

CHAPTER THREE

CHETANA VIKAS MANDIR, KOLHAPUR :  
A REHABILITATION CENTRE FOR THE  
MENTALLY RETARDED CHILDREN

As far as development and rehabilitation is concerned mentally retarded children were totally neglected in Indian Society. In the foreign countries huge amount is spent for rehabilitation, but comparatively less priority is given to this problem in India, and the available institutions working for the mental retardation were also few in number i.e. 300 schools having 13,000 children.

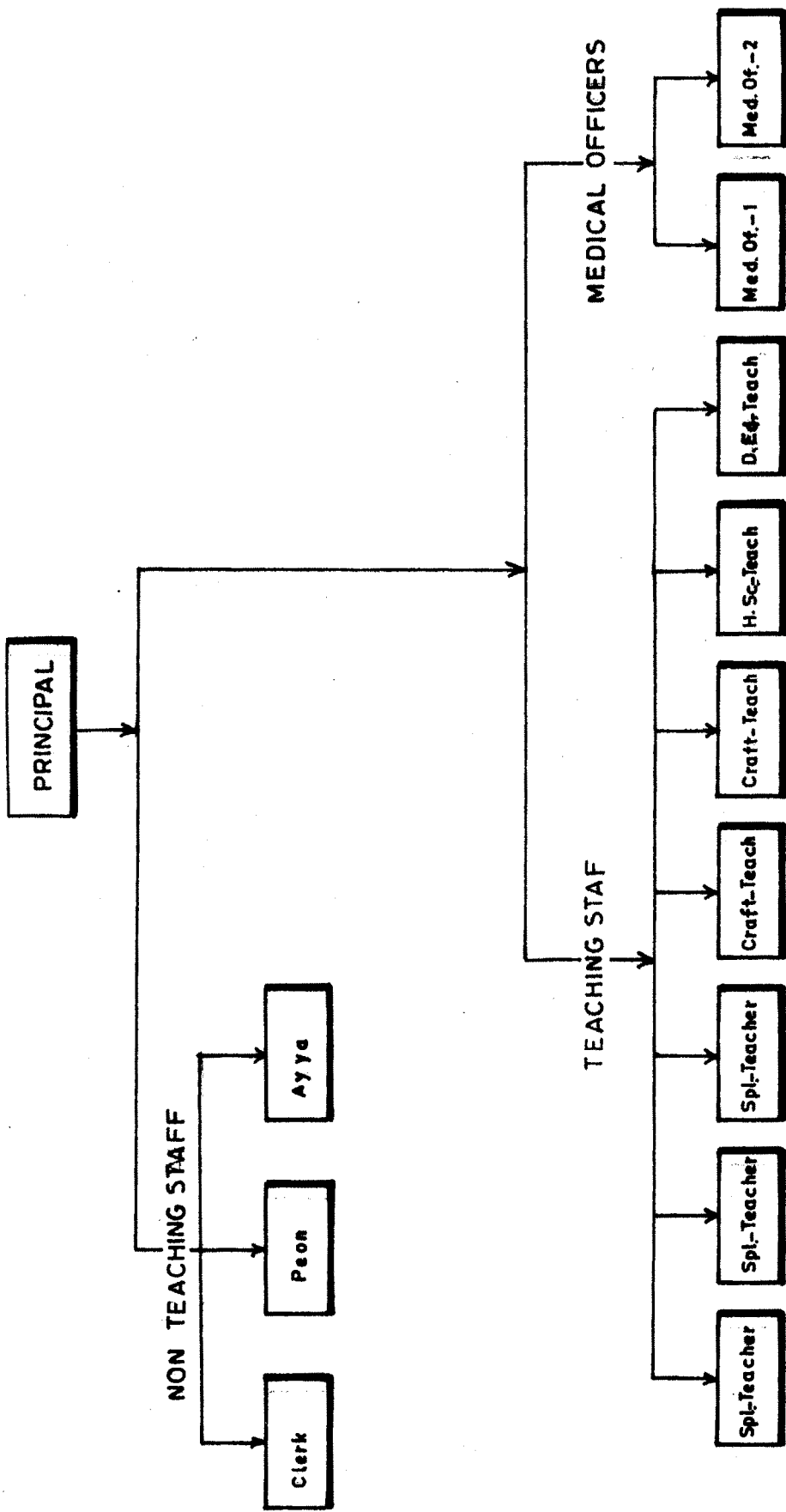
The schools have been opened in mainly large cities. Taking this in mind and to create facilities for such type of children The Chetana Vikas Mandir was started in 1986, at Senda Park, Kolhapur.

The children of age group 5 to 18 years were admitted to this school, on the basis of their low mental abilities. The following is the I.Q. of the various children belonging to different classes.

Name of the Division	Intelligence Quotient	Nature of mental retardation
1) Pre Nursery	20 / 35	Totally dependent mentally retarded.
2) Nursery		
3) Pre-primary	35 / 50	Trainable mentally retarded.
4) Primary		
5) Pre-vocational	50 / 70	Educable mentally retarded
6) Vocational		

We note that as they pass on to the next class their Intelligence Quotient (I.Q.) has increased. In other words by the time they reach the vocational class their (IQ) has reached 50 to 70 range.

