

FINDINGS AND SUGGESTIONS

The current chapter discusses about the findings and suggestions. Present findings could be useful for the existing information. It also makes suggestions and recommendations for the future studies.

5.1. Findings

1. There were two set up of schools considered for the study. The first one was inclusive school in which children with difficulties and without difficulties were in combination. The other school was special school that had only special children with learning difficulties.
2. The respondent for the study were both the parents of the children. Only in the case of single parent, interaction was taken place with individual parent.
3. There were three types identified such as Learning Difficulties, Attention Deficit Hyperactive Disorders (ADHD) and Attention Deficit Disorders (ADD). In the Learning Difficulties again three sub types could be made majorly Learning Differences, Learning Concerns and Learning Disorders. Learning Differences is the differences in teaching methods or challenges of learning in a non- native language may reduce children's ability to learn and to succeed academically. Learning Concerns refers to difficulties with reading or writing caused by a variety of factors, including emotional, psychological or physiological barriers that affect language processing or writing. Physiological barriers include deafness or blindness, or a physical disability that makes writing difficult. Emotional or psychological difficulties can also cause Learning Concerns. Learning Disability or Disorders (LD) in children consists of functional inability to receive and process specific types of information in the brain. Attention Deficit / Hyperactivity Disorder (ADHD), which is a neuro – behavioural disorder characterized by wither significant concerns of inattention, or hyperactivity and impulsiveness, or a combination of the two. Attention Deficit Disorders (ADD) majorly describes that children having concerns inattention rather hyperactivity or impulsiveness.

4. While considering the types of difficulties, 80.4% respondent's children had Learning Difficulties, 9.3% had ADHD and 10.3% had ADD. Majority of the respondent's children considered for study was having learning difficulties.
5. There were some children who were having comorbidity i.e. combination of difficulties such as Learning Difficulties with ADHD or ADD.
6. There were 45% of respondent's children from the target group having Learning Disorders, 19 Percent with Learning Concerns, 16.4% with Learning Differences, 10.3% ADD and 9.3% ADHD. Considering the target group for study majority of the respondent's children had Learning Disorders. The ratio was more in the special school.
7. Learning Disorders are divided into three types – Dyslexia (Difficulty in Reading), Dyscalculia (Difficulty in Mathematics) and Dysgraphia (Difficulty in Writing). Majority of the respondent's children among the Learning Disorders had Dyslexia.
8. Some of the respondent's children had comorbidity or multiple difficulties such as Dyslexia and ADHD, Dysgraphia and Dyslexia or Dyscalculia and ADD, etc... Majority of the respondent's children had single difficulties such as learning concerns, dyslexia or ADHD, etc...
9. If we consider chronological order, majority of the respondent's children had 66% first child and hardly 1.3% had third child. Most of the respondents had almost one or two children.
10. The findings shows that majority of the children was boys than girls. Even earlier studies expresses that boys are more prone for learning difficulties than girls.
11. The study reflects that greater part of the respondents' children age group was between 6 to 14 years of age. Hardly 1% children were more than 16 years of age.
12. It reflects that with growing age the intensity, frequency of the difficulties gets decreased if right help was gained by the children.
13. All the children inspite of few from greater age group were studying from Standard 1st to 8th class. More number of children was from academic Standard 1st to 7th class.
14. Considering the types of parents, finding indicates that 97% of the respondent's children had both the parents and hardly 3% percent had single parents. Considering the family type, 70 % of respondent and their children were staying

- in Nuclear family type and 30% in Joint Family. Most of the respondent and their children were from Nuclear Family.
15. Considering the Mother's age group, most of them were from the age group 36 years to 40 years old. While taking into account Father's age group, mainly were from age group 41 years to 45 years old.
 16. The findings show that 68.3% of the mother's educational qualification was Graduation. Majority of the mothers were graduated from the target group. While considering father's educational qualification, 56.5% were graduated and 42.2 % were post graduate. Most of them were graduated or post graduate.
 17. Respondent's (Parents) working status when was considered, there were 56.3 % were single working parents and 43.7 % both parents working. There was highly different found in single working and both working parents.
 18. In the findings, most of the parents were working in Private Service considering both mothers and fathers working sectors. Finding show that majority of the parents were having Annual income between 2 lakhs to 5 lakhs.
 19. Considering the chronological order of the child with learning difficulties, 68% were second child 29.7 % first child.
 20. Considering the Housing Locality, 86% of parents were living in Building or flats from targeted group.

5.2. Findings based on Academic Concerns of Children:

1. Children with Learning Difficulties may have the issue of writing reversals or omissions, most of the children as per the respondent's expression have shown considerable progress or some progress with the efforts. Even while considering the children shown progress on writing on the line with required efforts and have shown mostly some or considerable progress.
2. According to the findings, When Mathematical skills was considered as a factor, most of the children according to the parents perspective have shown considerable changes in their performance, a number of them have shown some progress and few have not yet started with relevant progress.
3. Usually it is observed that children with Learning Difficulties write slowly as they may have issues with reading and writing, overall significant progress is seen in the performance of the children according to the majority of the parent's perspective.

4. Children with Learning Difficulties may have the difficulty in perceiving things from blackboard or books. According to the parent's perspective, findings show that there are some children who have shown improvement from the objected group. After perceiving things, children are expected to copy it from blackboard or books to the notebooks, here also the result indicates some progress in majority of the parent's children that were considered for study.
5. Motor Skills becomes an integral factor in the growth and development of all children. Children with Learning Difficulties may have concerns in the same. Overall when it considered the motor skills it could be majorly identified as gross and finer muscle skills. According to the parent's view, Mostly some and considerable progress is notified in the result from the considered group of parents children.
6. Left handedness can be one of the factor in the learning issues as left handed children use exactly opposite hand to perform their regular tasks. Writing may cause difficulty at times. Majority of the children were not having this issue of writing difficulty with left hand. In children who had difficulty with right hand have shown some progress in their performance with right efforts.
7. Due to reading writing difficulty it is usually observed that those children do not express their thoughts easily especially in writing. When it was tried to seek out from children about their children, some parents feel that they have few changes about expression of thoughts in writing.
8. Usually children with Learning Difficulties may difficulty in concentration and ultimately it affected the writing skills of the children. Overall the findings show that parents perceive mostly some progress in their child's performance. Few parents perceive that there is considerable progress in their child's performance.
9. Writing and comprehending things are very important part of learning and it also affects the children's performance. Overall some progress is notified as per the findings and considerable progress in a number of children according to the parent's perception.
10. Hand writing of children with learning difficulties appears mostly shabby and untidy. Majority of parents have seen some progress in their child's hand writing skills and few have seen considerable some in the children's performance.
11. Coordination with the activities especially with motor skills is essential in the children while learning. It is an integral part of child development. Children with

learning difficulties may have difficulty in coordinating activities particularly with motor skills. Mostly the parents of children with learning difficulties have shown considerable progress and few have not shown required progress in their performance. Only some have shown considerable progress.

