Chapter 5

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Chapter 5

FINDINGS AND RECOMMENDATIONS

The findings emerged through survey data generated from 800 teachers and 500 parents of mentally challenged children studied in the regular schools and the implications are present in this chapter. The survey was conducted under four major dimensions namely, academic status, social status, psychological status and administrative status. In case of teachers 13 variables were selected as background variables. Of these, gender, age, marital status and locality of residence were grouped as personal variables; type of family and number of children as familial variables; educational qualification, nature of post, medium of teaching, and years of experience as professional variables; and locality of school, nature of school and type of school were grouped as Institutional variables. In the case of parents, 14 variables were selected as background variables. Of these, the personal variables are gender, age, locality of residence, mother tongue and monthly income, the familial variables are type of family, numbers of children, time spend with children and familial type; the professional variables are educational qualification and occupation; and the institutional variables are locality of school, nature of school and type of school.

5.1 FINDINGS

The findings of the study are presented in six sections: Sections 1 & 2 present the “Level of status of Educated Mentally Challenged Children (EMCC) in the inclusive set-up” as perceived by the teachers and parents respectively; Sections 3 & 4 present the “Difference in the status of EMCC in the inclusive set-up” as perceived by the teachers and parents, respectively; Section 5 presents the “Difference in the status of EMCC in
the inclusive set-up between the perception of teachers and parents; and Section 6 presents the “Relation between the status of EMCC in the inclusive set-up as perceived by teachers and parents”.

5.1.1 Level of Status of EMCC in the Inclusive Set-up as perceived by the Teachers

1. More than three-fifth of the teachers perceived the status of educable mentally challenged children in the inclusive set-up as moderate.

2. More than two-fifth of the teachers (44.7-51.5%) perceived the status of educable mentally challenged children in the inclusive set-up as average, with regard to personal variables (44.7-51.5%), familial variables (41.7-49.7%), professional variables, (40.0-100.0%) and institutional variables (48.5-68.8%).

5.1.2 Level of Status of EMCC in the Inclusive Set-up as perceived by the Parents

3. More than three-fifth of the parents perceived the status of educable mentally challenged children in the inclusive set-up as moderate.

4. More than two-fifth of the parents (45.1-63.0%) perceived the status of educable mentally challenged children in the inclusive set-up as average with regard to personal variables (45.1-63.0%) and professional variables (44.4-52.0%).

5. With regard to familial variables, more than two-fifth of the parents (45.2-100.0%) perceived the status of educable mentally challenged children in the inclusive set-up as moderate.

6. Majority of the parents having more than two children perceived the level of educable mentally challenged children in the inclusive set-up as low.

7. With regard to institutional variables, more than one-fifth of the parents (36.4-50.6%) perceived the status of educable mentally challenged children in the inclusive set-up as moderate.
5.1.3 *Difference in the status of EMCC in the inclusive set-up as perceived by the Teachers*

8. The female teachers perceived the status of educable mentally challenged children in the inclusive set-up as better than that by the male teachers. It is also true with all the dimensions - academic status, social status, psychological status and administrative status.

9. There is no significant difference in the status of educable mentally challenged children in the inclusive set-up as perceived by the teachers with regard to locality of residence, marital status and age. It is also true with all the dimensions - academic status, social status, psychological status and administrative status.

10. a) There is no significant difference in the status of educable mentally challenged children in the inclusive set-up as perceived by the teachers with regard to type of family. It is also true with all the dimensions - academic status, social status, psychological status and administrative status.

   b) There is no significant difference in the academic status, psychological status and administrative status of educable mentally challenged children in the inclusive set-up as perceived by the teachers with regard to number of children.

   c) Teachers with 1-2 children perceived the social status of EMCC in the inclusive set-up as better than that other teachers.

11. a) There is no significant difference in the academic status, social status and psychological status of educable mentally challenged children in the inclusive set-up as perceived by the teachers with regard to medium of teaching.

   b) The Tamil medium teachers perceived the administrative status of educable mentally challenged children in the inclusive set-up as better than that by the English medium teachers.
12. a) There is no significant difference in the social status, psychological status and administrative status of educable mentally challenged children in the inclusive set-up as perceived by the teachers with regard to Educational qualification.

b) The Diploma teachers perceived the academic status of educable mentally challenged children in the inclusive set-up as better than that by the Degree holders.

