

**TEACHING LEARNING STRATEGIES OF M.A.V.K (N.G.O) IN EMPOWERING
MENTALLY CHALLENGED GROUP FOR SPECIAL EDUCATION**

**MANISHA VIJAYVARGIYA
RESEARCH SCHOLAR
GURU GHASIDAS UNIVERSITY,
BILASPUR (C.G), INDIA.**

Abstract

Teaching learning strategies is all about creating or following a path to meet its educational goal. Education in its special mode has been divided into various parts according to the need of different equal groups. Mentally challenged group has their own specific needs and goals of education. This is about 2.3 populations which is non-productive group with great absorption of energy from others. Due to their individual specific or special educational needs, their curriculum and strategies are not yet standardized or generalized. This is the only reason for which different N.G.O's and Institutions working for the mentally disabled group are practicing and implementing different curriculum and teaching strategies for M.R's in special education. With all special educational goals, M.AV.K (NGO) is working from twenty one years for the mentally challenged group in Bilaspur city of Chhattisgarh state. Due to its unique curriculum & teaching learning Strategies , it has not only made many mentally challenged people self-reliant , but by its skill training under teaching strategies ,it has made many of them normal and productive. Due to all its uniqueness M.A.V.K, has crossed the boundaries of state and its popularity is largely spread for empowering and mainstreaming the mentally challenged group.

Key Words: Empower, mentally challenged, special education, mainstreaming...

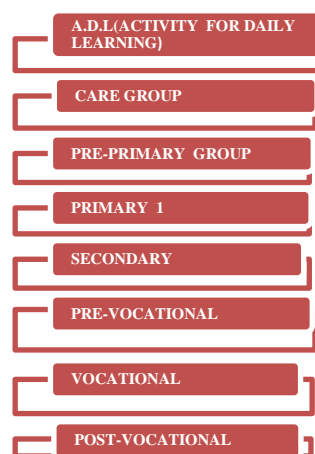
TEACHING LEARNING STRATEGIES OF M.A.V.K (N.G.O) IN EMPOWERING MENTALLY CHALLENGED GROUP FOR SPECIAL EDUCATION

-MANISHA VIJAYVARGIYA

Teaching is deliberate intervention that involves the planning and implementation of instructional activities and experiences to meet intended learner outcomes according to a teaching plan and learning is relatively permanent change in an individual behaviour that occur at any time or place as a result of consciously. Doesnotmatter, if they are non-productive, but it does matter that they are consuming energy of others. In such situation it is important to develop such teaching learning strategy that it may make mentally Near about 2.3 population, is mentally challenged, which is non-productive group. To some extent it challenged group self-dependent and mainstream them by special education.

