

DEPARTMENT OF LIBRARY & INFORMATION SERVICES

ABOUT THIS SERVICE

This bi-monthly service was started in January 1986. The main objective of the service is to bring latest developments/techniques reported in the literature in the files of mental retardation and allied areas to the notice of the professionals working in the field of mental retardation.

Section-1 of the issue includes abstracts of current articles selected from the journals received in the library. The entries are arranged in broad subject groups and an article dealing with more than one subject has been kept under only one group keeping in view of the users' approach. A sample entry is projected on the sample entry is projected on the back inner cover for the guidance of the user. Short news items and general information on mental retardation and peripheral areas are reported in Section-2; Section-3 speaks of new products/aids that are useful for the disabled and forthcoming conferences, seminars are included in Section-4. New titles added to the library collection during preceding two months are reported in Section-5.

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I/c. HOD-DLIS : Dr. G. Sri Krishna. Faculty in Rehabilitation Psychology

**Team Members: 1. Mrs. Shyama Kumari M.phil.,
2. Mr. C. Suresh M.A , M.L.I.Sc.,**

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KARAVALAMBAN

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Department of Library &



National Institute for the Mentally Handicapped
Department of Empowerment of Persons with Disabilities (Divyangjan)
(Ministry of Social Justice and Empowerment, Govt. of India)
Manovikasnagar, Secunderabad – 500 009. Telangana, India.
Ph: 040-27751741, 27759106 (Direct) Fax: 040-27750198.
Website: www.nimhindia.org, www.nimhindia.gov.in
E-Mail: library@nimhindia.org, dllis@nimhindia.gov.in

1.0 Abstracts Of Current Articles

1.1 Psychology

1.1.1 TANDEL SUDHRKUMAR HARIBHAI & GORADIYA PINAL D.

Tools for assessing metacognitive skills.

EDUTRACKS, VOL. 12, NO.9. MAY 2013, 11-14p.

The assessment and evaluation of students' metacognition presents and problem in two ways. The first is evident because of the variations in the definition of the construct and the relation of that construct with others that also helps explain students' learning. The second relates to the methodologies, research strategies and instruments that might be employed to seek empirical data. Hence many methods for the assessment of metacognition are being used, such as questionnaires, interviews, analysis of thinking-aloud protocols, observations, stimulated recall, online computer-log file registration, and eye-movement registration, observing children's behaviors in naturalistic settings. We try to understand pros and cons of each of these techniques.

1.1.2 M.KANCHANA & K.V.KALIAAPAN.

Modification and standardization of study skills questionnaire.

JOURNAL OF PSYCHOLOGICAL RESEARCHES, VOL. 59, NO.1. JANUARY 2015, 36-43p.

The current study further establishes the psychometric properties of the Study skills questionnaire by Kanchana (1986) with 52 items. Significant positive relationship has been found between study skills and academic achievement among school and college students. Hence a questionnaire that assesses not only the total score but the factors of study skills would prove to be very useful in school guidance and counseling programmes. Assessment of study skills would help school counselors to be specific to the needs of each student. This would help in improving the achievement of the students and maximize their potential. 2544 high school students from both urban and rural areas in Tamil Nadu were administered both English and Tamil versions of the scale. Confirmatory factor analysis (CFA) yielded 8 factors. 6 items were eliminated as they did not contribute to the total score. The modified questionnaire has 46 items. Cronbach Alpha was used to establish the reliability of the modified scale. further, norms were established for the scale.

1.1.3 SHALINI SINGH, NEELAM, & VANDANA GUMBER.

Emotional intelligence, self-efficacy and psychological resilience in management and humanities graduates.

INDIAN JOURNAL OF APPLIED PSYCHOLOGY, VOL. 51, APRIL 2014, 80-86p.

21st century is an era of transformation where the youth transcend themselves into scientific minds with abundance of success stored for them. Students in higher educational institutions are viewed as leaders of tomorrow. They have academic success as their major goal. But an important question that comes to mind is whether Intelligence quotient (IQ) is the only measure of success or some other factors also contribute to the success in their life. One of the factors that have been focused is the 'emotion' which drastically effects students life. For their goal to be achieved, it requires dedication, sacrifices, self-discipline, motivation and cordial relationship between students themselves and students and teachers. Students being more at competitive edge, are usually preoccupied with stress, which make them emotionally weak and when unsuccessful in meeting their targets, deteriorates their academic performance. That is students level of achievement is highly related to their emotions as it is observed that the more is the balance of emotions, the greater is the success experienced by the students.