5.3. Feedbacks based on Parents Perception at Emotional level

1. Usually children with learning difficulties are perceived as lazy children rather accepting the children having some sort of difficulty. The findings show that considerable progress is seen in more than 50% parents' perception towards their children. Few have shown some progress in their perspective. Slowly with proper guidance parents also start understanding that children are not lazy in their performance rather than blaming the children about concerns.
2. Children with the learning difficulties have difficulty in learning academics. Individual help is required for the children to improve their performance. Hence remediation becomes a source of improving the child's performance and simultaneously parents also need to learn new techniques to improve their child's performance. When it was asked to the parents about the same some and considerable performance has happened in their perception to learn new techniques to teach their children.
3. Usually it parents force their children to write inspite of difficulty. According to the finding most of the parents have shown some progress about the same and few shown considerable progress. Still handful parents conveyed that they need to force their children to write. But instead of forcing their children if they motivate them to write it would be beneficial for the children and improvement can be seen by parents.
4. Children with Learning Difficulties easily get distracted and that affects their learning. According to the result parent's perception, with individual attention and appropriate support children with Learning Difficulties can overcome with the difficulties of distraction. Mostly considerable changes have observed by the parents in their children.
5. Children with learning difficulties needs one to one attention for the same exact difficulty of the child needs to be understood. Therefore it is essential to know that whether parents observe their child's day to day activities and performance of the same. The result indicates that majorly awareness is getting generated in the

parents about the observing the activities of the child; so overall some progress is identified. Observation is the important tool to understand the difficulty of the child.

6. Majorly there is denial to accept that child has learning difficulty. The first step of acceptance is parents should feel that there is a learning difficulties in a child. Many a times parents feel that their children are purposefully showing a denial for the studies. Actually children are facing some sort of difficulty in coping with the academics. The findings show that there is some and considerable changes identified in the parents perspective. When a teacher or a counselor conveys that special help is required by the child slowly through awareness nowadays parents are somehow ready to accept.
7. It is very important to trust the abilities of the child especially by the parents. According to the parents perception there is some and considerable progress that has happened in their perspective through awareness and guidance.
8. In the formal school set up, it becomes essential for the children to sit on one place and learn. Initially many children face the difficulty to do so slowly they start getting adjusted with the same environment. But even with the frequency and time if children are unable to sit on one place then only they start facing academic concerns. According to the conclusion, respondents (parents) feels that there is some progress seen in most of their children and few parents have seen considerable changes in this area.
9. Usually it is expected from children to be attentive in the class. Especially when teacher is teaching. When it was ask to the parents about the same more than 50% of parents feel that there is some progress in the children with appropriate efforts. Slowly children are developing in their attention skills through the needful help.
10. Children with learning difficulties have difficulty in concentrating for the activities. Children need individual help to overcome with this difficulty. According to the findings more than 50% parents have seen some progress in the same area and flew parents have seen considerable changes in their children.
11. Children with Learning Difficulties have difficulty in academics ultimately when they are not able to perform they try to remain aloof from society. It affects their relationship with peers. When it was tried to find out from peers some or considerable changes parents have seen in the same area. Some children still have difficulty to adjust with the peers as per the findings.

12. Accepting that child along with the Learning Difficulties majority of the parents has shown some or considerable changes in their thought process about developing the acceptance of the child along with some Learning Difficulties.
13. Parents usually get angry on the children when they are unable to perform required task. The findings show that more than 50% parents have shown some progress in the getting angry with the child. A number of parents have also shown considerable progress in their perspective.
14. Usually the concerns of the children with the Learning Difficulties are seen so efforts of the children takes in other activities get overlapped. Here it becomes important to understand whether parents share any activities done by the child as achievement or whether it gets overlapped. Mostly parents have shown some progress in their thought process about sharing their child's activities with others so that the child gets motivated. Few with considerable progress and rare parents still feel hesitant or not important to show their activities.
15. As we have considered that parents should accept the child with Learning Difficulties. First it is necessary for the parent to accept the child has some concerns or Learning issues. Overall some or considerable changers are observed in their perspective towards acceptance that children has concerns in learning.
16. Consulting the expert and right help from them is required for children as well as for the parents. Overall when it was asked to the parent's majority of them have told that slowly their perspective has changed towards the same. The findings show that some or considerable changes have happened in their perspective.
17. Usually when the child has any difficulties parents may have rigidity to accompany them to others place. According to the findings, more than 50 % parents conveyed that their some progress in their thought process about accompanying their children to relatives or friends place. Few have shown considerable progress and hardly have still difficulty to accompany their child to others place.
18. The major fear parents had while accompanying children to others place is about their comments. It becomes difficult for parents to face others comment. More than 50 % parents told that there is some progress happened in their perspective. Few have shown considerable changes and hardly have achieved in the same part.
19. Usually it becomes a tendency as a parent to compare their child with other children especially in the area of academics. The genuine concern is that their

child should be able to cope up with other children. Overall most of the parents conveyed that they have shown some progress in their perspective towards the children in the area of comparison with other children and few have shown considerable progress.

20. Parents' comments usually affect the child in positive or negative way. A positive comment creates motivation and a negative comment creates difficulty in learning so it is essential for parents to have positive attitude towards children. According to the findings, more than 50% of parents have somehow accepted the fact that parents comments affects the children and few have shown considerable progress.
21. Even if school is responsible for developing the academic performance of the child it is essential that parent should put special efforts. Parents need to help the child to overcome their difficult areas. More than 50% parents conveyed that there are considerable changes in helping the children in their concerns and few are still having some progress.
22. Parents need to spare special time with their child to develop their relationship and bonding. When it was ask to the 50% parents has considerably changed their perspective and has started spending leisure time. A number of parents have shown considerable progress and few still have to work in this area.
23. Usually most of the parents focus on only academics but it is important to understand other strength of the children. The findings show that more than 50% parents have considerable change their perspective and few have shown some change.
24. It is important to have frequent talk with the teacher about the performance of the children and areas of improvement. Most of the parents have developed an acceptance in some or considerable ways.
25. It is an obvious perspective that usually parent think that children are good in academics then only they are intelligent where as in academics is just one area of intelligence. The findings show that more than 50% parents have some progress & few have considerable progress.
26. Usually parents have the perspective that teacher should improve her teaching methodology but it is important that parent also need to put efforts in developing the academic performance. Most of the parents in the conclusion have developed some changes in their perspective and a number of parents still feel that if their child is lagging than teacher should improve her teaching methodology.