13. There is no significant difference in the status of educable mentally challenged children in the inclusive set-up as perceived by the teachers with regard to nature of post. It is also true with all the dimensions - academic status, social status, psychological status and administrative status.

14. There is no significant difference in the status of educable mentally challenged children in the inclusive set-up as perceived by the teachers with regard to experience. It is also true with all the dimensions - academic status, social status, psychological status and administrative status.

15. There is no significant difference in the status of educable mentally challenged children in the inclusive set-up as perceived by the teachers with regard to locality of school. It is also true with all the dimensions - academic status, social status, psychological status and administrative status.

16. a) There is no significant difference in the academic status, social status and psychological status of educable mentally challenged children in the inclusive set-up as perceived by the teachers with regard to nature of school.

b) The Coeducation school teachers perceived the administrative status of educable mentally challenged children in the inclusive set-up as better than that by the teachers of boys’ school and girls’ school.
17.a) There is no significant difference in the social status and psychological status of educable mentally challenged children in the inclusive set-up as perceived by the teachers with regard to type of school.

b) The private school teachers perceived the academic status of educable mentally challenged children in the inclusive set-up as better than that by the Government school and Aided school teachers.

c) The Government school teachers perceived the administrative status of educable mentally challenged children in the inclusive set-up as better than that by the Aided school and private school teachers.

5.1.4 Difference in the status of EMCC in the inclusive set-up as perceived by the Parents

18. There is no significant difference in the status of educable mentally challenged children in the inclusive set-up as perceived by the parents with regard to gender, locality of residence, age and monthly income. It is also true with all the dimensions - academic status, social status, psychological status and administrative status.

19. There is no significant difference in the Academic status of educable mentally challenged children in the inclusive set-up as perceived by the parents with regard to mother tongue. It is also true with all the dimensions - academic status, social status, psychological status and administrative status.

20. There is no significant difference in the status of educable mentally challenged children in the inclusive set-up as perceived by the parents with regard to type of family, to number of children, time spend with children daily and children familial type. It is also true with all the dimensions - academic status, social status, psychological status and administrative status.
21. There is no significant difference in the status of educable mentally challenged children in the inclusive set-up as perceived by the parents with regard to Educational qualification and occupation. It is also true with all the dimensions - academic status, social status, psychological status and administrative status.

22. The rural parents perceived the total status of educable mentally challenged children in the inclusive set-up as better than that by the urban parents.

23. There is no significant difference in the status of educable mentally challenged children in the inclusive set-up as perceived by the parents with regard to nature of school. It is also true with all the dimensions - academic status, social status, psychological status and administrative status.

24. a) There is no significant difference in the psychological and administrative status of educable mentally challenged children in the inclusive set-up as perceived by the parents with regard to type of school.

b) The Aided school parents perceived the academic status and social status of educable mentally challenged children in the inclusive set-up as better than that by the government school parents.

5.1.5 Difference in the status of EMCC in the inclusive set-up between the perception of Teachers and Parents

25. a) The parents perceived the status of educable mentally challenged children in the inclusive set-up as better than that of teachers. It is also true with all the dimensions - academic status, social status and psychological status.
b) There is no significant difference in the administrative status of educable mentally challenged children in the inclusive set-up between the perception of teachers and parents.

5.1.6 Relation between the status of EMCC in the inclusive set-up as perceived by Teachers and Parents

26. There is significant relation between the status of educable mentally challenged children in the inclusive set-up as perceived by the teachers and parents. It is also true with all the dimensions - academic status, social status, psychological status and administrative status.

5.2. SYNTHESIS OF FINDINGS

This section involves pulling together the findings on the status of educable mentally challenged children (EMCC) in the inclusive set-up as perceived by the parents and teachers.

In total, more than half of the teachers’ and more than three fifth of the parents’ perception with regard to the status of EMCC in the inclusive set-up was moderate.

In case of teachers, significant difference in perception was found with regard to personal variables familial variables, professional variables and institutional variables. As far as teachers are concerned, with regard to personal variables no significance of difference was found with locality of residence, marital status and age but with gender. With regard to familial variables, no significance of difference was found with the type of family number of children. With regard to professional variables, a significance of difference was found with respect to medium of teaching and educational qualification and no such difference was found with nature of posts and years of experience. With
regard to institutional variables, significant difference was found with nature of school and type of school but not with the locality of the school.

