

FINDINGS, CONCLUSION, LIMITATIONS AND SUGGESTIONS

5.0 INTRODUCTION

The study was conducted to examine the effect of music enrichment programme on three variables viz. Academic achievement, Adjustment and Level of consciousness of mentally challenged children. Quasi experimental design was employed for the purpose. The data collected was analyzed in the preceding chapter which brought to light certain facts about the various variables studied in the study. On the bases of these facts certain findings were drawn and are presented in this chapter followed by the limitation of the present study, suggestions for further research and conclusion and discussion of the results. The final process of summarizing the findings, arrival at conclusion, making recommendations and formulating generalizations for the population to which they will be applicable is an important component of any research. It fulfills the herculean task to disseminate the specific research oriented information.

The present chapter has been organized under the following headings.

5.1 Findings of the Study

5.2 Testing of Hypotheses

5.3 Discussion of Results

5.4 Limitations of the Study

5.5 Educational Implications of the Study

5.6 Suggestions for the Further Researches

5.1. FINDINGS OF THE STUDY

Findings of the study are presented according to the objectives as follows-

- (1) Effect of music enrichment programme on academic achievement of mentally challenged children.
- (2) Effect of music enrichment programme on adjustment of mentally challenged children.

(3) Effect of music enrichment programme on level of consciousness of mentally challenged children.

(1) Effect of music enrichment programme on academic achievement of mentally challenged children.

a) In pre-test the mean scores of academic achievement of mentally challenged children were found to be $M = 38.90$ and $M = 40.10$ for experimental and control group respectively. In post-test the mean scores of academic achievement of mentally challenged children (experimental and control group) were found to be $M = 52.00$ and $M = 40.65$ respectively.

b) The mean score ($M = 40.10$) of academic achievement of control group was found to be greater than experimental group ($M = 38.90$) in pre-test. These values represent the individual differences in two groups. It shows that control group had higher scores in academic achievement in comparison to experimental group. The mean score ($M = 52.00$) of academic achievement of experimental group was greater than control group ($M = 40.65$). These values reveal that academic achievement of experimental group was greater than control group. The mean score ($M = 38.90$) of pre-test of academic achievement of experimental group was lesser than post-test score of academic achievement of experimental group ($M = 52.00$). Mean score ($M = 40.65$) of pre-test of academic achievement of control group was more than post-test score of academic achievement of control group ($M = 40.10$).

c) Standard deviation ($SD = 3.80$) of control group was greater than standard deviation ($SD = 0.25$) of experimental group in pre-test. It shows that variability of experimental group was lesser than control group. Standard deviation of control group ($SD = 4.60$) was more than standard deviation ($SD = 3.77$) of experimental group in post test. Standard deviation ($SD = 3.77$) of post-test of experimental group was more than standard deviation ($SD = 0.25$) of pre -test of experimental group. It represents that variability of experimental group in post-test was more. Standard deviation ($SD = 4.60$) of post-test of control group was more than standard deviation ($SD = 3.80$) of pre- test of control group. It represents that variability of control group in pre-test was more than variability of experimental group.

(2) The effect of music enrichment programme on adjustment of mentally challenged children.

a) In pre-test the mean scores of adjustment of mentally challenged children (experimental and control group) were found to be $M = 131.10$ and $M = 131.60$ respectively. In post-test the mean scores of adjustment of mentally challenged children (experimental and control group) were found to be $M = 139.60$ and $M = 129.00$ respectively.

b) The mean score ($M = 131.10$) of adjustment of experimental group was lesser than mean score of control group ($M = 131.60$). It means that adjustment of experimental group was lower than control group. The mean score ($M = 139.60$) of adjustment of experimental group was greater than mean score ($M = 129.00$) of control group in post test. It indicates that adjustment of experimental group was better than control group. The mean score ($M = 131.10$) of pre-test of adjustment of experimental group was lesser than post-test score of adjustment of experimental group ($M = 139.60$). Mean score ($M = 131.60$) of pre-test of adjustment of control group was more than post-test score of adjustment of control group ($M = 129.00$).

c) The standard deviation of experimental group ($SD = 5.12$) was more than standard deviation ($SD = 4.10$) of control group. It represents that variability of experimental group was more than control group in pre-test. The standard deviation ($SD = 6.50$) of experimental group was higher than standard deviation ($SD = 3.14$) of control group. These values reveal that the variability of experimental group was more than control group. Standard deviation ($SD = 5.12$) of pre-test of experimental group was more than standard deviation ($SD = 6.50$) of post-test of experimental group. It represents that variability of experimental group in post-test was more. Standard deviation ($SD = 4.10$) of pre-test of control group was more than standard deviation ($SD = 3.14$) of post test of control group. It represents that variability of control group in post-test was more than standard deviation.