27. When the child is not able to perform usually parents blame themselves according to the result more than 50% parents have shown some progress in the area of blaming self and few have shown considerable progress. Few have themselves for their child poor academic performance.
28. Children with learning difficulties usually need individual attention but at times parents show refusal for the same. More over parents have shown some or considerable progress in the same area and started accepting that their children need individual attention.
29. At times some children with learning concerns needs integration but most of them needs special help for the same acceptance is required. According to the finding some or considerable progress has been notified in the parents perspective.
30. Parents' perception is an integral part of the child's development if it is negative it creates an obstacle. The conclusion shows that more than 50% parents have somewhat started accepting that if they perceived negative about the child then ultimately it create obstacles in their learning and few have shown considerable changes. Few parents have still a stronger denial about the same.
31. Many a times, parents feel that their children are lagging than others children. They have fear about the competencies of the children. Overall the result reflects that more half the target group has shown some changes in their thought process and few have seen considerable progress.
32. Parents have a feel many a times about adjustment with the peers. Children with learning difficulties may difficulty in getting along with peers as they have guilt about poor academic performance. Moreover parents expressed that there is considerable changes in this area and few have some progress in their thought process.
33. Children with learning difficulties may have difficulty in expressing their feelings as they may have language difficulty. Overall considerable or some changes have seen in the parents thought process about their observation towards expression of thoughts by the child himself.
34. Usually parents get pressurized with the performance of the child as their expectation is more from the child and that leads to frustration. It is important for parents to understand the limitations of the child. Overall there is some or considerable changes in the thought process of the parents.

35. Usually relatives and connected family members unnecessarily comment about the child and that creates hindrance in the parents view towards the child. Overall according to the parents' perspective, there is some or considerable changes in the view point of the parents and still few parents feels that relatives' comments disturb them.

5.4. Findings related to Remediation Facilities that Children Avail:

1. Children with Learning Difficulties have difficulty in some or others areas which needs individual attention which could be gained through remediation or in severe cases by special school. When it was tried to understand from parents that children feel happy to attend remediation for normal school set up or special school for children who are going for special school. Moreover children have seen some or considerable progress in their thought process and feels children enjoy the same. Some parents completely agree that their children enjoy the remediation or special schooling and are happy.
2. Remediation or special schooling gives individual attention towards children when it was asked to the parents that whether they find it help or not moreover parents conveyed that they have find it helpful. The findings show that moreover they have seen some or considerable changes in their perspective and few complete agree that it is helping their children.
3. When it was asked to the parents that whether they have seen improvement in their child moreover conveyed according finding that parents have seen some or considerable changes in their children. Hardly have either seen complete improvement or not seen improvement at all.
4. Individual attention enhances confidence in the children and which is provided at special school through remediation. The findings shows that moreover parents have seen some or considerable changes and few have seen complete changes. Few conveyed that they have not seen improvement in confidence building.
5. Children with learning difficulties with individual help start taking interest in learning. When it was asked to the parents, it concluded that moreover there is some or considerable progress in thoughts of parents about children taking interest in learning through individual help.
6. When it was asked to the parents whether this individual help is useful for the children or not then the findings resulted that parents have slowly but feels that

some or considerable changes have been observed in their children through considerable help.

7. It is difficult for parents to accept that their children need special or individual in academics when it was tried to understand from parents most of them conveyed either some or progress has happened in their thoughts and they rarely feels regretted. Few parents still feel that they feel regretted with their child taking individual help and cannot completely neutralize self.
8. When it asked to the parents whether their children enjoy the remedial sessions or special school teaching. More than 50 percent have seen considerable changes about their perspectives and few have seen some progress and hardly feel that they have achieved success in their observation about the child's enjoyment.
9. Remedial teacher or special school teacher time to time make an efforts to help the parents understand their ways to deal with child through activities. According the findings, moreover parents have seen some or considerable changes in their thoughts and started feeling that somehow remediation trains parents to conduct different activities with children.
10. Through different activities it also enhances parents teaching technology and adds on different innovative ideas in their teaching. More over parents have seen some or considerable changes in enhancement of their teaching technology.
11. Many times when parents are unable to cope up then the parents feel that special examination system should be there. When it was tried to find out from the parents that whether special examination system should be their then moreover have seen some progress, few have seen considerable progress and still few parents few that special examination system should be there for the children.
12. When it was asked that whether teacher should have child centered approach then the findings show that moreover parents have feel that teacher each in child centered approach and a small amount of parents still feel that teacher need to improve her teaching methodology and should have child centered approach.

5.5. Findings Related to Cross Table co-relation

- 1) Considering the difficulties of the child major three areas were concerned Learning Disorders, ADHD, and ADD. When the writing issues was correlated with the difficulties of the child. Majority of parents felt there is a considerable change with medium level of priority in the child about writing reversals or

omission of the alphabets or words. A number of parents conveyed that there is some progress with low level of priority identified by them, few parents had not yet seen expected difference in the child with the rare priority and hardly there were parents who conveyed that their child had achieved success with high level of priority in the same area.

- 2) Children with learning difficulties may have issues on writing on the line. When it asked to the parents about the same moreover had medium or low priority with considerable or some progress in the children. Few parents still narrated that their children have not yet shown progress and hardly parents expressed that their children had achieved success in writing on the line difficulty.
- 3) Arithmetic difficulties when considered mostly parents have seen substantial changes with average priority. Few parents conveyed children have shown some progress with short priority and rarely conveyed that progress is not yet observable.
- 4) Usually parents conduct the studies of the children and when children are unable to do mothers force the child to do it. But do that forceful learning help the child is another question. Certainly forcing can happen but pressurizing the child to learn makes things difficult for him. According to the findings, it was seen that graduated mothers had some progress over the period of time have learnt to deal with the issue of forceful writing. There were few postgraduate parents and they had observed some progress in their children.
- 5) Father's educational qualification was considered with forceful writing in that overall moreover strength was from graduated parents or post graduate parents. According to the findings, it was seen that graduated fathers had considerable progress over the period of time have learnt to deal with the issue of forceful writing.
- 6) Mother's occupation when considered with the forceful writing, the findings show that more than 50% mothers were housewife overall substantial changes with medium level of priority. A number of mothers were doing service in private sector overall considerable changes were observed with medium priority.
- 7) Father's occupation when considered with forceful writing, more over fathers were doing service in private sector have shown some progress in their perspective with low priority and few have shown considerable progress with

