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## TRACKING PACKAGE FOR ENHANCING MEMORY AMONG STUDENTS WITH DYSGRAPHIA

**Dr. Anilakumari MC**

HST Physical Science  
GHS Nellikuzhi  
Ernakulam, Kerala

### ABSTRACT

*The problem we face today in each class room is that of the poor performance of healthy and intelligent children who are neither retarded nor mentally or physically handicapped. These children possess normal vision and hearing and yet for some reason they cannot function in a school environment. They can barely read, write but confuses in mathematics. Yet their Intelligent Quotient (IQ) measure 130 or above and apparently capable of high quality work. The condition of these children is perplexing, most probably, a veritable constellation of difficulties may be at fault. Some interpreted that such children demonstrate signs of emotional disturbance because of their learning disability. Most of these children have become so accustomed to failure as such there is a need to convince them of the possibility of succeeding*

*The study aims to find out the impact of specially designed intervention focused to enhance certain skills which are necessary for academic performance among primary school students with Dysgraphia.*

*The study was survey cum experimental in nature. For the purpose one group pre –test post-test design was adopted. The sample comprised of primary school students with SLD.. The tools used are intervention, inventories.*

*The intervention based on academic Skills is effective in enhancing Memory .There is significant difference on the performance of children at different phases s of implementation of the intervention. To develop the interest in learning, for meaningful development in study habits and the better adaptation of self confidence in students, the usage of classroom intervention is essential.*

Learning Disabilities (LD) concern a specific group of handicapped children and youth. Education for all Handicapped Children Act defines Learning Disability (LD) as Specific Learning Disabilities (SLD) means a disorder in one or more of the basic psychological processes involved in/or in using language, spoken or written, which, may manifest themselves in an imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, dyslexia and developmental aphasia.

Children with written difficulties show poor and illegible handwriting, giving pressure on the hand while writing, interchanging of capital and small letters, improper spacing of letters and words, mirror writing, reversals, letters are not on the line, and lack of fluency in writing. The term used for these writing disabilities is **Dysgraphia**.

Dysgraphia is a medical term for a brain condition that cause poor handwriting or problems performing the physical aspects of writing (such as an awkward pencil grip or bad handwriting) spelling, or putting thoughts on paper. The disorder causes a person's writing to be distorted or incorrect.

In children, the disorder generally appears when they are first introduced to writing, as they make inappropriately sized and spaced letters, or write wrong or misspelled words. The term may also be used to categorize more general writing problems, although in many cases their issues may be more clearly attributable to a more pervasive learning problem such as Attention Deficit Hyperactive Disorder (ADHD) or specific reading disability. Children with the disorder may have other learning disabilities but they usually have no social or other academic problems.

A problem with Dysgraphia may be suspected if the person has difficulty in putting together a written document (such as using outline), bad or illegible handwriting, awkward or cramped pencil grip, or avoids tasks that involve writing. The person may have problems in fleshing out ideas on paper or writing the minimum (or less) that the assignment requires in contrast to the person's ability to discuss such ideas verbally. There may be an inconsistency in the way letters and words look, or problems with writing within the margins or line spacing and inconsistent spacing between words.

Effort must be given to help the handwriting of students to become as fluent and legible as possible. In order to plan a diagnostic prescriptive, remedial or preventive programme for children with LD the prime necessity is to find out the kinds and types of LD in children that are most commonly expressed by our teachers.

Puranis & Lonigan (2012) investigated the writing difficulties of preschool children with oral language impairments and found that children with weaker oral language skills lag behind their peers with stronger oral language skills in terms of their writing related skills and the child's cognitive ability also had an impact on emergent writing skills, but it appears to be moderated by oral language skills.

Khushvinder & Rekha (2011) showed that both Ron Davis approach and Eclectic approach were significantly superior to traditional approach for improving reading ability of Dyslexic children.

IDA (2010) provide a content frame work for courses and delineate proficiency requirements for practical application of content ie, interpretation of assessments, delivery of differentiable instruction, and successful intervention with a child with reading / writing disability.