1.1.4 SRINART TONGSIRI & KATANYU HAWSUTISIMA.

The application of ICF-based functioning data on home environment adaptation for persons with disabilities.

DISABILITY, CBR AND INCLUSIVE DEVELOPMENT, VOL. 24, NO.2, 2013, 40-53p.

Purpose: This study illustrates how the international classification of functioning, disability and health (ICF) domains and qualifiers could be used to create functioning profiles of persons with disabilities in order to plan environmental changes. The outcome of the interventions can be measured by before-and-after comparisons of these profiles.

Method: 33 persons with disabilities (11 each from three provinces), with an average age of 43 years, were interviewed between November 2011 and may 2012 67% of them were male. The functioning profiles of all the subjects were used as guidelines for home environment adaptations.

Results: The data helped to understand the limitations of persons with disabilities and identified the areas that needed enhancement to improve their functioning. Modification lay-outs were provided for all 33 persons with disabilities.

Conclusion and Implications: It was demonstrated that the ICF framework could help create functioning profile to guide modifications in the home environment. Future studies should examine whether ICF can measure actual changes that occur after the modifications.

1.1.5 AMINA MUSHTAQ, ATTIYA INAM & MUHAMMAD ABIODULLAH.

Attitudes of parents towards behavioural management of management of children with intellectual disability.

DISABILITY, CBR AND INCLUSIVE DEVELOPMENT, VOL. 26, NO.3, 2015, 111-122p.

Purpose: The study was designed to understand the attitudes of parents of children with intellectual disabilities, with regard to the management of problematic behaviour of their children, and to identify whether the mothers or the fathers had more positive attitudes.

Methods: A structured interview schedule was developed. Convenience sampling was used to select 74 parents (30 fathers and 44 mothers) of children with intellectual disability. The data was analysed using descriptive and inferential statistics. For descriptive statistics, the frequency, percentage, means and standard deviations were calculated. Inferential statistics included t-test and ANOVA.

Results: Indications were that parents of children with intellectual disability had positive attitudes towards their children. While mothers had more positive attitudes than fathers, there was no significant difference between the negative attitudes of fathers and mothers towards their children with intellectual disability.

Conclusion: It is recommended that further research should be conducted to identify the elements that influence the attitudes of parents of children with intellectual disability.

Keywords: Disability, behavioural problem, management, positive attitudes, negative attitudes.

1.1.6 R. GNANADEVAN, & A. SELVARAJ.

Attention deficit disorder in school students in coastal area in relation to depression and natural disaster anxiety.

JOURNAL OF COMMUNITY GUIDANCE & RESEARCH, VOL. 32, NO.3, NOVEMBER 2015, 421-428p.

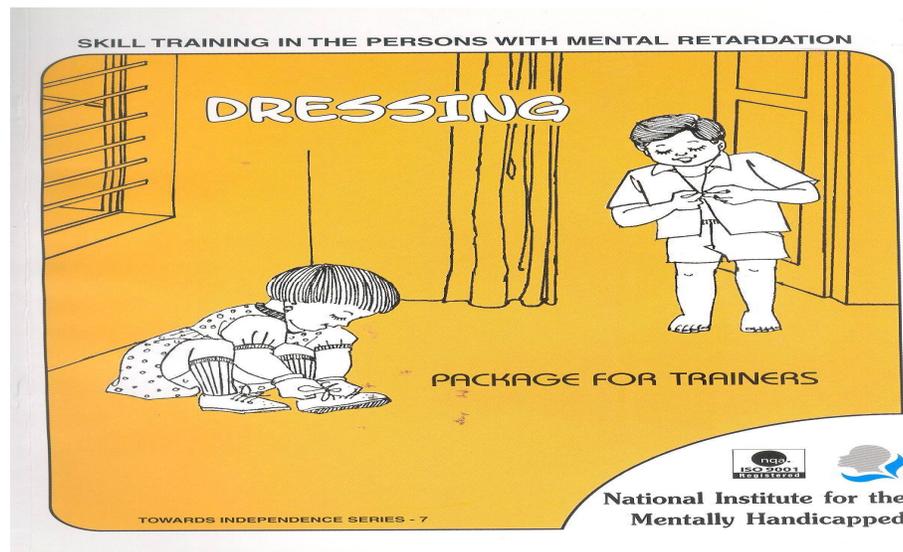
In this study, an attempt has been made to study the attention deficit disorder of students studying in coastal area schools in relation to depression and natural disaster anxiety. The attention deficit disorder scale, depression scale, depression scale and natural disaster anxiety scale standardized by the investigator have been used for the present study. The research tools have been administered to a random sample of 600 students studying in coastal area of Cuddalore and Nagappattinam Districts of Tamilnadu, India. The survey method has been followed for the study. The result of the analysis reveals that the level of attention deficit disorder, natural disaster anxiety and depression is average. It further reveals that there is a significant and positive relationship found between attention deficit disorder and depression. But there is no significant relationship found between attention deficit disorder and natural disaster anxiety. 57.2% of the total variance in attention deficit disorder is attributed by the depression. The natural disaster anxiety is not significantly contributed to the attention deficit disorder. The depression contributes positively to the attention deficit disorder.