- medium priority. Few parents doing business has shown some progress in their thought process with low level priority.
- 8) Mother's occupation and acceptance of the child when was correlated moreover mothers were housewife or either working in private sector and overall some or considerable progress was seen with low or medium level of priority. Hardly parents have achieved the stage of success with high level priority.
 - 9) Father's occupation is also important part and when correlated with acceptance level. Moreover parents were working in private sector have medium or Low level of priority with some or considerable progress in their perspective towards acceptance level of the children.
 - 10) Overall Father's educational qualification was graduate and postgraduate. Mother's educational qualification was moreover graduated. Mother's and father's educational qualification when correlated with child's thought of expression it was considered that when there is overall low or medium level of priority of the mother's and father's perception then some or considerable progress is seen in the child's expression of thoughts.
 - 11) Parents educational qualification i.e. mother's and father's when was considered with the improvement in the children. Overall the result shows that some or considerable progress seen in children with low or medium level of priority of the parents.
 - 12) Confidence is an important area to understand improvement in the children. Overall Father's educational qualification was graduate and postgraduate. Mother's educational qualification was moreover graduated. When considered mother's educational qualification and enhancement of confidence children. Moreover some or considerable changes is seen in the children with low or medium level of priority given by the mothers. Few have shown success with top level priority and there were hardly some parents who conveyed that still they have not observed remarkable changes. When considered with father's educational qualification, overall some or considerable progress is seen in confidence level of children with low or medium level of parents priority.
 - 13) Overall Father's educational qualification was graduate and postgraduate. Mother's educational qualification was moreover graduated. Appreciation is important in the children overall when it was considered with parents i.e. Father's and mother's educational qualification then overall some and considerable

changes in parents perspective about appreciating children and giving motivation to them with low or medium level of priority. Few parents still have difficulty in appreciating the children with the limitations.

5.6. Findings Based on Parents Feedbacks about their Children with Learning Difficulties

1. Parents emotions is most important part that needs to be understood while understanding parents emotions. Parents face mixed emotions while dealing with their children. When children have learning concerns predominantly identified emotions according to findings is concern and love even confidence and happiness is seen when child shows remarkable change in the performance. Usually seen emotions are fear, disappointment, irritation, guilty, frustration, angry, doubt and sad especially when children are unable to perform. A number of parents expressed emotions such as anxiety, nervousness, annoyance and phobia when children are unable to perform. Hardly few parents expressed hatred and pride emotion.
2. While knowing about understanding level of children, 35.67% parents expressed that they still find it difficult to accept the difficulty of the child whereas 34.67% have accepted the concerns and 29.66% have shown partly acceptance.
3. Parents having children with learning difficulties tries to seek information from various sources. The findings show the frequency 50% percent parent meet the concerned expert once in a month. Few once in a quarter or once in 15 days.
4. When it was tried understand about different sources to seek information majority of the parents conveyed as remedial teacher is most important and approachable source for the parents. Children going to special school parents conveyed as special school teacher. Another important source is School Counsellor also many parents approach for their child's difficulties. Few parents even concerned the class teacher, child psychologist and Principal along with remedial teacher or special school teacher. Hardly, it was observed that parents try to consult in rare cases to the child psychiatrist, speech therapist, play therapist or occupational therapist as per need of the children.
5. When it was tried to find out whether extracurricular activities are important for children then more than 50% of the parents with time had tried to make an attempt to find that whether their children are good in extracurricular activities and a

number of parent still have difficulty to whether focus to on extracurricular activities or not. Those parents who allow their children to get involved in extracurricular activities in those most of them are involved in performing arts or music and few are involved in creative and art skills.

6. When it was asked to the parents whether they become emotional on others comment, more than 50 % conveyed that they become emotional and a number of parents felt that they have learned to face others comments. In those who have can face others comment, a number of them can either confidently convey them or ignore their comments.
7. Classroom set up and a child with learning difficulties adjusting themselves in same is another concern. Most of them conveyed that they don't feel that there should be change in the classroom set up. Few still feel that there should be change in classroom set up and needs individual attention. Hardly parents sometimes feel that there is need to have change in classroom set up.
8. As classroom set up the most important factor is curriculum in academic concerns. When it was tried to understand the perspective of the parents then most of them conveyed that they do not have exact understanding about need of changes required in curriculum so expressed that curriculum is not required to change. Few parents feel that curriculum should be different as they feel that children cannot cope up and rarely feels that it is difficult to understand for children.
9. Learning difficulties children are prone to behavioural issues, most of them conveyed that their children have behavioural issues and hardly parents feel that they do not have behavioural issues. Those who conveyed that their children have behaviour issues among them most of them have distraction and aggression concern. Few of them have attention, difficulty in concentration, hyperactivity or impulsivity and aloofness.
10. The ways that parents used to tackle the difficulties of their child's behavioural issues most of them either cannot tackle or those who can tackle do lot of activities or spare time with the children. A small amount of parent's child having learning difficulties either rely on medication, meditation, counselling at times being patient with children and providing instruction in appropriate ways.
11. Diet is also important in children when children have healthy diet then there are few chances that it affects on their overall development. When it was considered

about the diet plan most of them have unhealthy eating habits and diet and still there are number of children who have healthy diet.

12. Usually, future career is the major concern of the parents. When it was considered about children with learning difficulties, Most of the parents have not yet decided about the future career of the children either they feel that their children are too small to decide about the same or not sure about their career. A number of parents told that they believe in their future career.

5.7. Findings related to case studies:

1. **Learning difference** – Changes in the syllabus, school setup and school environment would affect few children in different learning and development areas.
2. **Learning Concerns** – Pressures in the family environment or disturbances within the family which is noticed by the child could affect the growth and development in the child. Even if the child is lagging in specific areas and parents continuously pinpointing its concerns may give reflection to his learning.
3. **Dyslexia** – It is a complete neurological difficulty seen in the children with normal IQ but having learning concerns such as reversals of alphabets, omission of alphabets or words, difficulty in comprehending the sentences, difficulty in copying the sentences from blackboard or another book.
4. **Dysgraphia** – Children with such as concern majorly have difficulty in writing on line or cannot leave proper space among the sentences or alphabets, copying from blackboard or another book.
5. **Dyscalculia** – Children usually have major difficulty with mathematical calculation, reversals in numbers, and find difficulty in doing simple sums of addition and subtraction.
6. **Attention Deficit Disorder (ADD)** – Children have a difficulty in focusing on one activity and so many a times have mess doing activities. Immediately get distracted and usually have low attention span.
7. **Attention Deficit Hyperactivity Disorder (ADHD)** – Usually children have difficulty in focusing at one activity as well as getting distracted immediately along with being hyperactive in minute areas. Tends to get angry immediately. Children usually express their anger in unusual way.

5.8. Findings based on testing of Hypothesis:

Hypothesis 1 - Greater awareness among the parents better to minimize the perception

1. Awareness is important part in understanding about learning difficulties when it was asked to the parents about their awareness level. Moreover parents conveyed that there is considerable progress in the thinking of the parents, few had expressed as some progress and a number of them still feel that they are not completely aware of it.
2. Better awareness creates better perception about the parents. When it was asked to the parents, moreover parents conveyed that they have developed some or considerable thought about the same.
3. When it was asked to the parents about the acceptance level of the parents towards their children. Most of the parents conveyed that their perspective have some or considerable about the level of acceptance.