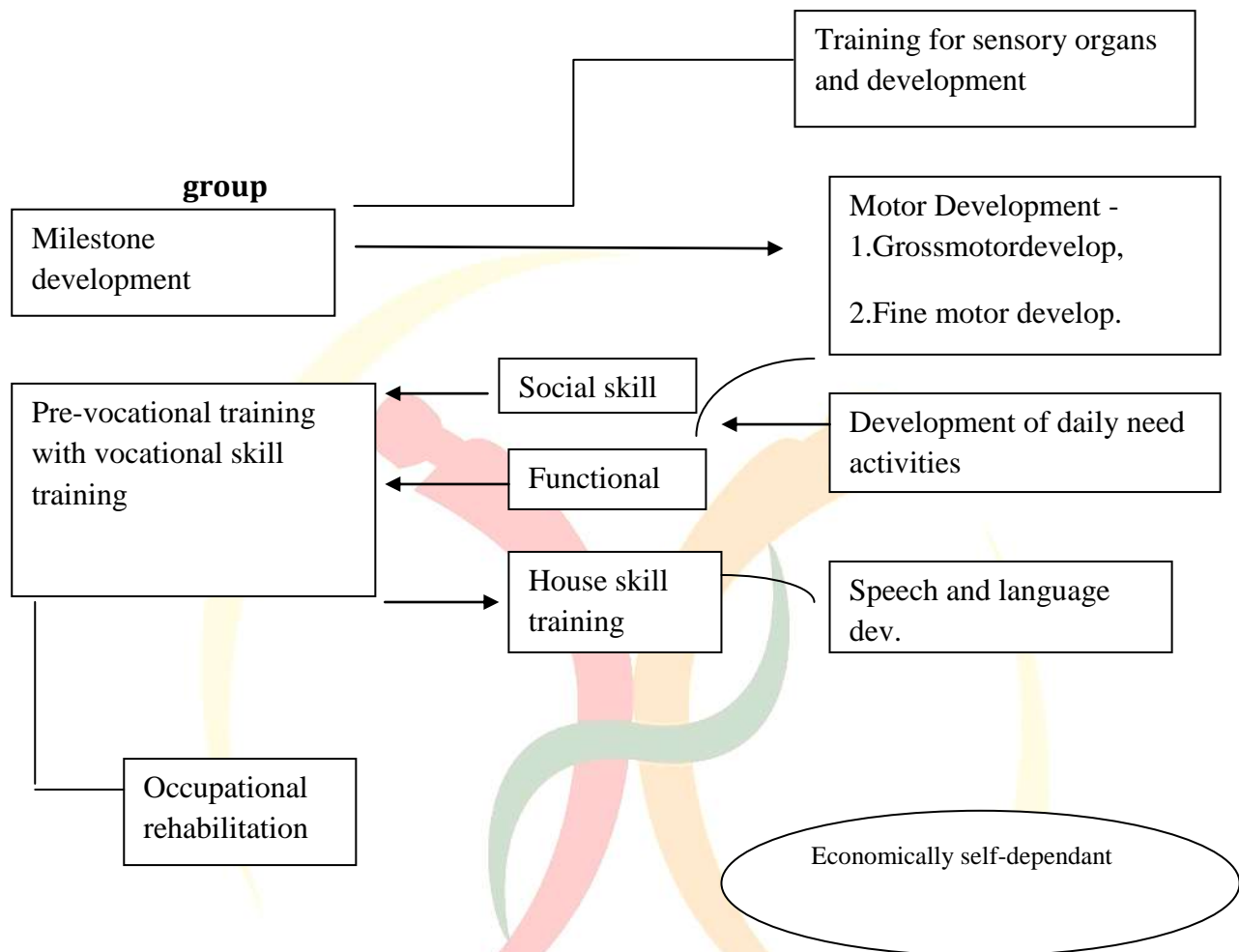
Mansik Avam Viklang Kendra (N.G.O) Bilaspur, Chhattisgarh, is registered under Society registered Act (1930), P.W.D Act (1995), National trust Act (2005), Income tax department and it is recognized by State govt.of India& Chattisgarh.It is collaborated with Chhattisgarh & Govt. of India. It is collaborated with Chhattisgarh Mandbuddhi Avam Viklang Kalia Abhibhavak Sang .M.A.V.K is working with the help of its own associate canters such as Garima Multithrapy and Rehabilitation resource Centre, Radha memorial Rehabilitation Centre, Local Parent Association and Samarth Mansik vikas Kendra and many more, which are again consisting many sub-institutions with a goal for providing effective facilities and reformation in whole Chhattisgarh from Block to district level supported by Local Parent Association. This N.G.O is running three major projects named as 1.Centre for mental Development & scheme 2.Overall Rehabilitation for mentally Challenged Person 3.Early Intervention. In last year's M.A.V.K has gained huge success in the reformation work for this particular group, which is based on its effective teaching learning process/strategies. The all over process consist of four basic elements- 1.Assesment 2.Planning 3.Implementation 4.Diagnosis

ASSESSMENT - M.A.V.K has divided its assessment procedure as above-



PLANNING :