Berkeley (2009) provides a snapshot of how all states were progressing with the development and implementation of Response –to- Intervention (RtI) models one year after the final regulations for the Individuals with Disabilities Education Act were passed and findings indicated that most states were in some phase of RtI development although approaches vary widely throughout the country.

### **NEED AND SIGNIFICANCE OF THE STUDY**

The 86<sup>th</sup> Amendment in the Constitution declaring elementary education the fundamental right of every child mandates the government to ensure that all children, including children with disabilities has access to education, and needed support must be provided. The SSA aims to provide useful and relevant elementary education to all children including children with disabilities in the age range of 6-14 years by 2010. The person with Disability Act (1995) makes it mandatory on the part of government to provide needed educational facilities for the disabled. SSA programme lays special thrust on making education at the elementary level useful and relevant for children by improving the curricula, child centered activities and effective teaching learning strategies. It ensures that every child with

special needs, irrespective of the kind, category and degree of disability, is provided education in an appropriate environment. It adopts "**Zero rejection**" policy so that no child is left out of the education system.

Communication through writing is considered to be a complex human task to incorporate cognitive, perceptual and motor aspects. In fact one of the prime tasks expected of a child in school is to write. In the moment that this skill has been acquired, it becomes a crucial tool in the learning process and in our daily life. Writing serves as means of communication, used in order to express and report ideas and opinions. In the learning process, writing serves in organizing the learned material and in its memorization. Although, in recent years there is an increase in the use of advanced technological equipments, primarily of word processors, handwriting is still regarded as the most accessible and available means of communication to be used by the majority of the people.

Writing is regarded to be the fourth language skill to develop within a child after three prime developmental prerequisites: understanding, speaking and reading (Ezer, 1991; Sandbeck, Woldan, & Zailer, 1995). A child who is not capable of writing will have difficulty to communicate using this channel, and consequently this may affect his/her school performance along with the negative effect on the child's self esteem (Sassoon, 1990).

Children must master visual skills before they can even begin to develop verbal skills. Visual skills are a necessary foundation for later speech and reading skills. Teaching visual literacy helps children with learning difficulty better interpret art and visual media that they come in contact with. Visual literacy allows a deeper interaction with focus of all kinds, introduces the process of analytical thinking about representation and memory.

Individuals can integrate information from different sensory modalities into one meaningful experience—such as when they associate the sound of thunder with the visual image of lightning in the sky. They can also integrate information from verbal and non-verbal information into a mental model—such as when they watch lightning in the sky and listen to an explanation of the event. Therefore, the instructional designer is faced with the need to choose between several combinations of modes and modalities to promote meaningful learning. The role of multimedia based instructional design takes on responsibility and therefore becomes a critical component of the integrative process of education as multimedia based instructional design is operated in this study as a process that applies technology-based learning of all kinds that is accessible to students with writing difficulty and help them learn independently.

Through multimedia based instruction, students with learning difficulty can understand the fundamental concepts more effectively. The recent advancement in teaching and learning principles have to be adopted by instructors / care givers in order to bring out better results of teaching and learning. Multimedia is a very effective means of presentation. The use of audio causes retention rate of about 20 % in students and audio-visual causes 30 % retention and use of multimedia presentations causes the retention rate is as high as 60 %, if the students are highly involved in it. At present the role of teachers in educating the students with learning difficulties has gained a paramount importance. The classes should be motivating by the use of multimedia packages in classrooms and this will also enhance learning in a fast rate. To develop the interest in learning, for meaningful developments in study habits and for the better adaptation of self confidence in students, the usage of multimedia along with classroom intervention is essential. Now a days classes need multimedia packages and students' knowledge and capacity will improve if the students are involved in this circle. The multimedia instructional design based learning package which is in Compact Disk form can meet the learning

requirements for students to minimize Dysgraphia in the learner centered learning environment. The practice of tracking by grouping students of similar achievement for instruction, and classroom instruction will more appropriately tailored to students' needs will experience more rapid achievement growth in both high and low-track students. It is in this context the present study focused to develop a remedial tracking package based on multimedia instructional design for students with Dysgraphia.

