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Internal barriers, within the workplace, which women with disabilities face include employer and co-worker attitudes, job design, lack of attendant care and flexible work arrangements.

For women with disabilities to participate fully in the economic opportunities available, internal and external barriers must be confronted and broken down.

STRATEGIES:

- All people with disabilities are disadvantaged when seeking employment. Women with disabilities not only face barriers such as lack of educational opportunities, little information on job choices, career options and services available, but are further disadvantaged by their gender.
- Women with disabilities must be enabled to access relevant and appropriate information and resources, if they are to have the opportunity or choices about employment, education or training.
- Government should extend the affirmative action policies to include women with disabilities. These policies should be audited and reported.
- Funding should be provided to education facilities for support services for women with disabilities, and the participation of these women in those educational facilities should then be tracked and audited.

Inequality between men and women with disabilities in the sharing of power and decision making at all levels

In general, women do not participate equally in decision making, either in policies, decision making positions, local government and under represented in parliament and as employers. Neither the disability movement or the feminist movement, fully address the issues of women with disabilities.

STRATEGIES:

- Disability and women's organisations should put affirmative action strategies into effect.
- Disability should not be used as a category to separate women with disabilities experiences, as this only marginalise and disempowers.
- Women with disabilities should be funded and empowered to take charge of their own lives.

Insufficient use of mass media to promote women with disabilities positive contributions to society

Women's portrayal in advertising and the employment of women in the media is changing, but there are still concerns that women are portrayed in unrealistic, degrading or submissive roles. Considering this, women with disabilities are even more highly devalued, as there are few images portrayed of women with disabilities. There are few 'positive' images and if by chance women with disabilities or men with disabilities are portrayed, it's an image of tragedy and deprivation, portraying little chance of normality.

STRATEGIES:

- Consultation with disability organisations in the involvement of writing scripts, involving women with disabilities.
- The greater exposure of positive images of women with disabilities.
- Women with disabilities should be empowered to be assertive and given opportunities to be active in the choices they make in relation to their lives.

RECOMMENDATIONS:

- Funding for self-help health advocacy programmes for women with disabilities should be funded by government departments involved in health administration, until mainstream services catch up with the needs of women with disabilities.



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- Government programmes which are directed at researching and alleviating violence against women should include women with disabilities.
 - Funding bodies should liaise with the organisations of people with disabilities about adoption of affirmative action programmes.
 - Funding bodies and offices for the status of women should liaise with women's organisations about sharing expertise and developing empowerment of women with disabilities.
 - Women with disabilities' organisations should be funded at all levels of government to develop their research and advocacy functions.
 - National organisations of women with disabilities should receive sufficient funding to carry out development of relevant groups.
 - Government departments should implement the Lavarch recommendations.
 - Service providers that have successfully contracted with government to carry out programmes such as vocational training or personal care, should be required to demonstrate gender and disability equity.
 - Relevant government departments, and Interdepartmental committees should immediately address the costs of disability and devise, with consumer input, adequate strategies to alleviate poverty amongst women with disabilities and their dependants.
 - Legislative change and modification of existing legislation is imperative to improve the status of women with disabilities to enable equitable access.
 - Development of mechanisms to enable class action of women with disabilities, to take social injustice to the international arena.

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STATUS OF DISABLED WOMEN

**MRS.R.NAGOMI RUTH*

INTRODUCTION:

In our society, women are frequently discriminated against, because they are women. People with disabilities are frequently discriminated against, because they are disabled. Therefore to be a woman and to have a disability is a double disadvantage. If women with a disability are also from a socially disadvantaged group, they are often subject to a triple disadvantage.

The Government has put in place policies, strategies and legislation protecting the rights of people with disabilities, yet when it comes to the implementing of these, there is still a long way to go. Many programs and policies set out various services and programs of the benefit of women with disabilities, yet women with disabilities are still categorised as a 'special interest' group and their experience is separated and marginalized

STATUS OF DISABLED WOMEN GENERAL PICTURE:

51 per cent of disabled people are women.

Disabled people are known to be the poorest of the poor in every country.

