No part of a study is more important than any other part, since a defect in any part will automatically affect the whole study. However, if one part needs to be singled out as all important, it is the section which states the conclusion. This is the section that presents what the study has to contribute to the advancement of the education as a science.

The analysis, interpretation and discussion of results have been provided in the proceeding chapter. This chapter is devoted to discuss the main findings of the study based on analysis and interpretation of the data in the light of the objectives, hypotheses and qualitative assessment. Recommendations, Problems faced by the investigator and conclusions follow it.

As the research was conducted to study the effect of ‘Portage training on self help skills and motor development of pre-school intellectually challenged children', the main findings are presented as under:

5.1 Findings of the Study

1. DQ_1, DQ_2, DQ_3 and DQ_{comb} improved with the period of intervention for all children included in study. This reflects that the intervention was quite effective for the overall DQ gain as also stated by Dutta (1986), Azad (1986) and Geetika (1992). All of them were found to have a positive effect of Portage training in terms of improvement in the skills.

2. The self help skills of all the children improved continuously after application of Portage as an intervention, which is in
same line as reported by Sanz & Javier (2010) whose findings established the relevance of intervention for self help skills development of Down Syndrome babies at an early stage.

3. The motor skills of all the children showed remarkable improvement after the application of Portage training and kept improving up to the training period was over and even later on. Yukselen et.al. in 2008 studied the effect of physical training on motor skills of mentally retarded children and found a significant difference in walking, running, jumping and balancing skills after the training programme. So, it confirms the findings of this study also.

4. Other skills i.e. social, cognitive, language also got improved of all the children although inputs were not provided for them because all the skills either for self help or motor development give a lead in total for the overall development of the child. This is also emphasized by Kohli (2008). She advocated the application of Portage for the improvement of all areas of development inspite of the fact that inputs were given for one or two areas. This gives a substantial support to the present findings.

5. The improvement in skills in all the developmental areas i.e. social, language, cognitive, self help and motor development continued to be increasing even after the training had been terminated because achievement of one skill gives a boost to achieve the others.

6. Involvement of paraprofessionals in the intervention had been effective and practical. All the children performed well under the guidance of aanaganwari workers. The children
were closely intimated with the aanaganwari workers because of living in close surrounding and their parents being well known to the aanaganwari workers. Schortinghus & Frohman (1974) stated the importance of involvement of professionals and non-professionals. Upon comparison they found both of them quite effective in providing teaching to the intellectually challenged children of rural areas.

7. Attitude of mothers towards Portage training was very positive. Their response gave a new energy to the whole team.

8. Demonstration, verbal, visual, mixed and physical aids played a vital role for the conceptual make up of the intellectually challenged children.

9. The gain in scores in the first half of the intervention was found to be higher as compared to the second half for self help improvement because the skills set for the second half were complex and the children showed a slight hesitation to perform these interestingly.

10. Gain i.e. improvement in scores in the area of self help skills was comparatively high to that of the motor skill. The gain in motor development area gave a lead to achieve self help skills easily. Thus, the gain score for self help skills improvement got expanded comparatively.

11. Intellectually challenged children responded positively even after the training programme had been terminated. The child, R.K., showed minimum gain due to change of environmental condition i.e. shifting from grand mother's house to her mother’s house. While the child, S.S., scored maximum gain
even after the training was terminated due to her mother’s (who herself was a helper in aanaganwari) consistent efforts to establish the retention.

5.2 Recommendations

On the basis of data collected, training provided to the intellectually challenged children and problems faced during the training, the researcher has formulated some recommendations as follows-

1. There should be four or five standardized tests to measure Developmental Quotient which would increase the reliability and validity of the scores.

2. The Parents of the children on whom the training is being executed should be prepared to advocate this training to those parents who have intellectually challenged children, but due to some reason they could not participate or are unaware of such type of intervention, which would be much helpful for their children to make them self supportive, because they have already felt change in their own wards.

3. The aanganwari workers should promote this type of intervention with regard to the intellectually challenged children in future as the results were quite satisfactory and have a great utility for the subjects selected.

4. The Programming officers or CDPOs of ICDS department may be consulted or briefed about the Portage training throughout the state because this training is quite feasible, cheap and easily administrable, where ever required.

5. The Red Cross unit of each district may be briefed about Portage programme so that it can be applied with the help of
the social welfare department on a large scale because Red Cross is the first functionary which came in contact with the intellectually challenged children at the primary level.

6. Identification of the intellectually challenged children should be as early as possible with the help of functionaries of primary health centers, Aanganwari centers or by awakening the awareness among parents through media, news channels or by exhibitions or NGOs.

7. At Panchayat level, there should be a list of intellectually challenged children, so that at any time an NGO or a semi aided Government functionary can contact them. They can explain the actual position and can be benefited by the support they want to provide.