1.1.7 JYOTHI VICTORIA.

Strive for better cognition-a science teacher's views.

**JOURNAL OF COMMUNITY GUIDANCE & RESEARCH, VOL. 32, NO.3,
NOVEMBER 2015, 461-467p.**

Science education imparted in schools all over the world overplays a vital role in the development of an individual and in turn the nation. India is far more behind in scientific progress in comparison to some of the countries. Though the importance of science is realized, the method of teaching science is rather crude in most of the schools in India. We want our students to gain an understanding of the science so that they can see how science is connected to their real world. A fundamental need while teaching science is to help the students to think for themselves and reach their own explanations and conclusions. Therefore, we need to include effective techniques and easy methods of teaching science. This article explains about the teachers' effort in helping the students to attain the science concepts in a better way and understand them clearly by linking to the previous knowledge that the student had. There are various techniques that the teachers can use to improve the cognition in the students pertaining to science and make the concepts clear. Bringing innovative techniques and approaches in teaching is a professional concern. Use of techniques and strategies like concept mapping, team teaching, and correlation would help the students to perform better and retain the science concepts for a longer period of time. Moreover, it would make the teaching learning process effective and interesting for better cognition.



(A Publication of NIMH)

1.2 Special Education

1.2.8 SNEH BANSAL

Effective instructional strategies for children with learning disabilities.

EDUTRACKS, VOL. 11, NO.8. APRIL 2012, 3-5p.

Two decades ago, learning disabilities (LD) did not exist as a field of study, although there is no question that learning-disabled children have always existed. Estimates as to the number of learning – disabled children vary and depend in part on how learning disabilities are defined and identified; but their prevalence is put by some to be as high as 15 to 20 percent of school – age population. The overarching question is: how do we effectively address the critical needs of these students? Fortunately, researchers have been conducting intervention research for the past 25 years to identify the most-effective instructional practices to address the myriad characteristics of students with LD. This article discusses facts causes of LD and some of the research-based strategies, leading to mastery of new concepts, skills and applications.

1.2.9 M. SEN GUPTA

Experiments in teacher education.

JOURNAL OF INDIAN EDUCATION, VOL. XXXVII, NO.2. AUGUST 2012, 20-25p.

Experiments and innovations become worthwhile exercises when these are properly documented so that lessons can be drawn to make the system more effective and responsive to meet the emerging needs. With this in view, an effort has been made in this article to enlist the experimental teacher education programmes undertaken in India such that a long term and informed viewpoint can be developed. This perspective will be useful in professionalizing and diversifying the teacher education programme to produce reflective practitioners in the years to come. In the knowledge Age, the system requires efficient facilitators who can help create intellectually strong, creatively inclined and quality-conscious workforce. The present day teacher training system is the weakest link, mainly because of quantitative expansion and its predominantly theoretical orientation, combined with insufficient duration for value formation. The author has, therefore, presented some innovative ideas worth experimenting based on his experience to make the system rigorous, professional and responsive to the new demands of knowledge society.

1.2.10 SAHI SINGH & AJAY SINGH

Working towards inclusive growth skill development mission.

JOURNAL OF INDIAN EDUCATION, VOL. XXXVII, NO.4. FEBRUARY 2012, 20-27p.

Skills and knowledge are the driving forces of economic growth and social development of any country. India's position on the skill and research orientation of individuals and institutions are precariously at low level as compared to major economies of the world. Fast growth rate and poor skill index of its population has been the major challenge and obstacle of India to fulfill its cherished dream of inclusive and sustainable growth. Government of India is consistently working and making efforts through its plan policies and other major programmes to achieve these objectives. This paper tries to examine and evaluate the existing scenario of Indian education system and workforce skill index as compared to other major economies of the world. This paper will also study thoroughly the skill development mission and its various dimensions and plans which will help in the generation of skillful population.

1.2.11 RADHAKANTA GARTIA * SUSHAMA SHARMA

Teacher preparation for inclusive education: A major concern for India in new times.