International development programmes rarely address the needs of disabled women or include them in community development ventures.

Many disabled people, especially elderly disabled women, lead isolated lives - unable to go out of their own homes or even move around adequately inside them.

Disabled people are often denied access to public places because of architectural barriers or discriminatory attitudes.

Most public transport is inaccessible to disabled people.

In Asia, about 90 per cent of blind children have no access to education.

Even in richer countries, education for many disabled children is still segregated and inadequate, particularly for those with learning difficulties.

In most countries, at least two-thirds of disabled people are unemployed.. Disabled women find it four times harder than disabled men to get work.

Access to communication and information, especially for those with visual, hearing or learning impairments, is limited.

The democratic voice of disabled people is rarely heard in the formulation of policies and programmes that directly affect us.

We have given some indication of the overall status of disabled people. Now we will examine in greater depth how disabled women are particularly affected in various life experiences.

THE PERSISTENT AND GROWING BURDEN OF POVERTY ON WOMEN WITH DISABILITIES:

Poverty continues to be a fact of life for many women with disabilities. Often these women living in poverty don't have the resources to attain the standards set out by our materialistic society. This result can compound a negative self image that many women with disabilities have about themselves in relation to others in society



Women with disabilities, who struggle to meet costs of everyday living, are more often than not below the poverty line. Some even leave work to go on the pension so that they can get their aids and appliances free. The result of that is that many women become dependent on the charity model.

STRATEGIES:

- Women with disabilities are more likely to be living below the poverty line, unemployed and have low self esteem. Women with disabilities, disability organisations and feminist groups should develop a lobbying strategy towards the introduction of Disability Allowance.
- Women with disabilities, disability organisations and feminist groups should develop a lobbying strategy to examine the extra disadvantages in the housing sector which confront women with disabilities.

Inequality in access to education, health and related services and other means of maximising the use of women with disabilities capacities.

Women with disabilities experience the difficulty of overcoming the 'power differential', which impedes their taking responsibility for their own health care.

There is a general recognition that there is a lack of literature and research available about the needs and issues concerning the health care for women with disabilities.

VIOLENCE AGAINST WOMEN:

Violence against women is a violation of human rights. Women with disabilities are subjected to multiple forms of violence which is often within an oppressive situation, as many women with disabilities are dependent on others for assistance. Violence by carers, either family members, attendant carers or institutional carers towards women with disabilities is often not recognised or is tolerated, because the woman is dependent on the carer. Many women don't know where to turn for help.

STRATEGIES:

- There needs to be more research and documentation on violence against women with disabilities. The lack of literature illustrates the invisible experience and the powerlessness of women with disabilities.
- Consultations should be held with women with disabilities to raise issues of violence and list strategies useful for overcoming violence. This consultation should also be video taped, so it can be distributed and accessible to all, especially the print-handicapped, rural people (often forgotten), home bound people and people living in institutions.

Inequality in the access of women with disabilities to, and participation in the definition of economic structures and policies and the productive process itself

Barriers to paid employment can be divided in two areas, those which are external to the work place and those which are internal.

External barriers are perceptions of factors in a person's immediate environment, that discourage movement into the open employment market, which includes assertiveness, family concern, education and training, knowledge of employment services and physical access.

- Education and the opportunity for education of women with disabilities, often prescribes opportunity at the employment level. A major source of discrimination in education has occurred through institutional segregation
- A lack of knowledge of services available, to assist women with disabilities find employment is another barrier. If women with disabilities do not know of the existence or cannot access employment agencies they are missing potential employment opportunities.

