BALVIKASH

The institution is situated in Kodala N.A.C. in Jabalpur district of Madhyapradesh, which was established in the year 1993 under

society registration Act. It is 56 kilometers away from the District headquarter with all sorts of communication facilities. The inhabitants of this area chiefly depend upon cultivation. Though the Non-Government organization is in the district of Jabalpur, but it serves the need of the neighboring districts like Kandhamal and Puri. It has won the love and affection of the people by its selfless services, for the greater cause of the children with Mental retardation. Being aware of the worthwhile contributions for the M.R. children, the researcher decided to take up a study in the activities of the organization.

OBJECTIVES OF THE STUDY

The study aims at finding the role of BALVIKASH in

1. Developing Model for educating M.R. Children.
2. Identifying its modalities for successful implementation of various plans and programmes for M.R. children.
3. Bringing the parents, children and the community in closer to fulfill the mission.
4. Setting its goal and vision for the future.

METHODOLOGY

Establishing rapport: since last three years the Researchers have been involved with the achievements of BALVIKAS being invited as a jury indifferent occasions of different functions and resource persons to deal with seminars and workshops. So, when we asked for the cooperation in supplying various information to go deep in the matter. The authority of the organization agreed to extend necessary cooperation in the matter. They supplied all the relevant updated documents and records which helped to carry on the study

TOOLS AND THEIR DESCRIPTION

1. *Interview Schedule:* As "BALVIKASH" is situated at a distance of 15 kilometers from the DIET, Barela. It was convenient to visit the institution giving prior intimation to - them. Data were

collected through personal interview with the teachers, learners and authorities, teachers and learners. 2. *Questionnaire*: The questionnaire was used to collect the details information about the persons and the institution.

3 *Tests*: Tests on four components based on the prescribed syllabus of M.R. children.

Observation Schedule: The behavioural pattern of children were recorded using the Observation Schedule.

5. *Performa*: The blank Performa with headings and sub headings were used to collect necessary data.

STATISTICAL TECHNIQUES USED

The collected data were analyzed through qualitative and quantitative statistical procedure.

Table 1: Age Wise Roll Strength

Age	Mild	Moderate	Severe	Total
Below-06	-	07	-	07
06-12	05	1	05	21
13-18	05	15	07	27
Above 18	01	02	03	06
Grand total	11	35	15	61

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Table 2: Enrollment status of M.R.

children from 2002 to 2006

Year	No of children identified and enrolled	Remarks
2014	04	
2015	02	

2016	04	
2017	02	
2018	06	

Table 3: Details of the staff (permanent and temporary) serving at present.

Sl. No	Name of the staff	Academic qualification	Rehabilitation qualification	Year of experience	RCI reg. No
1.	Smt. Anita Panda	M.A. (Edn)	B.Ed. (Spl.Edn-MR)	Since 10.03.06	BC 5244
2.	Smt. G.R. Panda	B.A.		Since 04.02.00	B 2985
3.	Miss Puspita Muduli	B.A.	DSE(MR)	Since 05.07.02	B06748
4.	Smt. K.K. Mohapatro	B.A.	Bridge Course (MR)	Since 23.04.93	BC
5.	Sri H.K. Dash	Upasastri		Since 17.03.93	BC 8348
6.	Sri B.B. Mohapatro	M.A.	B.Ed(Spl.Edn-MR)	Since 02.03.97	B06209

Temporary , Part time & Honorary service

1.SRI Dakua	Harihar	B.Sc.	PGDCA	Since 27.01.04
2.	Dr. K.N. Mishra	M.D	Pediatric	Honorary
3.	Sri S.K. Das	Dpt. POE	Physiotherapist	
4.	Miss R.I. Pradhan	B.A.	B.Lib & Inf. Sc	
5.	Dr. S.N. Tripathy	Ph.D	Specialist in	

		population Education	
6. Dr. B. M. Churchy			

Ph.D. Specialist in Gender equalization

All the regular teachers are attending need based training programmes from time to time organized by organizations like ASHA, H.A. Gour, S. Memorial Institute, BBSR. CHETANA institute, BBSR, NIMH, Secundarabad. Indian Institute on cerebral Palsy, Calcutta, OPEPA, BBSR, etc. these training programmes imparted by the institutes have helped a lot in enriching the professional knowledge and skill of the teachers.

BEHAVIORAL PROFILE FOR M.R. CHILDREN ON BASIC M.R. INDICATORS MAINTAINED BY THE INSTITUTION

1. Violent and Destructive behaviour
2. Temper Tantrum
3. Misbehavior
4. Self-inquiry behaviour
5. Receptivity behaviour
6. Odd behaviour
7. Anti-social behaviour
8. Rebellion behaviour

While interview was made with the teacher and care takers, the researchers came to know that quarterly assessment of the behaviour of the children is done and if any sort of disorder in the child was found steps were taken for giving emotional nurture to keep the child cool.

SYLLABUS ADOPTED FOR M.R. CHILDREN BY THE INSTITUTION

The institute adopts two types of syllabus for the different components of educational activities viz-socio-emotional development and locomotors development. Out of the total number of sub-components the following are examined by the researchers on the institute. Two resource teachers with the care taker were present. The researcher sought their assistance when it was felt emergent.

AREAS OF CONDUCTING TEST

1. Habit of toileting.
2. Receptive language.
3. Expressing language.
4. Social interaction.

RESULTS & DISCUSSION

Data collected from the warden and some item were demonized by the investigator for cross checking a close observation of the usual activities of the children.

Table 4: Practice of Good Habits

SI. No	Activities	Yes	No
1.	Removing clothes before sitting on the toilet	-	-
2.	Goes to the toilet when reminded	-	-
3.	Indicates by gestures and words when needed to use the toilet	-	-
4.	Have bowl control after indication	-	-
5.	Have bladder control	-	-
6.	Replace clothing before going to toilet	-	-
7.	Uses only a particular urinal/toilet	-	-
8.	Cleans self using water after use	-	-

It was found from the record that out of 10 students (5 mild, 5 Moderate) all students could perform all the activities except item No. 2, 4, 7 and 8.

Table 5: Social Interaction

SI. No	Item	Yes	No
1.	Shakes hand by imitation	-	-
2.	Identifies by naming or pointing his/her friends	-	--
3.	Greets others of his own accord	-	-
4.	Greets others when instructed or reminded	-	-
5.	Says please thank you and sorry	-	-
6.	Receive the guest in the correct manner	-	-

7.	Garlands a guest after proper instruction	-	-
8.	Receive phone call	-	-

- Corrective measures are taken through quarterly observation and assessment.
- Evaluation procedure suffers from some short comings.
- Parents are free to put forth their grievances relating to sanction of government funds for maintenance of the children.
- Resource room is not fully equipped with TLMs and plays materials.
- Implication of the Study:
 - The institute is a model one as it has never begged for Govt. grant and is on the path of progress for the greater cause of the M.R. children which others should follow.
 - Parental cooperation can solve a lot of problems which the institution has rightly tapped.
 - Professional skill and competency backed by updated information and knowledge is quite helpful to the teachers in the field as this institution has proved.
 - Cooperation of the teacher and the community can bring an institute to a comparable standard and foresee its perspectives. As a precedence of the same, this institute is going to introduce a degree course on Mentally Retardation for teachers.
 - The left out children should be brought to the mainstream through survey and giving proper education.