CHAPTER VI: FINDINGS, CONCLUSION AND SUGGESTIONS

6.1 INTRODUCTION

In the area of inclusive education, the education of the mentally retarded children has a very important place. For all the students to be included in the inclusive education, they are first to be given education and training as they are slow in learning, adapting and accepting. Basic skills are to be taught giving emphasis on functionality. Education is an effective system of formal aspects and an effective instrument of social change. Education of mentally retarded children emerges to meet the rapidly changing needs and demands of the parents and the society. It is only through education which can change the mind of the people having wrong concept that such people are useless. The children with the mental disabilities must be provided with moral support and all possible means and help for the solution of the various problems they face in their day-to-day life situations.

Many special institutions set up for imparting education with mentally retarded children are coming out and the number of such institutions are increasing tremendously. The voluntary organisations with the support from the Government are taking initiatives for the all round development of the personalities of mentally retarded children, to the fullest extent. This is very helpful to those interested parents or guardians who considered that their children are to get proper education according to their level of understanding. Such institutions provide wide opportunities for the welfare of the children especially to learn the basic fundamental
skills and even participating in sports, co-curricular activities conducted by schools and other organisations.

6.2 MAIN FINDINGS OF THE PRESENT STUDY

The present study is mainly based on primary data from 300 students, 70 special educators, 8 principals and 8 organisers from different study centres of Manipur. The study design is based on the hierarchy of informants at different levels to focus the aims and objectives of education of mental retardation along with the main roles of the Government and voluntary organisation. The major findings of the present study have been made on the basis of the information and data collected from students, special educators, principals and organisers, all of which have been closely analyzed in chapter V.

For the sake of convenience, the major findings can be done separately for the students, special educators, principals and organisers in the following:

6.2.1 STUDENTS

The findings of the students help in understanding fully the prevalence of mentally retarded children and their enrolment for education in the study centres:

a) The number of male mentally retarded students in every study centre is higher (60%) than the female i.e. 40%.

b) Among all the students, the Hindus are higher in number in getting the facilities for special education because majority of the students are Hindus (48.33%). Christian students are 37.33% and Muslim students occupy 14.33%.
c) Mentally retarded children in Manipur are available mostly in the rural areas as majority of the students are from rural areas. More awareness and assessment should be done in rural areas for wider coverage.

d) Enrolment of the student is very high for the schedule tribe category. In the study centres, 34% students are under the general category and 27.66% are under the schedule caste category. The schedule tribe category covers 38.33%.

e) The place of delivery of the student from their birth history is that home delivery covers 62.33% and this gives a hint that it is one of the main causes of mental retardation to occur at peri–natal or post–natal stage. Only 37.67% of the students go for hospital delivery.

f) As a whole, students having normal birth history are higher (73.33%) than the others (i.e. using instruments and caesarian).

g) 47% of the students have not taken proper immunization as per schedule from time to time. It shows that it gives chance to fall ill and to be a victim of fits and epilepsy.

h) The parents of the students are found to take drugs (31%) before and during pregnancy period whereas 69% of the parents are not taking drugs.

i) There are various causes of mental retardation. Among the causes, the post–natal cause is higher i.e. 39.33% of the students are
recorded to be mentally retarded. This is because of improper care after birth, resulting to the injury or damage of the brain.

j) Among the students enrolled in study centres, majority of them are under the mild category (41.33%) whereas, 40% under the moderate category.

k) The number of educable mentally retarded (EMR) is less. Students of the EMR are only 45% whereas trainable mentally retarded (TMR) students cover 51.66%.

l) The students have to pass the examination of different classes meant for the mentally retarded students to reach to pre-vocational and vocational classes. 16% of the students are in pre-primary, 14.33% are in primary I and 17.67% are in primary II, 19.33% are in secondary class, 16.67% are in pre-vocational and 16% are in vocational class. These preparatory courses are very compulsory for them.