Regarding parents, no significant difference in perception was found with regard to personal variables, familial variables and professional variables except institutional variables. With regard to institutional variables, a significance of difference was found with type of school and the locality of school and no such difference was found with the nature of school.

In general, there was a difference in the status of EMCC in the inclusive set-up between the perception of teachers and parents with regard to academic status, social status and psychological status except administrative status. Parents had a greater perception about the academic status, social status and psychological status of educable mentally challenged children than teachers.

Between teachers and parents, a significant relation was found in academic status, social status, psychological status and administrative status of EMCC in the inclusive set-up.

Of the four major background variables considered for this study, the institutional variables influenced more the perception of teachers and parents about the status of EMCC in the inclusive set-up than the other variables.

5.3 INTERPRETATION AND DISCUSSION

As a part of the study, the researcher issued the questionnaire titled “Status of Mentally Challenged Children in the Inclusive Set-up” containing 155 items to 800 teachers and 500 parents of educable mentally challenged children (EMCC) that covered
285 schools in Kanyakumari district. The interpretations for the findings of the study are discussed and compared against the reviewed studies, and presented below.

**Level of Status of EMCC in the Inclusive Set-up**

More than 73.1% of the teachers and parents perceived the status of EMCC in the inclusive set up as moderate. This finding draws support from the study conducted by Shady et al. (2013). This study supports the finding that most teachers (74%) believed that students with disabilities would be exposed to positive role models as a result of inclusion. Stauble (2009) studied that 48.5% of the teachers surveyed strongly agreed that everyone benefits from inclusive practices. Elzein and Lutfi (2009) found that parents showed a positive attitude towards the level of inclusion.

**Difference in the Status of EMCC in the Inclusive Set-up as Perceived by the Teachers**

*With regard to personal variables*

There is a significant difference in the status of EMCC in the inclusive set-up as perceived by the teachers with regard to gender. Female teachers had a higher perception about the status of mentally challenged children in the inclusive set-up when compared with their male counterparts. This finding coincides with the study conducted by Armu and Olufemi (2009). It may be due to the fact that female teachers are either more confident than males, in their ability to teach students with disabilities, or that they held better positive opinion regarding inclusive education. They have a higher degree of responsibility towards children with respect to academic, social and psychological status. It is observed that most of the female teachers considered these children as their own.
With regard to familial variables

Teachers having one or two children had a better perception regarding the social status of EMCC in the inclusive set-up than teachers having more than two children. It could have been due to the fact that they treated such children as their own and had them mingle with other children and also encourage other children to be friendly towards them. As a result, they learn social values from the normal children. These teachers had willingness to work with children with social problems, even if they did not have the requisite training, which should be henceforth be provided by the government and it should be included in its educational policies. These teachers give opportunities to such children for group participation and interaction with normal children. As a result they improve their social competence, and imbibe social values.

With regard to professional variables

Teachers with a diploma had a better perception regarding the academic status of EMCC in the inclusive set-up than degree holders. These teachers taught only in primary schools. The government also provides attractive teaching and learning materials for these schools and also trains these teachers in the method of teaching meant for such children. So EMCC learn easily with the help of these materials that the government had introduced. Elementary teachers spend their entire day sitting with their students and have the opportunity to bond more closely. In these schools, the teaching methodology used was the ABL method, which is effective for all types of learners. Through this method, normal children helped such children to improve academically. Due to a lesser teacher-pupil ratio in primary schools, such teachers gave special attention to these children. So they improve academically. These teachers received in-service training regarding the method of teaching, and handling of children quite often.
Tamil medium teachers had a greater perception about the administrative status of mentally challenged children than English medium school teachers. It may be the due to the fact that most of the Tamil medium schools come under the direct control of the Government. The government provided benefits to the welfare of such children with respect to their education. Such children studying in these schools received all kinds of benefits with great ease such as monthly scholarships, free books, resource room facilities, medical facilities, provision of speech therapies, life skill training, vocational training, and individualized training from special teachers. Due to in-service training, teachers became aware about the benefits provided by the government for these children, and they helped such children to get various benefits easily. The Government has been spending lot of money for this purpose.

