



## A CASE STUDY ON THE ROLE OF MENTAL HOMES FOR THE EDUCATION OF MENTALLY RETARDED CHILDREN IN MANIPUR

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**Abstract**

Education is must to all from cradle to grave in the life of a man. Due the importance of it, Government of India has already launched universalization of primary and secondary education throughout the nation for the children of India under the Sarva Shiksha Abhiyan (SSA), and Rashtriya Midhyamik Shiksha Abhiyan. The visions of nation can't be realised by giving education only the normal children as many number of disable children are in the population of India. Thereby, there is need of special education for disable children as they are also children of India having educational rights same to the normal children as per law. But, simply giving special education can't help the disable children to make them normalise. There is need of quality special education being provided at mental homes in Manipur. This paper examines critically that whether the mental homes in Manipur are providing quality special education in respect of Socio-Economic, Religious background of all students, Birth And Health history, Category of retardation and level of learning, Distribution of students in class wise, Student-Teacher Ratio, Infrastructural Facilities and Teaching-Learning Process etc. This paper also suggested to improve the status of special education being provided at different Mental Homes in Manipur, which will help the progress of inclusive education in Manipur.

**Keywords:** special Education, Special School, mentally retarded.

India is the largest democracy in the world. According to Census 2014, there are 128 billion people in the country, out of which, about 72.2% people live in rural areas. And, by 2011 census, the total population of disable is 26,810,557 out of which 14,986,202 are male, whereas 11,824,355 are female. Disability is difficult to define since it varies in type, form and intensity. As per the World Health Organization; Disability is an umbrella term, covering impairments, activity limitations, and participation restrictions, impairment is a problem in body function of structure; an activity limitation is difficulty encountered by an individual in executing a task or action; while a participation restriction is a problem experienced by an individual in involvement in life situations. The Convention on the Rights of Persons with Disabilities (2006), the first legally binding disability specific human rights convention, adopted by the United Nations gives two descriptions of disability. Mental retardation has been recognized as one of the disabilities for which special education was provided throughout this century. Persons with physical and mental disabilities have been the target of discrimination across cultures for thousands of years. In every continent, there are records of isolation, exclusion, and even destruction of persons with disabilities. It is time to examine and strengthen the system of special education being provided at mental homes in Manipur under vision of inclusive education.

**Review of Literature**

(1) Ruskus & Gerulaitis (2010) studied on "Parental Involvement in Individual Education Planning for Students with Mental Disabilities: a Lithuanian Experience", the study focused to find out the parental involvement in the education of their children with mental disabilities through individual education planning. The research results show that individual education planning enables all participants to create common understanding of the objectives, develop mutual cognition, actualize internal resources, create new institutional culture, legitimate parental expectations, and open up parents and educators to new challenges. (2) Mapuranga Barbra & Nyakudzuka Joyline (2014) conducted a study on "The Inclusion

of Children with Mental Disabilities: A Teacher's Perspective"; they have scanty knowledge of the issues obtaining in special needs education more so in inclusion of learners with mental disabilities. In spite of the scanty knowledge, most teachers agree with the idea that inclusive education is the ideal placement for learners with mental disabilities. (3) Amrita Sahay, Jai Prakash, Abdul Khaique, Priti Kumar (2013) studied on "Parents of Intellectually Disabled Children: A Study of Their Needs and Expectations". Finding of the study that parents referred to strong needs about information of current and future service available in society and the community (88.7%) which is followed by basic expenses (82.7%), teaching strategies and therapy (80%), day care services (77.8%). Parents showed less expected needs towards the professional influences (Minister, 4.4%). (4) Dr. Gopal Krishna Thakur (2014) conducted "A Study Of Mental Retardation Amongst Children In The Context Of Their Socio – Economic Background" The finding of the study are (1) the sex-wise distribution of mentally-retarded children accommodated in the school reveals that of the total, two-thirds (66.4%) of them were males whereas females' proportion in the total is (33.6%) one-third. This shows that mental retardation was more among males than females (2) approximately three-fourths (70.5%) of the mentally retarded children belonged to backward castes while the rest were Scheduled Castes (22.5%) and 7% others. It evidences that the prevalence of mental retardation was found more among background castes in the study area.