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Research Highlights



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generations ago. He is able to identify the similitude between his immediate ancestors and distant ancestors in Gujarat. However, he senses a gulf between the Gujaratis whom he knew so far and whom he acquaints in India. He identifies his folks as very simple-minded, valiant, and congenial in disposition: "The image of Gujarat is that I grew up with was that of essentially a mercantile people, soft, yet adventurous, ready to pick up and set up business elsewhere". They, adventurous and enterprising in their spirits, in some way or other aided the British colonial expansion by serving in East African nations: "But brave, for in East Africa—Kenya, Uganda, Tanganyika and Zanzibar—they would set up shop in the remotest places, in small numbers, sometimes singly or with just their family with them, so that they became indispensable to colonial expansion and administration". (p. 201)

Vassanji's homeward odyssey to India proves to be a triumphant pursuit surcharged with discoveries of personal past and familiar vibes. He is gratified to recognize his cultural and religious identity amidst the Khojas of Gujarat and accredit

Indian ancestry in his own stemma. His uprooted individuality amalgamates with the provenience and it is perhaps the end-product of a backward perusal in the past testifying the premise that present ambiguities seek revelation in the quarry of history.

Past is substantive and history is an ever faithful plaintiff pursuing present and future. There is always something latent in the past for the present to discover: "History is addictive, is an obsession, I've discovered. There's so much around, layers to peel back, enigmas to uncover". Retracing steps back and unfolding history clarifies many complications and crystallizes the unfathomable: "But the urge persists and grows, to step into the past, look behind the ruin, the beauty, the enigma—and find coherence, impute meaning and relevance. It's risky, I know, a little like walking into a dream" (46).

Like his characters and ancestors, Vassanji has been adventurous enough to risk, rediscover and revitalise the past and these explorations by opening up new vistas become interesting subjects to the readers and other writers.

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STRATEGIES FOR DEVELOPING GESTURES IN VISUALLY IMPAIRED CHILDREN FOR EFFECTIVE COMMUNICATION

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Abstract

Non verbal communication is an effective part of communication which is at loss due to vision loss to the visually impaired. The scientific method behind gestures used by visually impaired children is very limited. Parents and teachers are not much aware of the gestures in the visually impaired children. There is a need to identify negative mannerisms and develop good gestures in visually impaired children. Sincere effort is being taken to quantify the needs of the visually impaired in this regard and hoped that it will be an eye opener to the teachers, parents and even society. There is not much help to the visually impaired children for their development of good gestures and reduction of the negative mannerisms, so that these children can attain an optimum communication levels and get socially included and can earn for the future. The results of the study reveal that the visually impaired children can benefit through proper training.

Introduction

The development of effective interpersonal communication skills is an

important endeavor for any individual who is seeking to become a stronger and more efficient communicator. In many ways communication is the foundation, the backbone of a well-functioning and healthy society.

Gestures allow the speaker to convey a message or thought that is not easily expressed through verbal language. Gestures play a major role in the dissemination and acquisition of knowledge in educational contexts and that the human body functions as a medium for understanding, enabling people to acquire practical knowledge through a mimetic grasp of information. Indeed, gesture is known to develop even before the onset of spoken words. Once the child has the ability to speak, gestures are used to express thoughts that are not expressed vocally; eventually, gestures complement vocalized ideas.

Gestures help the speakers to retrieve words more efficiently, particularly words with spatial meaning. In classroom settings, gestures can aid learning. More generally, gestures help with tasks that require

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happened to follow a line of Muslim mystical singer-preachers, the first of whom, per legend, arrived from the Near East nine hundred years ago and was welcomed in the capital Patan, of the Gujarat kingdom" (p. 71). Vassanji settles his antecedents in a small village near Jamnagar, Gadhada which accommodates a few Patels and Khojas. This stream of rediscoveries and filial renovations pullulate readers with accounts of Khojas.

Vassanji's expedition to India seeking the history of his ancestors and his traces in India supplies the memoir with details on the Khojas belonging in the Kathiawar part of Gujarat. The Khojas are a community and ethnic group inlured treasure brought to spotlight in Vassanji's writing. Islam is typically classified as Shia, Sunni and this extended ramification of Ismaili sect is more enlightening on the convoluted pattern of Indian ethnicity. Khojas are representatives of the Sufi faith which in the historical regimes embodied religious tolerance and liberalism. Sufis from Persia happen to halt by North West India in their spiritual passage and their presence patronized by a few kings inspired a few Indians to embrace Islam which alleged that Prophet Mohammed is an avatar of Lord Vishnu.