**Multimedia Remedial Tracking Package:** It is a specially designed computer software providing video and audio material as well as text containing phase-by-phase training programmes, interventions, and instructions with special materials, learning techniques, equipments and activities which meet the unusual needs of a student with Specific Learning Disabilities to track, correct and minimize writing difficulties in learner's accomplishments or achievements with the expectations that the learner will ultimately master the regular curriculum through regular channels.

#### **OBJECTIVES OF THE STUDY**

1. To find out the effectiveness of Tracking Package by measuring the level of Dysgraphia of Primary School Students with Specific Learning Disability at the initial and final stages of Integrated phase totally and in terms of different aspects of Dysgraphia characteristics.

#### **METHODOLOGY**

The current research study was experimental in nature. The Investigator has adopted One Group Pretest-Posttest Design. The population of the study consisted of Primary School Students (PSS) belongs to State and CBSE schemes of study. In the present study this is done in two phases as the study involves survey and experimental methods. For the survey, stratified random sampling technique was adopted since it ensures representativeness and is applicable when the population is composed of subgroup or strata of different sizes. From the selected schools, 39 Primary School Students with Specific Learning Disabilities were selected. The Investigator has adopted purposive sampling technique for the sample selection for the experiment.

The Investigator intends to identify the students with Dysgraphia develop and implement the interventions, and measure the effectiveness of the interventions among Primary School Students with Dysgraphia.

For the present study, the Investigator selected Survey cum experimental method to collect data from Primary School Students belonging to different scheme of study (State/ CBSE) where both Learning disabled and non-disabled children were studying together. One group Pre-test Post-test Design was selected for the study. Tools used for the study are interventions, check list and inventory.

The sample comprising 39 students aged 8-10 years with Dysgraphia. In this study investigator adopted purposive sampling procedure to select subjects in view of the specific nature of the study.

#### **ANALYSIS AND INTERPRETATION**

##### **Comparison of performance of PSS with SLD with respect to LD in 'Memory' at different intervals of time of MRTP**

The performances of PSS with SLD were compared on the basis of their DTLTD scores under the aspect Memory (M) at initial, middle, and final stages of implementation of MRTP. To find out whether there is significant difference in performance of PSS at different stages of implementation of MRTP, one-way repeated –measures ANOVA was done.

The consolidated results of analysis of one-way repeated - measures ANOVA (Greenhouse-Geisser corrected values) and Post hoc Test (pair-wise multiple comparison with Bonferroni correction) on LD in Memory at different intervals of time of MRTP for total and subsamples-Gender (Boys/Girls) and Scheme of study (State/CBSE) are shown in the table given below.

**Table 1. Consolidated results of one-way repeated - measures ANOVA and Post hoc Test with Bonferroni correction on LD in Memory for the total and subsamples**

Category		Stages	Mean	SD	N	F#	Pair	Mean Diff.	LS \$
Total		Initial	4.2	0.6	39	15.70 **	D1 & D2	1.6	S*
		Middle	4.7	0.9	39		D1 & D3	2.2	S*
		Final	5.2	1.0	39		D2 & D3	0.5	S*
Gender	Boys	Initial	4.2	0.6	21	6.32**	D1 & D2	0.3	NS
		Middle	4.5	0.9	21		D1 & D3	0.9	S*
		Final	5.1	1.1	21		D2 & D3	0.6	NS
	Girls	Initial	4.2	0.5	18	39.93**	D1 & D2	0.7	S*
		Middle	4.9	0.9	18		D1 & D3	1.1	S*
		Final	5.3	0.9	18		D2 & D3	0.4	S*
Scheme of study	State	Initial	4.3	0.5	19	11.12**	D1 & D2	0.3	NS
		Middle	4.6	0.8	19		D1 & D3	1.0	S*
		Final	5.3	1.0	19		D2 & D3	0.7	S*
	CBSE	Initial	4.2	0.7	20	6.42 **	D1 & D2	0.6	NS
		Middle	4.8	1.1	20		D1 & D3	0.9	S*
		Final	5.1	1.1	20		D2 & D3	0.3	NS