*With regard to Institutional Variables*

There is significant difference in the status of EMCC in the inclusive set-up as perceived by the teachers with regard to institutional variables namely nature of school and type of school. Private school teachers had a higher perception with regard to the academic status of mentally challenged children in the inclusive set-up. It was due to the pressures put on them by the school management that these teachers worked hard for the improvement of such children. The parents of such children often visited the teachers in the presence of the school administration, in order to enquire their child’s progress. So, these teachers had a higher responsibility in taking care of such children. Due to the managements’ encouragement, teachers working in these institutions had a higher degree of sympathy towards such children and worked hard for the improvement of such children from an academic perspective.
Teachers of government schools had a better perception regarding the administrative status of mentally challenged children in the inclusive set-up. It may be due the fact that as a result of in-service training, these teachers were aware of the various facilities provided by the government that would benefit these children. These teachers had a higher degree of awareness about all such things and they offered their support to these children in availing of all these benefits. This could be a reason why such children studying in government schools were able to receive all the benefits provided for their welfare quite easily. Teachers of government schools had a higher perception regarding the status of EMCC in the inclusive set-up. It may be due to the fact that government school teachers’ participation in the in-service training conducted by the government was mandatory. This finding is in harmony with the reviewed studies (Yuen & Westwood, 2007; Sprangle & Marcia, 2009; Smith & Ruth, 2013). The findings of Smith and Ruth (2013) supported that administration as well as general and a special education teacher which was one avenue that could help realize an inclusive classroom that was beneficial to all. The findings of Sprangle and Marcia (2009) supported the view that regardless of the level of academic training, teachers were positive about inclusion. The findings of Yuen and Westwood (2007) supported that teachers with guidance and training generally held more positive attitudes towards integration.

Co-educational schools had a greater perception regarding the administrative status of mentally challenged children. It may be due to the fact that most of the co-educational schools come under the category of government schools. These schools easily received various benefits provided for these children. The government also provided teaching and learning materials for these schools and also trained these teachers in the method of teaching such children. So, EMCC learned with the help of these materials that the government had introduced. If the children were not able to speak well,
the speech therapist trained them to speak well. Teachers of these schools received in-
service training regarding the method of teaching and the handling of such children.

**Difference in the status of EMCC in the inclusive set-up as perceived by the parents**

There is no significant difference in the status of mentally challenged children in
the inclusive set-up as perceived by the parents with regard to personal variables,
familial variables professional variables and institutional variables. This finding is in
synchronization with the study by Villeneuve et al. (2013).

Parents of children studying in government schools and government aided
schools had a higher level of perception regarding the administrative status of mentally
challenged children in the inclusive set-up. It could be due to the fact that their child got
monthly scholarships, medical devices, free books, resource room facilities etc. that were
provided to them by the government without much effort. But, children who were
studying in private schools did not have access to these facilities. The government also
spends lot of amount funds for the educational improvement of such children,

Parents of children studying in rural schools had a better level of perception
regarding the status of mentally challenged children in the inclusive set-up. It could be
due to the fact that rural parents were not able to take much academic care of their
children. Rural children studied in government or government aided schools received the
benefits and they were also able to improve academically, psychologically socially and
economically. Parents of such children depended entirely on the teachers with respect to
the improvement of their children’s status.

Parents of children studying in government aided schools had a higher level of
perception regarding the academic status and social status of mentally challenged
children in the inclusive set-up than parents of children studying in government schools. It was due to the fact that these parents were able to monitor the improvement of their children’s academic and social status on a daily basis. The government provided all the necessary resources for the educational improvement of such children. Their children were able to study with the help of the ABL system and colourful attractive teaching learning materials. Trained inclusive teachers and special teachers handled such children smoothly and they worked hard for the improvement of such children with respect to academic and social skills.

**Difference in the Status of EMCC in the inclusive set-up between the perception of teachers and parents**

Parents had a stronger perception of inclusion for children with educable mentally challenged in general. Parents were eager to know about the improvement of the social status of their child and observed their child’s behaviour and interactions as a result of day to day activities from school and at home, and assessed their children through social interaction, and also social approval from the normal children. Parents observed that their children showed interest to go to school regularly without any hesitation. Their children had a great desire to continue with their studies. They learned social skills and values from normal children. They expressed such good qualities in their homes also. They made friendships with teachers and expressed their relationship with their teachers and their parents. They felt happy about coming to a regular school and in their ability to make new friends, experience a feeling of comfort and security, and also the assistance offered to them. They were able to express to their friends and to their parents about their friends with great happiness. The mutual benefits of social interaction, greater independence, greater understanding and tolerance by their peers,
friendship with non-disabled peers and imitating their behaviours were identified as the most salient benefits of inclusion.