The followers of Sufis and Pirs are laissez-faire in their religious convictions believing in an optimism of some saviour from the West. Initially, the people were full of fear and uncertainties about their new religion and were known as Guptis due to their preserved secrecy. The Khojas worship in a mosque like place which they call

Khanu where they recite Gujarati ginans. The ginans are songs composed by the Sufis themselves and a few by the followers of Sufis praising Vishnu and Mohammed. The Khojas live in clans governed and monitored by their religious and social leader, Mukhi. Vassanji acquaints the readers with all these contingents in the memoir:

There was, finally, the ancestral mythical memory of India. According to a founding legend of my people, the Gujarati Khojas, a Muslim holy man arrives in medieval times at a remote village in western Gujarat and joins the people in the traditional dance, the garba. As he dances, he sings them a song. The villagers and the mystic - for such he is - go around in circles, clapping hands in rhythm and singing. The people are poor and desperate, for the land is prone to drought; the visitor is new and charismatic and hopeful. They are Krishna devotees, whom he teaches to expect an incarnation of the god to come from the west. You should sing day and night, he sings to them - meaning, I am not sure what, but perhaps this was how they should express their new expectation and joy. Meanwhile they continued worshipping their beloved Krishna. These spiritual dance songs are called the garbi and belong to a larger corpus called ginans. (p. ix)

A Place Within: Rediscovering India cogitates on the numinous and mystical

countenance of Indian ethnography as well. There is abundant mysticism in Indian religion and this mysticism is influenced by Sufism to a great extent. There have been many Sufi saints from Persia to India in the medieval time. These Sufis with their mystical manners and simple ideals impressed the plain Indian kings and their subjects. Vassanji alludes to many Sufi Pirs in his memoir who have exerted a considerable amount of manipulation on the religious congregations. Khoja is one such religious cult advocating the comportments of Islam and ideals of Hinduism concurrently.

Gujarat is a state conciliating numerous holy sites including temples, mosques, dargahs, graves of holy men and other consecrated geographical points. More or less, all these sanctified spots trace history and decipher the context of different religious communities. Vassanji undertakes a pilgrimage in Gujarat in order to traverse backward towards his roots implanted under the legendary expanse:

When I first came to India I did not know my family's precise origins, what places they came from. These I've gradually discovered and intend to visit. There is also another origin, and that is the history of my community of people, the Khojas—how they began. The physical link to that origin, I've discovered, are a few shrines, where are buried our holy men, called pirs, whom my Kathiawari Gujarati ancestors followed. (p. 249)

Vassanji's visits to the shrines and dargahs which appear familiar and intimate to him render a more proverbial inkling. The thrill of belonging somewhere and to some one is obvious in Vassanji's elation on his inquisitory calls to dargahs: "I emerge quite shaken. What I have seen, evidently, and by accident, is a shrine and prayer hall of a group related to my own". His indefatigable excavations bring him the denudation of his ancestor's ethnicity: "To see such immediacy with one's ancestral and spiritual past in this place where a holy man, a mystic, lies buried and is worshipped, begins to give me an understanding of the dynamics by which my own community of the Khojas might most probably have evolved" (p. 245).

Vassanji presents a microscopic view of Gujarat with its notorious religious riots, preceding and following Godra; freedom struggle of Indians during English colonial rule; history of Muslim invasion and reign of idealised Hindu rulers; pilgrimage constituted by many dargahs and temples; social and political aura in post-independence terrain. However, his focus is on the shrines, dargahs and temples in Gujarat which seem powerless and incapacitated manipulating the religious hostility resulting into indocile visitations. Vassanji's display of the macabre caused by religious riots and the equitable religious credence imbibed by Khojas imply the imperative need of religious tolerance.

Vassanji equates the contemporary Gujarat in India to the part of Gujarat which was transnationalised to East Africa three

concerned pupil to get fill the checklist. It contains the different mannerisms and gestures involving head, arms, hands fingers, legs and feet. The duration of the test was 30 minutes each.

