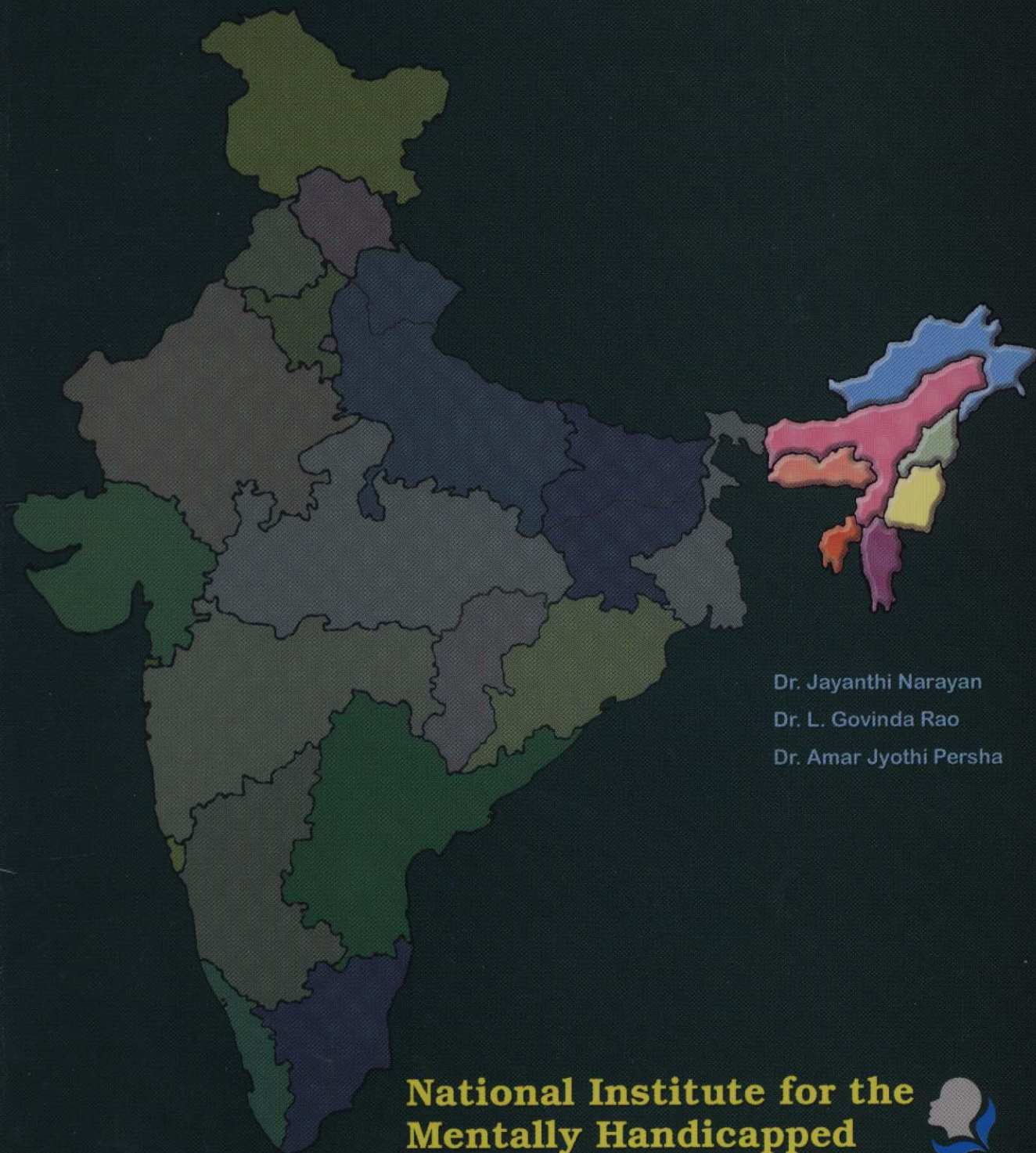


HRD IN EDUCATION OF CHILDREN WITH MENTAL RETARDATION IN NORTH EASTERN REGION



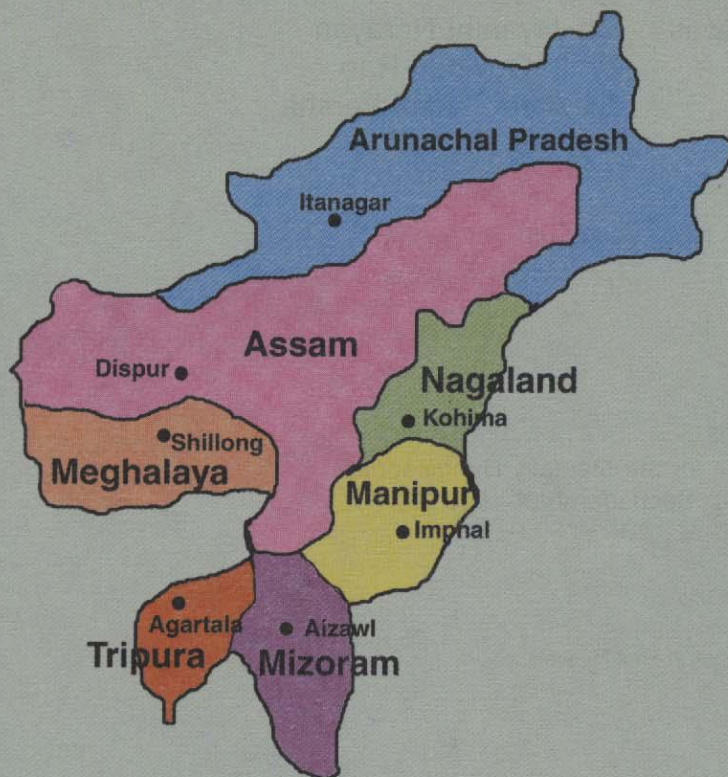
Dr. Jayanthi Narayan
Dr. L. Govinda Rao
Dr. Amar Jyothi Persha

**National Institute for the
Mentally Handicapped**



HRD IN EDUCATION OF CHILDREN WITH MENTAL RETARDATION IN NORTH EASTERN REGION

A STUDY CURRENT STATUS AND FUTURE PERSPECTIVE



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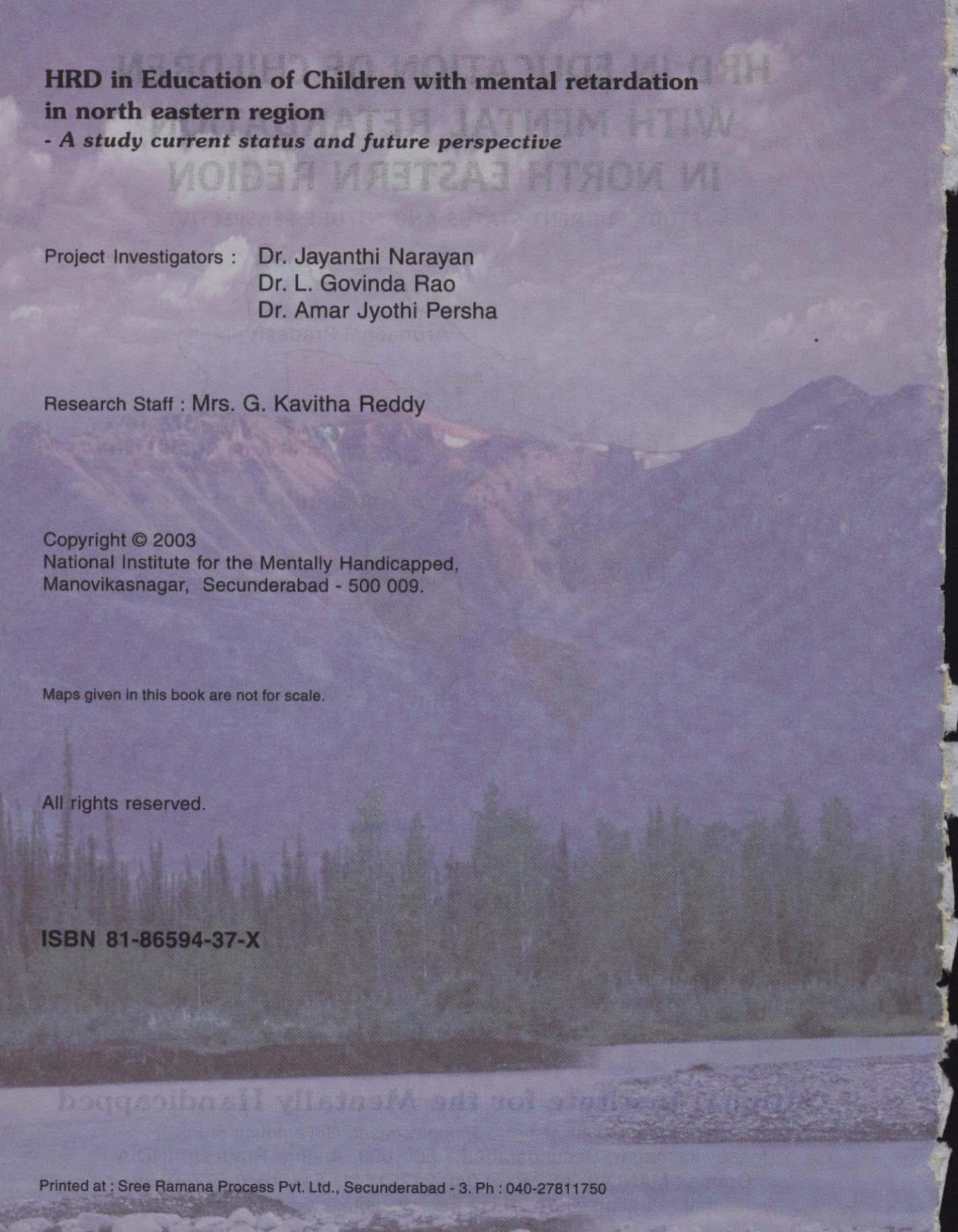
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**HRD in Education of Children with mental retardation
in north eastern region**
- A study current status and future perspective

Project Investigators : Dr. Jayanthi Narayan
Dr. L. Govinda Rao
Dr. Amar Jyothi Persha

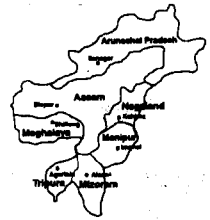
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HRD IN EDUCATION OF CHILDREN WITH MENTAL RETARDATION IN NORTH EASTERN REGION

A STUDY CURRENT STATUS AND FUTURE PERSPECTIVE

Introduction :

Historically, persons with mental retardation stayed at home and were looked after for their food and clothing needs. After independence a mention of 'Education, for all children' (article 45) and 'Right to education for persons with disabilities (article 41) was made in the Constitution of India. Efforts towards education for children with mental retardation was made by parents, resulting in establishment of special schools. The teachers in such schools had no special qualification except their enthusiasm and good will and the teaching was mostly by 'trial and error method'. In mid 1951 the first special teacher training programme was initiated in the country and by 1971 the second one was started. A few more courses started gradually, the training period ranging from one month to one year. The curriculum too was varied, as each training organization followed its own curriculum and training methods.

In 1985, the National Institute for the Mentally Handicapped (NIMH) introduced a one year diploma in mental retardation (DMR). As there were a number of special schools with untrained teachers, the objective of the course was to clear the backlog and have trained teachers in all the schools and the course gradually was offered in NIMH Regional Centers and in a number of centers run by NGOs.

Rehabilitation Council of India (RCI) was constituted as a statutory body by Government of India in 1992 with the major objective to standardize and regulate training programmes in the area of disability rehabilitation. The RCI also recognizes trained professionals by registering them as rehabilitation personnel and professionals. The special teacher training facilities saw a remarkable growth with syllabus standardized by RCI and central coordination carried out at NIMH for the special educational training programme, earlier



known as Diploma in Mental Retardation (DMR) and currently Diploma in Special Education - Mental Retardation (DSE(MR)). Currently there are over 50 centers conducting DSE(MR) in the country. In addition a few universities offer B.Ed (Special education - Mental Retardation).

Status in North Eastern Region :

In our country, North Eastern States of Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland and Tripura however do not have adequate facilities for disability rehabilitation. Special teacher education programme is conducted in one center in Assam since 1989. The regional center of NIMH at Kolkata had trained some teachers since 1986 until the center in Assam was established in 1989. So far, over 200 persons have been trained from the North Eastern Region over the past 15 years. Yet the educational provisions for persons with mental retardation is far from adequate.

There are less than a dozen special schools to cater to the educational needs of children with mental retardation in the complete northeastern region. Many children with mental retardation are admitted in schools for children with cerebral palsy. Many of the trained teachers for students with mental retardation are unemployed. Considering the fact that a large number of teachers are trained which has not resulted in the growth of special educational services, it is important to give reasons and take measures to increase and improve services in this region. Therefore the current study was conducted with the view to find out the status of the trained special educators and to find out ways of enhancing education of persons with mental retardation in the north eastern states.

The specific objectives include :

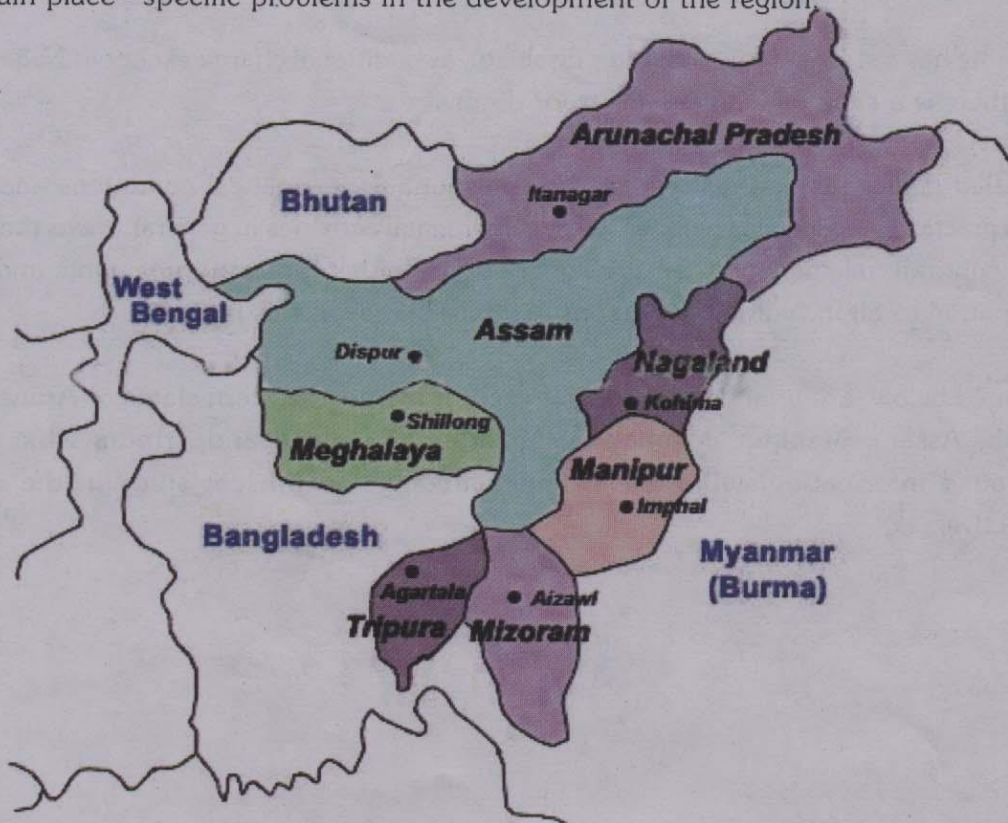
1. To compile data using a questionnaire, to find out the current status of the trained special educators in the North Eastern Region.
2. To analyze the data in terms of the status of their employment, attrition and difficulties observed by the trained teachers.
3. To make recommendations to enhance human resource development in special education for children with mental retardation for north eastern region as a whole.