JOURNAL OF INDIAN EDUCATION, VOL. XXXVII, NO.4. FEBRUARY 2012, 93-103p.

Fifteen to twenty years ago, regular education teachers had little or no preparation about to educate students with disabilities (D' Anzola and Giordano, 2006). In recent years, the movement of inclusion to include students with disabilities in regular education settings has reached to mass number of teachers and teacher educated and now it is also creating space in the communities. United Nations convention on the Rights of the Child in 1989 embodied the human rights for students with disabilities, stating the students with disabilities didn't want their future decided by others or limited according to their disabilities. They have the right to receive an education to develop their skills.

1.2.12 C.M. BINDHU.

Construction and standardization of a scale on three fold model of intellectual style.

INDIAN JOURNAL OF APPLIED PSYCHOLOGY, VOL. 51, APRIL 2014, 51-54p.

This paper portrays the steps involved in constructing and standardizing a scale to measure the three fold model of intellectual styles of higher secondary school students. The scale was constructed by following the techniques developed by Likert. The statement selected from the theory of three fold model of intellectual styles developed by Zhang and Sternburg. The primary scale was tried out on a sample of 370 higher secondary school students. The tryout helped the investigator to select 50 items with high 't' value for the final scale. The reliability and validity was determined using test-retest reliability technique and face validity technique respectively. The final scale consists of 50 items.

1.2.13 UMESH SHARMA & OLIVIA NG.

What has worked for bringing out-of-school children with disabilities into regular schools? A literature review.

DISABILITY, CBR AND INCLUSIVE DEVELOPMENT, VOL. 25, NO.2, 2014, 54-75p.

Purpose: A literature review was undertaken to determine (a) what is currently being done to bring out-of-school children into schools and retain them there; (b) what has succeeded in bringing out-of-school children into schools and retaining them; and (c) what is being done to bring out-of-school children with disabilities into schools?

Methods: Various databases were searched to identify relevant articles for the review. Only articles published after the year 2000 were included in the analysis.

Results: 23 articles were reviewed. The review identified economical, socio-cultural and school-related variables that contribute to children being excluded from schooling. Various strategies that have worked to bring out-of-school children into schools include alternative education, rebates and incentives, and community awareness programmes.

Conclusions and Implications: The review found that there is insufficient research on out-of-school children with disabilities. However, research on the population of children without disabilities has implications that can be relevant to children with disabilities.

1.2.14 SHARI M, MYSORE NARSIMHA VRANDA.

Knowledge of primary school teachers in identifying children with learning disabilities. **DISABILITY, CBR AND INCLUSIVE DEVELOPMENT, VOL. 26, NO.3, 2015, 68-76p.**

Purpose: This study explores the knowledge of primary school teachers in identifying children with learning disabilities.

Method: The study sample consisted of 200 primary school teachers from 16 schools in Bangalore, India. The teachers' knowledge about learning disabilities was assessed using knowledge Questionnaire on learning disabilities.

Results: The results revealed statistically significant differences in overall knowledge and various domains across gender, type of school, education, class being taught and years of experience.

Conclusion: The need to improve the knowledge of primary school teachers for the identification of children with learning disabilities was highlighted. Based on the findings of the study, the "Manual for primary school teachers on learning disabilities"

1.2.15 MAXWELL PEPRAH OPOKU, ERIC BADU, MICHAEL AMPONTENG, & ELVIS AGYEI-OKYERE.

Inclusive education at the crossroads in Ashanti and Brong ahafo regions in Ghana: Target no achievable by 2015.

DISABILITY, CBR AND INCLUSIVE DEVELOPMENT, VOL. 26, NO.1, 2015, 63-78p.

Purpose: Inclusive education, widely acknowledged as an alternative method of making education accessible to children with special needs, has been piloted for 10 years in selected districts of Ghana. This article aims to discuss the feasibility of implementing it throughout the country, by assessing the inclusive education programme piloted in Ghana's Ashanti and Brong Ahafo regions.

Methods: One round of in- depth interviews was conducted with 31 participants, to collect data on the issue under study. Participants were officials of special education at the national Head Office, District special education coordinators, Resource Teachers, Headmasters and Classroom Teachers of inclusive education.

Results: The study findings indicated that the pilot programme did not live up to expectations when faced with challenges such as inaccessible environments, to expectations when faced with challenges such as inaccessible environments, lack of resources, lack of funds, lack of qualified teachers, poor teaching methods and negative attitudes of teachers towards children with disabilities.

Conclusion: It is very unrealistic to commence inclusive education programmes unless practical measures are put in place, such as adequate funding from the government and provision of sufficient resources for inclusive schools.