(3) The effect of music enrichment programme on level of consciousness of mentally challenged children.

a) In pre-test the mean scores of level of consciousness of mentally challenged children (experimental and control group) were found to be $M = 115.11$ and $M = 119.34$ respectively. In post-test the mean scores of level of consciousness of mentally challenged children (experimental and control group) were found to be $M = 191.75$

and $M = 112.40$ respectively.

b) Mean of six dimensions of control group ($M = 119.34$) was higher than experimental group ($M = 115.11$) in pre-test. Mean scores of six dimensions of experimental group was ($M = 191.75$) higher than control group ($M = 112.40$) in post test. It represents that the consciousness of experimental group was more than control group. The mean score ($M = 115.11$) of pre-test of six dimension of consciousness of experimental group was lesser than post-test score of six dimension of consciousness of experimental group ($M = 191.75$). It reveals that of pre-test of experimental group was lesser than post-test score of six dimension of consciousness of experimental group. Mean score ($M = 119.34$) of pre-test of six dimension of consciousness of control group was higher than post-test score of six dimension consciousness of control group ($M = 112.40$). It reveals that six dimension of consciousness of pre-test of control group was higher than post-test score of six dimension of consciousness of control group.

c) Standard deviation of control group was ($SD = 18.10$) found to be more than experimental group ($SD = 15.10$) in pre-test. It shows that the variability of control group was higher than experimental group. Standard deviation of control group was ($SD = 22.15$) more than experimental group ($SD = 15.72$) post-test. It shows that the variability of control group was higher than experimental group. Standard deviation ($SD = 15.10$) of pre-test of experimental group was lesser than standard deviation ($SD = 15.72$) of post-test of experimental group. It represents that variability of experimental group in post-test was more. Standard deviation ($SD = 15.10$) of pre-test of experimental group was lesser than standard deviation ($SD = 15.72$) of post test of experimental group. It represents that variability of experimental group in post-test was more than standard deviation of pre-test.

5.2 TESTING OF HYPOTHESES

In line with the objectives of the study following hypotheses were tested-

5.2.1 There is no significant effect of music enrichment programme on the academic achievement of mentally challenged children.

The mean rank ($R = 10.68$) of control group was greater than the mean rank ($R = 9.82$) of experimental group and $U = 183$, $p > 0.05$ indicates that the difference between scores of academic achievement of two groups of mentally challenged children was statistically insignificant in pre-test. This implies that both the groups have almost same academic achievement. The mean rank ($R = 14.46$) of experimental group was greater than the mean rank ($R = 6.63$) of control group in post test. The results of Mann-Whitney U-test ($U = 31.50$, $p < 0.05$) for academic achievement indicates that there was significant difference between scores of academic achievement of two groups of mentally challenged children in post test. Thus, the academic achievement of experimental group was better than control group in post test. The significance of difference of pre and post-test scores of academic achievement of two groups shows that the mean rank ($R = 5.36$) of experimental group in pre-test was lesser than the mean rank ($R = 15.14$) of post-test of experimental group. The results of Mann-Whitney U-test ($U = 4.50$, $p < 0.05$) for pre and post-test of academic achievement shows that there was significant difference between scores of pre and post-test of academic achievement of experimental group of mentally challenged children. This reveals that academic achievement of experimental group was better in post-test. Whitney U-test ($U = 189$, $p > 0.05$) of pre and post-test scores of control group shows that there was no significant difference between scores of academic achievement of pre and post-test of control group of mentally challenged children.

It reveals that music enrichment programme is effective for improvement in the academic achievement of mentally challenged children. This inference has been supported by Kaufman, (1976). Music education has a positive effect on providing opportunities for academic achievement. The American Psychological Association carried out a meta-analyses research project of relaxation in which the conclusions of 20 studies revealed the positive effect on cognitive academic variables among mentally challenged children of elementary school. (Moon, Render & Pendley (1985).

Hence the hypotheses that there is no significant effect of music enrichment programme on the academic achievement of mentally challenged children has been rejected.