This report contains a brief description of northeastern states, state profile, details of number of persons trained in DMR/DSE(MR), their current status, their impressions on the course and based on the analysis of the above, recommendations for improving and increasing educational services for mentally retarded persons in the northeast.

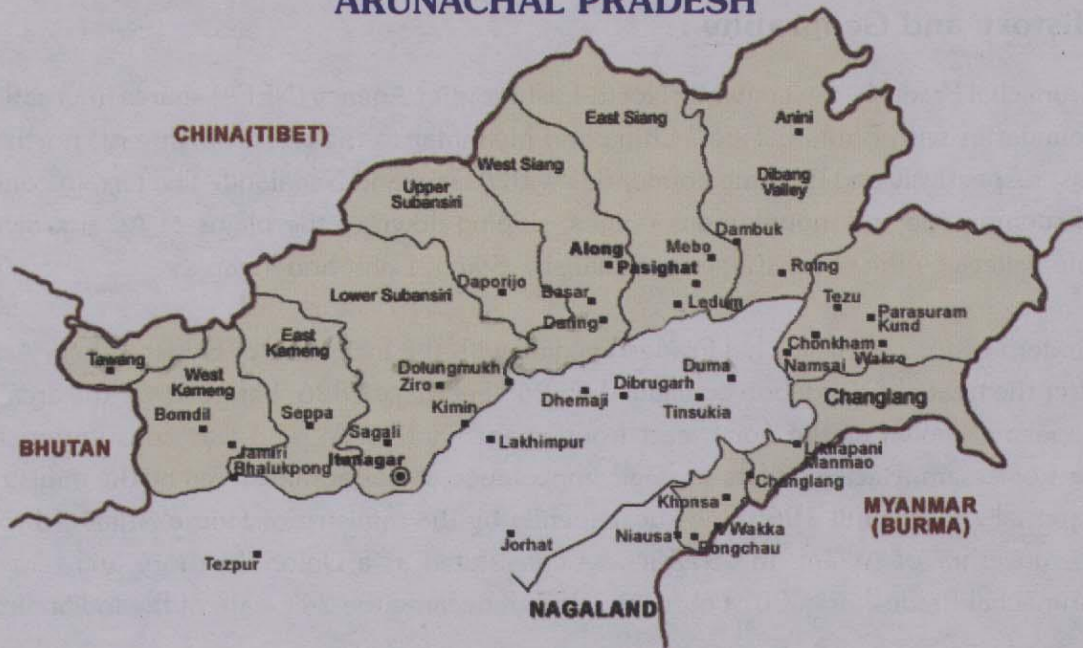
Northeastern Region - A brief description

The northeastern region of India includes Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland and Tripura. With Myanmar, China, Nepal, Bhutan and Bangladesh forming International borders with these states, our country faces a geographical distance between these states and the rest of India. As Himalayan mountain ranges and the great Brahmaputra form part of this region, the enchanting beauty of the northeastern region has created heaven in earth. These physical features however, also are responsible for certain place - specific problems in the development of the region.





ARUNACHAL PRADESH



Area	: 83,743 sq. km
Capital	: Itanagar
Districts	: 15
Languages	: Monpa, Aka, Miji, Sherdukpen, Nishi, Apatani, Hill Miri, Tagin, Adi, Idu, Diagaru, Khampati, Singpho, Tangsa, Nocte, Wancho
Population	: 1,091,117
Males	: 573,951
Females	: 517,166
Growth rate	: 26.21% [1991-2001]
Density	: 13 [people/sq. km]
Urban population	: 20.41%
Sex ratio	: 901/1000 [females/males]
Literacy rate	: 54.74%
Male	: 64.07%
Female	: 44.27%

* Hindi and English are the languages taught in the schools

* CBSE syllabus is followed throughout the state



History and Geography :

Arunachal Pradesh, the erstwhile North-East Frontier Agency (NEFA) shares international boundaries with Bhutan, Tibet, China and Myanmar to the west, north-east, north and east respectively and the state boundaries with Assam and Nagaland. The terrain consists of submontane and mountainous ranges, sloping down to the plains of Assam, divided into valleys by the rivers Kameng, Subansiri, Siang, Lohit and Tirap.

Modern history of Arunachal Pradesh begins with the inception of British rule in Assam after the treaty of Yandaboo concluded on 24th February 1826, before 1962 the area was popularly known as the north east frontier agency (NEFA), and was constitutionally a part of Assam. Because of its strategic importance, it was administered by the ministry of External Affairs until 1965 and subsequently by the ministry of Home Affairs, through the governor of Assam. In 1972 it was constituted as a Union Territory and renamed Arunachal Pradesh. On 20th February 1987, it became the 24th state of the Indian union.

Agriculture, Irrigation and Industry :

Nearly 80% of the population of Arunachal Pradesh is engaged in agriculture. The traditional method of agriculture is jhum, a kind of shifting cultivation. The forests are cleared and crops are raised for one to three years, depending on the fertility of the soil. Thereafter the cultivators move on elsewhere. A determined effort is being made to wean the people from jhum cultivation. The main crops are rice, maize millet, wheat and mustard. Encouragement is being given to the cultivation of cash crops like potatoes and horticulture crops like apples, oranges and pineapples.

For conservation and exploration of vast minerals the Arunachal Pradesh Mineral Development and Trading Corporation Limited (APMDTCL) was set up in 1991. Namchik - Namphuk coal fields are taken up by APMDTCL.



Training to craftsmen in different trades is given at two industrial training institutes situated at Roing and Daporijo. A total area of 87,578 hectares is irrigated. As many as 2597 villages have been electrified out of 3469 villages in the state. Arunachal Pradesh has 330 km of national highway.

Festivals :

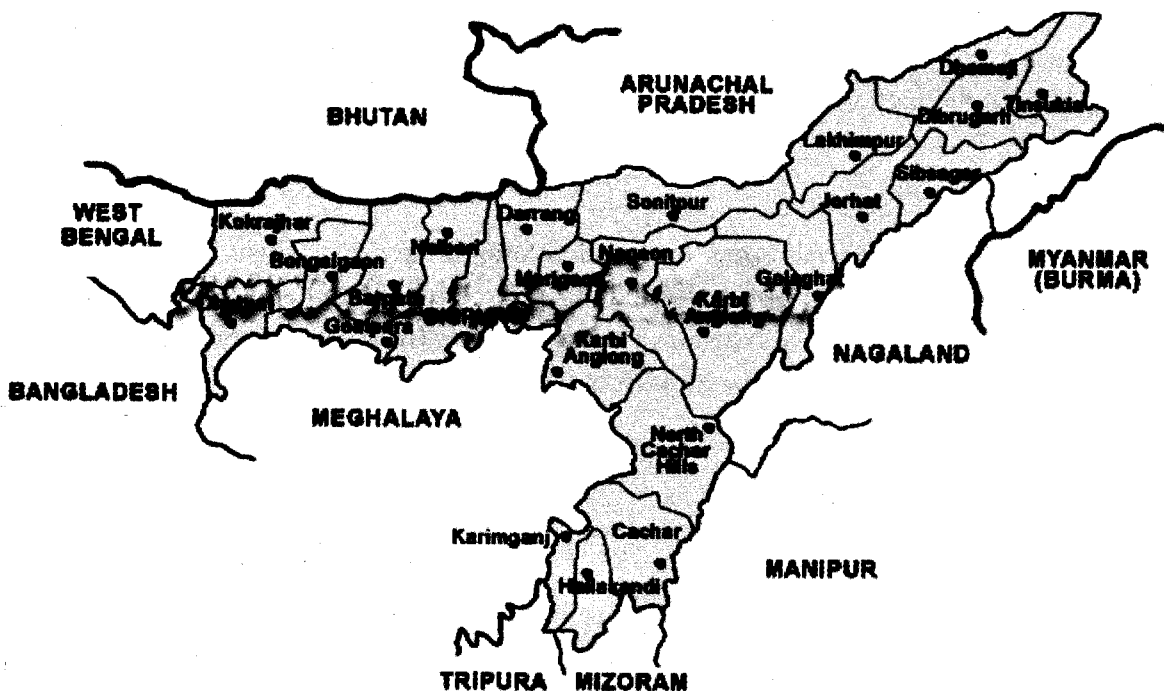
Some of the important festivals are: Mopin and Solung of the Adis, Lossar of the Monpas and the Sherdukpens, Boori-Boot of the Hill Miris, Dree of the Apatanis, Si-Bonyi of the Tagins, Reh of the Idu-Mishmis, Nyokum of the Nishings, Chaloloku of the Noctes, etc.. Animal sacrifice is a common ritual in most festivals.

University :

Arunachal Pradesh University, Itanagar.



ASSAM



Area	: 78,438 sq. km
Capital	: Dispur
Population	: 2,66,38,407
Growth rate	: 18.85% [1991 - 2001]
Language	: Assamese, English
Districts	: 23
Density	: 340 persons / sq. km
Urban population	: 12.72%
Sex ratio	: 932/1000 [932 females for 1000 males]
Literacy	: 64.28%
Male	: 71.93%
Female	: 56.03%
Number of universities	: 6



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University :

Arunachal Pradesh University, Itanagar.



History and Geography :

The word 'Assam' as interpreted by some scholars is derived from the Sanskrit word *asoma* meaning peerless or unparalleled. The races like Austric, Mongolian, Dravidian and Aryan that came to this land long-long ago have contributed to its composite culture. Thus Assam has a rich legacy of culture and civilization.

Assam is the sentinel of northeast India and gateway to the northeastern states. The state is close to India's international borders with Bangladesh and Bhutan. Bhutan and Arunachal Pradesh surround Assam on the north, Manipur, Nagaland and Arunachal Pradesh on the east and Meghalaya, Tripura and Mizoram on the south.

Agriculture, Irrigation and Industry :

Assam is an agricultural state. Agriculture occupies an important place in the economy of the state. The principal food crop is rice. The cash crops are jute, tea, cotton, oilseeds, sugarcane, potato, etc. Noteworthy horticulture items are orange, banana, pineapple, arecanut, coconut, guava, mango, jackfruit and citrus fruits.

The state has an estimated 39.44 lakh hectares gross cropped area of which net area sown is about 27.01 lakh hectares. Assam is known for her rich forest wealth. The total area under forests was 20.24 lakh hectares at the end of March 1999.

The state has 5 national parks and 11 wildlife sanctuaries. The Kaziranga National Park and the Manas Tiger Project (National Park) are internationally famous. Common animals include elephant, tiger, leopard, rhinoceros and bear.

Of agriculture based industries, tea occupies an important place. Assam produced 414 million kg finished tea in 1999. The exploitation of minerals in the state comprises mainly of petroleum (crude), natural gas(utilized), coal and limestone. Cottage industries include handloom, sericulture, cane and bamboo articles, carpentry, brass and bell-metal crafts. Assam produces varieties of silk, endi, muga, tassar, etc. Muga silk is produced only in Assam in the world.



Transport :

The total length of roads in the state is 33,064 km which includes 2,038km of national highways.

The length of railway tract in Assam is 2,391.76km comprising 1,061.29km under broad-gauge and 1,330.47km under meter-gauge lines. The extension of broad-gauge line from Guwahati to Dibrugarh has been completed and the Naranarayana at Jogighopapancharatna was open in 1998.

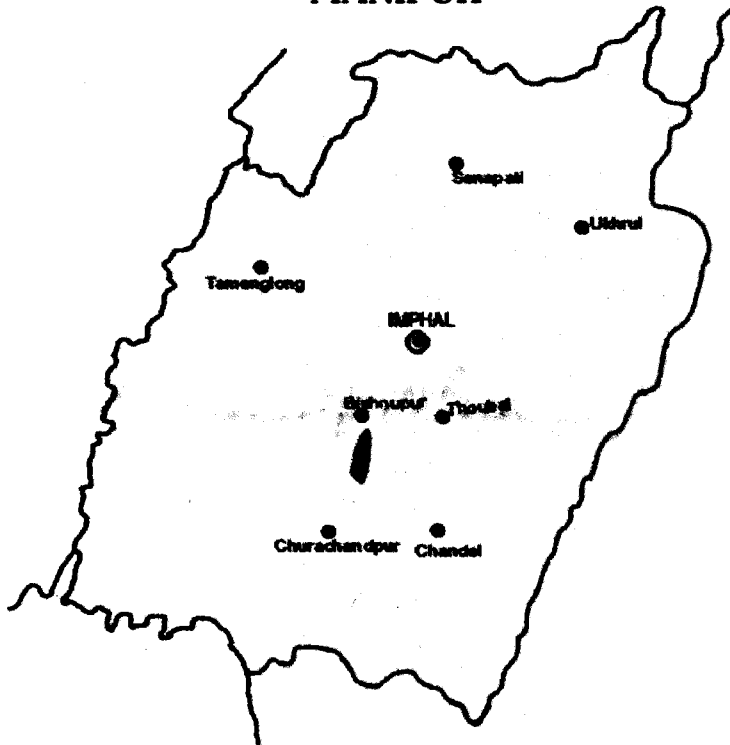
The regular civil air services are operating from Lokopriya Gopinath Bordoloi Airport (Guwahati), Salonibari (Tezpur), Mohanbari (Dibrugarh), Kumbhirgram (Silchar), Rawriah (Jorhat) and Silonibari (North Lakhimpur).

Festivals :

Assam has an exclusive range of colourful festivals. Bihu is the chief festival celebrated on 3 occasions. Rongali Bihu or Bohag Bihu marks the advent of the cropping season and it also ushers in the Assamese New Year. Bhogali Bihu or Magh Bihu is the harvest festival and Kati Bihu or Kongali Bihu coming in autumn is a simple affair.



