

A Concept Note on Vocational Training on Behavioural Skills in Mild Intellectually Disabled Person



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Abstract

The origin of vocational education in India is seen from the era of Gurukula education, which adhered to fundamental principles of teaching like determining the strength and needs of each individual, individualizations of teaching targets, individualized teaching components and methods to match the skills and interests, preparing the people to meet the societal expectation of their prospective roles. Gandhi ji has given the concept of skill education in his time which was adopted in schools. In present time the concept of skill India is in form. It means that everyone must learn the technical knowledge of his/her interest area and then can start business. In the same way the concept of vocational training on behavioural skills in mild intellectually disabled person make these people trained. The study also helps in identification of various vocational skill training areas.

Keywords: Vocational Training, Behavioural Skills, Intellectually Disabled Person

Conceptual Frame Work

India is the seventh largest country in the world covering an area of about 37, 87,782 Sq. KMs. And a population about 1.130 billion people (World Fact Book, 2014), with many geographical, socio, cultural, economic, linguistic, religious variations. Historically, India has been an inclusive society. During the 17th century, community based programmes were the rule and not the exception for persons with disabilities, patronized by the state, and supported strongly by the practices of the prevailing religions, and localized in the communities, based on the specific needs, available expertise and productivity requirements. (Jayachandran, 2004)

Currently, in the independent India after the colonial rule, efforts are being made to recapture the efficacy of the past systems with the refined new developments and trends. The major breakthrough came with the enactment of three legislations for persons with disabilities by the Government of India as discussed in detail later in this paper. In addition, the constitution of India is amended (86th amendment) guaranteeing education as a fundamental right (Art. 21A, 2002). Subsequently, prevention and early detection of disabilities, education, employment, economic rehabilitation, community empowerment and community-based rehabilitation have all been given priority by the government through various schemes and also support to non government organizations. There has been significant development in the area of disability rehabilitation since then. However, considering the nature of the condition, it is essential to see what has been the value addition in the area of intellectual disabilities (Mental Retardation) and what more needs to be done.

According to Diagnostic Statistical Manual -5 (DSM-5) published in the year 2013 - American Psychiatric Association America "A disorder with onset during the developmental period that includes both intellectual and adaptive functioning deficits in conceptual, social, and practical domains."

According to Diagnostic Statistical Manual -IV Text Revision (DSM-IV-TR) - American Psychiatric Association America, "Significantly sub-average intellectual functioning- An intelligence quotient (IQ) of approximately 70 or below. Concurrent deficits or impairments in adaptive functioning in at least 2 of the following area: communication, self-care, home living, social/interpersonal skills, use of community resources, self-direction, functional academic skill, work, leisure, health, and safety. Onset before age 18 years"

According to American association on mental deficiency, in the year 1983, "Mental retardation refers to significantly sub average general intellectual functioning (BELOW 70) resulting in or associated with concurrent impairments in adaptive behavior and manifested during the developmental period".

According to Persons with Disability ACT in the year 1995 "Mental retardation means a condition of arrested or incomplete development of mind of a person which is specially characterized by sub-normality of the intelligence."

According to American Association of Intellectual and Developmental Disability in the year 2002 "Mental Retardation is a disability characterized by significant limitation both in intellectual functioning and in adaptive behavior as expressed in conceptual, social and adaptive skills. This disability originates before the age of 18 years."

Aims of the Study

The programmed instructions through training have changed the life of the persons with disabilities. In the area of intellectual impairment the individualized instructions are essential for the vocational skill development and rehabilitation of intellectually impaired children. The child self-esteem is boosted when he introduced with knowledge of vocational training. The suitable methods like demonstration, task analysis, drill with application of reinforcement in training has helped intellectually impaired persons. The study shows that the application of proper instructions methodology, equipments and techniques, reveals remarkable enhancement of skills in intellectually challenged persons. In this background the present paper problem is selected which includes programmed instructions for vocational training of the persons with intellectual impairment. The problem in other words can be framed as "Effect of Vocational Training on Behavioural Skills in Mild Intellectually Disabled Person."

Special Education in India

The origin of special education in India is seen from the era of Gurukula education, which adhered to fundamental principles of special education like determining the strength and needs of each individual, individualizations of teaching targets, individualized teaching components and methods to match the skills and interests, preparing the people to meet the societal expectation of their prospective roles. The versatile gurus are illustrious administrators, valiant warriors and pious priest of students based teaching learning process on their socio cultural background and capabilities. Researcher here encounter many valued roles assumed by people with disability in our epics and scriptures where many need based support networks have been mobilized to foster a positive social status and dignity for them.

When compared with U.K. and U.S.A in India the awakening of scientific progress and provision legislation came later. The Lunacy Act of 1912 was the earlier laws which prevailed during the British rule in India. This law does not differentiate between Mental Retardation and Mental Illness.