Hypothesis 2 - Greater recognition of the parents' better performance seen in the children

1. Appreciation is important to motivate the children. According to the findings, most of the parents conveyed some or considerable progress about the same and few had conveyed that they completely agree that appreciation gives motivation for children to learn.
2. Support of the parents is important of the children to learn. There support helps them to improve their academic performance. Overall some and considerable progress is notified in parents thought process about providing support would help to enhance the performance of the child.
3. After support and motivation, the learning capability gets enhanced of the children. The result conveyed that most of the parents feel that their some or considerable changes about learning capabilities of children through motivation and support.

Hypothesis: 3 - Good efforts by parents and institution well results seen in child's coping

1. School plays an important role to mould the children in positive way. Efforts of the school enhance the academic performance of the child. According to the

findings, considerable changes are seen in the parents perception about the same and few have seen some changes.

2. School helps the children as well as parents too in understanding the concerns of their child and providing them right help. Moreover, it is notified that there are considerable or some changes in the views of parents that school helps them to change their views and motivate them to be positive towards their children and a small amount have achieved in their thought process.
3. When it was asked to the parents that whether their children can cope up with the present academic performance. More than 50% parents conveyed that there is some progress in their children and few conveyed they have observed considerable changes in the children.
4. Usually parents have a feeling that their children are lagging in academic performance so they find it difficult to express their thought about proud moments. According to the findings, some or considerable changes has happened over the period of time.
5. Usually children are compared with other children in the class or neighbourhood of same age or smaller children too at times. The findings show there is some or considerable in their thought process about competing the child with himself rather with others. Few still find it hard to convince themselves in the same area.

Hypothesis 4 - Greater acceptance of the parents' better reception by the society

1. When parents accept the child with his learning difficulties then society also in turn accepts the child about the same. The findings show that more than 50% parents have considerable progress in their thought process and few have some progress. Hardly there are parents still have denial to accept that if parents are positive then society also changes its perspective.
2. It is difficult to face the comments of other people of society According to the findings, slowly some or considerable progress is notified in parents thinking and they learn to face society's comments by their own means and hardly there are parents that they have difficulty in facing the comments.
3. Usually parents are pressurized by the society and then unknowingly society is given more importance than the child. When it was asked to the parents that whether children are more important than societies perception. More than 50%

parents conveyed that their views have considerable changes according to the time and children are more important than society, a number of parents expressed that some progress is there in their thought process.

4. The immediate society which parents have to face on regular basis is neighbours and relatives and their comments disturb the parents in perceiving their child. More than 50% parents conveyed that their some progress in their perspective and they either ignore or can confidently convey the relatives or neighbours. Few parents still find it feel pressurized by the comments.
5. But there are still some relatives or neighbours those who motivates the parents in positive way to handle their children. Moreover some or considerable parents conveyed that there are relatives and neighbours who motivate them to be positive towards child. Especially it so observed that parents need to be confident about their child.

5.9. Conclusions

1. There is lot of misconceptions about the children with Learning Difficulties and moreover they are perceived as dyslexic children. But most of them are unaware about the types of Learning Difficulties and varied needs of the children as per the difficulties of the child. Professionals have critically analyzed that there is need to understand the difficulties of the child and provide right help to the children rather making assumptions about them.
2. It is identified that if parents try to understand the child's difficulties then they can make remarkable changes in their children. For the same they need to understand exact issue that the child is facing which would generate awareness among the parents about accepting the child and providing required help.
3. Considering the role of socialization major role is played by the parents of the child. Relatives, friends, neighbours, people connected through cultural background. At school, major role is played by the class teacher and subject teacher and school authorities. School Counsellor and remedial teacher also play integral role in shaping the children and helping them out from the concerns. If the child needs any special help then role of the Therapist, Psychologist or Psychiatrist is also important as per the need. Remedial Teacher and School Counsellor help in motivation and building confidence apart from academic assistance. Even they help motivating children to have change in their perspective.

When connected members to the child such as parents majorly but relatives, friends, neighbours and peers help the child and gives continuous motivation then the child can make remarkable changes in their performance. Better perception about the child helps enhanced growth and development in them especially in concern with academics. Role of grandparents is also important as with working parents majority of time children spend with them. If at all they comment about the child it would be difficult for the child to show remarkable changes.

4. Parents' educational qualification as well as parents occupation to affects their perception level to the child. If at all the parents have acquired less education then it becomes difficult for them to understand and provide help. Those parents who are highly qualified and have hectic working schedule cannot spend necessary time with the child and at times find it difficult to accept the difficulties of the child. The findings also conveyed that moreover parents need to spend time with the child even understand and accept the difficulties of the child. Then only it would give right help to the children.
5. Understanding the exact difficulties of the child is important to provide right help to the child. Parents need to accept the difficulties so that right help could be provided to the children at right time. All the learning difficulties should not be categorized under one difficulty and children should be labeled for the same.
6. Perspective of the teacher and school authorities is also very important as they play role in shaping the child. If teacher motivates rightly to the child in the classroom then it becomes easy for the child to get adjusted in the class. Role of Remedial Teacher and School Counsellor is also important as they work on exact concerns of the child and are real motivators for the parents.
7. Emotions of the parents needs to be understood to understand their concerns as they are actually dealing with the child in different set up and continuously either listening to some or the other complaint about the child or face sympathy shown by others. At times over hearing also disturbs the perspective of the parents towards children.
8. Positive sides of the child should always be reflected so that they get motivated and perform better. Children even if lagging in academics can perform very well in some or other areas of extracurricular activities which help them to gain confidence in them.

9. It is important to understand whether child is single child of the parents even need to understand if they have siblings that the number of siblings and their relationships with them.
10. Boys are more prone to have learning difficulties than girls even with behavioural issues same concern needs to be understood.
11. It is important to understand whether the child has behavioural concerns with the learning difficulties. Usually the children with learning difficulties have behavioural issues too even the findings talk about the same. Behavioural issues may develop hindrance in learning so if exact difficulties are understood then right help can be given.
12. Diet of the children can also affect the child. The findings show that most of the children have issues with healthy diet and there number of children who consume healthy diet too.
13. Curriculum is important to understand whether child is able to cope up. So during informal or formal testing it is seen that the child's performance is according to the age through evaluating children on curriculum based performance.
14. Usually parents are concerned about the future career of the child or either doesn't keep high expectations from children. Therefore concern with future is essential to understand when it is tried to understand about parent's perception.
15. Classroom set up and relationship with peers is also important to understand while understanding the performance of the child. Child's adjustment with the classroom set up especially with teacher and peers is important. Overall with awareness slowly the perspective is changing towards the children and at immense children gets immense support from the class.

5.10. Recommendations

1. Parents need to understand their roles and responsibilities and also believe in their own child with learning difficulties. For children parents, teacher and people around them are role model and they follow them so they should play the role utmost responsibly.
2. Parents are their first world of socialization so their role in the child's life is important in shaping the child.

