



Impacts Of Mental Retardation Children In Inclusive Education

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Abstract:-

During last 40 years has shown an increasing concern with respects to mental illness as major Social Problem but still today most of the People of this country can't make out the differences between between Mentally retarded and mental illness. The aim of the study is to focus on the mentel retarded children to go to the mainstreaming education that they deserve in our particular society. These children I.Q are differ from the others thats why we need a traning teachers particular in this field who gave them proper care, guidance and support. Mentally Retarted children or persons are those who have a lower Level of intellectual functioning and have Problems in social adaptation. There are various deegree of mental handicap. Consequently there are various categories of mentally handicapped children. The Educable Mentally Retarded.(EMR)The Trainable Matally Retarded (TMR) and Custodial Mentally Retarded(CMR)

Key words:-

MENTAL, RETARDATION IMPACT AND THEIR EFFECTS OF STUDY

Introduction:

Inclusive education means where children with and without disability participate and learn together in the same class. Inclusive education is a comprehensive approach that aims to strength the capacity of the education system. There are various kind of children they have need to education in Properly method like visual,Hearing Autism, celebral Palsy, locomotor disability e.t.c. Another part of that's is Mentally Retarded children. Those children are very low with their I.Q and they didn't understand Properly what to do in classroom or in family members.

Mentally Retardation has been known for 21st centuries and different terms have been used to explain it. Early in the 20th century the terms moron, imbecile and idiot explained the 3 levels of retardation. During the 1940;s the terms feeble-minded was used. In recent years terms like "mentel subnormality "and "developmental disability" was used.

Mental Retardation refers to significantly sub-average general intellectual Functioning resulting in or associated with concurrent impairments adaptive behaviour and manifested duringn the developmental period.

Research questions:-

1. Is there any effect in mentally retarded in our education system?
2. Does they get Proper teacher and infrastructure?
3. Does the kind of children maintain the Proper health and hygiene?

Objectives of the study :-

To asses what kind of improvment they have after getting education in inclusive school. To assess the quality the life with Mentally Retarded children.

Methodology:-

Descriptive study. (west Bengal)

There are 15,05, 624 Mentally Retarded Persons in India. In west Bengal There are 1,36,523 Persons of Mentally Retarded as per 2011 census of India according to govt. of India minstry of Social Justice and Empowerment (MSJE).

As Per the Provision with Disabilities(Equal opportunity protection of Right and Full Participation). Act 1995 the state Govt. Are mandarted to develop schemes/programmes for education rehabilitation Social security health care of Persons with disabilities including mentally retarded Person. The state govt. have been advised to formal suitable schemes exclusively to take care homeless mentally retarded.

The consideration of deficiency in adaptive behaviour together with the very low scores on an intelligence test resulted in the development of an altogether new classification of sub-normality.

Level of Rotation	of Stanford Binet	weshler scale
1) Profound	Under 20	Under 25
2) Severe	20-35	25-39
3) Moderate	36-51	40-54
4) Mild	52-67	55-69

It can be inferred from the above that intelligence scores can differ widely on the difference intelligence test and measures taken for the assessment of intellectual functioning.

Keeping in view the lack of exactness of intelligence test AAMR;s clasification of the Mental Retardation and the Diagnostic and statistical Manual of Mental Retardation (DSM-IV) has given the following classification of mental Retardation :-

Level of Retardation	% of Population	I.Q score
1)Profound	1.5	Below 20-25
2) Severe	3.5	20-25 to 35-40
3)Moderate	10	35-40 to 50-55
4)Mild	85	50-55 to approximately 70

WHO world Health Organization clasification of Mental Retardation:-

Categorical of Retardation	I.Q scores
1) Profound	Below 20
2) Severe	20-34
3) Moderate	35-49
4) Mild	50-69

General educational goals are applicable for the educational program of the mildly retarded. The academic levels of the mildly retarded in special classes were not as high as those of their counterparts in regular clases. The objectives of education for these children are self realized human relationship, economic efficiency and civic responsibility.

Level of education cation:-

System and area of concentration Preschool (3-6):-

Communication skills, self help and socialisation skills, Perceptual experiences.

Primary (6-9):-

Integrated school system, special development of basic skills and resource room teaching.

Upper Primary (9-12) :-

Formal academic training in reading written and oral communication arithimatic motor and Perceptual development.

Secondary (13+):-

pre-vocational training skills, formal learning sheltered workshop situation is also recommended.

Review of Related literature:-

According to American Association on Mental Retardation (AAMR) 1983 -Mental Retardation refers to significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behaviour and manifested during the development Period. (Grossman 1983)

According to Page (1976):-

" Mental deficiency is a condition of subnormal mental development Present at birth or early childhood and characterized mainly by limited Intelligence and social adequacy."

According to British Mental deficiencies Act - (1981):- "Mental Retardation is a condition of arrested or incomplete development of mind .Existing before the age of 18 years whether arising from inherent causes or included by disease or injury."

Results & Discussion:-

In order to make the mainstreaming Programme effective for the mildly Retarded children certain organisational activities are necessary. Educational Programme for these children must lay strong emphasis on self help skills like feeding, toilet training washing and cleaning of their body and dressing up etc. They must be taught to protect themselves from health and weather hazards harmful insects, animals, fires etc.

Conclusion:-

Mental Retardation children are also educable to read and write but we need to give them proper guidance according to their needs and interest. Mentally Retarded children are those who suffer from the impairment of their general functioning along with deficits in adaptive behaviour to such an extent that they need appropriate environmental support over a Substantial Period for actualizing their Potential and improving their life functioning.

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