MANIPUR



Area	: 22,327 sq. km
Capital	: Imphal
Language	: Manipuri, English
Districts	: 9
Population	: 2,388,634
Males	: 1,207,338
Females	: 1,181,296
Growth rate	: 30.02% [1991 - 2001]
Density	: 107 people/sq. km
Urban population	: 23.88%
Sex ratio	: 978/1000 [females/males]
Literacy rate	: 68.87%
Males	: 77.87%
Females	: 59.70%



History and Geography :

Manipur came under the British rule in 1891 and later it was merged in the Indian union on 15th October 1959. In 1963 a legislative assembly of 30 elected and 2 nominated members was established under the union territories act of 1962. The status of the administrator was raised from chief commissioner to the status of the Lt Governor with effect from 19th December 1969. Manipur attained full-fledged statehood on 21st January 1972. A legislative assembly consisting of 60 elected members was established. Manipuri was recognized as a national language in 1992.

Geographically the state is divided into two, the hills comprising 5 districts and the plains with 4 districts. It is bounded by Myanmar on the east, Nagaland on the north, Assam and Mizoram on the west and Myanmar and Mizoram on the south.

Agriculture, Irrigation and Industry :

Agriculture is the single largest source of livelihood of the majority of the rural masses and is also the main stay of the state's economy. The main crop of the state is paddy. Maize is cultivated in the foothills. The area available for cultivation is about 2.1 lakh hectares and the area under paddy is 1.86 lakh hectares.

The total area covered under forests is 17,384 sq. km of which 1,467sq. km fall under reserved forests while 4,171 sq. km is protected forests and 11,746 sq. km are unclassified forests. The state is the only home of the Brow-Antlered deer, locally known as Sangai surviving in its natural habitat, the Keibul Lamjao, the only floating national park in the world.

The installed capacity of electricity was 11,845 KW and 2,001 villages had been electrified by March 2001. Power supply position in the state showed a marked improvement with the availability of share of power from the central sector generating stations.

Manipur is making rapid strides towards industrialization with 8,991 registered industrial units by March 2001, providing employment to 47,186 people. Special thrust has been



directed towards revitalization of various industrial sectors and development of infrastructure.

Transport :

The state has 7,667 km of roads. The length of roads consists of national highways 957 km, state highways 839 km, district roads 1,946 km and village roads 3,925 km. The state is included in the railway map of India with the opening of a railhead at Jiribam in May 1990. Imphal is the only airport in Manipur which is linked with other stations in the region by air. It connects Imphal to Silchar, Aizwal, Guwahati, Jorhat, Kolkata and Delhi.

Festivals :

Important festivals of the state are Lai Haraoba, Rasa Leela, Chieraoba, Ningol Chakkouba, Rath-Jatra, Idul-Fitre, Gaon Ngai, Diwali, Kut, Chistmas, etc.

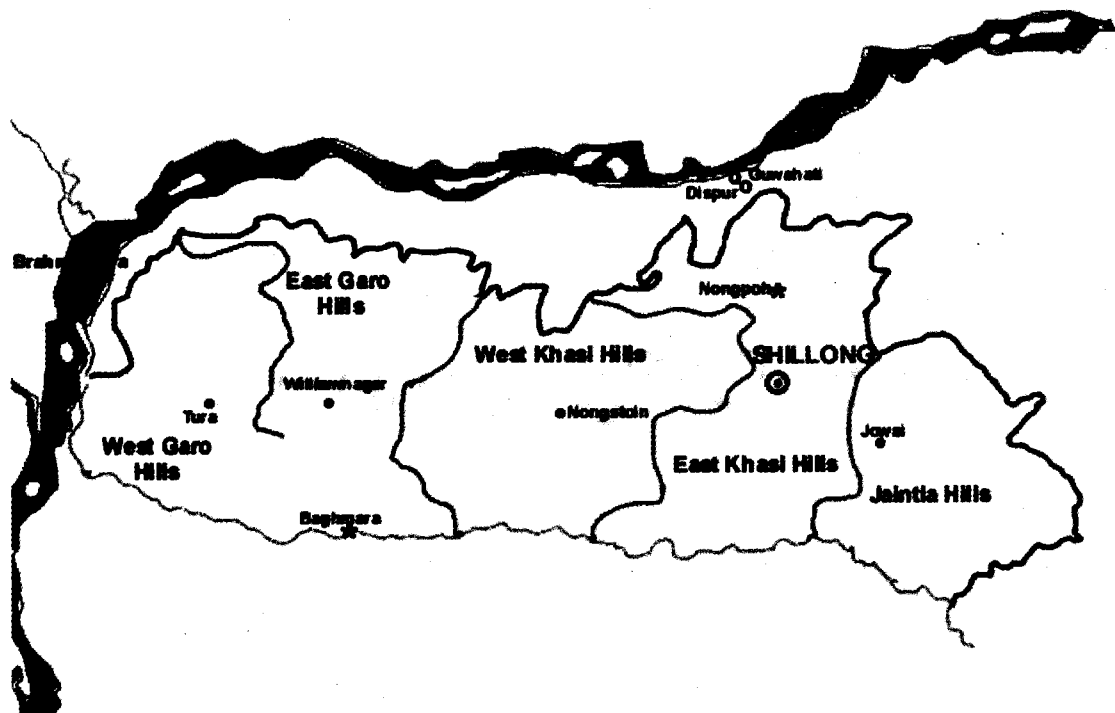
Universities :

Central Agricultural University, Imphal

Manipur University, Imphal



MEGHALAYA



Area	: 22,429 sq. km
Capital	: Shillong
Language	: English, Khasi, Garo
Districts	: 7
Population	: 2,306,069
Males	: 1,167,840
Females	: 1,138,229
Growth rate	: 29.94% [91-01]
Literacy	: 63.31 %
Males	: 66.14 %
Females	: 60.41
Density	: 103 people /sq. km
Urban population	: 19.63 %
Sex Ratio	: 975/1000 [females/males]



History and Geography :

Meghalaya was created as an autonomous state within the state of Assam on 2nd April 1970. The full-fledged state of Meghalaya came into existence on 2nd January 1972. It is bound on the north and east by Assam and on the south and west by Bangladesh. Meghalaya literally meaning the abode of clouds is essentially a hilly state. The Khasis, the Jaintias and the Garos tribal communities predominantly inhabit it.

Agriculture, Irrigation and Industry :

Meghalaya is basically an agricultural state in which 80% of its population depends primarily on agriculture for their livelihood. Besides the major food crops of rice and maize, Meghalaya is renowned for its oranges (Khasi Mandarin), pineapple, banana, jackfruits, temperate fruits like plum, pears and peaches, etc. Special emphasis is presently laid on non-traditional crops like oilseeds (groundnut, soyabean & sunflower), cashewnut, tea & coffee, mushroom, medicinal plants, orchids and commercial flowers.

The state is not so far industrially developed. However, new industrial units are fast coming up. There is a public sector cement factory at Cheerapunji. Meghalaya's hydroelectric and thermal power potential has been estimated at about 2500 and 1000 megawatts respectively.

Festivals :

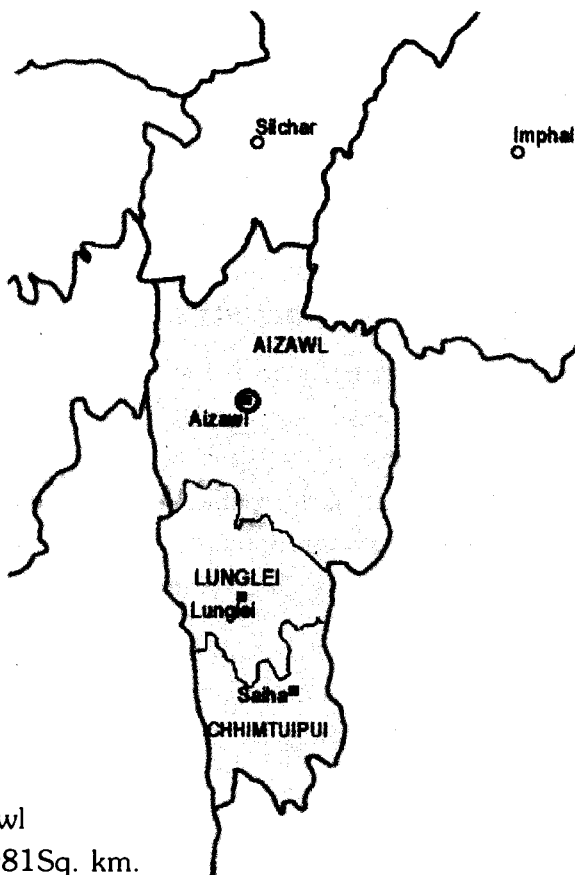
A five-day long religious festival of the Khasis Ka Pomblang Nongkrem popularly known as Nongkrem dance is held annually at village Smit, 11 km from Shillong. Shad Sukmynsiem another important festival of the Khasis is held at Shillong during the second week of April. Behdiengkhlam, the most important and colorful festival of the Jaintias is celebrated annually at Jowai in Jaintia Hills in July. Wangala festival is observed for a week to honour Saljong (sungod) of the Garos during October-November.

Transport :

6 national highways pass through Meghalaya. The state has 7,117km of both surfaced and unsurfaced roads under P.W.D. The only airport in the state at Umroi, 35 km from Shillong is yet to function.



MIZORAM



Capital	: Aizawl
Area	: 21,081 Sq. km.
Districts	: 8
Languages	: Mizo, English
Population	: 8,91,058
Male	: 459,783
Females	: 431,275
Growth	: 29.18%
Urban Population	: 49.50%
Literacy	: 88.49%
Male	: 90.69
Female	: 86.13
Density	: 42 people/sq. km



History and Geography :

Mizoram is a mountainous region, which became the 23rd state of the Indian Union in February 1987. It was one of the districts of Assam till 1972 when it became a Union Territory.

After being annexed by the British in 1891, for the first few years, Lushai Hills in the north remained under Assam while the southern half remained under Bengal. Both these parts were amalgamated in 1898 into one district called Lushai Hills district under the chief commissioner of Assam. With the implementation of the North-Eastern Registration Act in 1972, Mizoram became a Union Territory and as a sequel to the signing of the historic memorandum of settlement between the GOI and the Mizo National Front in 1986, it was granted statehood on 20th February 1987.

Mizoram is bounded by the district of Cachar [Assam] and the state of Manipur on the north, Myanmar in the east and south and Bangladesh and Tripura in the West. It occupies an area of great strategic importance in the north- eastern corner in India. Mizoram has great natural beauty and an endless variety of landscape. It is rich in fauna and flora.

The Mizos came under the influence of the British Missionaries in the 19th century. Now most of the Mizos are Christians. Mizo language has no script of its own. The missionaries introduced the Roman Script for Mizo language and formal education.

The mizos are divided into various tribes - The Sushais, Pawis, Paithes, Raltes, Tang, Hmars, Kukis, Maras, Lakhers, etc.. The majority of the tribes are Christians and speak Mizo and English, but some tribes on the border like the Chakmas are Buddhist and speak Chakma language. Mizoram attained 95% literacy in 1999.

Agriculture, Irrigation and Industry :

About 60% of the people of Mizoram are engaged in agricultural pursuits. The main pattern of agriculture followed is jhum or shifting cultivation. The main horticulture crops are oranges, lemon, kagzi lime, passion fruits, hatkora, janir, pineapple and papaya.



Other crops are sugarcane, tapioca and cotton. Currently there is extensive cultivation of ginger and fruit crops.

The entire Mizoram is a notified backward area and is categorized under "No Industry District". For the development of industries in the state, government formed Industrial Policy in 1989. In the policy resolution priority industries identified were: agro and forest based industries followed by handloom and handicrafts, electronics and consumer industries. Development of tea industry/gardens and raising of Tooklai approved varieties has been taken up by the government around Biata areas. Tailoring, knitting and embroidery centers have been setup. Sericulture is developed in 4 kinds of silk - mulberry, era, tasar, muga. Other small scale and cottage industries like bakery, printing press, saw mills, brick making, soap making etc., is practiced widely.

The most important and useful rivers are the Tjawnng (or the Dhaleswari), the Sonai and the Tuiwal. Other rivers are the Kolodine and the Karnaphuli.

Transport :

Total road length in the state is 4,001.53 km. Rail link in the state has been established at Bairabi. Aizwal is connected by air.

Festivals :

Mizos are basically agriculturists. All their activities center around Jhum, cultivation and their festivals are linked with such agricultural operations. Kut is the Mizo word for festivals. Mizos have three major festivals called Chupchar kut, Mim kut and Pawl kut.

Universities :

Nehru - Northeastern Hill University
Mizoram University



NAGALAND



Area	: 16,579 sq. km
Capital	: Kohima
Languages	: English, Ao, Konyak, Angami, Seema, Lotha
Districts	: 8
Population	: 1,988,636
Males	: 1,041,686
Females	: 946,950
Growth rate	: 64.41 % [1991-2001]
Density	: 120 people [per sq. km]
Urban population	: 17.74 %
Sex ratio	: 909 females/ 1000 males
Literacy rate	: 67.11 %
Males	: 71.77 %
Females	: 61.92 %

History and Geography :

In January 1961, the Government of India conferred the statehood on Nagaland and it was officially inaugurated on 1st December 1963. By 1980, the Village Development



Board [VDB], were given administrative and local mandate. These VDBs are the naga version of panchayat raj system. The state has a unicameral legislature - the legislative assembly.

The state of Nagaland is a narrow strip of mountainous territory between the Bhramaputra Valley of Assam and Myanmar. On the east it shares international boundary with Burma. On all other sides it is bounded by other states in North East Region. The population of Nagaland is entirely tribal. There are many tribes and sub-tribes among the nagas with their own languages and cultural features.

Agriculture, Irrigation and Industry :

Agriculture involves 73% of the population. Rice is the most important food crop grown. Now the government is encouraging terraced cultivation, farm forestry and orchard plantation. In Nagaland the mineral wealth is immense.

The eastern belt has coal, lime stone, iron, nickel, cobalt, chromium and marble. Minor irrigation works are mostly meant to divert small hill streamlets to irrigate valleys used for rice cultivation. Number of electrified villages stand at 1196. Nagaland has achieved cent percent electrification of rural areas.

Today the state has about 30 industrial units and over 300 small-scale industries.

Transport :

Total length of roads in Nagaland is 9860 kms. Dimapur is the only place where rail and air services are available. There is an Indian airlines service connecting Dimapur with Guwahati and Kolkata.

Festivals :

Some of the important festivals are Sekrenji, Maotsu, Tuluni and Tokhu Emong. All tribes celebrate their district seasonal festivals with a pageantry of colour and a feast of music.

Universities :

Nagaland University at Kohima, Nehru - Northeastern Hill University campus in Kohima.