6.2.2 SPECIAL EDUCATORS

The main findings of special educators on the basis of the present study help in the effective functioning and proper development of the study centres in a more systematic way. The findings consisted of:

a) Majority of the special educators in the study centres are female i.e. 81.42% while male special educators are of 18.57%. almost all the special educators are female as the students are to give motherly care.
b) 32.86% of the special educators are under the age of 30 – 35. 30% are under the age of 26 – 30. Young and energetic special educators are dedicating to this service.

c) Almost 45.72% of the special educators have been working since 0 – 5 years whereas 17.14 % have been under this service since 11 – 15 years.

d) Regarding the pay satisfaction, almost 90% of the special educators are not satisfied with their salary comparing to their service, which needs hard work, dedication and extra labour.

e) It is found that despite the least payment, 92.86% of the special educators are having job satisfaction in imparting education to the mentally retarded children.

f) Majority of the special educators get the study materials to be used for educating the children. 95.72% of the special educators reported of getting study materials.

g) The present study also confirms that almost all the special educators i.e. 91.42% agree with the point that they face many problems while imparting education as the students are having behavioural problems.

h) About 54.28% of the special educators agree for not having sufficient staffs and facilities in the study centres.
i) All the special educators are of the view that there must be orientation courses as well as refresher courses to update the knowledge on special education.

j) Of all the special educators, 61.42% of them give report on having sufficient classroom which ease them to educate the student properly.

k) There are well equipped library facilities for teachers in every study centres where all the special educators are utilizing the facilities.

l) As regards the mutual cooperation with the organisers, 88.57% of the special educators agree with the point that they are getting full cooperation and support from the organisers.

m) The Government appointed special educators under the Integrated Education of Disabled Children (IEDC) are not visiting the study centres during the research period to look after and teach the special educators how to ease the learning method for the students and to solve their problems.

n) All the special educators are not getting any other facilities except the salary for the service they are giving. Incentives are not given to them.

o) 62.86% of the special educators agree that trainable mentally retarded children are having more behavioural problems than the educable mentally retarded children of the study centres.
p) Almost 72.85% of the special educators hold the view that the hostellers are getting more benefits. Staying in hostel is better for the students. 78.57% of the special educators agree it.

q) 55.71% of the special educators advice limited holidays as the students are having problems of retention power after long gap. Whatever they learnt, they need practice to retain it.

r) Regarding the development, hostellers are developing very fast in all aspects. 71.42% of the special educators agree with the view.

s) Special educators observed and opined according to their experience that hostellers are exceeding the dayscholars in psychological, physical and moral development. But in the social development, dayscholars are leading the hostellers in learning from family members, neighbourhood, and locality; and there is good adjustment.

6.2.3 PRINCIPALS

The findings of the special educators are supplemented by the findings of the Principals. It also highlights the importance of cooperation and support for the effective functioning of the study centre.

a) There is no pay satisfaction for all the principals of the study centres comparing to their dedicated service.

b) The organisers are giving full support to all the principals for better and smooth administering of the study centre.
c) No other facilities and incentives are entertained to the staffs including the principals.

d) The study centres are well developed compared to the initial stage of the development.

e) Almost all the study centres have sufficient room for administration and teaching the students separately according to their level of learning.

f) In every study centre, for each class, the classrooms are well – designed to meet the demand of the least number of students to one teacher.

g) The financial support from the Government that the study centres are getting, are manageable except the centre of Jiribam as the Ministry of Social and Empowerment, New Delhi has not yet sanctioned the fund.

h) All the study centres are not facing the problem of having less number of staffs. Even some study centres engaging extra staffs and professionals on hire to manage and fill the gap.

i) Both male and female special educators are preferable. But all the principals agree to have female special educator most as they are capable of providing motherly care to the students. There is no hard and fast rule to employ only female educators.
j) All the staffs and the employees of the study centres are having good relationship with the organisers. Principal is the main mediator to convey if any problem comes.