Justification: Education is fundamental rights as far as constitution of India and Human Rights concerned. So, giving only education for normal children by government of India under SSA and RMSA though out nation may not be meaningful as the disable children population is also one of the big constituent of Indian population. They are also children of India having same rights like that of normal children. Special protection is also provided by the constitution of India. Therefore, the main objective of special education is to help the disable children to make them normal. So, the tasks of



special education is more challenging than general education. Without the Seriousness and dedication of the teaching community, principals and managements of special education, it is not possible to have inclusive education system in the country. This paper examines critically that whether the mental homes in Manipur are providing quality special education. This paper also suggested to improve the status of special education being provided at different Mental Homes in Manipur, which will help the progress of inclusive education in Manipur.

Statement of The Problem: "A Case Study On The Role Of The Mental Homes For The Education Of Mentally Retarded Children In Manipur"

Definition of The Key Words:

- a) Special education: An educational program which is designed for those children who are mentally, physically, socially and emotionally delayed;
- b) Special School: School to which the special education is provided;
- c) Mentally Retarded: Persons who have intellectual level of below average

**Objectives of The Present Study:**

1. To examine the Role Of The Mental Homes For The Education Of Mentally Retarded Children In Manipur in respect of : (i) Socio-Economic, Religious background of all students; (ii) Birth and Health history; (iii) Category of retardation and level of learning; (iv) Distribution of students in class wise; (v) Student-Teacher Ratio; (vi) Infrastructural Facilities and (vii) Teaching-Learning Process.
2. To suggest appropriate remedial measures for the improvement of special education provided to mentally retarded children in Manipur.

**Method of the study**

Simple Random Sampling was employed for the selection of sample in the present field of study. Through Simple Random Sampling, 300 students were selected as sample. In addition to it, 70 special educators, 8 principals and 8 organisers were also selected. For the collection of relevant data for the present field of study, the investigator used self developed Information cum Interview Schedule. The percentage was used as statistical techniques for the tabulation and analysis of collected data. It also confined at 8 (Eight) selected Special Schools or Mental Homes, situated in Manipur during 2012-14.

**Table 1 - Sample Distributions of Students from Different Study Centres in Manipur**

SL	Name of the Study Centre	Number of Students		
		Male (M)	Female (F)	N
1	Ch. Ibohal Institute of Mentally Retarded, Changangei	34	26	60
2	B. B. Paul Mental Development Home, Mongsangei	40	20	60
3	Mangwa Special School for Mental Retardation, Motbung	25	15	40
4	Special School for disabled Chingarel, Tezpur	13	12	25
5	Bliss Island, Churachandpur	20	20	40
6	KP Mental Development School Waikhong, Kakching	13	07	20
7	Mangaal Special Home, Porompat	15	10	25
8	Institute for Children with Disabilities, Jiribam	20	10	30
<b>TOTAL</b>		<b>180</b>	<b>120</b>	<b>300</b>

**Analysis And Interpretation Of Collected Data:**

Objective-1(i): To examine the Role Of The Mental Homes For The Education Of Mentally Retarded Children In Manipur in respect of: Socio-Economic, Religious background of all students.

**Table 2 - The background information of the students including sex, religion, residence, socio - economic status, caste - tribe status.**

Background Characteristics		M	%	F	%	N	%
Sex		180	60	120	40	300	100.00
Religion	Hindu	82	45.56	63	52.50	145	<b>48.33</b>
	Christian	67	37.22	45	37.50	112	<b>37.33</b>
	Muslim	31	17.22	12	10.00	43	<b>14.34</b>
Residence	Rural	94	52.22	77	64.17	171	<b>57.00</b>
	Urban	86	47.78	43	35.83	129	<b>43.00</b>
Socio - economic status	High	63	35.00	39	32.50	102	<b>34.00</b>
	Medium	69	38.33	48	40.00	117	<b>39.00</b>
	Low	48	26.67	33	27.50	81	<b>27.00</b>
Caste/Tribe Status	General	65	36.11	37	30.83	102	<b>34.00</b>
	Schedule caste	47	26.11	36	30.00	83	<b>27.67</b>
	Schedule tribe	68	37.78	47	39.17	115	<b>38.33</b>

(1) The above table shows that 60 % of male students out of 300 got admitted. Whereas 40% of female students got admitted. So, more awareness is must for more inclusive education in Manipur. (2) The percentage of admission of Hindu, Christian, and Muslim are found as 48.33 %, 37.33 % and 14.34 %. It showed that Hindu students went for the inclusive education than the others. (3) 57% of students belonging to rural area got admitted, whereas, 43% of urban students got admitted. (4) The percentage of student's admission among medium, high and low family are found 39%, 34% and 27% in descending order. (5) The descending order of admission of students belonging to different categories is found as ST-38.33%, General-34%, and SC-27.67% respectively.