5.2.2 There is no significant effect of music enrichment programme on adjustment of mentally challenged children.

The mean rank ($R = 10.41$) of control group was greater than the mean rank ($R = 10.09$) of experimental group in pre-test. The results of Mann-Whitney U-test ($U = 193.5$, $p > 0.05$) for adjustment indicate that there was no significant difference between scores of adjustment of two groups of mentally challenged children in pre-test. Thus there was no difference in adjustment of experimental and control group. The mean rank ($R = 13.33$) of experimental group was greater than the mean rank ($R = 7.17$) of control group in post-test. The value of Mann-Whitney coefficient ($U = 77$, $p < 0.05$) indicates that there was significant difference between scores of adjustment of two groups. This shows that experimental group was better in adjustment than control group in post-test.

The mean rank ($R = 7.78$) of experimental group in pre-test was lesser than the mean rank ($R = 12.71$) of post-test of experimental group. The results of Mann-Whitney U-test ($U = 101.50$, $p < 0.05$) for pre and post-test of adjustment reveals that there was significant difference between scores of pre and post-test of adjustment of experimental group of mentally challenged children. This reveals that experimental group has better adjustment after being exposed to music enrichment programme. Whitney U-test ($U = 127$, $p > 0.05$) of pre and post-test scores of control group shows that there was no significant difference between scores of adjustment of pre and post-test of control group of mentally challenged children. It shows that music enrichment programme helps in for better adjustment of mentally challenged children. These result are also supported by Milley et al., (1983) a Project (Art as a Learning Strategy) followed the success of LTRTA. The project involved a well planned curriculum which included music and a longitudinal study with carefully drawn conclusions. Students who participated in the project were found to have better adjustment than those not attended the project.

Hence the hypotheses that there is no significant effect of music enrichment programme on the adjustment of mentally challenged children has been rejected.

5.2.3 There is no significant effect of music enrichment programme on level of consciousness of mentally challenged children

The mean rank ($R = 11.75$) of control group was greater than the mean rank ($R = 8.75$) of experimental group in pre-test. The results of Mann-Whitney U-test ($U = 140, p > 0.05$) showed no significant difference between pre-test scores of consciousness of experimental and control group. The Mean rank ($R = 12.05$) of experimental group was greater than the mean rank ($R = 8.05$) of control group. The values of Mann-Whitney U-test ($U = 102, p < 0.05$) indicate that there was significant difference between scores of consciousness of two groups of mentally challenged children. This shows that experimental group was having higher consciousness than control group. The mean rank ($R = 6.63$) of experimental group in pre-test was lesser than the mean rank ($R = 12.05$) of post-test of experimental group. The results of Mann-Whitney U-test ($U = 102.08, p < 0.05$) for pre and post-test of six dimension of consciousness reveal that there was significant difference between scores of pre and post-test of six dimension of consciousness of experimental group of mentally challenged children. This reveals that consciousness of experimental group increased in post-test. The results of Mann-Whitney U-test ($U = 185, p > 0.05$) of pre and post-test scores of control group shows that there was no significant difference between scores of consciousness in pre and post-test of control group of mentally challenged children. These results are supported by various researches; Todd Rundgren's Healing (2000) in which music was applied for altering level of consciousness by inducing various trance-like states.

Hence the hypotheses that there is no significant effect of music enrichment programme on level of consciousness of mentally challenged children has been rejected.

5.3 DISCUSSION OF RESULTS

Findings related to the effect of music enrichment programme on academic achievement, adjustment and level of consciousness of experimental and control group of mentally challenged children led the conclusion that the music enrichment

programme plays an effective role in raising levels of academic achievement, adjustment and consciousness of mentally challenged children. This result is in line with the results of the study of Kris Cullum (1986), in which music was turn out to be motivating and fun way to teach children particularly with special needs. Now it has been becoming are establish fact that playing and learning music helps to acquire basic life skills and thus produce positive effect on growth and development of children.

In the present investigation the study was carried on mentally challenged children. These children are with some of mental retardation to sub – average general intellectual functioning which originate during the development period and is associated with impairment in adaptive behaviors. The music enrichment programme for mentally challenged children was developed for these children. In this programme there was ten songs related to academic achievement, adjustment and level of consciousness. The experimental group of mentally challenged children were exposed to music enrichment programme. The investigator being post graduate in music vocal developed music enrichment on her own. Further to ensure the quality and validity of programme guidance was sought from eminent professors in the field of music. The songs were performed for the students. Along with the songs flashcards related to content were also prepared and demonstrated.