Construction of the package

A package for developing gestures to visually impaired children was made which had a critical analysis about the special need children from various perspectives and of different opinions from different personality published in journals, newsletters and books. It was a systematic study regarding the special need children.

Implementation of the package

After conducting the pretest, intervention was given with the help of the package, which aimed at supporting to develop gestures among visually impaired children for their effective communication.

Administration of the post test

The post test was conducted for the same sample with the same tool. This was to evaluate the children whether they perform the gestures correctly and how the package was effective in developing the gestures for their good communication. The same was used to check the negative mannerisms also.

Statistical analysis

The score of pre and post tests were consolidated, tabulated and analyzed statistically using mean, standard deviation, 't' test and ANACOVA.

Results and Discussion

The findings of the study are based on the types of school, gender and the type of disability like low vision and totally blind.

Table 1 shows the impact of gestures among visually impaired children before and after intervention.

Table 1. Comparison Between Pre and Post Test Scores of Gestures in Visually Impaired Children in Inclusive Schools

Test	No.	Mean	S.D	't' value
Pre test score	40	3.55	1.72	22.796**
Post test score	40	9.57	0.55	

** significant at 1% level

Non verbal communication is the beautiful part of communication. The vision loss hinders effective communication. The visually impaired not only miss gestures during communication but also exhibit mannerisms. The researcher developed strategies for helping them to express and receive better. Since visually impaired

children cannot see the gestures visually, researcher thought to develop the gestures through hand on hand method as one of the strategies. Hands of the children were held by the researcher and help to keep at right position when they speak or sit. To find out the efficacy of the intervention given, the gestures of the sample were quantified and

tested before and after the treatment and compared.

Paired t-test was applied to find whether the mean gesture scores differ significantly between pre and post tests. The calculated t-test value is 22.796 which is higher than the table value of 2.708 at one per cent level of significance. Since the calculated value is higher than the table value it is inferred that the mean gesture

scores differ significantly between pre and post tests. Hence the hypothesis "There is no significant difference between pre and post test scores of gestures in visually impaired children" is rejected and the gestures were higher among visually impaired children in the post test which is due to the treatment given.

The gestures of children in special school before and after intervention is shown in Table 2.

Table 2. Comparison Between Pre and Post Test Scores of Gestures in Special School Children

Test	No.	Mean	S.D	't' value
Pre test score	20	3.20	1.40	18.856**
Post test score	20	9.45	0.60	

** significant at 1% level

The results of the pre test indicated a need for sensitizing the visually impaired towards good gestures. The gestures for good communication were listed down and taught using strategies. They were tested before and after the intervention and compared statistically to find out the efficacy of the treatment. The children from the special schools were at more disadvantage than that of the children from inclusion school due to less touch with the real society. Hence their scores were compared separately to see whether the intervention could benefit them.

Paired sample t-test was applied to find whether the mean gesture scores differ significantly between pre and post tests. Since the calculated value is higher than the table value it is inferred that the mean gesture scores differ significantly at one per cent level between pre and post test. The improvement of scores in the post test of the visually impaired children from the special schools shall be attributed to the intervention given.

Table 3 projects the gestures of girl children.

Table 3. Comparison Between Pre and Post Test Scores of Gestures of Girls

Test	No.	Mean	S.D	't' value
Pre test score	20	3.50	1.47	18.048**
Post test score	20	9.50	0.61	

** significant at 1% level

maintaining or transforming spatial and motoric information in memory.

In visually impaired children, the effect of gestures and mannerisms play a repeat role. This may be due to the limitation in their vision. Sighted children learn almost by visually observing other people and behaving in socially appropriate ways based on that information. Individuals who are blind and visually impaired cannot learn skills of social interaction in this casual and incidental fashion. So it leads to the repetitive movements such as body rocking, head awaying, eye poking or rubbing, wrist flicking and head dropping or extension, which are socially inappropriate because of the number of times they are done and the intensity with which they are done, may be call "blindisms" or "stereotypic mannerisms". These mannerisms can lead parents and others to fear the child or believe that he/she is retarded, autistic, or emotionally disturbed. They can lead to teasing and avoidance and may interfere with the child's ability to learn from the environment. They are almost unaware of the good gestures existing in the society. But many are not taking this facet as seriously. It has to be taken into account, since gestures and mannerisms play a vital role in effective communication.