# ADMINISTRATIVE STRUCTURE OF THE SCHOOL



### Techniques used for improving physical and mental ability

There is no formal and fixed educating techniques to each and every division, even it is not possible. According to the needs and requirements the techniques were used by Chetana School to improve the mental ability. They are as follows:

#### 1) Self help

To creat selfhelp among the childrens education or training is giving about -

- a) How to wear the dress himself
- b) To wash teeths
- c) To create toilet sense
- d) To be bath
- e) To eat
- f) To wash the clothes and (household goods)

#### 2) Communication and Education

The practical and scientific training and education is given regarding speaking and communicating. Thus day to day knowledge among children is developed.

- a) To develop language
- b) To develop reading and writing
- c) To develop simple arithmetic
- d) Knowledge about society how to behave and how to develop relationships.

They were using the following teaching aids.

- a) Board
- b) Chart
- c) Posters
- d) Diagrams

### 3) Sociolization

Sociolization process of learning plays very important role in improving the physical and mental ability among the children. Therefore to develop human activities the following things can be done by school.

- 1) Conducting sports with Normal children.
- 2) Arranging small trips.
- 3) Creating Recreational or entertainment facilities like showing films, singing songs, and conducting other cultural activities at school.

### 4) Rehabilitation

To create economically sound various types of vocational training. Training is also given in the following areas.

- 1) Screen Printing
- 2) Bating Printing
- 3) Tailoring
- 4) Carpater
- 5) Carpentry
- 6) Sericulture
- 7) Pocket (envelops making)
- 8) Candle making
- 9) Chock piece making
- 10) Liquid soap
- 11) Washing powder
- 12) Phinel, etc.(phinel)
- 13) File making
- 14) Greeting cards
- 15) Rakhi making, etc.

For girl students, education is giving about

- a) How to clean the food grains like rice, wheat, jawar, etc.
- b) How to cut the fruits and green vegetables.
- c) To prepare food.

#### Public Consciousness (Parents meeting)

To create public consciousness about mental retardation and rehabilitation

- 1) Parents monthly meetings were conducted to inform the improvements held among the children.
- 2) They were conducting the exhibitions of various goods made by handicapped children.
- 3) Discussion, Seminars and monthly publications.

#### Future Plans

- 1) Searching to get their own land for school building.
- 2) Expansion of vocational training centre.
- 3) To start child guidance clinic.
- 4) To create travelling facility having their own school bus. It will also be helpful to have trips.
- 5) To start a speech therapy and physio therapy unit.
- 6) Creating permanent fund to school.
- 7) To start farming (permanent settlement) to create self dependence.
- 8) To start social forestry
- 9) To start poultry farms
- 10) To start dairy
- 11) Production of silk.

#### Funding sources

As far as funding sources to school, was concerned, the Central Government or State Government were not given

any financial help. But the Salary Grant was given to the employees working in the School.

For functioning the vocational centre i.e. manufacturing of various items, they were using the collected donation amount and also some time they were taking loans from Banks. They were facing financial problems.

### School Functioning

The researcher visited the school several times and observed the activities that all the teachers were doing their duties without hesitating. They were giving love and affection to the children. The handicapped children were involved in their activities. All the staff members were practical in their teaching.

3.1 Table showing the nature of mentally retarded children before Admission to Chetna Rehabilitation School.

Nature	No.of Respondents	Percentage
1) Children who had toilet sense and who could write, talk and eat by themselves.	38	76
2) Who had no toilet sense and who could not write, talk and eat by themselves.	12	24
Total	50	100

The above given table gives the clear picture about the nature of retarded children. Out of the fifty respondents it is found that 38 (76 %) children were not speaking, walking properly, they have no toilet sense and also they are not eating and dressing himself. While remaining 12 (24 %) children had speaking, eating, dressing and have toilet sense.

After going to school regularly it was found that majority of children improved in their capabilities of caring out their daily routine activities.

3.2 Table showing the parents comparision of their child with other children.

Comparision of the handicapped child with other children	No.of Respondents	Percentage
1) Similar to other children	42	84
2) Different from other children	8	16
Total	50	100

Majority i.e. 42 parents (84 %) felt that their handicapped child was similar to other children, while a small number i.e. 8 (16 %) felt that their child and its capabilities and its lifestyle was different from other normal children.

We note that parents are not accepting their child as retarded.



3.3. Table showing the distribution of parents according to their suggestions given to improve the handicapped child.

Parents suggestions	No.of Respondents	Percentage
1) Developments in reading and writing	12	24
2) Formal education	6	12
3) Vocational training	15	30
4) Medical facilities	7	14
5) Independent vehicle	2	4
6) No response	8	16
Total	50	100

Out of the fifty respondents 15 (30 %) suggested vocational training, 12 (24 %) suggested development in reading and writing, 8 (16 %) respondents did not given response, 7 (14 %) suggested medical facilities while 2 (4 %) suggested about independent vehicle.