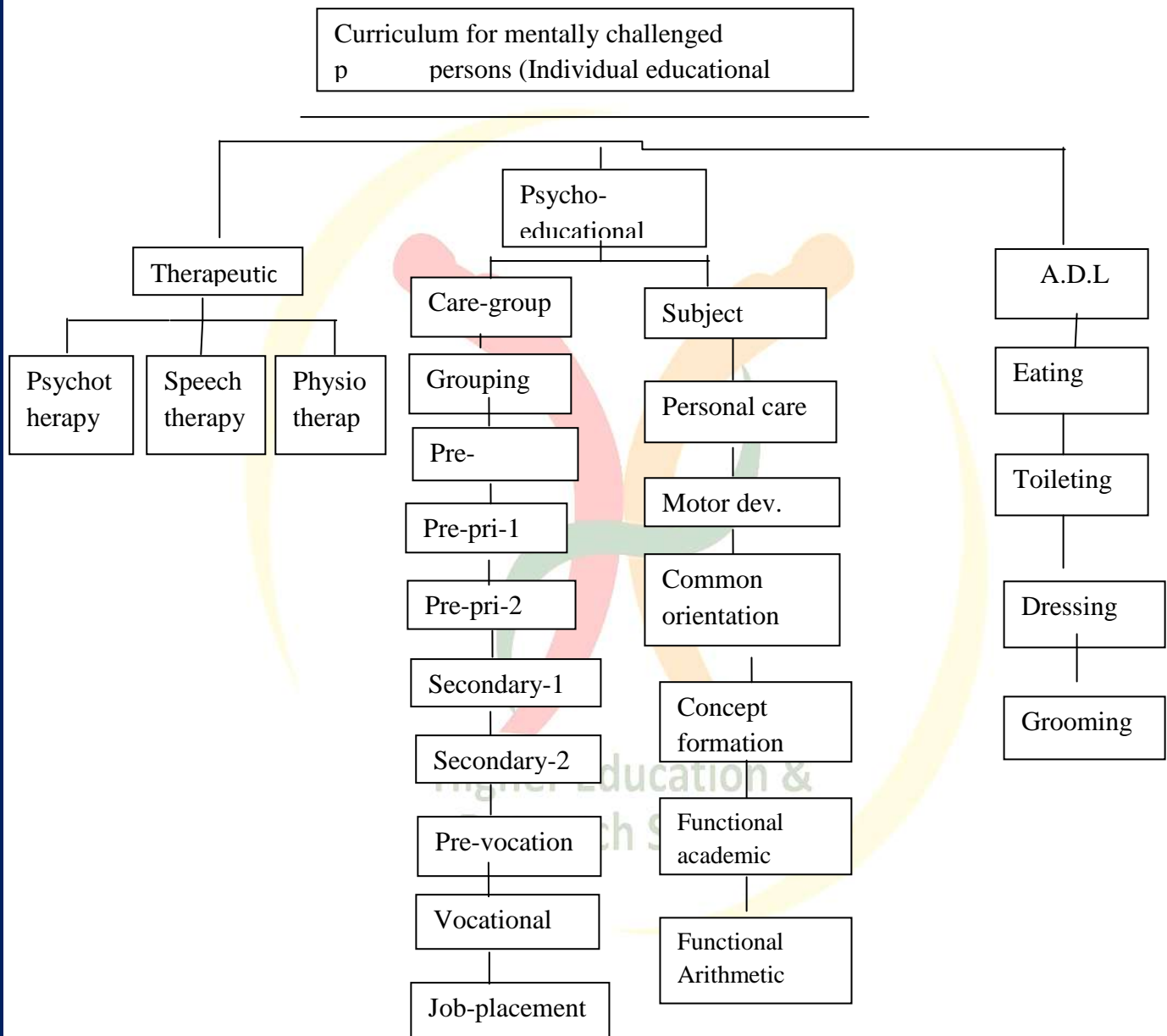
TRAINING FOR



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IMPLIMENTATION

Throughout the teaching learning process instructions should be guided by the goals and objective of the curriculum. In M.A.V.K Curriculum for mentally challenged group has been introduced by Mr. Kant Bhushan Gaur (specialization in curriculum dev.), who has got many National & I international Awards for this particular curriculum which is as follows-



With the aim of educating M.C group teaching-learning strategies has been divided into two parts by M.A.V.K, Bilaspur- (i) Methods (ii) Procedure.
Methods –methods which is being followed by M.A.V.K has been divided into three parts- (i)Task Analysis, (ii) Imitation,(iii)Shaping behaviour.

TASK ANALYSIS- This includes dividing a single task into single and small steps. This division of task into sub-task creates a chaining system, with a goal for completion of a major task by its sub-tasks creates a chaining system with a goal for completion of a major task by its sub-tasks.