6.2.4 ORGANISERS

The findings of the organisers show the main features of the study centre. They are given as follows.

a) Ministry of Social Justice and Empowerment is providing the fund to all the study centres except the centre of Jiribam.

b) The financial aids and fund, the study centres are getting from the Government is inadequate for proper management of the institutions.

c) All the study centres are getting donations and financial support from the public and other NGOs, clubs and associations. Parents are also contributing and giving help for the development.

d) The additional supports are not sufficient as these are just supplementary help. It is not a compulsion. Sometimes, there is lack of such type of support.

e) There should be an increase in the amount of the fund to be released to the study centres in order to make it easier to manage.

f) Almost all the employees working in the study centres need to get trained as they have to work for the welfare of the mentally retarded children. They need to know the basics of dealing the students. 87.5% of the organisers agree with this point.
g) Even though there are special educators for each class, still there is need to employ more special educators. Special attention is to give to each student.

h) All the employees are very cooperative and dedicative to their service.

i) According to the organiser's view, none of the employees are satisfied with their salary. They are also not getting any other facilities and incentives from the Government.

j) Each study centre is providing facilities for the welfare of the students as well as for the teachers. Routine health check-up, library facilities, supplementary diet, parent counselling and transport facilities are being provided.

k) As regards the inspection from the Government, 50% of the organizers are of the view that the inspection team comes hardly. 50% of them opine that there is frequent inspecting programme. It shows that the Government should increase the visits for better development.

l) Holidays and gaps between learning of the students make a hindrance in retaining the learned things. Limited holiday is advisable. 62.5% of the organisers agree with the view.

m) Integration is strictly denied in the study centres. Almost all the organisers (87.5%) are not supporting the programme of integration.
According to them, proper care is not taken at the integrated programme of education. It would create more problems to the mentally retarded children when they are neglected. Some extra care and attention should be there to avoid the problem. The teachers should be well trained how to deal with both mentally retarded and normal students in ordinary school. Then, it will be very fruitful one.

6.2.5 PROBLEMS AND SUGGESTIONS GIVEN BY THE SPECIAL EDUCATORS, PRINCIPALS AND ORGANISERS

Problems and suggestions given by the special educators, principals and organisers are listed as under.

A) The employees including special educators and principals are facing some common problems.

a) Less salary: It is not satisfying compared to their services.

b) Some students are very aggressive and having behavioural problems, could not treat teachers as teachers and even attack on them.

c) Difficulty in dealing and facing the male problematic students.

d) Inadequate teaching aids to supplement and complement classroom teaching.

e) Least number of orientation and refresher courses.
f) The Government appointed special educators are visiting to give new ideas and new ways about imparting special education, during the time of field visit for data collection.

B) To improve the situations or solve the problems, the following suggestions are given:

a) The Government should increase the salary and give some incentives to the employees working for the welfare of the mentally retarded children.

b) Teachers should be strict to the students even though they are to give special care and attention.

c) Availability of proper teaching aids as per requirement of the teachers and learners.

d) Male special educators must be employed to look after the grown up (i.e. teenagers) students. There should be presence of more responsible teacher and male caretaker.

e) The number of orientation and refresher courses should be increased to update the knowledge and skills of the teachers.

f) The special educators of the Government should pay regular visit to the study centres and share the knowledge, give new ideas of imparting education to the mentally retarded children.
C) Some of the important problems mentioned by the organisers are:

a) Not getting adequate fund in time.

b) Lack of support from the other allied departments.

c) Need of more special educators.

d) Difficulty in integrating students.

D) The following points are suggested for consideration:

a) Sufficient fund for infrastructure and facilities.

b) Quick and timely release of fund.

c) More number of approved special educators.

d) More programme to generate awareness. Orientation courses and refresher courses on integrated education to the teachers of integrated schools in normal settings.
6.3 CONCLUSION

From the above findings of the present study, the major conclusion can be drawn as follows:

The State Social Welfare Department under the Ministry of Social Justice and Empowerment (MSJE), Government of India works for the welfare of the mentally retarded children, emphasising on their education as well as for the all round development of their personality. Almost all of them are having behavioural problems as well as even the grown up are also having childish nature. Proper care and attention is to be provided with special care. MSJE is providing fund to run the special home and institutions for the mentally retarded children through the disabled section of the State Social Welfare Department. The institutions are run by voluntary organisations. The financial support and the fund which is being provided by MSJE to the voluntary organisations is insufficient for the proper maintenance of the institutions for better development. There is a need to increase in the existing amount of the fund to be released for this purpose. The infrastructure of the institutions must be very well set up. There should be appropriate resource services support through appointment of special educators, professionals, provision of resource room, etc. The employees should be well paid for their service. From the existing fund, all the problems relating to the development of the institutions for the mentally retarded children would not be easy to solve. Therefore, the first hypothesis is well fulfilled that the Government is providing inadequate financial aids for the management of the institutes.