3. Teacher also plays major role in child's life and she moulds the child especially in academic areas so her perception and role is essential to understand for growth and development of the children.
4. Child should not be labeled by any means or sources at schools or in home to avoid hindrance in shaping his personality and development.
5. Every school should have a professional School Counsellor to guide the parents in appropriate ways to deal with the child. Professional Counsellor should be from background with counselling along with graduation or post graduation with Social Work or Psychology even from school counselling background. Right person can give right direction to parents.
6. School should have remediation facilities or either a remedial teacher at school to help the child on one to one basis and improve the basic learning skills of children using different strategies and guiding parents too in appropriate ways.
7. Parents need to consult the expert if at all it is suggested example consulting speech therapist for speech difficulties or consulting Child psychiatrist if child having ADHD and has to undergo some medication.
8. At times developing acceptance that single handed efforts will not be useful for each and every child with learning difficulties as their needs are different and even the treatment could be different.
9. School Counsellor should plan an orientation workshop for teachers as well as parents to generate awareness about learning difficulties and teach appropriate techniques to deal with the children. As child should not be a part of unknowing comments by any of the person close to them.
10. Children and parents would need continuous counselling and support to develop awareness and learn the strategies to deal with the concerns that the child is going to face.
11. Remediation would help the child in the areas which they are lagging and help them to overcome the phase. Usually children with learning difficulties are lagging in understanding the concept age appropriate wise so to overcome that phase remedial teaching could be a best source.
12. Parents should learn to face others comment and confidently convey the strengths and accept the weakness of the child. Especially when relatives, friends or neighbours comment about the child, it is important to handle the situation and

- should be able to confidently answer others comment about the child. If parents take it positively then others will not make an attempt to comment about the child.
13. Awareness needs to be generated in the society about Learning Difficulties in children as this is the area which needs to be work on. Children having learning difficulties are usual difficulties seen in the child and only these children learn academically different.
 14. There are government policies to help the child with learning difficulties but actual implication in the schools is less and which needs to be made compulsory for the systems. Private Schools may get required help for children but Government or semi- government schools also should work these lines especially appointing a School Counsellor and providing required remedial help for children as their difficulties remains unaware.
 15. The law and rules must be so amended that equal access to education for all children and required help according there should be provided to them.
 16. There should be more research studies done about these upcoming issues to generate awareness among the common people and children should get required and necessary help by different sources.
 17. Teacher training must be incorporated to get brief understanding about learning difficulties in children.
 18. Different NGO's should develop a set up of helping children with learning difficulties especially for the children from underprivileged background as identifying the difficulties of children with learning issues needs to be tested by the professionals and that is usually expensive and so the difficulties may remain unresolved.
 19. Appropriate guidance and support from the professionals, institutes or NGO's, educationalist should be provided to the children at appropriate age to enhance the development in the academic performance.
 20. Appropriate awareness should be generated through media, educational experts and institutes to work on the misinformation about Learning difficulties identified in the children. The mediator of socialization such as Parents, Teachers, Media, and Society must work together to clear the misconceptions about the Learning difficulties noticed in the children. All schools should compulsorily have School Counsellor at their school.

5.11. Contribution to Knowledge in present and future studies

1. Learning difficulties of the children is the upcoming issues seen in the children and dealing with the parents is an integral part of it. This study would make a contribution in existing knowledge and research. It would also be beneficial for the parents to understand their children in better ways.
2. Children with learning difficulties can make remarkable changes in them when they are perceived positively and gets timely motivation. It would help the parents to understand that if their perspective towards children would be positive then there would be remarkable changes noticed in the children. When parents understand the difficulties of the child then they can provide right help to the children. It would give an impact to parents that understanding the exact difficulty of the child is essential to improve their perspective towards difficulties. Acceptance of the parents is an important factor in development of the child.
3. It would generate awareness among the parents and professionals that Remedial help or in severe cases special schooling is important for the children and reflects progress in the children. Remediation gives one to one attention to the children with learning difficulties. Even in the special school the strength in classroom is minimal which help the children.
4. The study would also help to generate awareness among the society and develop their perspective in positive way. It would also give glance to the parents that they need to confidently convey about the strength and limitation of the child. It is important to understand every child has strength and limitations only children with learning difficulties have different needs that have to be fulfilled with the help of people connected to them.
5. Awareness is important about learning difficulties in the children and even about required help for the children. It would make learning simple for the children with the learning difficulties and ultimately improve their academic performance.
6. Scientific reasons of children having learning difficulties need to be understood before commenting or blaming the child. Rather children need motivation than comments about the same.
7. Further research can also give a reflection on professional's role such as Remedial Teacher, School Counsellor, Child Psychologist, Child Psychiatrist, School

Teachers and Authorities even special therapist such as Play Therapist, Occupational Therapist, Speech Therapist and other professionals.

5.12. Proposed area of social work

1. Children are said to be future of tomorrow so they are most essential part of the society. Whatever we will imbibe in children today will reflect in their behaviour of tomorrow and ultimately it will be helpful for the society also. In India, the Census of India defines persons below the age of fourteen as children. According to Article 1 of the United Nations Convention on the Rights of the Child 1989, a child means every individual below the age of eighteen years unless, under the law applicable to the child, majority is attained earlier.
2. Defining the age an individual is or till the end of childhood is a unvarying debate in the India. The Census of India considers children to be any person below the age of 14, as do most government programmes. Biologically childhood is the stage between infancy to adulthood. According to the UNCRC, a child means every human being below the age of eighteen years unless, under the law applicable to the child, majority is attained earlier. The meaning of child allows for individual countries to conclude according to the own discretion the age limits of a child in their own laws. But if we see in India, a variety of laws related to children define children in different age confines.
3. According to CRC, India with 1.21 billion people constitutes as the second most populous country in the world, while children represents 39% of total population of the country. The figures show that the larger number of about 29 percent constitutes Children in the age between 0-5 years. The share of Children (0-6 years) in the total population has showed a decline of 2.8 points in 2011, compared to Census 2001. The children's population (0-18) is 472 million.
4. Social Work enhances the approach towards children and they understand that children are most important part of the society. It looks into issues related to the children or society from global perspective. It can be a guideline for the researcher. Professional social workers can play various roles in growth and development of the children. Social workers can develop awareness among the society about the children's right. Right to Education is an important part of

Child Rights Convention (CRC). It gives the importance that right education for child is important as well as Education for all is essential. Perspective towards children is important part of CRC and children should be treated as children and not adult. Social work creates and awareness that children should get an equal opportunity in education especially in learning process.

5.12.1. Child Welfare

Children constitute principle assets of any country. Development of the child is very important for the overall development of society and the best way to expand National Human Resources is to take care of the young ones. India has the largest child population in the world. All out efforts are being made by the Government for the development and welfare of children. A number of policy initiatives have been taken for this purpose.