8. In the rural pockets, awakening programmes or exhibitions with regard to disability should be worked out so that parents who are illiterate or somehow want to hide their ward's disability come forward for the solution and timely intervention being provided by the NGOs, volunteers or Government functionaries.

9. In the Aanganwaries, provision should be to integrate intellectually challenged children with others in terms of infrastructure so that his/her special needs could be fulfilled.

10. Charter of Schemes provided by Social Justice and Empowerment Department, Government of India and various social welfare departments with regard to the intellectually challenged children should be displayed on the notice board of all the functionaries working in the rural areas, so that the affected person can be benefited well in time.
11. All areas of development i.e. self help, motor, cognitive, social and language should be collectively studied because they are interlinked to each other.

12. Parents, family members, neighbours and peers should be involved due to their relation with the developmentally delayed child and their involvement can be quite effective.

13. Some of the intervention should be provided to school going children so that, the order to maintain the developmental consistency be maintained.

14. The study should be replicated so that the score gains and enhancement in development could be confirmed.

5.3 Problems Faced by the Investigator

Phase-I (During Identification)

1. In order to collect the data using three psychological tests to measure the base-line, it was required to ask the parents (especially mothers) about the level of acquisition of skills of their child i.e. whether the child could perform a particular activity at home or not. Some of the mothers tended to overrate their child's abilities which the child had not properly achieved. At such situations, the investigator had to cross check the tasks to find out the correct level of abilities.

2. After screening, when parents of intellectually challenged children were told that their child was having developmental deficits, they looked at the home-advisor in such a way as if she was abusing them. They considered it humiliating to reveal the handicap of their child to others.

3. Those parents, who admitted the fact that their child was developmentally delayed, argued that though their child was
slow in learning in his early life, he himself would improve and develop abilities with the passage of time. Hence, it was quite a difficult job to convince them and win their confidence.

4. The investigator had to make a rapport with the Aanganwari workers before starting the identification because the investigator approached the children only through Aanganwari workers before that the mothers intentionally tried to hide the existing defects of their child. Due to the reason they know that the investigator was not helping them in terms of materialistic support rather making them capable and self supportive.

5. In the initial phase, Aanganwari workers did not support until they were being instructed by the CDPO, Barara. For which the investigator had taken a written permission. Due permission was also sought from Programming Officer, Ambala.

6. The mothers of intellectually challenged children and Aanganwari workers were briefed time to time because at many times there were different opinions about the ability of a child.

7. The investigator had to arrange the items which were not available in Aanganwari or at home of a particular child to access his ability in the particular task. For this, the investigator had to transport these objects by her own efforts.

8. Most of the mothers were illiterate; they felt slightly awkward in answering the questions of investigator, especially, the date of birth of child, instances during
pregnancy or delivery etc. Family history and religious boundaries prohibit them to tell the facts.

**Phase-II (During the Administration of Portage Training Programe)**

1. After the identification phase, it was a big challenge to coordinate all the 19 subjects of different Aanganwaries. Later on, with a great effort by the investigator four centers were chosen.

2. Aanganwari workers were reluctant to learn the training activities as they were not paid for this neither by the department nor by the investigator. The investigator could motivate them for this noble cause only after a long time.

3. Most of the parents due to the nature of their job could not pay attention to their children. They were not even aware whether their child goes to the center regularly or not. This problem was common with many of the intellectually challenged children because only with the help of another elder child or family member they could attend. To overcome this problem, the investigator had to motivate the mothers and Aanganwari workers for the regular attendance of child.

4. In the month of July 2010, due to flood in Barara block many families migrated from Barara in search of livelihood. It was very difficult to persuade them to stay for their child's future.

5. During the training, the investigator had to face lot of queries of parents, especially males of the family, who enquired about the fruitfulness of training and were reluctant to give feedback about the activity performed by the child during the week.
6. The Aanganwari workers were not sincere in fulfilling the activity chart initially. So, the investigator had to brief them about its significance and relevance from time to time and also helped to fill up the charts many a time.

7. During training period, parents demanded to provide yellow cards to them, so that they could avail government aids. The investigator guided them to contact the concerned department and put their request there. Still, the home-advisor had to fill up their application forms and had to visit to the concerned department office with the beneficiary to make him/her feel happy and focus on the child well.

8. Due to adverse weather condition, the investigator had to face many difficulties to reach to the destination by using many modes of transportation.

9. Some children only followed Punjabi, due to their less interest while they are being instructed in Hindi; the investigator had to learn Some Common words of Punjabi to make a better communication with them.

10. Many a time, the aanganwari workers had to go to their Block head quarter for their regular meetings, so, the investigator had to face difficulty and had to wait up to their return back.