This study shows that though the mentally retarded students are to be categorised as educable and trainable, they are to be given the training of the fundamental skills of basic daily activities. The educable mentally
retarded (EMR) are having less problem in learning. The level of learning is different. There is the need to teach the three R’s, drawing and counting to every student. Comparing to the trainable mentally retarded (TMR), EMR students are improving faster. They take less time in grasping the ideas. Regarding the moulding of behaviour and character formation, it is also easier for the EMR to learn quickly. Almost all the special educators are having some more problems to teach the TMR group. It does not mean that EMR group are not having any problem in learning. They too are having various problem but they are better than the TMR group. Special educators should know how to deal with these different levels of learners. EMR children are improving more in terms of behaviour, character and vocational skills than the TMR group of children. Hence, hypothesis number 2 is also fulfilled.

As stated in the finding that the teachers are to be well trained in the field of special education, any teachers could not teach the mentally retarded students. Special educators are to be appointed in the institutions. There is need of more special educators. The Government should give the approval of increasing the number of special educator of an institution. To meet the demand of student – teacher ratio, the institutions are employing more special educators on hire when the need comes. Professionals are also hired from time to time as special care and attention is to be provided to each and every problem while educating the mentally retarded students. If the number of the special educators and staffs are increased, the problems will be minimized. The hypothesis number 3 that the manpower is not sufficient according to the student – teacher ratio of educating mentally retarded children is also fulfilled.

Most of the hostellers are developing faster comparing to the dayscholars of the institutions. Hostel is providing the congenial
atmosphere to the students to learn in all aspects from all side. The psychological, physical and moral development of the hostellers exceeds the dayscholars. The fundamental basic skills of daily activities, counting, writing names, etc. whatever they learnt are also practising regularly at the hostel, so their memory and retention power is also exceeding as well as their learning power is also increasing than the dayscholars. Practice makes hostellers more perfect than the dayscholars in every aspect of personality development. This highlights the need of giving awareness about the education of mentally retarded children to the parents from time to time for better result. Motivation is a must. Importance of reward and punishment should be implemented. In the speed of development, the dayscholars are lacking behind. This is due to the fact that at home, the parents or guardians are not assisting them to practice whatever they learnt from the schools. The speed of development is slow for them. The hostellers are learning and developing more to cope skills in comparison with the dayscholars. Hence hypothesis no.4 is also fulfilled.

The study also brings out the main existing cause of the mental retardation for the students enrolled in the institution of special education. The prominent causes i.e. pre-natal, peri-natal and post-natal causes are prevailing among the mentally retarded students. The post-natal causes are found to be the main among the students. This calls for immediate attention for the caring of the children during the developmental period even though they are borne normally. Some negligence may cause damage to the brain leading to mental retardation. Infections and illness, delayed developmental milestones and one more important thing is trauma or injury to the brain from accidents or falls or even poisoning can also make a child mentally retarded one. Post-natal cause, being the main cause among the students,
highlights that the hypothesis number 5 i.e. the percentage of post-natal among the mentally retarded students in Manipur is very high, is fulfilled.

More than half of the students sent for integration in normal school settings are found to have problems among the normal students as they could not go with the other students. The normal students are not treating them as their mates and whatever they learnt in the institution of special education are all mess up with the new things of integrated school. This brings out the need for keeping an eye to the integrated school by giving extra attention and training to the teachers how to deal with both the normal children and mentally retarded educable children to bring positive results towards inclusive education.