The developmental activities in this region is a priority of Government of India. The North East Council (NEC) was setup in 1971 to ensure faster development in this region. In the past three decades, the NEC has invested Rs.6000 crores in the region to uplift socioeconomic conditions and has achieved substantial results (India Today, December 16th 2002). Transport and communication systems, power projects, health care and educational systems are being focused. Hospital and educational institutions are on the increase. Industry and tourism have gained importance through encouraging enhancement of indigenous practices and production (such as processing of fruits, bamboo shoot, medicinal plants and herbs).

However, the efforts towards disability rehabilitation has not progressed adequately yet. The number of special educational facilities covering all disabilities in the northeast is about 60 only.

Every state has a state commissioner for disability, as additional charge except in Nagaland where there is a separate commissioner for disabilities.

The varied languages and dialects, culture, religion, socio political conditions and the various practices and lifestyle hamper the developmental activities in general. Nevertheless, efforts continue relentlessly to ensure equal opportunities, protection of rights and full participation to all including the persons with disabilities in this region.

Mentioned below, are brief descriptions of each of the northeastern states of Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland and Tripura which, as background information, will help in understanding the present study in the right perspective.



History and Geography :

Tripura was a state of great history having been ruled by the Maharajas for 1300 years before its accession to the Indian union on 15th October 1949. With the reorganization of states on 1st September 1956, Tripura became a Union Territory on 1st November 1957 and elevated to the status of a full-fledged state on 21st January 1972.

Tripura is strategically situated between the river valleys of Myanmar and Bangladesh. Encircled almost on three sides by Bangladesh, it is linked with Assam and Mizoram in northeast.

Agriculture, Irrigation and Industry :

Of the total geographical area of 10,49,169 hectares, net area sown is only 28,100 and forest area is 6,06,168 hectares. Area irrigated is 64,665 hectares. Handloom weaving is the single largest industry. It is essentially a tribal household industry. The sericulture is developing fast. Tripura is abundant in natural gas and a number of gas based industries have sprung up. Foundation has been laid for the Rs. 126 crore Methanol project in the state owned by Tripura Petro-Chemicals Limited. There are 809 small scale industrial units in Tripura.

Transport :

Total length of road in Tripura is 12,547 kms of which major district roads are 454 kms and other district roads are 1,463 kms. Total length of railway lines within state is 44 kms. Extension of railway line to Agartala has been taken up. The main airport at Agartala is connected with Kolkata, Guwahati, and Delhi. There are airports at Kailashahar and Kamalpur though they are not functioning at present.

Festivals :

Makarsankranti at Tirthamukh and Unakoti, Holi, Ashokashtami at Unakoti, Brahmankunda at Mohanpur, Rash, Bengali New Year Festival, Garia, Biju, Christmas at Jumpui hills, Diwali, Buddha Purnima, etc., are celebrated.



Universities :

Tripura University, Agartala

The background information on each of the states reveal that despite the sociocultural religious linguistic differences, the literacy rate is relatively high and the states are marching towards progress in the industrial and agricultural aspects. Due to the geographical and physical features reaching out the people through communication network is poor which is one reason for slow progress perhaps all the more so in the area of disability rehabilitation.

Status of special educators in mental retardation :

As mentioned earlier a study was undertaken to study the status of trained special teachers in mental retardation. This was found necessary as the educational services for children with mental retardation is not on the increase despite the increase in HRD in special education during the past fifteen years. Described below is the methodology adopted to conduct the study and its results.

Methodology

The study was conducted covering trained DSE(MR)/DMR persons from all the seven states of North Eastern Region. Survey method was adopted for data collection.

Sample

All the candidates from North Eastern Region who were enrolled for DMR/DSE(MR) since the starting of the course were included for the study.

Tools :

A structured questionnaire was developed to elicit information from the subjects with regard to the special education training programme [Appendix 1]. The questionnaire has two sections - one addressing the subjects working as special educators currently and the other section for those who are not working as special educators.



The questionnaire was initially given to 25 DSE(MR) trained teachers in Hyderabad / Secunderabad to establish reliability and validity. After receiving the responses the items were analyzed, repetitions were deleted, ambiguous queries were modified for better clarity and missing items added. Face validity was also established by giving the questionnaire to professionals in the field and receiving their opinion. Reliability was established using Rational Equivalence Method and was found to be highly reliable [$r_{11} = 0.90$].

Procedure :

The questionnaire was sent to all the subjects by collecting their names and addresses from the central register of NIMH. First reminder was sent after 2 months and second and third were sent with a gap of one month between each reminder.

The responses thus received were analyzed and the results are projected in the following pages.

Results and discussion :

A total of 204 candidates had enrolled in DMR/DSE(MR) since 1985 to 2001 (Table 1). The number of candidates per year ranges from 11 to 20 with an average of 14. A large number of students (54.4%) have passed with distinction and first class (Details of year wise enrollment in each state is given in Appendix)

Out of 204 candidates 178 appeared for the exam (87%) and 156 qualified (76%). Average number of students qualifying each year is about 10.4. The enrollment in first 3 years (1986 - 1989) was in NIMH - Regional Center at Kolkata while the rest of the years the enrollment



Table 1 : Details of DMR/DSE(MR) trained candidates from Northeastern states
N = 204

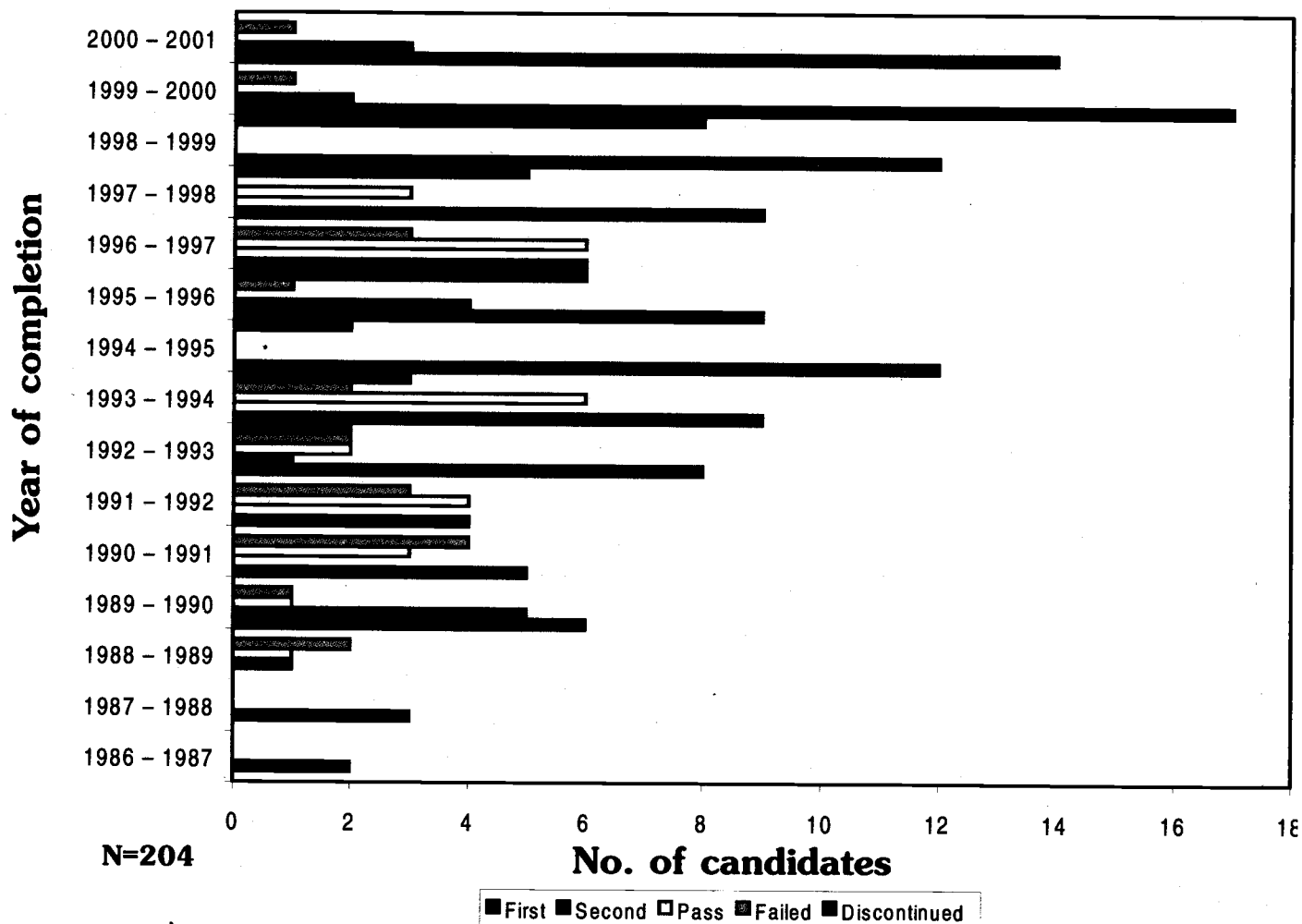
Year	Enro lled	Discon tinued	Appeared for exam	Distinction/ First class	Second class	Pass	Qualified	Failed	Total	Grand Total
1986-1987	2	-	2						2	2
1987-1988	3	-	3	-	3	-	3	-	3	3
1988-1989	4	-	4	-	1	1	2	2	4	4
1989-1990	13	-	13	6	5	1	12	1	13	13
1990-1991	12	-	12	5	-	3	8	4	12	12
1991-1992	11	-	11	4	-	4	8	3	11	11
1992-1993	15	2	13	8	1	2	11	2	13	15
1993-1994	20	3	17	9	-	6	15	2	17	20
1994-1995	14	2	12	12	-	-	12	-	12	14
1995-1996	20	6	14	9	4	-	13	1	14	20
1996-1997	15	-	15	6	-	6	12	3	15	15
1997-1998	17	5	12	9	-	3	12	-	12	17
1998-1999	20	8	12	12	-	-	12	-	12	20
1999-2000	20	-	20	17	2	-	19	1	20	20
2000-2001	18	-	18	14	3	-	17	1	18	18
Grand Total	204	26 (12.74)	178 (87.25)	111 (54.41)	21 (10.29)	26 (12.74)	156 (76.47)	20 (9.8)	178	204

* percentages are given in parenthesis

includes the DSE(MR) center at Monvikas Kendra, Guwahati - Assam. Out of the 204 subjects, the majority belong to Assam state, (Table 2) followed by Manipur. The other states had only 3 to 5 candidates trained in 15 years, which is very inadequate, considering the need.

The trend is understandable as the center was situated in Assam and therefore a large number of students were from that state.

DSE(MR) candidates from North-East Region



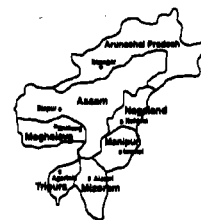


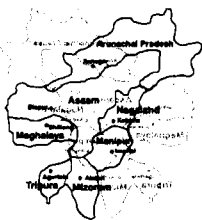
Table 2 : State wise details of number of candidates

N = 204

States	Number of candidates
Assam	126 (61.76)
Manipur	60 (29.41)
Tripura	5 (2.45)
Meghalaya	4 (1.96)
Mizoram	3 (1.47)
Nagaland	3 (1.47)
Arunachal Pradesh	3 (1.47)

*** percentages are given in parenthesis**

Considering the demand in Manipur, a center has been established in Manipur in the year 2001 - 2002. The other states need to have more awareness on mental retardation so that the number of trainees will increase and new training centers can be established in the Northeastern states.



COMPARISON WITH ALL INDIA TRENDS:

The total population of all the North eastern region states as per the 2001 census is 38.5 million as against 1027 million of the country constituting 3.75%, and of this, two States alone viz., Arunachal Pradesh and Assam contribute to 72%. The literacy rate apparently is higher than the All-India rate of 65.38% (Males 75.96 and females 54.28), which, however, will betray the notion when comparison of the absolute figures is made because the population of Arunachal Pradesh and Assam together comes to 27.64 million out of the total of 38.5 million of the entire North Eastern Region. The literacy rates of each State and All India average is shown in Table 3.

TABLE 3 : LITERACY RATE (CENSUS 2001)

State	Total	Male	Female
All India	65.38	75.96	54.28
Arunachal Pradesh	54.74	64.07	44.24
Assam	64.28	71.93	56.03
Manipur	68.87	77.87	59.70
Meghalaya	63.31	66.14	60.41
Mizoram	88.49	90.69	86.13
Nagaland	67.11	71.77	61.92
Tripura	73.66	81.47	65.41

(Figures in %)

Probably, this is a factor contributing to the low level of special educational services available for the children with mental retardation in the region, though the number of trained special educators is 200 as against the all India figure of 6000, which is 3.33%; nearly a comparable situation. The share of NE region out of the total number of teacher training centers in the country comes to 4%, while the number of special schools constitutes 1% of the total schools in the country. Table 4 shows percentage of the indicators.



TABLE 4 : Details of special education facilities - A comparison

Sl. Indicators No.	All India	N.E.Region	Percentage (%)
1. Population	1027.0m	38.5 m	3.75
		27.6 m *	2.70 **
			71.80 ***
2. No. of trained Spl. Edrs.	6000	200	3.33
3. No. of Special Schools	1200	12	1.00
4. No. of DSE (MR) Training Centres	50	2	4.00

m-millions

* Population of Arunachal Pradesh and Assam

** Percentage of All India population

*** Percentage of N.E.Region •

The data shows with regard to employed special educators that in the North Eastern Region about 28% is employed. After analyzing the information on employment of trained teachers in special schools in the country based on the information provided in the Directory of Institutions for Persons with Mental Retardation (2002) an estimate of 70% of the trained teachers is found to be employed. The high percentage of attrition in the northeastern region causes concern and requires to be studied thoroughly so that the trained human resources are optimally utilized and services reached the target population.

The ratio of availability of special educator in the North Eastern States is 1 per 0.19 million population as against 0.17 million at all India level. This also appears to be having an even footing. However, the ratio of spread of special school in the NE region is one special school per 3.2 million population (i.e., 12 special schools in NE as against 1200 special schools in the country), despite the fact that there is comparable pool of special educators and the position with regard to the teacher training centers is fairly better. The ratios on various factors are shown in Table-5.



TABLE 5 : Special educators, special school and training center ratio

Sl.No.	Ratios	All India	N.E.
1.	Population per one Special Educator	0.17 m	0.19 m
2.	Population per one Special School	0.86 m	3.20 m
3.	Population per one DSE (MR) center	20.54 m	19.25 m

At all India level there is one teacher training center for a population of 20.54 million whereas in NE region there is one teacher training center for a population of 19.25 million.