Parents recognised that inclusion will prepare their children for adjustment in to the real world, and give them a chance to participate and interact with other classmates. Since the child was accepted by their classmates, their child learned social virtues like love and affection from their peers. They could develop self confidence, positive self-esteem, an adventurous spirit and an interest in life. They could learn to live independently and improve their sense of responsibility. They were able to develop adjustable character and become contributing members of the society. They were able to develop self-discipline, self-respect, good character and good behaviour. In total, they could improve their personality through inclusive education. Parents believed that inclusion promoted acceptance of their children by their non-disabled peers and helped their children’s social, emotional and academic development.

Parents often met the teachers of their children in their classrooms and hence understood that their child got individual attention from the teachers and also observed simple instructions. They got encouragement from their teachers and also got additional periodical assistance from special teachers for improving their child’s academic performance. Parents observed that their children had increased their language usage and communication skills as a result of inclusive education. The children learned lessons due to the reinforcement of their teachers. They learned with great interest using the ABL approach with the help of their peers.

Parents who favour inclusion believe that it would increase their child’s learning ability due to higher standards in a regular class, and would provide a stimulating environment for learning. Majority of parents showed favourable perception towards
inclusion in terms of promoting positive role models, friendships, facilitating acquisition of pre-academic, social, language, and motor skills. Parents of children with disabilities believed that inclusion promoted acceptance by non-disabled peers and helped their children’s social, emotional and academic development. This finding is reinforced by a reviewed study (Narumanchi & Shruti, 2011), which supports that the parents had positive reaction towards children with special needs.

Relation between the Status of EMCC in the Inclusive Set-up as perceived by Teachers and Parents

Teachers and parents had significant relationship with respect to the perception of the status of EMCC in the inclusive set-up. It could have been due to the fact that both teachers and parents benefited mutually and with great cooperation, worked hard for the improvement of the academic, social and psychological status of mentally challenged children in the inclusive set-up. Parents often met the teachers of their child and practiced with their child based on the teacher’s advice. With respect to academic status, teachers gave simple home assignments for such children, and the parents also encouraged and helped them not only to complete their assignment, but also to revise the study portion according to their pace. With respect to social status, both teachers and parents made their children mingle with other children and also encouraged other children to interact with them in a friendly manner. Both teachers and parents worked hard for the welfare of such children to develop their social competence, social interaction, co-operation and social skills. With regard to the psychological status, both teachers and parents worked hard to counsel such children to become self sufficient, acquire a positive self-esteem, develop an adjustable character, have an adventurous spirit and interest in life, and be independent and become members who would contribute to society. This finding is aligned with the study by Frederickson et al. (2006).
This study supported that parents and teachers reported academic and social advantages as positive benefits of returning pupils with special educational needs from special to mainstream settings.

5.4 EDUCATIONAL IMPLICATIONS

Based on the findings the investigator suggests various strategies that will support successful development and improvement of the status of EMCC (educable mentally challenged children) in the inclusive set-up.

To the Government

Government should provide additional remuneration for the teachers those who take part in the improvement of EMCC in the inclusive set-up academically, socially, psychologically and economically. The government should provide awareness programmes for the degree holders teachers with respect to the academic improvement of EMCC in the inclusive set-up. The government should provide a well-structured training component on EMCC for the teachers. The government should provide training to inclusive teachers to counsel EMCC in an inclusive setup. The government should provide facilities such as monthly scholarships, free books, medical facilities, provision of speech therapies, life skill training, vocational training, resource room facilities and individualized training for the EMCC studying in the aided and private schools.