Academic achievement is related to the formal education particularly involving the study of book (Wolman, 1975). Academic achievement is a measure of knowledge gained in formal education usually indicated by test scores, grade point and degrees (Singh, 1997). In the present study, the scores gained by mentally challenged children in their regular test were considered as their scores of academic achievement. Experimental group of mentally challenged children were found to have greater level of academic achievement in comparison to control group of mentally challenged children. Since long music has been regarded as an important tool for the betterment of behavior and academic achievement of children. Various studies support these results. Wolf (1979) studied the effect of general music education on the academic achievement and perceptual motor development, creative thinking and attendance and fund experimental group achieved higher scores a creative thinking, originality and perceptual motor development. Application of music found to have positive changes in achievements of mentally challenged children in the study Fransworth (1967). These were the studies of the Park (1998). Intellectual

development of the mentally challenged children was found to be raised by music programme in the study by Hanshumaker (1980). A group of researchers from the University of California, Irvine (UCI, 2007) published a study stating that there is a connection between music and cognitive development. Apparently, taking piano lessons and solving computer math puzzles significantly improves specific math skills of elementary school children (American Music Conference, 2007)." According to UCI professor emeritus George Shaw, "Piano instruction is thought to enhance the brain's 'hard-wiring' for special-temporal reasoning, or the ability to visualize and transform objects in space and time (American Music Conference, 2007)." Furthermore according to Kathryn Vaughn, there is a connection between music and mathematics since both subject areas use numbers, repeating patterns and ratios (Vaughn, 2000). In a research conducted by Hodges and O'Connell, several points regarding the relationship of music to academic achievement were noted: (1) some music experiences have a positive impact on academic performance under certain circumstances; and (2) none of the studies took into account the capabilities of teachers in integrating music in the curriculum. Logically, excellent and enthusiastic teachers may contribute to the success of the methods used in learning (Hodges & O'Connell, 2005). Though some researches suggest that music may act as a catalyst for cognitive abilities in other disciplines and the relationship between music and spatial-temporal reasoning is particularly compelling, there are however certain aspects that remain unanswered. The exact aspects of music instruction (should it be taught, used as background music etc.) necessary to contribute to the transfer effect is still unknown. Longitudinal studies are needed to determine the duration of the effects. The testing materials themselves may not be sensitive enough to gauge the amount of effect attributed by music instruction. Though evidence supporting the enhancement of spatial-temporal abilities may be attributed to music, the relationship of music instruction to development other areas of mathematics and reading remain vague. Finally in light of these studies, though there are strong implications for certain changes in policy and practice, caution must be taken to make sure that scientific goals do not overshadow "developmentally appropriate music instruction" (Music Educators National Conference (MENC), 1994).

Adjustment is the process by which a living organism maintains a balance between his/her needs and the circumstances that influence the satisfaction of these needs. As regards the adjustment of mentally challenged children due to deficiencies in their

mental capabilities it is ever far difficult for them to maintain a balance with their surrounding environment both physical and human. Mentally handicapped children show more adjustment problems (Cullinan, 1995). Music enrichment programme has shown a possible effect on their adjustment and the difference between the adjustment scores of experimental group and control group were found to be significant. Various studies already carried out in this field support the result of the present investigation. These results show that music therapy can be used to help the elderly to successfully adjust to living in a long-term care (LTC) facility. LTC residents, particularly those with Alzheimer's disease or related dementia, may exhibit behaviors such as depression, withdrawal, anxiety, emotional liability, confusion and memory difficulties, frequently related to the disorder, but often exacerbated by difficulty in adjustment to the change in lifestyle. Music therapy helped him adjust to life in a LTC setting by improving his quality of life and enhancing his relationships with those around him. In essence, music seems to develop capacity for appropriate interpersonal interactions and attachments leading to better adjustment specially in mentally deficient's.

Consciousness is a sense of awareness, of knowing. It is the composite of ideas, thought, emotions, sensations and knowledge that makes up the conscious, subconscious, super conscious phases of mind. In the present study significant difference was found in the consciousness scores of experimental and control group. It indicates the positive effect of music enrichment programme on the level of consciousness of mentally challenged children. Research has shown that music has the power to change emotional states, change perceptions and physiology and elevate spiritual awareness. Certain types of music are devotional and sacred in nature; they also have the power to transform individual and collective consciousness into the heightened states of love, forgiveness, compassion, and physical healing. Such heightened states of loving awareness tend to be what empowers human consciousness to more empathetically identify with disharmonious societal, geopolitical, and environmental issues, and at the same time, envision, co-create and implement solutions for them. Music for consciousness or consciousness music inspires, and actually help us to transform our physical and mental aspects to uplift us to higher plains of being. This is simply a matter of frequency: the less dense we are, and the stronger our connection is to our Light Bodies and our ability to bring this