Objective-1(ii): To examine the Role Of The Mental Homes For The Education Of Mentally Retarded Children In Manipur in respect of: Birth And Health History.

**Table 3 - Shows the place of delivery, mode of delivery, developmental milestones, immunization history, and drug intake by parents and causes of mental retardation of the students.**

Birth and Health History		M	%	F	%	N	%
Place of delivery	Home	121	67.22	66	55.00	187	62.33
	Hospital	59	32.78	54	45.00	113	37.67
Mode of delivery	Normal	132	73.33	88	73.33	220	73.33
	Instrumental	17	9.45	06	5.00	23	7.60
	Caesarian	31	17.22	26	21.67	57	19.00
Develop - mental milestones	Normal	68	37.78	37	30.83	105	35.00
	Delayed	112	62.22	83	69.17	195	65.00
Immuniza - tion history	Yes	69	38.33	56	46.67	125	41.67
	No	87	48.33	54	45.00	141	47.00
	Incomplete	24	13.33	10	8/33	34	11.33
Drug Intake by parents	Yes	64	35.56	29	24.17	93	31.00
	No	116	64.44	91	75.83	207	69.00
Causes of mental retardation	Prenatal	33	18.33	56	46.67	89	29.67
	Peri - natal	52	28.89	41	34.17	93	31.00
	Post-natal	95	52.78	23	19.16	118	39.33

(1) The table shows that 62.33% took birth at home compared to the hospital delivery. It shows the coordination between the place of delivery, care taken and the causes of mental



retardation. As far as possible, hospital delivery is best than other type.

(2) 73.33% of the students were given normal birth, birth of 7.6% of students using instrument and 19% were born by caesarean method.

(3) 65% were having delayed developmental milestones. There was delay in the mental and social development of these students as compared to those of normal developmental milestones i.e. 35%.

(4) (47%) of total sample were not given proper immunization, whereas 41.47% was against to it. 11.33% were having incomplete immunization record. Immunizing timely will reduce the unwanted illness and fits/epilepsy that will help in preventing the possibility of entering into mentally retarded group.

(5) 69% of the parents of the students agreed not to take drugs without reason. However, 31% of them took drugs without considering the side effects of the drugs and outcomes.

(6) The main cause of mental retardation of these students is mostly of post natal i.e. 39.33%. During birth also, special attention should be given as 31% were of pre-natal cause.

Objective-1(iii): To examine the Role Of The Mental Homes For The Education Of Mentally Retarded Children In Manipur in respect of: Category Of Retardation And Level Of Learning

Table 4 - Distribution of student on the category of retardation

Category of retardation	Male (M)	%	Female (F)	%	Total (M+F)	%
Mild	82	45.56	42	35.00	124	41.33
Moderate	67	37.22	53	44.17	120	40.00
Severe	31	17.22	25	20.83	56	18.67
<b>Total</b>	<b>180</b>	<b>100.00</b>	<b>120</b>	<b>100.00</b>	<b>300</b>	<b>100.00</b>

The above table 4 shows that 41.33% of total sample students were under the mild category. And moderate students covered 40%. There is less number of severe students in every centre. Lastly, majority of students are found with mild and moderate category.

Objective-1(iv): To examine the Role Of The Mental Homes For The Education Of Mentally Retarded Children In Manipur in respect of: Distribution Of Student On The Level Of Learning.

Table 5 - Distribution of student on the level of learning

Category of level of learning	Male (M)	%	Female (F)	%	Total (M+F)	%
Educable	84	46.67	51	42.5	135	45.00
Trainable	86	47.78	69	57.5	155	51.67
Custodial	10	05.55	0	00.0	10	3.33
<b>Total</b>	<b>180</b>	<b>100.00</b>	<b>120</b>	<b>100.00</b>	<b>300</b>	<b>100.00</b>

1. Regarding this abilities in learning, majority of the students were trainable group i.e: (51.67%). Even though, all mentally retarded student to be taught and educate about the basic skills of daily activities, the three R's (reading, writing and arithmetic).

2. 45% of the students were of educable group. Most of the students under the educable group are under the mild category. Their educable students were little higher than the trainable group. Both the trainable and educable students were given vocational training about the traits available in the study centres, but, not custodial group.

Objective-1(V-a): To examine the Role Of The Mental Homes For The Education Of Mentally Retarded Children In Manipur in respect of: Students Of Different Classes.

