

Research Paper—Education



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**EDUCATIONAL PROBLEM'S IN MENTAL
RETARDED SCHOOL'S : SPECIAL
REFERENCE TO MARATHWADA**



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Introduction

The education of handicapped children never received such amount of consideration and special efforts by government and non government agencies in past as in present days. Education is no longer a privilege. It is considered to be a birthright of every citizen in a civilized society, with a great progress made by science of technology and the complexities of modern life. Universal education of a reasonable good quality has become imperative.

Special Education: - 'Special Education' includes all aspect of education which are applied exceptional children – Physical, Mental, Disadvantaged and gifted children. Special education means specially designed instruction which meets the special education and related needs of exceptional children. According to Reddy R.L., Special Education as, "Specifically designed instruction that meets the unusual needs of special children. It requires all school going children, whether they are disable or not, have the right to education as they are the future citizen of the country. The Government of India has set up Special school to effectively implement government schemes for person with

disabilities, through the special education. Some children with special needs may not benefit from regular classroom education due to various reason including disability. In such a case, it is only appropriate that they be provided with education in some other meaningful way. This entails changes in curricular decision and classroom arrangements, provision of aids and appliances, arrangements for finance and above all appropriate teacher preparation.

Special materials, teaching techniques or equipment and or facilities. The prime aim of special education is drawing out and strengthening the special children abilities, related services like special transportation, psychological assessment, physical and occupational therapy, medical treatment and counseling also go hand in hand with special education.

Educational Needs Of Handicapped Children: -All children have certain basic needs. The needs of children are often accompanied by or result in certain problems. The need and problem of exceptional children are similar to and at the same time different from those for non-exceptional children. The needs and problems of handicap children also

very depending upon the direction and degree of their deviation from normal children and their type of handicap. According to Mittler Peter, “Handicapped children have educational needs which are not usually fundamentally different from those are other children – they need and environment in which their skill can be developed and in which their learning problem, from whatever cause can be competently recognized and tackled.

Specific Objective Of Study Area: -The present study has certain specific research objective. Through the objective researcher examine the present educational process in the Mental Retarded School. 1)To study the present

condition of Mental Retarded Schools. 2) To understand the teaching and learning process in the Mental Retarded Schools. 3) To study the role and arability of teaching aids according to the Psychological level and teaching content. 4) To study the educational problems in the Mental Retarded Schools.

Study Area: -Marathwada is one of the region of Maharashtra State with eight districts. i.e. Latur, Aurangabad, Osmanabad, Beed, Parbhani, Hingoli, Jalana, Nanded. Researcher studied all the aided Mental Retarded Schools located in Marathwada region. In the Marathwada Region there are 38 aided Mental Retarded Schools.

District wise MR aided schools in Marathwada

Latur	Osmanabad	Beed	Nanded	Parbhani	Hingoli	Aurangabad	Jalana
12	02	05	10	03	03	01	02

[Above data is collected from each district ZP]

Note: - MR – Mental Retarded
ZP – Zilla Parishad

Data and Methodology: -The study is restricted to Marathwada region with eight District of the MR Schools for the period of 2006-2008. Researcher adopted Survey method in Descriptive Research and collects all necessary data. The study is completely based on actual field work. Data used for this study has been collected from both primary and Secondary Sources. Primary data has obtained through questionnaire, Observation and Check-list technique, In the secondary sources data of MR School lists of Marathwada Region Collected from Zilla Parishad Office record from each district Z.P.

Collected data has been tabulated and arranged in a systematic manner. With proper interpretation results and conclusions are stated. In this Research Chi-square Test is used. Chi-square Test is and non – parametric test used

to make comparisons between theoretical populations and actual data when categories are used.

Result’s and Discussion: -

- 1) School management does not collect the information about the MR causes from the parents.
- 2) In MR schools the seating arrangement of child not separated according to their level of MR. So that teaching – learning process not benefit to all.
- 3) Counseling to MR child does not going on properly in all the schools.
- 4) Proper Psychological test are not available in most of the MR school.
- 5) Psychologist & Physiotherapist/ Doctor were not appointed in MR school. It means school management not paid proper attention towards the health of the MR child.

6) Most of the schools are neutral about relevant training for the daily living to MR child.

7) Proper atmosphere and environment was not found in the most of the MR schools.

8) More techniques and skill does not developed till today for assessing the severely subnormal child.

9) Teaching aids was not available according to the teaching content of Psychological level of MR child.

10) Infrastructure is so conjected and week so that in major schools have a lot of Educational problems.

11) Curriculum does not based upon the vocational skill oriented. It means vocational training in MR school found rare.

12) Orientation of refreshment courses does not arranged by the respective governed department to the teaching staff. So that the teachers are unknown about the new trainds in MR education.

13) School management not paying attention towards specific care unit as well as local training centre depending on mental age.

14) In the vacation period children does not get adequate home background and Pre-school training because of illiteracy and weak financial condition of the parents.

15) Government of Maharashtra not established till today Special Educational Department for enhancing special education program.

Conclusion:-This Research has attempted to provide a detailed study of the educational problems of mental retarded children's. For the development, the assessment of the MR Child according to their IQ tends to be based on what the child does in his normal daily life particularly his loco motor behavior, feeding attainments, dressing abilities, toilet training and speech development. Progress is in these areas is important in itself as the more advanced a child is in these areas, the more independent he will become.

There are two sources of information that the MR school can use in assessing the mental level of the MR child; observation of the child's behavior either in the test situation or in a free situation and secondly information from the parents, foster parents, nursing staff or whoever has charge of the child for the better teaching – learning process of improvement and development of MR child. And these assessments should be aimed at providing a basis for a training program at which MR Child 'passes' can be suggested as an immediate aim to progress. So, it is to be hoped that MR school should develop more techniques skills of training according to the curriculum for the program, development of MR Child. Finally, the MR school management must be aware of the purpose of MR education of their assessment procedures, in short, the action which needs to be taken when assessment is complete. And assessment without action is an ineffective as action without assessment.

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