Growth of Special Education Centers

In 1940, the first special school was started at Bombay, in Maharashtra. In 1941, a group of parents joined hands and started a private special school for children with intellectual impairment, known as the "school for children in need of special care". The establishment of few residential centers followed this. In 1950's many day care centers were established in various parts of the country and the number of special schools increased.

With the establishment of National Institute of Mentally Handicapped (NIMH), the teacher training centers increased rapidly over a period of 20 years. Currently there are number of centers offering diploma in Special Education and number of universities offering B. Ed. & M.Ed. Degree in Special Education(MR).

Importance of Parent Involvement

The graduation of a child from school is milestone in any family. The role of the family as advocate and case manager for a young adult with intellectual impairment is critical during this phase. The service and resources here needs a long term vision. Only family is in a position to demand outcomes that enhances the individual's quality of life. They are the risk takers and financial planners. The family members specially the parents should begin a planning, which provides a vision of what his intellectually challenged son or daughter will be doing after 15 years and in future. The planning should include where the person will work, earn, recreate and live. Who will be the significant other in his or her life is a critical issue to be decided earlier.

An important factor for a smooth transition from school to work is the involvement of parents. They should be aware of how persons with intellectual impaired mild, moderate and severe, can be productive on a job through a supported work model involving a proper employment match, the use of very systematic instruction and the ongoing support

Plans for Development in Special and Vocational Education

1. The last two decades have seen significant progress in the areas of intellectual impaired in the country. However, considering the large population of the country, and the estimates of 58th Round of National Sample Survey Organization (NSSO) in 2002, which places 94/1, 00,000(0.094%) of the population to have intellectual impairment, the reach out with service provision is far from adequate.
2. Though MSJ&E is the nodal Ministry for disability rehabilitation, Ministry of Health, Education, Labour and Rural development have major responsibilities, thus fragmenting the services. For comprehensive service provision, there needs to be convergence among the government departments.
3. Awareness and education on Prevention and early detection and intervention should target the women in rural and urban areas so that the crucial early years of 'at risk' children get the right support at the right time. It should be one of the

major focus areas in the agenda of empowering women.

4. Parallel streams of special education (funded by MSJ&E) and inclusive education (funded by MHRD) hold the threat of substandard and poor quality education in both streams. Moreover, it will hamper the achievement of inclusion. There is a need for educational programmes monitored by one department of the government.
5. Teacher preparation for Regular education programmes should include education of children with intellectual impairment to ensure inclusion.
6. Evidence based best practices in CBR must be systematically documented and made available for those who need. Research and documentation in this area is the need of the hour.
7. Employment and adult independent living should get a focus where by persons with intellectual impairment have safe, secure and dignified lives as contribution members of the society.
8. Research, documentation and dissemination of information should be an ongoing process with wise use of technology.
9. Empowering persons and families with intellectual impairment with focus on reduction of stress among the caregivers is a thrust area as the mothers are found to be stressed and many a time burnt out.

India is a signatory to the number of UN resolutions most of which have been responsible for development of various action plans and implementation in the country. To name few, the UN resolution 37/52 of 3rd December 1982 is a significant one, aiming to achieve full participation, equality and protection of rights of persons with disabilities. Asia Pacific Decade (1993-2002) extended for another decade (2003-2012) focusing on major policy areas gave a thrust to the programmes in the country. India is a signatory to Biwako Millennium Framework (2002) for action towards an inclusive, barrier-free and right based society for persons with disabilities. All of these have provided direction towards progress in the area of disabilities. It is hoped that through this conference a road map for viable programmes for persons with intellectual disabilities will be drawn and implemented, thus helping persons with intellectual disabilities lead a dignified life as proud citizens.

Conclusion

The researcher had seen during the study that it is very difficult to connect the mentally retarded person with the main stream and can make the independent. It is an effort to make them busy in some positive activity under the supervision of family members or the employer. Researcher tried to find out the community-based common activity based employment for people with disabilities in the context of Mentally Retarded person. Researcher had decided to provide therapeutic atmosphere conducive to emotional, socio-cultural, physical, and spiritual growth as well as occupational activities that will give

them opportunities to learn skills, gain confidence, self-respect and economic gainfulness. To develop and create innovative programs researcher thought to provide a vocational training on Lamination Skill which is very technically handled activity and assist the intellectually challenged people to obtain employment through self-employment, sheltered workshop or open employment. Vocational Training and employment is major area in the empowerment of persons with intellectual disabilities. It explores the relationships between generic skills and aptitudes, as well as work traits and aptitudes. Researcher had seen the research gap in this kind of Vocational Training Programme for Mentally Retarded person and so he has started working on the Vocational Training on Behavioural Skills In Mild Intellectually Disabled Person.

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