Light Energy into our physical being, the higher our vibration becomes. Light transforms us with its frequency, and brings healing to our planet. Musical power over human soul and body has remained mysterious from Aristotle to the 20th century cognitive science. Contemporary evolutionary psychologists have recognized music as a cultural universal of tremendous power; still its fundamental role and function in cognition, its role in evolution of consciousness and culture have remained hidden. Musical emotions help maintain a sense of purpose of one's life in face of multiplicity of contradictory knowledge, or what is called the "synthesis of differentiated consciousness." Music education is said to be associated with the promotion and development of creative abilities emotionality of perception and social consciousness through aesthetic experience.

Music is the shorthand of emotion. – Leo Tolstoy

Why waste money on psychotherapy when you can listen to the B Minor Mass? – Michael Torke

These quotations reflect common attitudes about music. Tolstoy's comment suggests that music conveys emotion, whereas Torke's question implies that music influences listeners' emotions. physiological, and neurological measures, all of which indicate that listeners respond affectively to music (e.g., Krumhansl 1997; Gagnon and Peretz 2003; Mitterschiffthaler et al. 2007; Witvliet and Vrana 2007). Nonetheless, the debate continues (e.g., Konecni 2008). Affective responses to music consist of experiences of tension and relaxation (rather than actual emotions), which occur when listeners' expectancies about what will happen next in a piece of music are violated or fulfilled, respectively. Hence the results of the present study are in line with the studies already done in the field of music therapy for various ailments. A number of study supports the results of present investigation.

5.4 LIMITATIONS OF THE STUDY

It is a universal fact that in spite of our best efforts there remains some errors or limitations in any human endeavor. It is difficult to claim perfection in any study. The Present study is not an exception and researcher felt the following limitations in the conduct of the present investigation.

1. The study was confined to Agra City only. The sample of the study was collected from Asha School of Mentally challenged Children, Agra Cantt, Agra only.

2. The study was limited to 40 Mentally Challenged Children between the age group of 5 to 15 years.
3. The research was limited to the study of three variables viz. Academic achievement, adjustment and level of consciousness of mentally challenged children.

5.5 EDUCATIONAL IMPLICATIONS OF THE STUDY

Mentally challenged children need more attention due to their cognitive limitations within the classroom. Mentally challenged children face an increased number of failure experiences compared to normal children and they feel more difficulties because they have to make more efforts to complete the same work as a student in a common classroom. The inability to complete a task creates frustration and embarrassment particularly if mentally challenged children have low academic achievement, adjustment and level of consciousness. So an enrichment programme is important for educating the mentally challenged children beginning with the orientation of mentally challenged children with the music enrichment programmes. The development of the individual education programme, collaboration among special class teachers, parents resources, teachers, regular teacher educational organizations, administration, curriculum planner, guidance workers, counselors ,voluntary organizations and teacher special teams, special training institutions are required for educating mentally challenged children.

The results of the present investigation will be of great help to educational planners & policy makers particularly of special and inclusive education. They may support special music programmes as part of their curriculum .The results of the study reveal that there is positive significant effect of music enrichment programme on academic achievement, adjustment and level of consciousness of mentally challenged children. The results of the study may also be significant for teachers of mentally challenged children so that they may give proper emphases on playing music in their class rooms. The results may be of great help to the administrators, managers and supervisors of mentally challenged children so that they may provide proper facilities for teaching and learning of music in their schools. It will help mentally challenged children with low academic achievement and those who have poor adjustment. Knowledge about effect of music enrichment programme on academic achievement, adjustment and

level of consciousness of mentally challenged children can be used to design the appropriate and effective educational programmes. The suggestions that emerge for teachers, parents and curriculum planners are as follow.

5.5.1 SUGGESTIONS FOR TEACHERS OF MENTALLY CHALLENGED CHILDREN

Teachers need expertise to improve academic achievement, adjustment and level of consciousness of mentally challenged children. They need to know to observe, manage and help mentally challenged children with the different problems of academic achievement, adjustment and low level of consciousness. Adjustment with classmates had been reported to be improved as a result of music education by Erzebet and Maudgalya (1980), who had observed significant improvement in the adjustment of average experimental students while Elord (1970) and Wingert (1972) had found similar significant effects on the improvement of Mentally Challenged Children.