The infrastructure of NE region is better poised for assuming greater responsibility in the special education area, because it has a very good road and rail network and a fair concentration of educational facilities including Universities. Each State seems to be having one university at least catering to population less than the average number per university at all India level. The NE region has many strengths in general and also particularly in terms of the manpower trained in special education. The opportunities available are also many. There is, therefore, a need to ascertain as to what are the weaknesses in the system and what are the threats the special education services face. The analysis will help identify areas where improvement strategies are to be worked out for overall development of special education services in North East Region.

Response rate :

Out of 204 candidates, 89 (43.6%) sent responses to the questionnaire. 67 sent without reminders(32.8%), 14 sent after first reminder(6.8%), 8 sent after second reminder(3.9%) and none after third reminder while 16 questionnaires(7.8%) were returned as addressee could not be found. A large number - 99 (48.52%) did not respond despite reminders. Out of the 89 respondents, 25 (28%) have registered with RCI while 49 (55%) have not registered and 13 (14.6%) have applied for registration and 2 have not responded.

The state wise number of responses received are seen in Table 6.



Table 6 : State wise number of responses received from Northeastern states

N = 89

States	Number of candidates
Assam	60 (67.42)
Manipur	23 (25.84)
Tripura	3 (3.37)
Meghalaya	-
Mizoram	1 (1.12)
Nagaland	1 (1.12)
Arunachal Pradesh	1 (1.12)

* percentages are given in parenthesis out of 89

As seen in the table, the number of responses are proportionate to the candidates enrolled and none have responded from Meghalaya.

Basic information of the respondents :

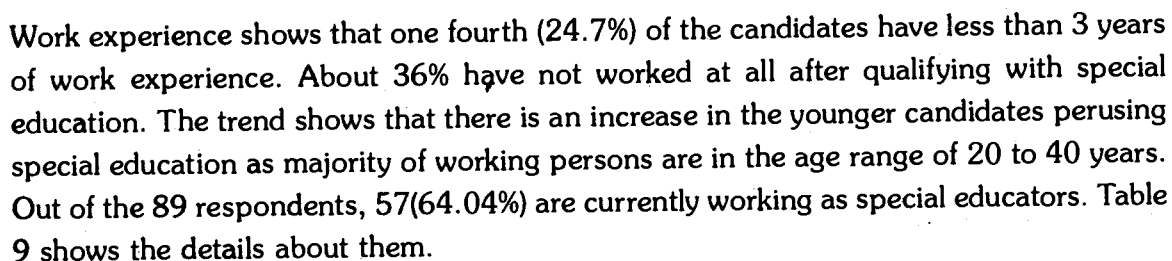
Table 7 reveals that of the 89 respondents majority is in the age range of 31 to 40 years of age (46 %) followed by those in 20 - 30 years (42 %). Female candidates are more (53.93%) compared to male (46.06%) which is in line with general trend in choice of special education world wide. Table 7 also shows that 58.4 % are qualified in the last 5 years (1996 - 2001) while only 7.86 % qualified in 1986 - 1990. The increase in number is encouraging, showing the improvement in awareness. Though course eligibility is XII class / Intermediate, 61.79 % are graduates who have qualified with DMR/DSE(MR). All the more, it is intriguing why special educational services are not adequate in the region. At the time of the study, about 55% of the candidates are unmarried.



Table 7 - Basic information of the respondents **N=89**

Age & Gender Details	20 - 30		31 - 40		41 - 50		50 +		Total		Grand Total
	M	F	M	F	M	F	M	F	M	F	
Number of candidates	18 (20.22)	20 (22.47)	21 (23.59)	20 (22.47)	2 (2.25)	7 (7.86)	-	1 (1.12)	41 (46.06)	48 (53.93)	89
MARITAL STATUS											
Married	4 (4.49)	4 (4.49)	11 (12.36)	12 (13.48)	2 (2.25)	6 (6.74)	-	-	17 (19.10)	22 (24.71)	39 (43.82)
Unmarried	14 (15.73)	16 (17.97)	10 (11.23)	7 (7.86)	-	1 (1.12)	-	1 (1.12)	24 (26.96)	25 (28.08)	49 (55.06)
Divorced	-	-	-	-	-	-	-	-	-	-	-
Widowed	-	-	-	-	-	-	-	-	-	-	-
No Response	-	-	-	-	1 (1.12)	-	-	-	-	1 (1.12)	1 (1.12)
Grand Total	18 (20.22)	20 (22.47)	21 (23.59)	20 (22.47)	2 (2.25)	7 (7.86)	-	1 (1.12)	41 (46.06)	48 (53.93)	89
EDUCATIONAL QUALIFICATIONS											
Inter	7 (7.86)	12 (13.48)	8 (8.98)	2 (2.25)	-	1 (1.12)	-	-	15 (16.85)	15 (16.85)	30 (33.70)
Graduate	11 (12.36)	7 (7.86)	12 (13.48)	16 (17.97)	2 (2.25)	6 (6.74)	-	1 (1.12)	25 (28.08)	30 (33.70)	55 (61.79)
Post Graduate	-	1 (1.12)	1 (1.12)	2 (2.25)	-	-	-	-	1 (1.12)	3 (3.37)	4 (4.49)
B. Ed	-	-	-	-	-	-	-	-	-	-	-
No Response	-	-	-	-	-	-	-	-	-	-	-
Grand Total	18 (20.22)	20 (22.47)	21 (23.59)	20 (22.47)	2 (2.25)	7 (7.86)	-	1 (1.12)	41 (46.06)	48 (53.93)	89
YEAR OF COMPLETION											
1986 - 90	-	-	-	3 (3.37)	1 (1.12)	2 (2.25)	-	1 (1.12)	1 (1.12)	6 (6.74)	7 (7.86)
1991 - 95	1 (1.12)	3 (3.37)	9 (10.11)	5 (5.61)	1 (1.12)	5 (5.61)	-	-	12 (13.48)	12 (13.48)	24 (26.96)
1996 - 01	15 (16.85)	17 (19.10)	9 (10.11)	11 (12.36)	-	-	-	-	24 (26.96)	28 (31.46)	52 (58.42)
No Response	2 (2.25)	-	3 (3.37)	1 (1.12)	-	-	-	-	5 (5.61)	1 (1.12)	6 (6.74)
Grand Total	18 (20.22)	20 (22.47)	21 (23.59)	20 (22.47)	2 (2.25)	7 (7.86)	-	1 (1.12)	41 (46.06)	48 (53.93)	89

* Percentages are given in parenthesis



N=89

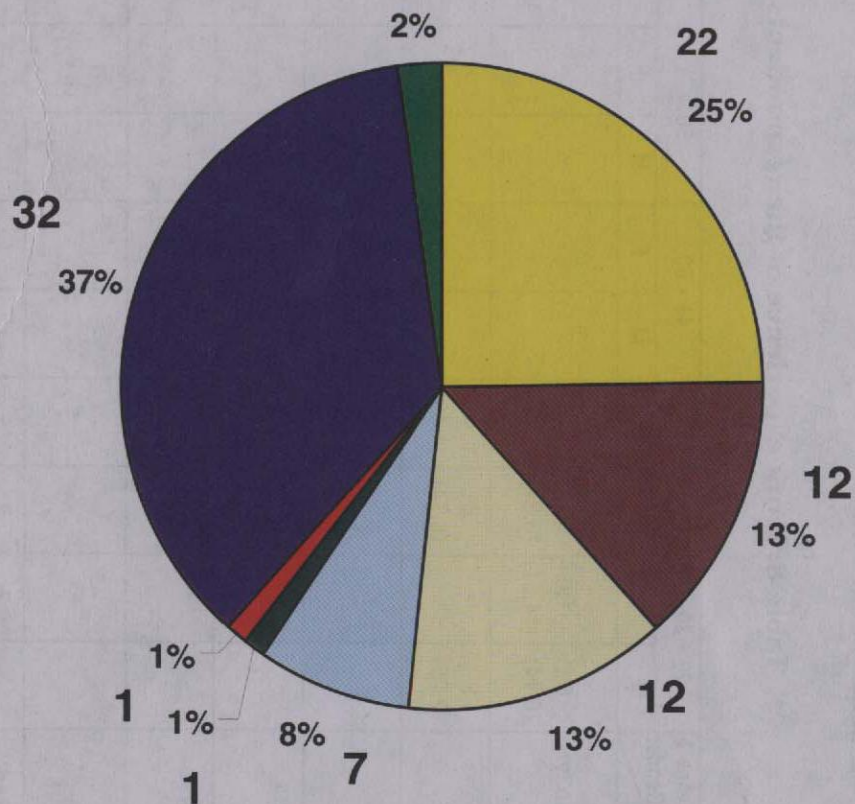
* Percentages are given in parenthesis



Work Experience of the Dse(MR) qualified persons

2

N = 89



less than 3 yrs

4 - 6 yrs

7 - 9 yrs

10 - 12 yrs

13 - 15 yrs

15+ yrs

Not worked

No response



Table 9: Basic information of respondents - Working

N = 57

Age & Gender Details	20 - 30		31 - 40		41 - 50		50 +		Total		Grand Total
	M	F	M	F	M	F	M	F	M	F	
Number of candidates	6 (10.53)	13 (22.80)	12 (21.05)	16 (28.07)	2 (3.51)	7 (12.28)	-	1 (1.75)	20 (35.08)	37 (64.91)	57
MARITAL STATUS											
Married	1 (1.75)	1 (1.75)	9 (15.78)	9 (15.78)	2 (3.51)	6 (10.53)	-	-	12 (21.05)	16 (28.07)	28 (49.12)
Unmarried	5 (8.77)	12 (21.95)	3 (5.26)	6 (10.53)	-	1 (1.75)	-	1 (1.75)	8 (14.03)	20 (35.08)	28 (49.12)
No Response	-	-	-	1 (1.75)	-	-	-	-	-	1 (1.75)	1 (1.75)
Grand Total	6 (10.53)	13 (22.80)	12 (21.05)	16 (28.07)	2 (3.51)	7 (12.28)	-	1 (1.75)	20 (35.08)	37 (64.91)	57
EDUCATIONAL QUALIFICATIONS											
Inter	1 (1.75)	6 (10.53)	7 (12.28)	1 (1.75)	-	1 (1.75)	-	-	8 (14.03)	8 (14.03)	16 (28.07)
Graduate	5 (8.77)	7 (12.28)	5 (8.77)	13 (22.80)	2 (3.51)	6 (10.53)	-	1 (1.75)	12 (28.07)	27 (40.35)	39 (68.42)
Post Graduate	-	-	-	2 (3.51)	-	-	-	-	-	2 (3.51)	2 (3.51)
Grand Total	6 (10.53)	13 (22.80)	12 (21.05)	16 (28.07)	2 (3.51)	7 (12.28)	-	1 (1.75)	20 (35.08)	37 (64.91)	57
YEAR OF COMPLETION											
1986 - 1990	-	-	-	3 (5.26)	1 (1.75)	2 (3.51)	-	1 (1.75)	1 (1.75)	6 (10.53)	7 (12.28)
1991 - 1995	-	1 (1.75)	3 (5.26)	5 (8.77)	1 (1.75)	5 (8.77)	-	-	4 (7.01)	11 (19.29)	15 (26.31)
1996 - 2001	6 (10.53)	12 (21.05)	8 (14.03)	8 (14.03)	-	-	-	-	14 (24.56)	20 (35.08)	34 (59.64)
No Response	-	-	1 (1.75)	-	-	-	-	-	1 (1.75)	-	1 (1.75)
Grand Total	6 (10.53)	13 (22.80)	12 (21.05)	16 (28.07)	2 (3.51)	7 (12.28)	-	1 (1.75)	20 (35.08)	37 (64.91)	57

* Percentages are given in parenthesis



As seen in table 9, among working people, majority (65%) are females and most of them are in the age range of 20 to 40 years. Graduates with diploma in special education constitute more than two thirds (68.4%) of the persons working in the field while post graduates are only 2 (3.5%) and those with Intermediate qualification constitute about one fourth (28%).

The table also reveals that those who qualified in the past 5 years constitute more than half (59.6%) of the persons working in the field. This is a positive sign. The overall trend in terms of year of completion also reveals a gradual increase in recent years when compared to early years.

A total of 90 have qualified during 1996 - 2001 out of whom 18 (20%) among the respondents are not working and 34(37.7%) are working. (see table 9 and table 10)

Table 10 provides details on respondents who are not continuing to work in the field of special education. As seen in Table 1 reveals that 22 persons have qualified during this period, out of whom 15 have not responded and their status is not known. All other respondents who have qualified in the years 1986 - 1990 seen to be currently working.



Table 10 : Basic information of respondents - Not Working

N = 32

Age & Gender Details	20 - 30		31 - 40		41 - 50		50 +		Total		Grand Total
	M	F	M	F	M	F	M	F	M	F	
Number of candidates	12 (37.5)	7 (21.87)	9 (28.12)	4 (12.5)	-	-	-	-	21 (65.62)	11 (34.37)	32
MARITAL STATUS											
Married	3 (9.37)	3 (9.37)	2 (6.25)	3 (9.37)	-	-	-	-	5 (15.62)	6 (18.75)	11 (34.37)
Unmarried	9 (28.12)	4 (12.5)	7 (21.87)	1 (3.12)	-	-	-	-	16 (50.0)	5 (15.62)	21 (65.62)
Grand Total	12 (37.5)	7 (21.87)	9 (28.12)	4 (12.5)	-	-	-	-	21 (65.62)	11 (34.37)	32
EDUCATIONAL QUALIFICATIONS											
Inter	6 (18.75)	6 (18.75)	1 (3.12)	1 (3.12)	-	-	-	-	7 (21.87)	7 (21.87)	14 (43.75)
Graduate	6 (18.75)	-	7 (21.87)	3 (9.37)	-	-	-	-	13 (40.62)	3 (9.37)	16 (50.0)
Post Graduate	-	1 (3.12)	1 (3.12)	-	-	-	-	-	1 (1.12)	1 (1.12)	2 (6.25)
Grand Total	12 (37.5)	7 (21.87)	9 (28.12)	4 (12.5)	-	-	-	-	21 (65.62)	11 (34.37)	32
YEAR OF COMPLETION											
1986 -90	-	-	-	-	-	-	-	-	-	-	-
1991 -95	1 (3.12)	2 (6.25)	6 (18.75)	-	-	-	-	-	7 (21.87)	2 (6.25)	9 (28.12)
1996 -01	9 (28.12)	5 (15.62)	1 (3.12)	3 (9.37)	-	-	-	-	10 (31.25)	8 (25.0)	18 (56.25)
No Response	2 (6.25)	-	2 (6.25)	1 (3.12)	-	-	-	-	4 (12.5)	1 (3.12)	5 (15.62)
Grand Total	12 (37.5)	7 (21.87)	9 (28.12)	4 (12.5)	-	-	-	-	21 (65.62)	11 (34.37)	32

* Percentages are given in parenthesis



Women out number men among the working category (64.9%) while male out number females in not working category (65.6%). The reason for attrition as well as less number of male continuing may be due to the low salary as seen in table 11.