Policy Initiatives

The National Policy for children can place down that the State shall offer accurate services towards children, both before and after birth and during the growing stages for their full physical, intellectual and social development. The measures recommended that surrounded by others, a complete wellbeing program, supplementary nutrition for mothers and children, free and compulsory education for all students till the age of 14 years, endorsement of physical education and leisure activities, special consideration for children of weaker sections including SCs and STs and prevention of exploitation of children, etc.

The Government of India has also accommodated the National Charter for Children that have been organized after getting the views and suggestions of the State Governments/United Territory Administrations, related Ministries and Departments and professionals in the area. The National Charter is a statement of intent embodying the Government's agenda for children. The manuscript focuses on Government of India and its obligation towards the right of the children for the needs like survival, health and nutrition, standard of living, play and leisure time, early childhood care, education, protection for the girl child, empowering adolescents, equality, life and liberty, name and nationality, freedom of expression, freedom of connection and peaceful get-together, the importance of a family and the right to be protected from monetary misuse and all forms of mistreatment. The paper also provides for protection of children in difficult circumstances, children with disabilities, children from difficult financial background and deprived sections, and

child victims. The document while stipulating the duties of the State and the Community towards children also emphasizes the roles and responsibilities of the children towards family, society and the Nation. The National Charter for Children was notified in the Gazette of India on 9th February, 2004.

India has also agreed to the UN Convention on the Rights of the Child to restate its pledge towards the foundation of the children. The purpose of the Convention is to offer every child the right to survival and development in a healthy and pleasant environment.

Ministry of Women and Child Development has designed a National Plan of Action for Children 2005 after corresponding the goals for the children set in the UN General Assembly Special Session on Children held in 2002 and the scrutinized targets set in the Tenth Five Year Plan and targets for children in related Ministries/ Departments. The Action Plan has been intended with the expert discussion Ministries and Departments, States/United Territory Governments, Non-governmental organizations (NGOs) and specialists. The National Plan of Action includes aim, principle, techniques and activities for working on nutritional status of children, decreasing level of IMR and MMR, growing enrollment ratio and decreasing dropouts, universalization of primary education, rising exposure for immunization etc...

Child welfare programmes

Several Ministries and Departments of the Government of India are applying different methods and programs in the benefits of children. Some of the designs and programs are as follows:

Integrated Child Development Services (ICDS) - ICDS is being put into practice by Ministry of Women and Child Development is the world's largest programme aimed at enhancing the good health, nutrition and learning chances for the infants, toddlers, early childhood along with their mothers. The first and foremost symbol of India is its commitment to their children – Response of India towards the challenge while imbibing preschool education in the children on one hand and breaking the vicious cycle of malnutrition, mortality and morbidity. The scheme provides a wholesome approach for joining essential services through community based employees and helpers. The services are provided at a centre called the 'Anganwadi', which literally means a courtyard play centre, a childcare centre located

within the village itself. The services offers are: supplementary nutrition, immunization, health check-up, referral services, pre-school or non-formal education and nutrition and health education.

It is a centrally funded scheme executed throughout the State Government with 100% monetary support from the Central Government for all inputs other than supplementary nutrition that the states were to offers from their own resources. On the other hand, the Government of India has determined to give central support to states for supplementary nutrition also to the extent of 50% of the actual expenditure acquired by States or 50% of the cost norms either is less.

Crèche Scheme for the children of working mothers

The Ministry of Women and Child Development has launched a new Crèche Scheme in January 2006. The Scheme has been named as Rajiv Gandhi National Crèche Scheme for the Children of working Mothers. These crèches have been allocated to the Central Social Welfare Board, Indian Council for Child Welfare and Bhartiya Adim Jati Sevak accordingly. The main concern has been given to discovered districts/areas and tribal areas while expanding the system to maintain balance regional coverage. A National Nutrition Mission has also been designed with a vision to permit policy route to concerned Departments of the Government for addressing the difficulties of malnutrition in a mission mode.

Sarva Shiksha Abhiyan - SSA is being executed by the Department of Education gives for school infrastructure and quality improvement in education of the children. The specific objectives are: All children to be in school, Universal retention by 2010 and Bridging all gender and social gaps at primary stage by 2007 and at elementary education level by 2010. The Government of India is dedicated to understand the aim of universalization of elementary education by 2010. Under Sarva Shiksha Abhiyan (SSA), the National flagship programme, the Government aims to provide free and compulsory elementary education to all children in the 6-14 age groups by 2010.

A National Programme for learning of girls at elementary level is also being executed by the Department of Education for children in complicated situations including withdrawal girls, working woman's, girls from marginalized social sector, girls with low levels of success to achieve excellence in elementary education and to build up self esteem of the girls in the course of a community based approach.

Kasturba Gandhi Balika Vidyalaya - It is a new scheme being implemented by the Department of Education, which enables opening of 750 special residential schools for the girl child belonging to SC/ST, other backward classes and educationally marginalized backward sectors having low level of female literacy.

Mid-day meal Scheme - It is also one of the important schemes of the Government to aim universal enrollment and retention birthrate of the children. Under the nutrition programme, snacks are given to the children attending schools.

5.12.2. Creating awareness and Impact through social welfare programmes

The above study was conducted in well recognized school but the majority of school do not have School Counsellor or Remedial teacher especially corporation schools. These programs could be medium to spread awareness about these problems to the parents of the school children. If we majority of corporation school children either get dropout from the school or run away from the traditional family environment. According to CRC, each and every child has a right to educate. It is should also focus that the right of getting appropriate help in the social welfare programmes in concern to child. There are many child welfare programmes which are meant for the children but its legitimacy needs to be focused. It is important to focus that right from nutrition to education government has designed many programmes regards to child welfare. Hence in the further studies it could also focus on understanding the problems of children in learning especially in government schools. The appropriate helps needs to be given to the children with learning difficulties through different projects such as Sarva Shiksha Abhiyan. If the ICDS scheme is made the awareness and focus would start from the right age. Through Midday meal program, awareness about importance of nutrition and its impact of the child's mental health needs to be given. Different policies need to be designed and imparted to help the children with learning difficulties.

5.13. Methods of Social work

Social Workers working with schools offer counselling support to school teams, involvement with students and families, and liaison with community agencies. The goal of school social workers is to develop the overall execution and educational performance of the students. Social Workers working with school are a part of school teams in helping students to attain their academic potential. All social work activities

are classified into six major categories: Social case work, Social group work, Community organization, Social action, Social welfare research and Social welfare administration.

5.13.1. Social case work

Social case work is a technique which facilitate through counselling the individual child teacher and parent to achieve healthier social relationships. Even to deal with social adjustment that makes it probable for them to go ahead a happy and healthy life. Gordon Hamilton points out that, “The objective of case work is to administer practical services & offer counseling in such a way as to awaken & preserve psychological energies of the client activity to involve him in the use of the service towards the solution of her/his dilemma.”

