

**DEVELOPMENT OF ASSESSMENT SCALE FOR  
PRIMARY SCHOOL TEACHERS TO IDENTIFY CHILDREN  
WITH LEARNING DISABILITY**

*By*

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## **80\_RECOMMENDATION**

The implications of the study are classified under, a) implications on the central and state government, b) implications on educational institutions, c) implications on teachers, d) implications on parents and e) implications on future research.

In conclusion, this study has made significant strides in advancing LD identification by primary school teachers, grounded in educational theory and practical application. The development of the HT-LD tool, now copyrighted (Annexure III b), provides educators with a practical and user-friendly resource that enhances inclusive education. The research underscores the importance of standardised tools and teacher training while calling for ongoing research and development, including technological advancements and regional language standardisation, to further improve LD identification and ensure tailored interventions for all students.