Table 6 : Distribution of students according to the classes

Class	Male (M)	%	Female (F)	%	Total (M+F)	%
Pre-primary	23	12.78	25	20.83	48	16.00
Primary I	26	14.44	17	14.16	43	14.33
Primary II	24	13.33	29	24.17	53	17.67
Secondary	35	19.45	23	19.17	58	19.33
Pre-vocational	39	21.67	11	9.17	50	16.67
Vocational	33	18.33	15	12.50	48	16.00
<b>Total</b>	<b>180</b>	<b>100.00</b>	<b>120</b>	<b>100.00</b>	<b>300</b>	<b>100.00</b>

1. 16% of the students were in pre - primary. 14.33% and 17.67% covered for the primary I and II respectively. Secondary students covered 19.33% which is highest among all the classes.

2. Pre - vocational (16.67%) and vocational (16%) were covered by the students.

3. The above four classes of pre-primary to secondary education. It is must to all students to inter into pre-vocational and vocational class according to the study centres.

Objective-1(v:b): To examine the Role Of The Mental Homes For The Education Of Mentally Retarded Children In Manipur in respect of: Special Teachers.

Table 7 - Distribution of special educators by background information

Background characteristics and opinions on their job	M		F		N		
	M	%	F	%	N	%	
Age	20-25	-	-	07	12.28	07	10.00
	25-30	02	15.39	19	33.33	21	30.00
	30-35	05	38.46	18	31.58	23	32.86
	35-40	06	46.15	13	22.81	19	27.14
Educational level	Undergraduate	01	7.69	08	14.04	09	12.86
	Graduate	12	92.31	37	64.91	49	70.00
	Post-graduate	-	00.00	12	21.05	12	17.14
Working year	0-5	02	15.38	30	52.63	32	45.72
	6-10	07	53.85	19	33.33	26	37.14
Working year	11-15	04	30.77	08	14.04	12	17.14
	16-20	03	23.08	04	7.02	07	10.00
Pay satisfaction	Yes	10	76.92	53	92.98	63	90.00
	No	03	23.08	04	7.02	07	10.00
Job satisfaction	Yes	11	84.62	54	94.74	65	92.86
	No	02	15.38	03	5.26	05	7.14
Study materials provided	Yes	13	100	54	94.74	67	95.72
	No	-	-	03	5.26	03	4.28
Faced problems to educate	Yes	10	76.92	54	94.74	64	91.42
	No	03	23.08	03	5.26	06	8.57

1. The above table shows that the majority of the special educators were female.

2. Regarding the general educational qualifications, 12.86% of them undergraduate, 70% of them are graduates and 17.14% were post graduates. All were trained in the field of special education.



3. Out of all the special educators selected for the present study, 45.72% were having work experience of 0 - 5 years, 37.14% were of 6 - 10 years of experience and the remaining 17.14% were having 11-15 years of experience.

4. About 90% of total special teachers were not satisfied with the pay provided. 92.86% of them were having job satisfaction if salary is not appropriate to them. It shows that teachers are doing their duty with dedication to deal and teach the problematic children.

5. The salary is not compatible with their work. Their salary should be raised considering their dedicative service.

6. 95.72% of all teachers got study materials to teach and train the students.

7. 91.42% of teachers reported that they faced a lot of problem in dealing with the students. They need to solve the problem accordingly. Congenial atmosphere is a must for the surrounding to create a study centre with fewer problems.

Objective-1(vi): To examine the Role Of The Mental Homes For The Education Of Mentally Retarded Children In Manipur in respect of: Infrastructures And Facilities.

**Table 8 - Distribution of Special Educators by availability of facilities and infrastructure.**

Availability of facilities and infrastructure		M	%	F	%	N	%
Student - Teacher ratio	Sufficient	04	30.77	28	49.12	32	45.72
	Insufficient	09	69.23	29	50.88	38	54.28
Updating Knowledge	Yes	13	100	57	100	70	100
	No	-	-	-	-	-	-
Sufficient classroom	Yes	07	53.85	36	63.16	43	61.43
	No	06	46.15	21	36.84	27	38.57
Library Facilities	Yes	13	100	57	100	70	100
	No	-	-	-	-	-	-
Cooperation from Management	Yes	13	100	49	85.97	62	88.57
	No	-	-	08	14.03	08	11.43

1. 54.28% of the special educators reported for having insufficient staffs and facilities to meet the demands of student - teacher ratio.