5.13.2. Social group work

Social group work is an activity based approach that provides a guidance to contribute in the activities of a cluster for their overall growth and development which builds a self confidence in them. Group work is a strategy in which it imbibes various types through which interaction among the group can takes place. Even program based activities can be planned to contribute in the growth and development of the individual and the achievement of desirable social goals.

5.13.3. Social community work

Community organization is the course of action of setting up & increasing social services in order to meet the health & welfare needs of a society on a larger unit. Community organization can also help in creating and maintaining more effective modification between available resources to the required welfare needs of the individuals.

5.13.4. Social action

It is a structured group process solving universal social concerns & further in the social welfare objectives by governmental, social, health or economic development. The term social action refers to be organized & officially acceptable activities planned to the public views, legislation & public management in support to the goals supposed to be socially advantageous.

5.13.5. Social welfare research

Social welfare research is a systematic critical study of issues in the social welfare field with the idea of yielding responses to the concerns of social work & of

expanding usual social work ideas. The techniques functional in social work research have been to a great amount derived grooming those used in Sociology & Social Psychology as well as in the past and Anthropology.

5.13.6. Social welfare administration

Social welfare administration is a method to manage and give direction to a social group. The executive aspects of social work have to work hand in hand with the organization and management of social agencies public & private, including in those terms common administrative associations among units of the same institute, personal issues, questions of finance & so on.

5.13.7. Implications of social work strategies at school level

Social Work is a powerful medium to reach to government schools and understand the learning concerns of the children. The Governmental organisations or NGOs need to focus on the programmes for helping the children studying in government schools, semi- government school or certain private schools. Awareness about learning difficulties needs to be spread and the strategies to help children needs to be focused. Through Social Case Work method the individual child cases needs to be studied in detail as well as focused. The counselling of the children and their parents regarding the same needs to done from time to time. The child should start getting the remedial facilities in the appropriate ways. The parents group in the community needs to be formed to creating importance in the parents. Social Group Work strategies can be applied here and through different activities children and parents must be made aware about the learning difficulties and its strategies. Community needs to be made literate about the learning problems and the medium of Social Community Work can help in spreading awareness among the common people of community. Social Action Method certain government projects need to be designed to help the children with learning problems. There should be such programmes design that each and every child gets an appropriate help for his learning concerns. As the assessment test of learning problems are expensive and awareness about the same is also lagging. The awareness needs to be spread and children from low socio economic strata should get free assessment and remedial help to overcome the learning difficulties. Different Social Welfare Research needs to be conducted to get an understanding and review of the learning problems in children. Social Welfare Administration Method can be used to give appropriate way to social welfare

programmes in concern with learning problems children. The awareness and impact needs to be made on government system about the learning problems in children.

5.14. Sensitization towards child

Children are usually are unable to retort suitably to the classroom and school environment. Learning Concerns usually keep the children away from the class, it is significant for the teachers to identify the concerns of the children and address the same at the earliest. Teachers should have right set of knowledge and skills that would help the child with the optimistic learning surroundings. At times, teachers, parents, counselors, psychology students, principals, social workers, and others involved in providing education to the children with Learning Concerns may find themselves not having the required skills to deal with this condition. However, these students with learning concerns can be taught effective teaching-learning techniques which would help them to approach tasks more effectively.

5.14.1. Family and community sensitization and support

Social connections and relationships are a fundamental part of our well-being. For children, especially adolescents, good friendships are important. Reintegration is a two-way process. It is not simply a matter of 'inserting' the child back into a community or introducing them into new surroundings, there needs to be acceptance and co-operation from the family and society. Despite this fact, there tends to be less support for children when it comes to their social inclusion and integration needs.

5.14.2. Family support

Families may respond differently to the difficulties, some choosing to hide or ignore it, others preventing the child from seeking out support and others wanting to support the child the best they can. Addressing the social, emotional and economical needs of the family is important because if these needs are met, the child is more likely to be supported. Family counselling may be an important intervention to start to improve communication and the relations between the child and the family.

5.14.3. Community responses

Children with Learning Difficulties are perceived differently by the community. In general also, the community immediately starts labeling the child into good or bad strata without understanding grey line that follows in between. This only

values and implications are imbibed in the child through community. Children are the continuous learner and learn many things from the community so their role towards children is important and integral in child's life. Usually children are perceived as a piece of clay which needs to be moulded from time to time. Major role is played by the community members; children observe their behaviour, perceive it as good or bad behaviour and finally imbibe the same behavior in their self. Indirectly children learn from the community responses.

5.15. Perspective and Innovations:

Social work have valued holistic conceptions of their fellow humans and supported the ecological approach—the classic person in the environment perspective. Social work's commitment to social justice permits that social workers offers outreach and advocacy for those with low socio-economic status. Unfortunately, adults and children with developmental disabilities remain some of the most marginalized members of society today. All children need love, encouragement, and support, and for kids with learning disabilities, such positive reinforcement can help to make certain that they come out with a powerful sense of confidence and the strength of mind to keep going even when things are difficult. In searching for ways to help children with learning disabilities, remember that you are looking for ways to help them help themselves. Job of a parent is not to “cure” the learning disability, but to give your child the social and emotional tools for that child needs to work through confronts. In the elongated run, facing and conquer a challenge such as a Learning Disability can help the child to become stronger and more elastic. It is necessary to understand the approach of the social work towards the issues of the children

5.15.1. System Approach:

System approach explains human behavior as the intersection of the influences of multiple interrelated systems. Even for individual issues, families, organizations, societies, and different systems are intrinsically occupied and must be undertaken when attempt to understand and assist the individual. According to this approach, all systems are interrelated parts constituting an ordered whole and each subsystem influences other parts of the whole.

5.15.2. Welfare approach:

Welfare approach can be applicable at home, in the school, with the peers or friends and cultural community with which the child with Learning Difficulties is

connected. Improving their perception level as well as making their thoughts positive towards the child and generating awareness about the Learning Difficulties is essential.

5.15.3. Integrated approach:

Integrated approach is all round approach towards the child and its difficult areas. It is an understanding the wholesome approach about the issues. It would give a brief thought right from the difficulties of the child to the required help gained and positive changes seen in the child.

Other approaches like right based approach, family therapy approach, empowerment approach, strength based approach, intervention based approach, modernization based approach and bureaucratic approach is very important.

5.15.4. Innovations:

The present research is a need to understand the issues of the children with Learning Difficulties and parents those who are handling the children. Another important concern is about understanding the role of school and community about the children with Learning difficulties. It is important that awareness should be generated in the parents and community about the child's exact concerns and need to have change in the approach towards children instead labeling them. These children may be overlooked by the connected community of the child or blamed for his poor academic performance. Overall Parents perspective towards children should be positive to help the child to help themselves. The role of the Counsellor may be generating the awareness in the parents and motivate the child for better performance. Counsellor can be from Social or Psychology background. Ultimately, a child who gets positive environment shows positive changes and performance in his overall development.