6.4 SUGGESTIONS FOR THE IMPROVEMENT OF THE PRESENT SITUATION

On the basis of the present study, a number of problems faced by the special educators, principals and the organisers have emerged. Some of these problems are general which are faced by the people indulging in imparting special education to the mentally retarded children. To overcome these problems in the area of special education in general, some suggestions have been made and it is given as:

a) Adequate and proper infrastructural facilities should be provided to all the study centres.

b) Congenial atmosphere must be provided. Environment must be learner friendly and relax one.
c) The State Social Welfare Department should organise awareness and assessment programmes as much as possible especially in rural areas to bring out more mentally retarded children in the society.

d) Programme on counselling parent relating to mentally retarded children and about their education should be conducted to aware them about the role of the parents to be done at home.

e) Proper awareness should be created among the people about the preventive measures to avoid the mental retardation. Precaution can help in the prevention as prevention is better than cure.

f) Special attention should be given regarding the salary of the employees to be approved by the Government. Incentive is to be given from time to time to motivate the teachers on their service.

g) Government should increase the number of approved special educators to be appointed in an institution because each student should be given attention and well – treated. Teacher – student ratio should be very less.

h) The special educators appointed by the Government under the Inclusive Education programme and Integrated Education for Disabled Children (IEDC) programme should visit frequently at the study centres to train, guide and motivate the private special education. New ideas and new ways of teaching the mentally retarded students should be inducted.
i) More number of orientation courses and refresher courses should be conducted for all the teachers working in this area.

j) In case of library services, there is need to keep more new books for the special educators in addition to the previous for the education of mentally retarded children.

k) More and more emphasis should be given on the use of teaching aids to make teaching—learning process interesting.

l) Regular counselling service is to be provided to the parents of the dayscholars about the training to be done at home. Emphasis should be on practice. Here, parent’s cooperation is a must.

m) Male special educator should also be appointed to face the problems while educating the more aggressive and behavioural problematic student. Reward and appreciation method is to be applied at the most appropriate ways.

n) Special attention should be given from the authorities to check whether each study centre uses the financial aids properly or not.

o) The State Government should make frequent visits at the study centres for the proper development.

p) Integrated education should be updated and the teachers should be well trained how to deal with both the normal students and the mentally retarded students.
q) Children will do better academically and socially in integrated settings provided special care and attention.

r) Inclusive education programme will be very helpful to fill the gap and bring new hopes and expectations of the children with special needs.

s) State Government should have proper planning and management for the development of the education of the mentally retarded children so after that they can join the programme of inclusive education.

The above suggestions of the present study can be supplemented by the following suggestions for further research work in the education of mentally retarded children and its related field in Manipur. For the development of inclusive education, the suggested research work would be very helpful in the future.

6.5 SUGGESTIONS FOR FURTHER RESEARCH

The present study brings out some new areas to do research relating to the field of education of mentally retarded children with special needs. It will help the later researchers who want to do research having keen interest in such field. Research work is unending. It will not be possible to cover all the important and their problems in detail due to shortage of time in one study. Therefore, the researcher is not in a position to go through all the important aspects or to collect all the data and the information relating to it, in the present study. In connection with the present research work, there are a number of new problems coming out for further study.
The following are some of the important burning problems for further research work.

a) A study on the parental attitude on the education of mental retardation.

b) Role of the special educators in the training of mentally retarded children.

c) A case study of the organisers in the development of the educational institutes for mental retardation.

d) A comparative study of the hostellers and dayscholars of the mentally retarded students of Manipur.

e) Impact of Sarva Shiksha Abhiyan (SSA) in the education of the mentally retarded children.

f) A critical study on vocational training of girl mentally retarded students in Manipur.

g) Development of education for the children with mental disabilities in Manipur.

h) Development of inclusive education: A comparative study between Imphal East and Imphal West district of Manipur.

If the above areas connected with the various topics relating to mental retardation are taken up for further study, the education of mental
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retardation will be in a position to develop effectively and properly in Manipur. It will be of immense help to strengthen the role of inclusive education. Hence, the research work in the field of education of mental retardation will have to be taken up by all possible means in the future.