Key words: Inclusive education, children with disabilities, Salamanca declaration, assessment.

1.2.16 REKHA RANI.

Inclusive education at the crossroads in Ashanti and Brong Ahafo regions in Ghana: Target not achievable by 2015.

JOURNAL OF COMMUNITY GUIDANCE & RESEARCH, VOL. 32, NO.3, NOVEMBER 2015, 391-398p.

The present investigation aimed to examine the relationship between emotional maturity and altruistic behavior of teacher trainees. Further, the impact of gender, teaching subject and marital status was also observed on both the variables. A sample of 183 teacher trainees was selected from the B.Ed. colleges of Aligarh district. Emotional Maturity Scale designed by Singh and Bhargava (1993) and Altruism Scale developed by Rai and Singh (1997) were used to collect the data. The data were analyzed by employing coefficient of correlation 'r' ratio. The result of the study shows significant negative correlation between emotional maturity and altruistic behavior of teacher trainees. Moreover, gender and marital status also have a significant impact on their emotional maturity and altruistic behavior. In this connection it is suggested that future teachers should be prepared not only from professional viewpoint but since they have the great responsibility of shaping future generation their training should be focused to develop life skills also. Curriculum of teacher training should include activities such as extension service, community service etc. which will prove helpful to nurture intrinsic factors of the personality of teacher trainees.

1.2.17 POONAM CHAUHAN & NEHA SHARMA.

A study of problem solving ability among intellectually gifted students with respect to gender and location.

JOURNAL OF COMMUNITY GUIDANCE & RESEARCH, VOL. 32, NO.3, NOVEMBER 2015, 468-476p.

The main aim of this study is to analyze the problem solving ability among intellectually gifted students and investigate whether gender and location influenced the problem solving ability of intellectually gifted students or not. The sample for the present study comprised of 30 intellectually gifted (14 male and 16 female) students from 10 different rural and urban senior secondary schools of Aligarh district. Raven's advanced progressive matrices developed by Raven, U.C, Court J.H. and Raven, J. (1977) and problem solving Ability Test developed by Dubey, L.N. tools employed for data collection. Correlation and Two way ANOV techniques are used for data analysis. The result of this study revealed that there is low problem solving ability among intellectually gifted students. Intellectually gifted boys showed higher problem solving ability than girls and there is no significant difference between rural and urban intellectually gifted students with respect to their problem solving ability. Further, the finding showed the interaction effect of gender and location on problem solving ability of the intellectually gifted students.

1.3 Medical Sciences

1.3.18 P.RENUKA.

Teacher' awareness on locomotor disability.

JOURNAL OF COMMUNITY GUIDANCE & RESEACH, VOL. 32, NO.2, JULY 2015, 253-261p.

The aim of this study was to assess the awareness of school teachers on Locomotor disability in children. For this purpose the investigator constructed an awareness test on Locomotor disability, which consisted of 29 items. The data were collected from 720 government school teachers of Chittoor District of Andhra Pradesh State. For the analysis of data appropriate statistical technique were used. The results revealed that the teachers were not so aware of Locomotor disability in children. therefore, there is a need for Locomotor disability awareness programmes for school teachers for the success of Inclusive education practices in our country.

1.3.19 JIMMING,Z. YUGE,Z. GENLIN,L. YUCHEN,G. SUWEN,C.

Survey of reproduction needs and services: Situation of persons with spinal cord injuries.

DISABILITY, CBR AND INCLUSIVE DEVELOPMENT, VOL. 25, NO.2, 2014, 21-34p.

Purpose: This article explores the reproductive wants and needs of persons with spinal cord injuries (SCI), along with factors that influence these needs and the services available to them.

Method: The study sample comprised persons with SCI from China rehabilitation research centre who matched the research criteria and consented to participate. Data collection took place through questionnaires and in-depth interviews. After the objectives, contents and methods of the survey were explained, 63 respondents answered the questionnaire, and 17 of them (15 men and 2 women) agreed to participate in the in-depth interviews. All the respondents were above 18 years of age, either unmarried or married, and childless.

Results: It was found that 85.7% of the respondents wished to have children. The more sever the SCI, the less was the desire for children. Those with higher levels of education were less inclined to have children. While financial situation had little impact on the with for children, the impact of traditional concepts was significant. The reproductive experiences of other SCI clients had a significant influence on respondents' desire to have children. More than 50% of the respondents were ignorant that they could have babies after SCI. 96.8% of them believed that a child played an important role in marital stability. Though 54% of the respondents wished to have their sexual and fertility problems addressed in medical and rehabilitation institutions, 93.7% said they had not received any such professional services during the previous year.