To the curriculum Framers

Curriculum should be flexible enough to accommodate the diversity of learning styles and pace, as well as to provide possibilities for social and emotional development. It has been recommended that the curriculum in the pre-service teacher institutions must include courses in inclusive education and in-service training must be organized for teachers as well as service providers. There should be the need for pre-service and
on-going standard development efforts, with emphasis upon collaborative and effective teaching practices. A good quality pre-service teacher preparation program was a pre-requisite of successful implementation of inclusive education. The government bodies responsible for designing teacher education curriculum is National Council for Teacher Education (NCTE) and National Council for Education Research and Training (NCERT). Some of the issues in training that need to be addressed include the methodology to be adopted for identifying children with disabilities; classroom management; use of appropriate teaching methodologies; skills for adapting the curriculum; development of teaching–learning materials that are multi-sensory in nature; evaluation of learning; etc. Satellite awareness program on inclusive education should be implemented more strongly.

To the Department of Education

Education of children with EMCC should be the responsibility of the Department of Education. It is essential that issues related to infrastructural facilities, curriculum modification and educational materials should be addressed. Regular evaluation should be based on performance indicators specified in the implementation programme, and accountability for effective implementation at all levels should be ensured. There should be emphasis on bottom-up, school-based interventions as part of regular education programmes following inclusive strategies. The programme should be based on stakeholder participation, community mobilization, and mobilization of NGO, private and government resources.

To the School Authorities

Administration should provide incentives for those teachers who take extra care for the academic improvement of EMCC in the inclusive set-up. The individual schools might find it beneficial to organise special training workshops at regular intervals for
teachers who might be interested and involved children with EMCC could improve satisfactory outcomes for both the children and the school. Schools should provide extra educational facilities for the EMCC in the inclusive setup. Schools should consider the curriculum of EMCC in the inclusive setup. Schools should provide a coordinator for the welfare of EMCC in the inclusive setup. Schools should provide teachers who have received special training to utilize the latest materials and techniques for the education of EMCC in the inclusive setup. Schools should provide effective instructional techniques in arithmetic for the EMCC in the inclusive setup. Schools should conduct intervention programs for EMCC to improve their self confidence. Schools should make provision for providing extra time to EMCC in completing the theory examination in the inclusive setup. Schools should carry out the necessary modifications for the assessment and examination of EMCC in the inclusive setup.

To the Principals

The schools Principals/Headmasters are frequently overlooked in the process of identification, evaluation and placement of EMCC. Principals/Headmasters have to help teachers to develop a guiding coalition to examine, design and implement appropriate instructional and classroom management process as for the inclusion of EMCC and continuous evaluation for enhancing the quality of their education.

To the Teachers

Teachers should have all the required skills, competency, knowledge and understanding in the field of general and special education. The teacher has a multifaceted role. It includes doing the role of a specialised director of teaching, and being an embodiment of cultural values, morality and character. She/he should strive to become a friend and confidant of the EMCC. She/he should be patient, cheerful, friendly and humorous. He/she should be able to provide opportunities and methods to the EMCC to
enable them to acquire knowledge and understanding of the world in which they live. Teachers should create opportunities for each EMCC to earn the respect from his/her peers as well as from his/her superiors. Teachers should help these students to make them feel as a member of the class. Teachers should promote socialization in the class. He/she should create cooperative learning groups. Teachers should continually monitor student participation and learning. Teachers should use simple, short, uncomplicated language to ensure maximum understanding. Teachers should give EMCC immediate feedback in order for students to make connections between their answers, behaviour or questions with the teacher's responses. Teachers should give lots of praise and provide prompt feedback. Teachers should repeat instructions or directions frequently and ask the students if further clarification is necessary. Teachers should provide peer support to EMCC through collaborative teaching and learning strategies. Teachers should help the EMCC to develop appropriate social skills to support friend and peer relationships.

To the Special Teachers

Special teachers always follow up and monitor how things are going on in the classroom. They should assist classroom teachers in planning cooperative learning groups and project-based lessons. They should talk with terminates and other staff, including administrators. Special teachers should use their peers as natural supports. They should ask students, family, friends, teachers and other professionals to share their goals and expectation with the student. Special teachers should work with the classroom teachers to explain their role and how they can help and specify what they would need to increase student participation and encourage new ideas or questions. They should discuss assistive technology as well as discipline and behavior expectations. They should promote student-teacher relationship and provide appropriate supports and share successful practices.
To the Parents

The home that “backs up” the work of the school goes a long way to ensure good learning. Parents can provide opportunities for reinforcement of learning at home if they are aware of what is happening at school. Parents should build a positive relationship with their child’s school. They should share information with the teacher/principal on inclusive practices. Parents should keep in touch with the classroom by attending Parent-Teacher meetings and other meetings about the disabled child. An effort should be directed towards strategies that increase the value and occurrence of parent-teacher interaction as this support academic growth and achievement of their wards.