Helping the visually impaired children to understand the importance of gestures and mannerisms is an essential part for their valuable communication. Visually impaired children who are blind

gesture frequently and express fewer gestures than do sighted children. For those children, information must be provided through timely, insightful, and sequential instructions. Information associated with gestures and to get rid of negative mannerisms must be made available to who are visually impaired.

Objectives

Strategies for developing gestures in visually impaired children for effective communication have been established by setting the following objectives to:

- prepare a tool to find out the difficulties in using gestures among visually impaired children
- assist in inculcating good gestures and reduce negative mannerisms.
- bring about effective communication through gestures.
- evaluate the impact of the intervention in relation with strategies imparted to the children.

Hypothesis

- There is no significant difference between pre and post test in relation to strategies imparted.
- There is no significant difference between the performance of visually impaired girls and boys.
- There is no significant difference between blind and low vision children.
- There is no significant difference between I-V and VI-X standard students.

Need for the study

Gestures play an important role in communication. Children with visual impairment have also gesture when they talk. But due to the limitation in the vision, they develop negative mannerisms and their good gestures diminish.

The scientific method behind gestures used by visually impaired children is very limited. Parents and teachers are not much aware of the gestures in the visually impaired children. Through scientific method and the qualitative and quantitative research negative mannerisms can be identified and develop good gestures in visually impaired children. The teachers, parents and even society shall get knowledge about the gestures in visually impaired children. There is not much help to the visually impaired children for their development of good gestures and reduction of the negative mannerisms, so that these children can attain an optimum communication levels and get socially included.

Methodology

The design of the study involved the following steps:

Selection of sample

The visually impaired children in special and inclusive school were selected to identify the negative mannerisms to develop the good gestures

Sample size

Based on the availability, 40 visually impaired children 20 each from special and

inclusive school were selected. Among the 20 subjects 10 each were male and female in both the selected schools. Twenty pupils were from inclusive setup out of which ten were male and ten were female.

In developing the tool of strategies for developing gestures, the researcher made a thorough study in the literature available, consulted the experts in the area of special education and listed out the number of good and bad mannerisms and good gestures, in order to identify the bad mannerisms and impart the good gestures among visually impaired children. The quality of a good tool was borne in mind during tool preparation. The gestures were enlisted and the mannerisms were divided into five categories based on the body parts involved viz Head, Arms and Hands, Fingers, Legs and Feet.

Personal Data Sheet

The personal data sheet consisted of information such as name, age, onset of disability, gender, type of school, type of disability, standard of the pupils, family background and other details to help the investigator obtain the relevant information for further analysis of the data.

Conduct of the study

This aspect involved:

Administration of the pre-test

After conducting the pre-test, the researcher approached the school and got permission from the respective head masters of schools and head mistress and met the

The girls are more sensitive than boys. Their need for effective communication is rather important. Most of the Indian visually impaired girls are over protected that restricts their exposure.

Paired sample t-test was applied to find whether the mean gesture scores differ significantly between pre and post tests. The calculated t-test value is 18.048 which is higher than the table value of 2.861 at one

percent level of significance. Since the calculated value is higher than the table value it is inferred that the mean gesture scores differ significantly between pre and post tests. Hence it can be concluded that if given proper instruction, the girls could communicate effectively.

Observations of gestures are made in totally blind children and the pre and post test scores are shown in Table 4.

Table 4. Comparison Between Pre and Post Test Scores of Gestures for Totally Blind Children

Test	No.	Mean	S.D	't' value
Pre test score	20	2.65	1.31	20.364**
Post test score	20	9.40	0.60	

** significant at 1% level

The pre test given to the totally blind revealed that they were unaware of many good gestures. Hence good gestures needs to be introduced to totally blind children. Hand to hand strategy was used for better communication.