2. All the special educators were of the view that they all needed to update the knowledge regarding the education of mentally retarded children. They need to receive courses relating to the latest knowledge.

3. Refresher courses should be conducted from time to time. The special characters reported about the infrastructure of the institution.

4. 61.43% of them reported to have sufficient classroom, each for all the classes. Basic classroom for each section was available in these study centres. They (100%) were getting benefit of these facilities. It helped them a lot of impart education and

train the students. The use of these facilities was very intensive to them.

5. 88.57% of the special educators reported that the management committees were extending full cooperation to them. Although, the salaries of teachers needs to revise time to time for more dedicated service. Management committee needs to seek to get the financial aids from Government to provide minimum facilities required.

Objective-1(vii): To examine the Role Of The Mental Homes For The Education Of Mentally Retarded Children In Manipur in respect of: Teaching-Learning Process.

**Table 9 - Opinions of special educators in the ways of imparting education**

Information on education of the students		M	%	F	%	N	%
More Behavioural problem	Educable	-	-	-	-	-	-
	Trainable	05	38.46	39	68.42	44	62.86
	Both	08	61.54	18	31.58	26	37.14
Getting more benefit	Hostellers	09	69.23	42	73.68	51	72.85
	Day scholars	-	-	15	26.32	15	21.42
Staying in hostel is better	Yes	08	61.54	47	82.46	55	78.57
	No	05	38.46	10	17.54	15	21.43
Advice on limited holidays	Yes	07	53.84	32	56.15	39	55.71
	No	06	46.15	25	43.85	31	44.28
Problems of retention power after vacation	Yes	09	69.24	48	84.21	57	81.43
	No	04	30.76	09	15.79	13	18.57
Practise is must	Yes	13	100	57	100	70	100
	No	-	-	-	-	-	-
Fast in development	Hostellers	08	61.54	42	73.69	50	71.43
	Day scholars	01	07.69	06	10.53	07	10.00
	Both	04	30.77	07	12.28	11	15.72

1. 62.86 % of special educators agreed that trainable students were having more behavioural problem while 37.14% of them accepted that both educable and trainable were having behavioural problem. It shows that consideration should be given to the trainable group. Even though both of them are having some behavioural problem.

2. Hostel is a place, where proper care and treatment are provided. Each student is cared of. Hostellers are quick learners in their day to day activities like brushing, toileting, eating, drinking, grooming, etc.

3. 72.85% of the special educators were of the view that hostellers were getting more benefit. Thus, staying in hostel is a better option for the mentally retarded children. Special educators (78.57%) suggested keeping the students in the hostel if proper care could not be given to them at home.

4. 55.71% of the special educators responded for giving limited holidays to the students.



There is problem of poor attendance among some students, which make them difficult to learn from the teachers. There was a problem of retention power of the learned things, when they came back after long vacation. 81.43% of the special educators agreed that regular practice is a must for the students. At this time, both parents and *teachers should take* their respective roles, at their proper place.

5. 71.43% of the special educators reported that the hostellers were very fast in development compared to the day scholars. Both the hostellers and day scholars were developing at the same level according to the special educators (15.72%). It showed that the parents should also involve themselves in the bringing up of their mentally retarded children. The role of institute towards the students is not enough as there is need of parental role towards their children.

**Conclusion:**

it can be concluded that the hypothesis that was constructed for testing *“To examine the Role Of The Mental Homes For The Education Of Mentally Retarded Children In Manipur in respect of: (a) Socio-Economic, Religious background of all students, (b) Birth And Health history, (c) Category of retardation and level of learning, (d) Distribution of students in class wise (e) Student-Teacher Ratio, (f) Infrastructural Facilities and (g) Teaching-Learning Process”* excepted as the role of mental homes is significant in Manipur.

**Main findings of the study:**

1. 60 % of male students out of 300 got admitted. Whereas 40% of female students got admitted. The percentage of admission of Hindu, Christian, and Muslim are found as 48.33 %, 37.33 % and 14.34 %. 57% of rural students and 43% urban students got admitted. The percentage of student’s admission among medium, high and low family are found 39%, 34% and 27% in descending order. The admission rate of students belonging to different categories is found as ST-38.33%, General-34%, and SC-27.67% respectively.
2. 62.33% took birth at home compared to the hospital delivery. 73.33% of the students were given normal birth, birth of 7.6% of students using instrument and 19% were born by caesarean method. 65% were having delayed developmental milestones. There was delay in the mental and social development of these students as compared to those of normal developmental milestones i.e. 35%. (47%) of total sample were not given proper immunization, whereas 41.47% was against to it. 11.33% were having incomplete immunization record. 31% of them took drugs without considering the side effects of the drugs and outcomes.