Conclusion: Although most persons with spinal cord injuries are very keen to have children, their wants and needs are not recognized and little attention is paid to specialized service provision to address their needs. This study suggests that steps such as improving awareness, disseminating knowledge and setting up institutions to provide professional services are necessary to address reproductive needs and to protect the reproductive rights of persons with SCI.

1.4 Speech Pathology & Audiology

1.4.20 AVULA ASHA, GODISHALA SRIDEVI & K. RANGASWAMI.

A comparative study of self-esteem, adjustment and behavior problems of hearing impaired, visually impaired and normal children.

JOURNAL OF PSYCHOLOGICAL RESEARCHES, VOL. 59, NO.1. JANUARY 2015, 12-20p.

Each child has his/her own unique traits which present him/her as a separate individual from others and exceptional children too cannot be excluded from this. It is necessary for an equal opportunity for growth and development and to provide education, employment and social opportunities to the disabled apart from protecting their rights. There exists a sharp difference between the learning abilities and type of adjustments required by children with different capacities. Understanding the psychological makeup of the hearing impaired and visually impaired children in the Indian cultural context becomes imperative to guide their future education, vocational training and placement. The aim of the study is to assess self-esteem, adjustment and behavior problems of visually impaired (VI). Hearing impaired (HI) and to compare with normal children. A sample of 30 Hearing impaired, 30 visually impaired and 30 normal children served as the subjects of the present study. They were administered children's Behavior Rating Scale (CBRS). Test of self-esteem for children and Adolescents and Preadolescent Adjustment Scale (PAAS). The findings show that hearing impaired children have low self-esteem. Hearing impaired children have low self-esteem in the 'Family' area. No significant difference between male and female children in their self-esteem seen.

1.4.21 DORT, S.V. , WILSON, L. & COYLE, J.

Exploring a model of effectual learning for a student speech pathology placement at a community-based rehabilitation (CBR) centre in Malaysia.

DISABILITY, CBR AND INCLUSIVE DEVELOPMENT, VOL. 25, NO.4, 2014, 22-42p.

Purpose: Speech-language pathologists in Malaysia typically do no work within CBR. Therefore, exploring the use of services through a non-traditional student placement was a crucial first step in understanding how to develop capacity for such services. It was also important to develop an understanding of the ways in which the implementation of this student placement influenced learning in the context of a Malaysian CBR programme.

Method : An action research study was designed to to implement and evaluate student speech-language pathology (SLP) placement within a Malaysian community-based rehabilitation (CBR) centre for children with communication disabilities. Data collection involved the learning experiences of key adult stakeholders (students, worker, parents, and the principal research investigator (PI) or lead author).

Results: Study findings indicated that all adult learners became better empowered by working together. Workers involved in impairment-focused rehabilitation activities grew in understanding and skills when supported by relevant professionals. The importance of mentoring as a learning-teaching relationship was demonstrated relationship was demonstrated.

Conclusion: While the study has indicated that the setting is beneficial as a student placement, the development of a specialization in CBR for allied health professionals would be a relevant way forward in the Malaysian context.

1.4.22 WISDOM KWADWO MPRAH

Perceptions about barriers to sexual and reproductive health information and services among deaf people.

DISABILITY, CBR AND INCLUSIVE DEVELOPMENT, VOL. 24, NO.3, 2013, 21-36p.

Purpose: This study aimed to provide insights into factors that influence the acquisition, accessibility, and utilization of sexual and reproductive health (SRH) information and services by deaf people who communicate using Ghanaian sign language (GSL).

Method: The study explored deaf people's perceptions about barriers to SRH information and services in Ghana. There were 26 participants in 3 focus groups: 10 executives of Ghana National Association of the Deaf (GNAD), 7 deaf adult males and 9 deaf adult females. A key informant, who had experience in working with deaf people, was also interviewed. Review of documents and observations helped to clarify data gathered from the focus groups.

Results: Study findings indicated that when accessing SRH information and services in Ghana, deaf people encounter numerous barriers such as problems with communication, ignorance about deafness, negative attitudes, and services that are not customised to their needs.

Conclusion: If it is to succeed, any SRH programme for the deaf community must make the eradication of communication barriers a priority, since communication is fundamental to all challenges that deaf people encounter.

1.5 General

1.5.23 R. SOURECHE, & A. SELVAN.

Efficacy of smart board in teaching disaster management at high school level.

EDUTRACKS, VOL.13, NO.2, OCTOBER 2013, 38-40p.