Paired sample t-test was applied to find whether the mean mannerisms scores differ significantly between pre and post tests. The calculated t-test value 20.364 is

higher than the table value of 2.861 at one per cent level of significance. So it can be inferred that the mean scores for mannerisms differ significantly between pre and post tests. The gain in the scores reveal the efficacy of the strategy used.

ANACOVA test is carried out to check the level of gestures of visually impaired children between type of schools in post test scores and the details are given in Table 5.

Table 5. ANACOVA for gestures of post test score by Type of School

Source of Variation	Mean square	F	Sig.
Covariate - Mannerisms - Pre score	0.520	1.811	**
Between Type of School	0.391	1.361	NS

Combined adjusted means for mannerisms-post

Special school	9.47396
Inclusive school	9.67604

Since the calculated F value is lesser than the table value, the gestures of the post test scores did not differ significantly between type of schools. Hence the hypothesis, 'the post test scores for gestures

do not differ significantly between special and inclusive school students' is accepted. It can be inferred that type of school has no influence in learning gestures.

ANACOVA test carried out to check the difference in levels of gestures of visually impaired boys and girls is presented in Table 6.

Table 6. ANACOVA for Gestures of Post Test Score by Gender

Source of Variation	Mean square	F	Sig.
Covariate - Mannerisms - Pre score	0.731	2.500	NS
Between Gender	0.202	0.690	NS

Combined adjusted means for mannerisms-post

Boys	9.64603
Girls	9.50397

On the basis of ANACOVA test it is inferred that the gestures of the post test scores do not differ significantly between boys and girls. Hence the hypothesis, "the post test scores for gestures do not differ significantly between boys and girls" is

accepted. So it is proved that the gender has no influence on learning gestures. This spells out that the intervention given was effective to all the visually impaired irrespective of their gender and the type of schools they are enrolled in.

Table 7 shows whether there is significant difference in the gestures of children studying in various levels of education.

Table 7. ANACOVA for Gestures of Post Test Score by Standard

Source of Variation	Mean square	F	Sig.
Covariate - Mannerisms - Pre score	0.329	1.136	NS
Between Standard	0.301	1.040	NS

Combined adjusted means for gestures-post

1-5 th	9.52411
6-8 th	9.72660

Irrespective of the level of education there is no significant difference in the

gestures of visually impaired children after intervention programme. ANACOVA result also shows that the covariate gestures are non significant at five per cent level, since the 'F' value is found to be lesser than the table value.

Hence the hypothesis, "the post test scores for gestures do not differ significantly between standard" is accepted and it is inferred that the level of education has no influence on gestures.

The 'F' value for observing the gender discrimination on the gestures of visually impaired children is presented in Table 8.

Table 8. ANCOVA for Gestures of Post Test Score by Gender among Visually Impaired Children

Source of Variation	Mean square	F	Sig.
Covariate - Mannerisms - Pre score	0.111	0.395	NS
Between Type of Disability	0.582	2.063	NS

Combined adjusted means for gestures-post

L.V	9.71713
T.B	9.43287

Since the 'F' value is lesser than the table value, it is inferred that the gestures of the post test scores do not differ significantly between types of disability. The hypothesis, "the post test scores for gestures do not differ significantly between low vision and totally blind children" is accepted and it is inferred that the amount of loss of vision has no significant influence on gestures.

Recommendation

- More strategies have to be developed to inculcate good gestures and mannerisms among visually impaired children.
- Guidance can be given to the parents and teachers to develop good gestures and mannerisms.

- Work upon the perception among the public regarding the gestures and mannerisms among the visually impaired children.
- Teachers responsibility in developing good gestures is an essential part.

Conclusion

Teaching gestures to the children is an extensive practice. The children gained much awareness on importance of gestures in communication process. There is an improvement in the table of good gestures in communication process. There is an improvement in the table of good gestures after the intervention was given. The negative mannerism are also reduced through the intervention package. From this study, it can be understood that gestures play a important role and it can be impaired in visually impaired children provided proper identification and rehabilitation is taken up.

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