Mentally Challenged students receiving music education in either of the forms employed had exhibited better adjustment with the school environment than others. Scoring on the School Adjustment Inventory and ratings by teachers had indicated that students receiving music education scored higher in their adjustment with the school environments than their counterparts. Earlier Hughes (1955), Sokolov (1970) and Hood (1973) had also reported significant improvement regarding their adjustment with the school environment in the experimental students. Further, Elord (1972) and Wingert (1972) who had carried out research work on the mentally challenged students had found similar effects on them with the help of music education. Thus, the following suggestions emerge for teachers:

- Teachers are suggested to understand the value of music programmes for the education of mentally challenged children.
- Teachers are suggested to include music in their regular teaching-learning.
- Teachers are suggested to convince the authorities of mentally challenged school include different type's music in school curriculum.
- Teachers are further suggested to use music therapy for solving various achievements, adjustment and consciousness related problem of mentally challenged children.

- Teachers are suggested to give regular guidance to parents for providing exposure to various music programme at home.

5.5.2 SUGGESTIONS FOR PARENTS OF MENTALLY CHALLENGED CHILDREN

The parents play a vital role in the emotional and intellectual development of mentally challenged children. Parents of mentally challenged children have more responsibilities than normal children's parents. Parents devote more time and effort to increase the academic achievement and enhance the adjustment and level of consciousness. Smilanski (1953), Crawford (1961), Klitz (1970), Elord (1972), Park (1972) and Frank (1981) had found significant improvement as a result of music education of participation in music programmes in their Self – Adjustment as shown by increased sense of gratification, confidence, accomplishment general behavior and personal habits in the individuals. Copland (1963), Sidney Licht, a Fellow of New York Academy of Medicines, contributed a great deal to the results of research into music therapy and wrote, “I am convinced that listeners are physiologically and psychologically affected by such musical characteristics as mood, intensity, pitch and rhythm and this should provoke remembrance and association of thoughts more easily in a mental patient than methods using factual persuasions”. Following suggestions emerge for parents:

- Parents are advised to use music programme for better achievement, adjustment and level of consciousness of their children.
- Parents are suggested to make their children learn some vocal or instrumental music.
- Parents are also suggested to keep the environment in their home filled be soft music.

5.5.3 SUGGESTIONS FOR EDUCATIONAL STAKE HOLDERS

Educational Stakeholders also play a crucial and formative role in the spheres of cognitive, language, emotional, social and moral development of mentally challenged children. Academic skills such as reading, writing and mathematics are the foundation upon which a student's performance at school is assessed. Mentally challenged

children are often hyperactive i.e. they rush about from one thing to another, being constantly on move. They cannot attend to one thing for more than a few minutes at a time since their concentration is poor, their memory span is short and they laugh at one moment and cry the next, good in some subjects and may be poor at others, especially. Arithmetic and show quick change in behavior. These children are often very anxious though their parents may not know it. Anxiety makes them ritualistic. They cling to familiar objects and routines and want to do everything in exactly the same way every day and get very angry and upset if there is slight change in the environment. Any negative feedback from school is likely to have an impact on the emotional, social and family functioning of mentally challenged children. Therefore

- Educational Stake Holders should organize the activities in the school in a manner that takes into account the personality structure of mentally challenged children and their problems and capabilities.
- Planning of school time- table curriculum design, co curricular and extracurricular activities should take in to account music as an important component.
- Music education should be emphasized at school level and at regular bases.
- Modified curriculum suited to the personality needs of mentally challenged children may be planned incorporating music enrichment programs.

5.6 SUGGESTIONS FOR FURTHER RESEARCHES

On the basis of the findings and limitations of the study the researches the suggestions for further researches are in this area as follow.

- A similar study can be carried out to get better and more authentic results on a larger sample to get more authentic results. Which would help alleviate the change of a low response of participants to the study.
- A comparative study can be undertaken find out the effect of moderate and mild mentally challenged children.
- A survey can be carried out to study the educational facilities provided to mentally challenged children in relation to their achievement, adjustment and consciousness.
- A research could be carried out the role of music enrichment programme on rehabilitation programme of mentally challenged children.

- Effect of music enrichment programme on social maturity of mentally challenged children can be studied and other related variables.
- The methodology of teaching mentally challenged children in our country can be analyzed and compared with teaching practices used in other countries. Suggestion can be solicited and modification could be made in the existing method prevalent.