3. The main cause of mental retardation of these students is mostly of post natal i.e. 39.33%. 41.33% of total sample students were under the mild category. And moderate students covered 40%. Regarding this abilities in learning, majority of the students were trainable group i.e: (51.67%). 45% of the students were of educable group. Most of the students under the educable group are under the mild category.
4. 16% of the students were in pre - primary. 14.33% and 17.67% covered for the primary I and II respectively. Secondary students covered 19.33% which is highest among all the classes. Pre - vocational (16.67%) and vocational (16%) were covered by the students. The above four classes of pre-primary to secondary education.
5. The majority of the special educators were female. About 90% of total special teachers were not satisfied with the pay provided. 92.86% of them were having job satisfaction if salary is not appropriate to them. 95.72% of all teachers got study materials to teach and train the students.
6. 91.42% of teachers reported that they faced a lot of problem in dealing with the students. 54.28% of the special educators reported for having insufficient staffs and facilities to meet the demands of student - teacher ratio. Refresher courses for special teachers should be arranged by concerned authority to update their knowledge. 61.43% of teachers reported that there are sufficient classrooms.
7. 88.57% of the special educators reported that the management committees were extending full cooperation to them. Although, the salaries of teachers needs to revise time to time for more dedicated service. Management committee needs to seek to get the financial aids from Government to provide minimum facilities required. Hostellers are quick learners in their day to day activities like brushing, toileting, eating, drinking, grooming, etc. 72.85% of the special educators were of the view that hostellers were getting more benefit.
8. 55.71% of the special educators responded for giving limited holidays to the students. There is problem of poor attendance among some students, which make them difficult to learn from the teachers. 81.43% of the special educators agreed that regular practice is a must for the students. At this time, both parents and *teachers should take* their respective roles, at their proper place. 71.43% of the special educators reported that the hostellers were very fast in development compared to the day scholars.



**Remedial Measures for Further Improvements of Special Education Being Provided at the Mental Homes in Manipur:**

1. More participation and awareness are must among female students for more inclusive education in Manipur.
2. The admission rate of Christian and Muslim students should be increased as the study found low admission among them.
3. Enrolment rate among urban students needs to improve as rural student's admission is high.
4. The percentage of student's admission of low family income group needs improvement.
5. The admission of students belonging to SC category needs to improve enrolment rate.
6. There is correlation among the place of delivery, care taken and the causes of mental retardation. So, hospital delivery should be encouraged.
7. Immunization programme should be encouraged and made available by the govt to reduce the unwanted illness and fits/epilepsy that may lead mental retardation.
8. Parents need to avoid taking alcohol and drugs. If medication is to be given for illness, first the doctors are to be consulted about the drugs to be taken.
9. Proper care should be given after the birth of the baby as the brain development may be hindered or retarded till 18 years of age. During birth also, special attention should be given as 31% were of pre-natal cause.
10. All mentally retarded students to be taught and educate about the basic skills of daily activities, the three R's (reading, writing and arithmetic).
11. Pre-vocational and vocational should be provided to the students by the centres for their lively survival.
12. The number of the special educators needs to increase as more number of female teachers is there.
13. There is need of job security and attractive pay among teachers. So that they will serve lifelong.
14. Teachers need to motivate the students to solve a lot of problems. They need to solve the problem accordingly. Congenial atmosphere is a must for the surrounding to create a study centre with fewer problems.
15. The shortage of teachers and staff at centres should be filled up soon to facilitate and to meet the demands of student - teacher ratio.

16. All the special educators were of the view that they all needed to update the knowledge regarding the education of mentally retarded children. They need to receive courses relating to the latest knowledge.
17. Refresher courses should be conducted from time to time. The special characters reported about the infrastructure of the institution.
18. Management committee needs to seek to get the financial aids from Government to provide minimum facilities required.
19. Hostel facility should be compulsory, where proper care and treatment are provided. Each student is cared of. Hostellers are quick learners in their day to day activities like brushing, toileting, eating, drinking, grooming, etc.
20. Giving limited holidays to the students is must for continuous learning process.
21. The problem of poor attendance among some students should be cared to reduce the problem of retention learnt things.
22. The parents should also involve themselves in the bringing up of their mentally retarded children. The role of institute towards the students is not enough as there is need of parental role towards their children.

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