This study attempts to find out the efficiency of interactive smart board to teach disaster management concepts for high school students. Parallel group experimental design was adopted as the method of study. 66 high school students belonging to CBSE board (33 in control group and 33 in treatment group) were used as the sample for the present study. The instructional material, preparedness for natural disasters was taught in normal lecture method for the control group and for treatment group through interactive smart board. The instructional material, preparedness for natural disasters was taught in normal lecture method for the control group and for treatment group through interactive smart board. The efficacy was assessed by comparing the student's achievement score in the pretest and posttest. The result shows that the treatment group achieved significantly higher score in the pretest and posttest. The result shows that the treatment group achieved significantly higher scores than the control group. The outcome of the study indicates greater enhancement in the treatment group students' knowledge in understanding the natural disaster concepts and preparedness versus that of the control group students.

1.5.24 MASATERU HIGASHIDA

Community mobilisation in a CBR programme in a rural area of Sri Lanka.

DISABILITY, CBR AND INCLUSIVE DEVELOPMENT, VOL. 25, NO.4, 2014, 43-60p.

Purpose: This article examines community mobilisation in a model administrative division of the national community-based rehabilitation (CBR) programme in Sri Lanka.

Method : After comprehensively analyzing local human resources related to the CBR programme at the study site, the focus of the study was on volunteers (n = 17), youth club members (n=7), and local government officers from multiple sectors (n=33). A semi-structured interview, focus group discussion and case information provided data, which was collected through social work practice in line with a previously developed one – year action plan. Narrative data was analysed using a qualitative procedure.

Results: The findings suggest that the local supporters, including people with disability, made a positive contribution to the CBR programme, and felt satisfied with the activities. Although the local resources and opportunities for people with the activities. Although the local resources and opportunities for people with disability are limited, the analysis points to the importance of coordination, attitudes, and mutual support rituals by villagers, in promoting community mobilisation.

Conclusions: Although it is an exploratory study with a limited sample of stakeholders at one study site in Sri Lanka, the study contributes to a growing body of literature that suggests the significance of community mobilisation in CBR. Future studies could explore some of the issues identified here, such a promotion of community-based inclusive development (CBID). However, since a limited sample of stakeholders was involved, findings can be generalized only to a similar context and setting.

1.5.25 TANJA INGEBOG MOL, WIM VAN BRAKEL & S.MEREL.

Children with disability in Nepal: New hope through CBR?

DISABILITY, CBR AND INCLUSIVE DEVELOPMENT, VOL. 25, NO.1, 2014, 05-20p.

Purpose: This study assesses the impact of a community-based rehabilitation (CBR) programmes on the quality of life (QoL) of children with disability and their families.

Methods: A qualitative approach was applied, using two techniques – a ranking line and semi-structured interviews. Nineteen children (ranging from 40-18 years of age) were interviewed in their homes located in three villages – Chapakhori, Bokraha and Madesha – in Nepal.

Results: Children with disability and their families ranked physical health, psychological health, empowerment and level of independence as the most important factors for their QoL. Of the 19 children, 13 had experienced positive changes in their life and 1 child reported a negative change. The impact of these changes in their life and 1 child reported a negative change. The positive changes related mainly to their physical health and functioning. The impact of these changes was felt in the ‘coal’, level of independence and ‘empowerment’ outcome categories. The children mentioned that they had more friends, experienced less stigma, could go to school and were more hopeful about the future.

Conclusions: This CBR programme has brought about changes in the QoL of all children with disability and their families. The majority of them reported a positive impact.

1.5.26 GRANDISSON, M. THIBEAULT, R. HEBERT, M. & TEMPLETON, A.

Community-based rehabilitation programme evaluations: Lessons learned in the field.

DISABILITY, CBR AND INCLUSIVE DEVELOPMENT, VOL. 25, NO.1, 2014, 55-71p.

Purpose: There is limited guidance available on the best ways to evaluate community-based rehabilitation (CBR) programmes. In this paper, we share lessons learned on suitable evaluation strategies for CBR through a South African programme evaluation.

Method: An empowerment evaluation of an early childhood development programme was conducted in April 2012. At the end of the field visit, parents, staff members and managers provided feedback anonymously about what they liked and disliked about the evaluation, and offered their suggestions. The principal investigator documented the evaluation process in a journal, recording the barriers and facilitators encountered, the participation of the 3 groups and the effectiveness of the different strategies used. The data analysis followed the principles of grounded theory.