IMITATION- Imitation is behaviour learning almost through modelling. Much behaviour, mentally challenged children learn through imitation; doing same as others is doing. With mentally challenged Group this process is done by others very slowly so that mentally challenged child can see all the aspects of behaviour or work clearly.

SHAPING- Shaping is a process of moulding one's behaviour into targeted behaviour.

2. PROCEDURE- M.A.V.K includes procedures mentioned as below in steps—

OBJECTIVE- The work /task which has been selected for training for mentally disabled child mentioned in a checklist of curriculum should be noted as it is, for which a child has to be trained. To achieve this objective, some techniques; Time management, Reinforcement, Training, & Completion. In these, training they emphasize a lot on a selection of a learning material.

PROCEDURE OF TRAINING-

Though training process of the disabled group includes simplification of task into sub-tasks, but except this children of special group needs some support or help, which is called prompting. Prompting over here includes-

1. PHYSICAL SUPPORT OR PROMPTING.
2. VERBAL SUPPORT OR PROMPTING
3. GESTURAL SUPPORT OR PROMPTING.

WAY OF PROMPTING--- When a child is unable to do any work, then training should be started with physical supporting, physical prompting generally includes gestural prompting & verbal prompting. In such case physical prompting may be gradually reduced with increase of verbal and gestural prompting.

Associate procedure (if required) --- Sometimes associate behaviour for teaching the selected task help in gaining the goal fast. So M.A.V.K recommends training through this procedure generally.

SELECTION OF REINFORCEMENT & USE— Positive and negative reinforcement s are being used by M.A.V.K in three forms-

PRIMARY REINFORCEMENTS- It includes foods and drinks.

Secondary reinforcements-- It includes token signs, cup, shields etc., which should be observable and in concrete form.

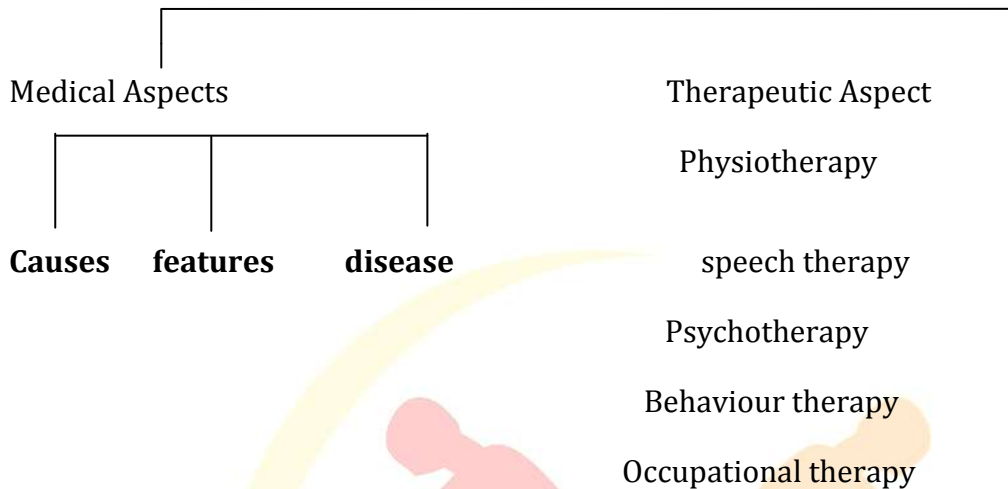
Social prizes- This includes behaviours or abstract signs, which encourages child's behaviour.

Selection of prizes- for selection of prizes, profile concerned to a child is used, from which informations are gathered by the parents of a child and is noted as positive and negative reinforcement. This information is being gathered once in a year by M.A.V.K.

(NOTE-According to M.A.V.K Primary reinforcement is given only if it is essential to be used. Type of prize, time to give and form of prize should be gradually changed and level should be increased from primary up to social level.)

DIAGNOSIS-M.A.V.K does its diagnosis into two parts-

DIAGNOSE



CONCLUSION:

The use of teaching learning strategies by M.A.V.K has made many mentally challenged persons, self-reliant, as well as their quality of life has not only increased but the concerned family members has got relief, as their energy consumption is reduced. So if this kind of teaching strategy is used in special education, then the energy of mentally challenged group will be able to work for the sake of the country.

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