5. 5 RECOMMENDATIONS

The following recommendations are made on the basis of findings.

To the Government

A good quality pre-service teacher preparation programme was a pre requisite of successful achievement of EMCC in the inclusive set-up. B.Ed curriculum needs to be reframed to introduce a paper on special Education since inclusive education is seen as an important aspect in Education. Chief Education Officer must insist on having the teachers in the private schools in all the programmes connected to the inclusive education. Staff development programme for UG and PG teachers to learn strategies and method to teach EMCC in the inclusive set-up has to be organised. Male teachers may be encouraged by providing additional talks on Inclusive Education. The Government has to encourage by giving special allowance for the teacher who has to handle EMCC with great interest. Whenever the Government conduct awareness programme on inclusive education as part of in-service training and orientation courses to the teachers, the higher officials have to include the private teachers also.
To the School Authorities

School administrators of private schools should be aware of the benefits, scholarships, and medical services and training for EMCC provided by the Government. Private school authorities may appoint special teachers to improve the status of educable mentally challenged children. School authorities of urban schools should help the parents to make aware of their children for their improvement in academic, social, psychological and economic status. School authorities should provide and encourage the teachers to read library books and observe the TV programmes regarding EMCC. School authorities and headmasters of Government and Government aided schools have to check whether the academic standard of the EMCC improved periodically, if not the specific teachers have to be counseled. Orientation training to Government school teachers and Aided school teachers should be organized for the academic performance of EMCC. School authorities of urban schools may give awareness programme for the parents and organize PTA meeting to improve the status of educable mentally challenged children. Remedial teachers for the EMCC have to be appointed in the inclusive set-up. The individual schools might find it beneficial to organise special training workshops at regular intervals for teachers who might be interested and involved with educable mentally challenged could expert satisfactory outcomes for both the children and the school. An effort should be directed towards strategies that increase the value and occurrence of parent-teacher interaction as this will significantly improve home-school partnership, and support academic growth and achievement. The urban school administration must arrange counseling for parents. Headmasters of Government schools and aided schools itself must see that the teachers apply what they learn in the in-service training. To attain the same the Headmasters must arrange staff meeting after every in-service training to the benefit of EMCC. In order to develop parent-school
collaboration, efforts should be directed by the Government schools towards training teachers about some basic and possibly new skills for communication and cooperation with parents. The Government schools should give awareness programme for the parents of EMCC for their children’s’ improvement in their academic pursuits. School authorities and teachers of Government schools may give encouragement for the improvement of academic and social status of their children. An effort should be directed towards strategies that increase the value and occurrence of parent-teacher interaction as this will significantly improve home-school partnership, and support academic growth and achievement.

To the Teachers

Teachers of Government and Government aided schools have to give remedial measures for EMCC for the improvement of their academic achievement. Teachers of Government schools and private schools must encourage EMCC to participate in extracurricular activities for the improvement of social status. Teachers must encourage the parents with many positive remarks about the EMCC among some negative remarks. Teachers should cooperate with the parents and may get ideas from the parents for the welfare of the EMCC. School administration and teachers encourage peer tutoring for the academic achievement, improvement of social and psychological status of EMCC

To the Parents

If both urban parents are working, one of the parents must sit and spend quality time with the child on daily basis for enhancing their academic skills, communication skills, social skills and psychological skills. Parents and teachers must work together for the improvement of EMCC in the inclusive set-up.
5.6 SUGGESTIONS FOR FURTHER STUDIES

The studies related to educable mentally challenged children suggested by the researcher are presented below.

i. Impact of inclusive education on the non-cognitive attainments of normal children

ii. Perception of inclusive set-up by the educable mentally challenged children

iii. Impact of the efforts taken by the Government for the welfare of educable mentally challenged children in the inclusive set-up on cognitive and non-cognitive endeavours

iv. Impact of Activity Based Learning (ABL) and Active Learning Methodology (ALM) on the academic achievement of educable mentally challenged children in the inclusive set-up

v. Status of parent-teacher collaboration in the inclusive set-up

vi. Measures to improve the status of educable mentally challenged children in the inclusive set–up