Results: The main lessons learned about CBR programme evaluation are associated with strategies to: 1) foster active participation, 2) collect accurate and credible information, 3) build local capacity, and 4) foster sustainable partnerships. Time spent to promote a positive learning spirit and the use of participatory tools with all groups appeared critical to active engagement in evaluation activities. Sharing tools and experiences in context built more local capacity than was achieved through a formal workshop. The findings also highlight that a flexible model, multiple data collection methods, and involvement of all relevant stakeholders maximize the information gathered. Sensitivity to the impact of culture and to the reactions generated by the evaluation, along with ongoing clarifications with local partners, emerged as core components of sustainable partnerships.

Conclusion: CBR evaluators must use a variety of strategies to facilitate active engagement and build local capacity through the evaluation process. Many of the strategies identified relate to the way in which evaluators interact with local stakeholders to gain their trust, understand their perspectives, facilitate their contribution, and transfer knowledge. Further research is needed on how to conduct empowering CBR programme evaluations.

1.5.27 SARAH RULE

Training CBR personnel in South Africa to contribute to the empowerment of persons with disabilities.

DISABILITY, CBR AND INCLUSIVE DEVELOPMENT, VOL. 24, NO.2, 2013, 06-21p.

Purpose: Recent conceptualizations of community based rehabilitation include empowerment of persons with disabilities as a key activity. This article reports on a study which explored the training of mid-level CBR workers in South Africa, with a specific focus on the ability of the course participants to address the oppression and empowerment of persons with disabilities.

Method: Over a three-year period, one cycle of action research was conducted in a non-government organization that conducts mid-level CBR training in South Africa. Data collection methods included in-depth interviews with staff, students and past graduates of the course, document analysis, participatory rural appraisal techniques and two focus group discussions with the students, clients.

Results: Personnel, who had been trained in CBR before the year 2003, were found to have some difficulty in explaining the social model of disability and the oppression of persons with disabilities at a cultural and structural level. It was noted that after changes were implemented in the CBR course, the students had an orientation to working with, rather than for, persons with disabilities. They began to understand the complexities of empowerment and also engaged in social action to address the oppression of persons with disabilities.

Conclusions: The CBR guidelines require a new skill-mix in mid-level CBR personnel. This study illustrates a possible training approach which can contribute to the development of these skills.

1.5.28 POOJA ARORA AND JASDEEP KAUR.

Construction and standardization of trigonometric concept test.

INDIAN JOURNAL OF COMMUNITY PSYCHOLOGY, VOL. 09, NO.II, 2013, 54-75p.

The present study was undertaken to construct a comprehensive Trigonometric concept test, for evaluating the understanding of basic concepts of trigonometry of tenth class students. The study was conducted over a sample of 200 high school students studying in tenth class in 10 different schools affiliated to CBSE, New Delhi and PSEB Mohali. Analyzing the response of these students, difficulty level and discriminative value were calculated. The retained responses were then put to reliability, internal consistency and validity test for standardization.

1.5.29 WEERASINGHE, I. E. ET. AL.

Barriers in using assistive devices among a group of community-dwelling persons with lower limb disabilities in Sri Lanka.

DISABILITY, CBR AND INCLUSIVE DEVELOPMENT, VOL. 26, NO.1, 2015, 79-96p.

Purpose: Rehabilitation with assistive devices is of great benefit to people with limb disabilities, enabling them to lead independent and productive lives. While assistive devices improve the quality of life of persons with lower limb disabilities by facilitating activities of daily living, there are also many barriers to their use. This study aims to describe these barriers among community-dwelling persons with lower limb disabilities in central Sri Lanka.

Method: A community survey was conducted among adults between 18 and 59 years of age, to find persons with lower limb disabilities in Kandy municipal council area, in the central province of Sri Lanka. This was followed by purposive sampling to select a sub-sample of 12 individuals with unilateral lower limb disabilities for a qualitative study using in-depth interviews. Unilateral lower limb disabilities were identified using a clinical examination and World Health Organisation Disability Assessment Schedule 2.0 (WHODAS 2.0). A qualitative thematic content analysis was used to evaluate the interview text.

Results: Participants described several barriers in using assistive devices, such as unaffordable assistive technology, difficulties associated with repair and maintenance, and problems in accessibility. Limited knowledge of modern technology also restricted their choice of better devices. Psychological barriers and stigma in using assistive devices directly affected their social lives and day – to day activities as well.

Conclusion and Implications: People with lower limb disabilities face multiple barriers in using assistive devices. These barriers need to be addressed by improving local infrastructure and accessibility facilities, public awareness and funding, and ensuring continuous supply and maintenance services.

Key words: disability, qualitative inquiry, accessibility, assistive technology.