Table 11 : Salary received by respondents

N = 89

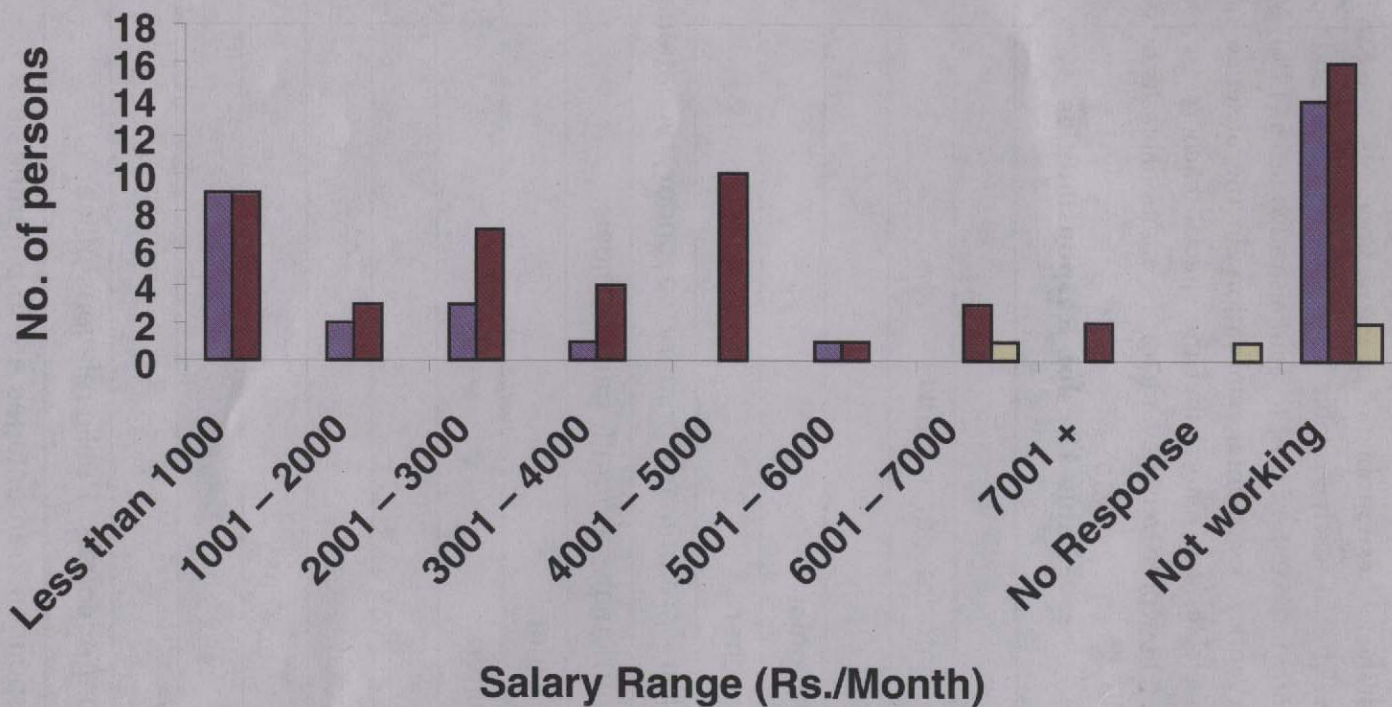
Salary / Educational Qualifications	Inter	Graduate	Post Graduate	Grand Total
Less than 1000	9	9	-	18 (20.22)
1001 - 2000	2	3	-	5 (5.61)
2001 - 3000	3	7	-	10 (11.23)
3001 - 4000	1	4	-	5 (5.61)
4001 - 5000	-	10	-	10 (11.23)
5001 - 6000	1	1	-	2 (2.24)
6001 - 7000	-	3	1	4 (4.49)
7001 +	-	2	-	2 (2.24)
No Response	-	-	1	1 (1.12)
Not working	14	16	2	32 (35.95)
Grand Total	30	55	4	89

* percentages are given in parenthesis

About 37% have not worked in the field / no response while among the others working only 8 teachers (less than 9%) receive less than Rs. 1000 which is too low an amount to sustain livelihood. The table also suggests that those who do earn above Rs. 6000 may be due to their graduation rather than special education qualification.

Salary received by employed persons with DSE (MR)

N=89



Inter

Graduate

Post Graduate





When we look at the job responsibilities of the respondents, one can find that 80 of them (89.8%) work as special teachers (table 12). They also hold additional responsibilities ranging from early intervention (2%) to administrative tasks (11%). Most of the jobs are related to intervention for mental retardation. In the absence of adequate trained professionals available, it is natural that the special teachers are expected to perform related tasks. But how prepared they are for the additional tasks by virtue of the training given in DSE(MR)?

Table 12 : Job Responsibilities

N=57*

Principal	7 (7.86)
Project coordinator/research staff	3 (3.37)
Master teacher	4 (4.49)
Early interventionist	2 (2.25)
Pre school teacher	5 (5.61)
Special teacher - pre primary, primary, secondary, vocational	80 (89.88)
Teacher co curricular - art/craft, games, music	17 (19.10)
Integrated teacher	3 (3.37)
Itinerant teacher	4 (4.49)
Home visitor	9 (10.11)
Counselor	11 (12.36)
CBR worker	3 (3.37)
Psychologist	2 (2.25)
Therapist	5 (5.61)
Administration/ Accounts/ Public relations officer	10 (11.23)

* multiple responses, percentages are in parenthesis

Job Responsibilities (N=89)

Special Teacher Pre Primary	Special Teacher Primary	Special Teacher Secondary	Special Teacher Vocational	Other related tasks related to rehabilitation	Other unrelated jobs	Not Working N=29
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Additional Responsibilities

Principal
Project Coordinator
Psychologist
Home Visitor
Integrated Teacher
Itinerant Teacher
Pre school Teacher
Counselor
Early Intervener
CBR Worker
Games/Art/Craft/Music Teacher
Administration/Accounts/PRO

Therapist
Early Intervener
Home Visitor
Counselor
Research Staff
Integrated Teacher
CBR Worker
Project Coordinator
Pre school Teacher
Itinerant Teacher
Games/Music Teacher
Administration/Accounts/PRO

Lecturer Jr. Colloege
Watershed Development Team
Principal High School





Table 13 : Reasons for not working in the field of mental retardation

N = 32

Reasons	No of responses
No institution in the area	4 (12.5)
Lack of opportunity	12 (37.5)
Discontinued the course	1 (3.12)
Work place is very far	4 (12.5)
Poor condition of the school such as no speech audiologist, psychologist, no government assistance	1 (3.12)
Domestic problem	1 (3.12)
Working as Gram Sevak under DRD department Assam.	1 (3.12)
Would like to work with NIMH / RC / Government	4 (12.5)
Needs economic support to work with mentally retarded children (proper scale of salary)	12 (37.5)
Would like to work like a home visitor, home based training teacher	2 (6.25)
Wants to open special school and get financial help	1 (3.12)
Work in any conditions / part time	3 (9.37)

* percentages are given in parenthesis

* multiple responses

This table clearly reveals that more opportunity with good monetary support is necessary for enhancing working condition in North East.



Table 14 shows the utility of the course as perceived by the respondents. All theory papers were found generally useful with Mental Retardation Nature and Needs and Curriculum and teaching getting the highest ranking while Occupational Therapy receiving the lowest ranking. In practicals, it is natural that the teachers found Behaviour Modification, IEP and Group Teaching of Curricular and Co curricular activities as most useful, as they are directly relevant in classroom management. Rural teaching and therapeutics need to be reconsidered with regard to relevance and utility for special teachers in North East, making it more ecologically viable.

**Table 14 : Utility of the course contents (Theory and Practical)
by special teacher while working in the field**

N =89

Theory	Very useful	Average	Not useful
Mental retardation nature and needs	39 (43.82)	8 (8.98)	1 (1.12)
Curriculum and teaching	37 (41.57)	9 (10.11)	- -
Psychology	33 (30.07)	10 (11.23)	- -
Persons with MR family and community	26 (29.21)	19 (21.34)	1 (1.12)
Speech and language therapy	26 (29.21)	15 (16.85)	1 (1.12)
Occupational therapy	15 (16.85)	25 (28.08)	2 (2.25)
Physiotherapy	21 (23.59)	21 (23.59)	1 (1.12)



Practical	Very useful	Average	Not useful
Speech therapy	28 (31.46)	12 (13.48)	3 (3.37)
Occupational therapy	18 (20.22)	22 (24.71)	2 (2.25)
Physiotherapy	22 (24.71)	17 (19.10)	2 (2.25)
Behaviour modification	43 (48.31)	2 (2.25)	2 (2.25)
IEP	40 (44.94)	4 (4.49)	- -
Group teaching in curricular subjects	32 (35.95)	11 (12.36)	1 (1.12)
Group teaching in co-curricular subjects (PT, Yoga, Music, Art)	36 (40.45)	9 (10.11)	1 (1.12)
Rural teaching	14 (15.73)	15 (16.85)	6 (6.74)

* percentages are given in parenthesis

The respondents also reported the limitations of the course which is region specific to North East and have provided suggestions for improvement.

Table 15 shows that the infrastructure and trained professionals are inadequate. Reaching of information on time, including access to technology is an important point to be considered.

With regard to the course, longer duration, inclusion of additional disabilities, well qualified teaching staff, stricter norms of conduct of exams and uniform norms in pay structure are recommended by the respondents.



Table 15 : Limitations and Suggestions of the course relevant to the geographical area

N = 89

Limitations	No of responses
Making available the services of technical personnel to give rehabilitation support to MR persons	7 (7.86)
No access to Computer Aided learning programme	5 (5.61)
Poor infrastructure of the school	5 (5.61)
There should be simple procedure for grant in aid	5 (5.61)
More vocational training institutions necessary	4 (4.49)
More training institutions are necessary	3 (3.37)
Some information is reached very late	2 (2.24)
No training center for parents and education of MR children in the state of Tripura	1 (1.12)
About the course	
There should be a topic on description and management of multiple disabled children as well as children with CP/Spasticity	4 (4.49)
Very few theory classes on speech, language, physio, occupational therapy are taken. These cannot fulfill the need	3 (3.37)
The duration of 10 months of the course DSE(MR) is very less	3 (3.37)
Theory and practical exams should be held in strict norms	3 (3.37)
Uniform salary structure for the special teacher, so that one would not switch over to other jobs	3 (3.37)
Faculty of DSE(MR) course should be well qualified and experienced	2 (2.24)

* percentages are given in parenthesis * multiple responses

An effort was taken to find out the extent of awareness on current trends among the trained special teachers (table 16).

The Table 16 reveals clearly that more recent the training, better the awareness among the teachers on recent trends.

Table 16 : Current trends

N = 89*



Current Trends	1986 - 1990 (7)				1991 - 1995 (24)				1996 - 2001(52)				1986 - 2001 (83)			
	A	A NC	NA NC	No Res	A	A NC	NA NC	No Res	A	A NC	NA NC	No Res	A	A NC	NA NC	No Res
IEP	3 42.85	-	-	4 57.14	9 37.5	-	1 4.16	14 58.33	31 59.61	-	-	21 40.38	43 51.80	-	1 1.20	39 46.98
PD act 1995	1 14.28	1 14.28	-	5 71.42	6 24.0	1 4.16	1 4.16	16 66.66	8 15.38	16 30.76	4 7.69	24 46.15	15 18.07	18 21.68	5 6.02	45 54.21
Normalization	-	1 14.28	-	5 71.42	6 24.0	1 4.16	2 8.33	15 62.5	22 42.3	4 7.69	2 3.84	24 46.15	28 33.73	6 7.22	4 4.81	45 54.21
IED in India	-	-	1 14.28	6 85.71	1 4.16	3 12.5	3 12.5	17 70.83	8 15.38	13 25.0	2 3.84	29 55.76	9 10.84	16 19.27	6 7.22	52 62.65
Education of profoundly retarded person	1 14.28	1 14.28	-	5 71.42	3 12.5	4 16.66	1 4.16	16 66.66	17 32.69	7 13.40	3 5.76	25 48.07	21 25.30	12 14.45	4 4.81	46 55.42
Ecological approach	-	-	1 14.28	6 85.71	1 4.16	2 8.33	5 20.83	16 66.66	9 17.3	10 19.23	8 15.38	25 48.07	10 12.04	12 14.45	14 16.48	47 56.62
Parental involvement	-	1 14.28	-	6 85.71	7 29.16	-	1 4.16	16 66.66	19 36.53	8 15.38	1 1.92	24 46.15	26 31.32	9 10.84	2 2.40	46 55.42
NHFDC	-	-	-	7 100.0	3 12.5	2 8.33	2 8.33	17 70.83	6 11.53	10 19.23	8 15.38	28 53.84	9 10.84	12 14.45	10 12.04	52 62.65
Benefits/concessions for disabled - central govt	1 14.28	-	-	6 85.71	5 20.83	4 16.66	-	15 62.5	18 34.61	6 11.53	2 3.84	26 50.0	24 28.91	10 12.04	2 2.40	47 56.62
Benefits concessions for disabled-state govt	1 14.28	-	-	6 85.71	2 8.33	2 8.33	1 4.16	19 79.16	14 26.92	8 15.38	4 7.69	26 50.0	17 20.48	10 12.04	5 6.02	51 61.44
Benefits concessions for disabled-other states	-	-	-	7 100.0	2 8.33	1 4.16	3 12.5	18 75.0	6 11.53	12 23.07	7 13.40	27 51.92	8 9.63	13 15.66	10 12.04	52 62.65
Functional and continuous assessment	1 14.28	-	-	6 85.71	8 33.33	-	-	16 66.66	16 30.76	12 23.07	1 1.92	23 44.23	25 30.12	12 14.45	1 1.20	45 54.21
Functional academics	1 14.28	1 14.28	-	5 71.42	7 29.16	-	-	17 70.83	22 42.3	7 13.40	-	23 44.23	30 36.14	8 9.63	-	45 54.21
Learning and functional aids	2 28.57	1 14.28	-	4 57.14	6 25.0	2 8.33	-	16 66.66	24 46.15	4 7.69	-	24 46.15	32 38.55	7 8.43	-	44 53.01

Current Trends	1986 - 1990 (7)				1991 - 1995 (24)				1996 - 2001(52)				1986 - 2001 (83)			
	A	A NC	NA NC	No Res	A	A NC	NA NC	No Res	A	A NC	NA NC	No Res	A	A NC	NA NC	No Res
Inclusive education	-	1 14.28	1 14.28	5 71.42	2 8.33	2 8.33	4 16.66	16 66.66	13 25.0	14 26.92	2 3.84	23 44.23	15 18.07	17 20.48	7 8.43	4 53.01
Technology in special education	-	1 14.28	-	6 85.71	1 4.16	5 20.83	2 8.33	16 66.66	12 23.07	14 26.92	2 3.84	24 46.15	13 15.66	20 24.09	4 4.81	46 55.42
National trust act (1999)	-	1 14.28	1 14.28	5 71.42	4 16.66	2 8.33	4 16.66	14 58.33	12 23.07	14 26.92	1 1.92	25 48.07	16 19.27	17 20.48	6 7.22	44 53.01
National open school	-	2 28.57	-	5 71.42	2 8.33	3 12.5	5 20.83	14 58.33	11 21.15	11 21.15	5 9.61	25 48.07	13 15.66	16 19.27	10 12.40	44 53.01
National programme for integrated child development	1 14.28	-	-	6 85.71	5 20.83	2 8.33	-	17 70.83	19 36.53	4 7.69	2 3.84	27 51.92	25 30.12	6 7.22	2 2.40	50 60.24
National programme for pulse polio	1 14.28	-	-	6 85.71	4 16.66	1 4.16	-	19 79.16	24 46.15	3 5.76	1 1.92	25 46.15	29 34.93	4 4.81	1 1.20	49 59.03
National programme for immunization	1 14.28	-	1 14.28	5 71.42	5 20.83	3 12.5	1 4.16	15 62.5	19 36.53	4 7.69	2 3.84	27 51.92	25 30.12	7 8.43	4 4.81	47 56.62
Scheme for awards	-	-	1 14.28	6 85.71	1 4.16	6 25.0	2 8.33	15 62.5	7 13.40	9 17.3	9 17.3	27 51.92	8 9.63	15 18.07	12 14.45	48 57.83
Scheme for rehabilitation of people with disability	1 14.28	2 28.57	-	4 57.14	2 8.33	4 16.66	3 12.5	15 62.5	10 19.23	7 13.40	8 15.38	27 51.92	13 15.66	13 15.66	11 13.25	46 55.42
Respite care	-	1 14.28	-	6 85.71	-	3 12.5	5 20.83	16 66.66	6 11.53	10 19.23	9 17.3	27 51.92	6 7.22	14 16.86	14 16.86	49 59.03
Early intervention	2 28.57	-	-	5 71.42	7 29.16	-	1 4.16	16 66.66	20 38.46	4 7.69	5 9.61	23 44.23	29 34.93	4 4.81	6 7.22	44 53.01
National policy on education	-	1 14.28	-	6 85.71	3 12.5	3 12.5	4 16.66	14 58.33	14 26.92	7 13.40	8 15.38	23 44.23	17 20.48	11 13.25	12 14.45	43 51.80
DDRC	-	1 14.28	-	6 85.71	1 4.16	2 8.33	6 25.0	15 62.5	7 13.40	9 17.3	14 26.92	22 42.30	8 9.63	12 14.45	20 24.09	43 51.80
NPRPD	-	-	1 14.28	6 85.71	1 4.16	1 4.16	6 25.0	16 66.66	3 5.76	8 15.38	15 28.84	26 50.0	4 4.81	9 10.84	22 26.50	48 57.83
Convergence of development programme	-	-	1 14.28	6 85.71	1 4.16	-	7 29.16	16 66.66	5 9.61	8 15.38	14 26.92	25 48.07	6 7.22	8 9.63	22 26.50	47 56.62

* 6 candidates did not complete the course, * multiple responses, *A - Aware, *A NC - Aware not competent, *NA NC - Not aware not competent, *No Res - No Response





Competencies required in basic skills such as IEP, Functional Assessment, prevention and parental involvement, Functional Academics, TLMs are found to be present in 30 - 40 % of the respondents while current trends such as ecological approach. National Open School, respite care, schemes of award and Legislation on rehabilitation for the disabled persons are relatively less known to the respondents.

It is also possible that more recent the acquiring of qualification, better the awareness on certain aspects clearly indicating the need for periodic refresher programmes to update the teachers with recent trends and development.

Other remarks from respondents include:

1. Most of the children who are mentally retarded belong to poor families and their parents cannot afford to send them to school. There is a need for the government to finance such children for their admission to school.
2. Lack of opportunity.
3. Waiting for chance to work.
4. Lack of teaching aids for vocational education.
5. Lack of awareness among the general public.
6. Integrated education for the mild mentally retarded to be taken up in regular schools and state government to monitor the programmes.
7. Training centers to be updated and courses modified.
8. Need to establish special schools.

Conclusions and Recommendations :

1. Assam had the largest number of persons trained in DMR/DSE(MR) followed by Manipur. It is appropriate therefore, that another DSE(MR) center is established in Manipur during the year 2001 - 2002.
2. Other five states need intensive programmes to create awareness and establish training centers. As each state has its own state specific physical socio economic, linguistic features, every state should have at least one center to train special educators, rather than combined ones covering all the northeastern states.



3. More number of special educational facilities should be initiated so that the trained teachers find jobs related to special education and attrition rate will be reduced.
4. Recognition, uniform and structured pay scale be introduced for special teachers to prevent them from migrating to other jobs.
5. The course content of DSE(MR) was found inadequate and there is a scope for improvement. In the light of suggestions made by the respondents course content can be modified.
6. Many respondents especially qualified in the first 10 years of the course are unaware of the current trends and development. Structured and periodic refresher courses to undergo this course with due recognition should be introduced. It should be made mandatory to retain teacher certification.
7. The educational models are bound to be varied based on the ecology. For instance, Arunachal Pradesh shows 13 per sq. km as the population spread. Special schools in such conditions are not viable. Instead, special class in regular schools or itinerant teaching and home-based training should be focused and the practical training in this area must be emphasized. The practicals of group teaching planned currently should be modified suitably.
8. The job responsibilities include more than special teacher in this region. The training should equip them to perform the additional duties. It will be helpful in the absence/non availability of other trained professionals.
9. A large number did not respond to questionnaire despite reminders and a considerable number of questionnaires were returned with addressee not found. Efforts towards tracking all the candidates and conducting an elaborate study are necessary for appropriate planning.

References :

1. Manorama Yearbook (2002), Malayala Manorama Press, Kottayam.
2. GOI (2002), India 2002, Ministry of Information and Broadcasting, New Delhi.
3. India Today (16th December, 2002).
4. Reddy SHK (2002) Directory of Institutions for persons with mentally retardation in India, Secunderabad: NIMH Publication.
5. Net search - www.mapsofindia.com www.surveyofindia.com www.indya.com



Appendix - I

Questionnaire to elicit information on current status of special teachers with DSE(MR)/DMR qualifications in the North Eastern Region

Section I

1. Name :

2. Age :

20-30	31-40	41-50	51+
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3. Sex :

M	F
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4. Marital status :

Married	Un-married	Divorced	Widowed
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5. Designation :

6. Address :

a) Permanent address :

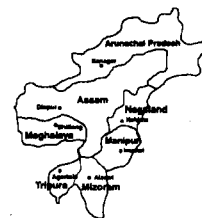
b) Present address :

7. Contact number- Res : Off :

8. Email-id :

9. Year of completion of DSE(MR) / DMR :

10. Currently working as :



11. Job responsibilities carried out by you with the organization as given by you at 5.

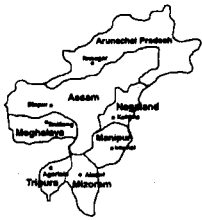
[tick appropriate one(s)]:

- Principal
- Project coordinator
- Research staff
- Master teacher for (DSE(MR)/B.Ed), short term courses, any other
- Early intervener
- Preschool teacher
- Special teacher pre primary
- Special teacher pre vocational
- Special teacher primary
- Special teacher secondary
- Art/craft teacher
- Games teacher
- Music teacher
- Integrated teacher
- Inclusive teacher
- Itinerant teacher
- Home visitor
- Counselor
- CBR worker
- Psychologist
- Therapist(specify)
- Administration
- Accounts
- Public Relations Officer

Any other (mention) : _____

Are you registered with RCI? If yes state your RCI regn. no:

Registered (Give regn. no)	Not registered	Applied/awaiting registration



Section II

Educational qualifications : (begin listing from +2 onwards):

S.No	Qualification	Year of passing	Class obtained	Remarks

Work experience :

S.No	Organization	Designation	Duration	Salary	Remarks

Section III

- * If you are working in the field of mental retardation answer questions in section A.
- * If currently not working in field answer questions in section B.



Sub Section A:

Which aspects of the course are of high utility to you while working in the field?

THEORY	Very useful	Average	Not useful	Justify/Remarks
Mental retardation nature & needs				
Curriculum and teaching				
Psychology				
Persons with MR family & community				
Speech & language therapy				
Occupational therapy				
Physiotherapy				
PRACTICALS				
Speech therapy				
Occupational therapy				
Physiotherapy				
Behavior modification				
IEP				
Group teaching in curricular subjects				
Group teaching in co-curricular subjects (PT, yoga, Music, Art)				
Rural teaching				

Note: In your syllabus for some subjects sub-topics may be found very useful / not useful. List them below (use extra sheet if space is not adequate here).

Very Useful	Not useful

List limitations of the course relevant to your geographical area:



Rate your awareness and competence in your professional skills:

(awareness refers to knowledge of the respective topic, competence refers to your ability to suitably provide information/skill to others)

Current Trends	Aware & Competent	Aware-Not Competent	Not aware-Not Competent
IEP			
PD act 1995			
Normalization			
IED in India			
Education of profoundly retarded person			
Ecological approach			
Parental involvement			
NHFDC			
Benefits/concessions for disabled			
Central Government			
State Government			
Other states			
Functional & Continuous assessment			
Functional academics			
Learning and functional aids			
Inclusive education			
Technology in special education			
National Trust Act (1999)			
National open school			
National programme for			
Integrated child development			
Pulse polio			
Immunization			
Scheme of awards			
Scheme for rehabilitation of people with disability			
Respite care			
Early intervention			
National policy on education			
DDRC			
NPRPD			
Convergence of Developmental Programme			



List the problems/difficulties faced by you while working in the field:

What should be the changes, additions, modifications made to make the course more useful in your region?

List your suggestions with justification.

Time taken: for filling the questionnaire :

0>15 mins	16>30 mins	31>45 mins	46>60 mins	61>90 mins	91>120 mins	121>150 mins	151>180 mins

Signature:

Date:



Sub Section B :

Have you worked with persons with Mental Retardation after completion of your course?

1. If so for how long?

Not worked	0 >1 yr	1-3 yrs	3-5 yrs	5-7yrs	7-9 yrs	9-11yrs	11+
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2. Reason for discontinuing/Not working:

3. Are you willing to work as a special teacher for children with Mental Retardation if given an opportunity? (Yes/No)

a) If Yes give the conditions under which you would like to work:

b) If No state reasons:

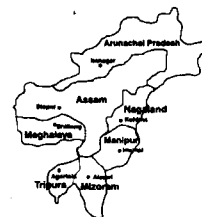
4. Any other observation/remarks/comments you would like to make:

Time taken for filling the questionnaire :

0>15 mins	16>30 mins	31>45 mins	46>60 mins	61>90 mins	91>120 mins	121>150 mins	151>180 mins

Signature:

Date:



Appendix - II

Yearwise enrollment of DSE(MR) candidates from the state of Arunachal Pradesh

N = 3

Year	Enrolled	Discontinued	Qualified	Failed	Total
1986 - 1987	-	-	-	-	-
1987 - 1988	-	-	-	-	-
1988 - 1989	-	-	-	-	-
1989 - 1990	-	-	-	-	-
1990 - 1991	-	-	-	-	-
1991 - 1992	-	-	-	-	-
1992 - 1993	-	-	-	-	-
1993 - 1994	-	-	-	-	-
1994 - 1995	1	-	1	-	1
1995 - 1996	1	-	1	-	1
1996 - 1997	1	-	-	1	1
1997 - 1998	-	-	-	-	-
1998 - 1999	-	-	-	-	-
1999 - 2000	-	-	-	-	-
2000 - 2001	-	-	-	-	-
Total	3	-	2	1	3



Year wise enrollment of DSE(MR) candidates from the state of Assam

N = 126

Year	Enrolled	Discontinued	Qualified	Failed	Total
1986 - 1987	-	-	-	-	-
1987 - 1988	1	-	1	-	1
1988 - 1989	2	-	2	-	2
1989 - 1990	7	-	7	-	7
1990 - 1991	9	-	6	3	9
1991 - 1992	8	-	6	2	8
1992 - 1993	8	2	5	1	8
1993 - 1994	7	1	4	2	7
1994 - 1995	9	1	8	-	9
1995 - 1996	10	5	4	1	10
1996 - 1997	11	-	10	1	11
1997 - 1998	13	4	9	-	13
1998 - 1999	16	7	9	-	16
1999 - 2000	13	-	12	1	13
2000 - 2001	12	-	11	1	12
Total	126	20	94	12	126



Year wise enrollment of DSE(MR) candidates from the state of Manipur

N = 60

Year	Enrolled	Discontinued	Qualified	Failed	Total
1986 - 1987	2	-	2	-	2
1987 - 1988	2	-	2	-	2
1988 - 1989	2	-	-	2	2
1989 - 1990	6	-	5	1	6
1990 - 1991	1	-	-	1	1
1991 - 1992	1	-	1	-	1
1992 - 1993	4	-	3	1	4
1993 - 1994	9	-	9	-	9
1994 - 1995	3	1	2	-	3
1995 - 1996	8	1	7	-	8
1996 - 1997	2	-	1	1	2
1997 - 1998	3	1	2	-	3
1998 - 1999	4	1	3	-	4
1999 - 2000	7	-	7	-	7
2000 - 2001	6	-	6	-	6
Total	60	4	50	6	60



Year wise enrollment of DSE(MR) candidates from the state of Meghalaya

N = 4

Year	Enrolled	Discontinued	Qualified	Failed	Total
1986 - 1987	-	-	-	-	-
1987 - 1988	-	-	-	-	-
1988 - 1989	-	-	-	-	-
1989 - 1990	-	-	-	-	-
1990 - 1991	1	-	1	-	1
1991 - 1992	-	-	-	-	-
1992 - 1993	-	-	-	-	-
1993 - 1994	2	-	2	-	2
1994 - 1995	-	-	-	-	-
1995 - 1996	-	-	-	-	-
1996 - 1997	1	-	1	-	1
1997 - 1998	-	-	-	-	-
1998 - 1999	-	-	-	-	-
1999 - 2000	-	-	-	-	-
2000 - 2001	-	-	-	-	-
Total	4	-	4	-	4



Year wise enrollment of DSE(MR) candidates from the state of Mizoram

N = 3

Year	Enrolled	Discontinued	Qualified	Failed	Total
1986 - 1987	-	-	-	-	-
1987 - 1988	-	-	-	-	-
1988 - 1989	-	-	-	-	-
1989 - 1990	-	-	-	-	-
1990 - 1991	1	-	1	-	1
1991 - 1992	-	-	-	-	-
1992 - 1993	2	-	2	-	2
1993 - 1994	-	-	-	-	-
1994 - 1995	-	-	-	-	-
1995 - 1996	-	-	-	-	-
1996 - 1997	-	-	-	-	-
1997 - 1998	-	-	-	-	-
1998 - 1999	-	-	-	-	-
1999 - 2000	-	-	-	-	-
2000 - 2001	-	-	-	-	-
Total	3	-	3	-	3



Year wise enrollment of DSE(MR) candidates from the state of Nagaland

N = 3

Year	Enrolled	Discontinued	Qualified	Failed	Total
1986 - 1987	-	-	-	-	-
1987 - 1988	-	-	-	-	-
1988 - 1989	-	-	-	-	-
1989 - 1990	-	-	-	-	-
1990 - 1991	-	-	-	-	-
1991 - 1992	-	-	-	-	-
1992 - 1993	-	-	-	-	-
1993 - 1994	-	-	-	-	-
1994 - 1995	1	-	1	-	1
1995 - 1996	1	-	1	-	1
1996 - 1997	-	-	-	-	-
1997 - 1998	1	-	1	-	1
1998 - 1999	-	-	-	-	-
1999 - 2000	-	-	-	-	-
2000 - 2001	-	-	-	-	-
Total	3	-	3	-	3



Year wise enrollment of DSE(MR) candidates from the state of Tripura

N = 5

Year	Enrolled	Discontinued	Qualified	Failed	Total
1986 - 1987	-	-	-	-	-
1987 - 1988	-	-	-	-	-
1988 - 1989	-	-	-	-	-
1989 - 1990	-	-	-	-	-
1990 - 1991	-	-	-	-	-
1991 - 1992	2	-	1	1	2
1992 - 1993	1	-	1	-	1
1993 - 1994	2	2	-	-	2
1994 - 1995	-	-	-	-	-
1995 - 1996	-	-	-	-	-
1996 - 1997	-	-	-	-	-
1997 - 1998	-	-	-	-	-
1998 - 1999	-	-	-	-	-
1999 - 2000	-	-	-	-	-
2000 - 2001	-	-	-	-	-
Total	5	2	2	1	5



Appendix - III

LIST OF ADDRESSES OF SPECIAL EDUCATION PROVISIONS IN NORTH EAST REGION

TRIPURA

1. ABALAMBAN
Ramnagar Road No.1,
2nd Lane, AGARTALA.
2. Association for Social Health in India
No.3, 2nd Lane, Joy Nagar
AGARTALA.
3. Gandhi Sarak Gram Seva Kendra
90A/1B, Suran Sarkarroad, Calcutta,
AGARTALA.
4. Kalyan Samiti
Gangail Road, Melar Math
AGARTALA
5. Pratibandhi Punarvas Samiti
PO Abhoyeger
AGARTALA 799 005
6. North Tripura Deaf & Dumb School
PO Kailashahan,
North Tripura
7. All Tripura SC ST & Minority
Upliftment Council,
West Tripura.



ARUNACHAL PRADESH

1. Donyi Polo Mission
Itanagar 791111,
Arunachal Pradesh
2. Ramakrishna Mission Hospital
Po R.K.Mission, Itanagar,
Arunachal Pradesh, MANIPUR

MANIPUR

1. Rural Educational & Socio Economic Dev. Organisation
Thanga Village,
Dist. Bishanpur, Manipur
2. Rural Voluntary Services
Wangbal Mayai Leikai,
Thoubal 795 138, Chandal, Manipur
3. Service and Education for Welfare Action
Churchandpur,
Churachandpur, Manipur
4. Social Care Ministry,
I B Road, Churachandpur
Manipur
5. Tribal Upliftment Association
Imphal Zone II, Bukpithanlon
Chunachandpur Dist. Manipur
6. All Manipur Mentally Handicapped Persons Welfare Organisation
Keishamthong Top Leirak,
Imphal 795 001, Manipur



7. Institute of Social Development for Weaker Section
Wahengbam Leikai, Khongnang Hogaibi,
New Cachar Road,
Imphal 795 001, Manipur
8. Institute of Social Organiser
Kwatkal, ISOR, Kwakethari Bazar (West)
Imhpal 795 001. Manipur
9. Integrated Educational Soc. Dev. Orgn.
Khongman East Zone-1,
Imphal
10. Kangchup Area Tribal Women Society
Sherwood, 5th Avenue, Deaulalane
Imphal, Manipur - 795 001
11. Centre for Mental Hygiene
Sangaiprou Airport Road.
Imphal Zone II 795 001
12. Centre for Social Development
Imphal Zone II, Imphal
13. Centre for Upliftment of Rural Women Assn
Imphal Zone II, Drahmapur Thanyapal
Mapal PO , Imphal
14. Ima Leimarel Women Welfare Assn.
Singjamei,
Imphal Zone II
15. Institute of Social Development for Weaker Section
Wahengbam Leikai,
Khongnang,Hogaibi, New Cachar road,
Imphal Zone II



16. Ireipak Youth Dev. Assn
Imphal Zone II, Kwakeithel Bazar
Imphal, MANIPUR 795 001
17. Kangchup Area Tribal Women Society
Sherwood, 5th Avenue,
Deaulalane, Imphal
18. Keiro women Welfare
Manipur Imphal East,
Imphal Zone II
19. Kripa Foundation
Mt.Carmel Church
81/A, Chapel Road
Bandra Mumbai, Imphal Zone II
20. Kyamgei Khoiram Leikai Womens Welfare Assn.
Kamgei Mayai Leikei, Imphal
21. Manipur Mahila Kalyan Samiti
D M Road, Dwlalhand - 1,
Imphal
22. Manipur Rural Institute
Tera Bazar Sapam
Leirak, Imphal
23. Rural Downtrodden People Upliftment Society
Imphal Mairangkhom Kabuikul
PO Imphal 795 001, Manipur
24. Rural health Organisation
Naorenthong,
Laishram Leirak, Imphal



25. Rural Reconstruction and Economic Dev. Org.
Tehtha Wangjing 795 148, Imphal
26. Rural Reconstruction and Economic Dev. Org.
PO Loanginj, Imphal
27. Sneha Bhavan
C/O.Little Flower School
Imhphal
28. Social Agriculture *& Rural Dev. Agency
Chandel Kotlenphai
PO Pallel 795135 Chawel Manipur
29. Social Awareness and Devep. Agency
Kawkeithel, Heinoukhongnembi
Imphal
30. Sumchinvum Women Society
Sunny Cottage, New Labulane
Imphal
31. The Bashikhong Chanura Shilon Lap,
Imphal Zone II
32. The Centre for Mental Hygiene
Airport Road,Imphal
33. The Challengers Club
Cricket Faculty Oniam tiddim Road, Imphal
34. The Imphal Dist. Tribal Devpt Society
Regailong, Imphal
35. The manipur Deaf & Mute Association
Imphal



36. The Manipur Scheduled Caste Welfare Assn.
4/IV Babupura, Imphal
37. The Rural Social & Educational Devt. Assn
Imphal
38. United Voluntary Youth Council
West II, Keisampet, Modu
Imphal
39. Urban Welfare Association
Lalambung Takhellambam, Leikai,
RIMS Road, West Imhpal 795 001
40. Integrated Rural Devpt Orgn
Near J.N.Hospital, Porompot,
Imphal
41. Social Reformation & Devpt Orgn
Soibem Leikaji, J N Hospital Road,
Imphal 795 001
42. Kha Manipur Yoga and Nature Cure Assn
Machin manao Hills,
Kakching Bazar, Imhpal
43. Instt of Social Dev for Weaker sections,
Leikei Imphal,
Wahegam, Leikei, Imphal
44. Lamka Rehab & Research centre
PO box 6, Manipur
45. United Rural Development Service
Heirolk Heitupokpi PO,
Wanging, Manipur



46. Western Rural Socio Economic Dev Orgn
Heinoukhongnembi,
Konjeng Leikai, Manipur
47. Rural Downtrodden People Upliftment Society
Moirangkhom Kabul Khul,
PO Imphal, Tamemgleng
48. Rural Development Socio Economic Devpt orgn
Tongbram P S Moirang 795 133,
Manipur
49. Rural Edu. & Socio Ecobnomic Org
Thanga
Tongabram PO Moirang
Thanga, Manipur
50. Centre for Rural Upliftment Services
Wangbal Canal Maya
PO Thoubal B P O
Wangbal Distt, Thoubal 795 138
51. Community Devpt Programme Centre
Thoubal Achouba M I Road
Thoubal, Manipur
52. Educated Unemployed Youth Devpt Assn
Khongjom Tekcham
Indo (Burma) Myanmar Road
Khongion, Tekcham
53. Jania Education Society
Sangaiyumphum, Thoubal
Imphal, Manipur



54. Lamka Rehab & Res centre
PO Box no.6, Thoubal
Imphal, Manipur
55. New Integrated Rural Management Agency
Nunphou Bazar,
Sanga Yumpham PO,
Wangjing 795 148, Thoubal
56. Rural Development Society
RDS Bhawan Wangjungbazar,
PO Wangjung , Thoubal
57. Rural Industries Dev Assn
Wangkhem PO
Thoubal
58. Social Devpt & Rehab Council
PO Dist Thoubal
B P O/Phoudeu, Thoubal
59. Social Reformation and Dev Orgn
Porumpat Soibam
Leikai J.N.Hospital Road
Imphal East PO Imphal 795 001
60. Eastern Social Welfare Orgn
Manipur
Wangjing PO, Thoubal,
Imphal, Manipur
61. The Rural People's Dev Orgn
Heirok Part II,
Thokchour Leikal,
B P O Heirok - 795 148



62. The United Hill peoples Dev. Society
Thoubal, Imphal, Manipur
63. United Rural Development Service
Heirolk Heitupokpi PO Wanging,
Thoubal
64. Volunteers for Rural health & Action,
HO Landing PO
Wangjing 795 148
65. Women Income Generation Centre
Thoubal Nigombam
Thoubal Dist 795 138
66. Youth Progressive Orgn
Leishangthan PO,
Thoubal BPO,
Leishamngtham 795 138, Manipur
67. Thangkhul Mayar Ngala Long
Ukhrul, Imphal, Manipur
68. Islamic Edl Dev Orgn
Sangaiyumpam PO
Wangjing, Imphal, Manipur

NAGALAND

1. Bethesda Youth Welfare Centre
P B No.33
Dimapur, Nagaland
2. Development Assn of Nagaland
Shalom Dimapur, nagaland



3. Prodigals Home
 P B No.148, Circular Road,
 Dimapur, Nagaland

4. Kripa Foundation
 Mt.Carmel Chruch, 81/A, Chapel Road,
 Bandra Mumbai, Kohima, Dimapur

5. Operation Dawn
 1st Floor, Sato Building, P R Hills
 Kohima, Nagaland

6. Save Youth Assn for Lhisema
 Kohima Village
 Kohima, Nagaland

7. Youth Mission
 P B No.127, High School Road
 North Block, Kohima, Nagaland

8. Eleutherous Christian Society
 Tuensang, Nagaland

MEGHALAYA

1. Bethany Society
 Mandal, Shillong, meghalaya

2. Dwar Jingkyrmen School for Children in Need of Special Edn
 Stonyland, Shillong 793 003
 Meghalaya

3. Khasi Jainita Presbyterian Synod
 Church House, Mission Compound
 Shillong, Meghalay



4. Society for the Welfare of the Disabled
Holy cross villa, Red Hill Rd
Lactumkharah, Shillong 793 003
5. Montford Centre for Education
Danakgre, tura PO, Meghalaya 794 101
6. Bethany Society
Arai Mile, West Garo Hills
Meghalaya, ASSAM

ASSAM

1. Amar Pragati Sanskritic Chora & Samaj Unnayan Kendra
Dakhin rukini Nagar PO Beltola
Guwahati 28, Assam
2. Association for Social Health in India
Sunderper R.G, Baruah Road,
GUWAHATI
3. Gram Vikas Parishad
Rangaloo, Jumarmur Nagaon, Guwahati
4. Guwahati Mental Welfare Society Vikash Nagar,
Dakshingaon, Kahiliapara,
Guwahati 781 019
5. Ramakrishna Mission Sevashram
Silchar 4 Coachar, Guwahati
6. Sishu Sarothi Spastics Society of Assam
Off Ramakrishna Mission Road
Birubari, Guwahati 781 016



7. All India Centre for Urban & Rural Devpt, Dist. Unit Golaghat
Hospital Road PO & PS Bokhahat
Golaghat, Assam
8. Bharat Vikas Parishad
K.N. Bhatta Road PO,
Cherikuthi 781 003, Guwahati
9. North East society for the Promotion of Youth and Masses
Guwahati Chapter, Ashram Road,
Ulubari, Guwahati
10. The State Anti Drug and Prohibition Council
Ajom Prakadhan Parishad complex
Guwahati 781 021
11. Wodwicee
PO Lakshirbond, Hailakandi, Assam
12. Dr. Ambedkar Misson
HQ Vill. Dhopatari,
PO Changsari, Kamrup
13. Indian Council for Child Welfare
GN Bordoloi Rd, Ambari,
New Govt Emporium, Guwahati 01
14. Helal Sangha Community Centre
Village Taltala PO, Janakalyan Bazar,
Karimgang
15. Jagriti Sanmilita Unnayan Kendra
PO Islamgaon, Lakhimpur
16. Khorapathar Sanmilita Yuvak Samaj
PO Islamgaon, Lakhimpur



17. National Youth Welfare Mission
North Lakhimpur PO
Moidemiya, Lakhimpur
18. Bahmukhi Krishri Kalyan Samiti
Dist Nagaon, NAGAON
19. Bahumukhi Krishi Arev Samaj Kalyan Samiti
Chota Rupali Noor Nagar PO,
Hirapati Via Haibur Gaon , Nagaon 782 002
20. Educelimal Foundation Trust
R R B Road, P.O.
Haibergan, Nagaon
21. Maheri Par Adarsha Samaj Kalyan Samiti
Vill. Maheri P O, Kaliadinga, Via Juria, Nagaon
22. Bahumakhi Krishi Aru Samaj Kalyan Samiti
Chota Rupali Noor Nagar PO
Hirapati Via Haibur Gaon
23. Gram Vikas Parishad
Rangaloo, Jumarmur Nagaon, Assam
24. Pathari Vocational Institute
Top Floor, Bar Library
Nowgong , Assam
25. Sreemanta Sankar Mission
Nagaon, Nowgong, Assam