D1- Initial Stage, D2- Middle Stage, D3- Final Stage\*\*: - Significant at 0.01 level \*: - Significant at 0.05 level, NS ; -Not Significant

#One-Way Repeated -Measures ANOVA (Greenhouse-Geisser corrected values) , df=N-1

\$ : Pair-wise multiple comparison with Bonferroni correction

The mean scores of PSS with SLD regarding Memory at different intervals of time such as initial, middle, final stages of implementation of MRTP are 4.2, 4.7 and 5.2 respectively. The F value 15.70 shows that the variation in performance at different intervals of time is significant at 0.01 level.

Post hoc test was used to compare the mean scores at different time intervals taken two at a time to find out whether a significant mean difference exist. The mean differences in scores between initial – middle, initial-final and middle – final stages of performance of PSS with SLD are 1.6, 2.2, 0.5 respectively. The pair-wise comparison with Bonferroni correction shows that the mean difference is significant at 0.05 level in all the stages, and the overall increase in performance of PSS with SLD are significant.

The mean scores of PSS with SLD regarding Memory at initial, middle, final stages of implementation of MRTP are 4.2, 4.5 and 5.1 respectively for Boys and that of girls are 4.2,4.9 and 5.3 respectively. The F value for boys 6.32 and that of girls 39.93 shows that the variation in performance at different intervals of time is significant at 0.01 level.

Post hoc test was used to compare the mean scores at different time intervals taken two at a time to find out whether a significant mean difference exist .In the case of Boys, the mean differences in scores between initial-middle, and middle-final stages of implementation of MRTP are 0.3, and 0.6. The pair-wise comparison with Bonferroni correction shows that the difference is not significant at 0.05 level. But the mean difference between initial-final stages of MRTP is 0.9, and the pair-wise comparison with Bonferroni correction shows that the difference is significant at 0.05 level.

In the case of girls, in post hoc test, the mean difference between initial-middle, initial-final and middle-final stages are 0.7, 1.1 and 0.4, and the pair-wise comparison with Bonferroni correction shows that the differences are significant at 0.05 level. It is inferred that overall increase in performance of PSS with SLD at different stages of MRTP are significant.

The mean scores of PSS with SLD belongs to scheme of study - State scheme regarding Memory at initial, middle and final stages of implementation of MRTP are 4.3, 4.6 and 5.3 respectively and that of scheme of

study - CBSE are 4.2,4.8 and 5.1 respectively. The F values 11.12 for PSS with SLD belongs to scheme of study- State scheme and that of CBSE 6.42 shows that the variations in performance at different intervals of time of MRTP is significant at 0.01 level.

Post hoc test was used to compare the mean scores at different time intervals taken two at a time to find out whether a significant mean difference exist The mean differences in scores between initial-middle, initial-final and middle-final stages of MRTP are 0.3, 1.0 and 0.7 respectively for PSS with SLD belongs to scheme of study - state scheme and that of CBSE are 0.6,0.9 and 0.3 respectively.

The performance at initial-middle stage, in the case of PSS with SLD belongs to scheme of study - state scheme and at the initial- middle and middle- final stages in the case of PSS with SLD belongs to CBSE, the pair-wise comparison with Bonferroni correction shows that the difference in performance is not significant at 0.5 level.

In all other stages of implementation of MRTP in both cases, the pair-wise comparison with Bonferroni correction shows that the difference in performance is significant at 0.05 level. It is inferred that the overall increase in performance of PSS with SLD are significant.

The consolidated results of analysis of one-way repeated - measures ANOVA (Greenhouse-Geisser corrected values) and Post hoc Test (pair-wise multiple comparison with Bonferroni correction) on LD in Memory at different intervals of time of MRTP for total and subsamples-Gender (Boys/Girls) and Scheme of study (State/CBSE) are shown in the table given below.

**2. Comparison of Dysgraphia Characteristics (DC) level among PSS with SLD before and after the implementation of Integrated Phase of MRTP for total sample**

The level of Dysgraphia characteristic before and after the implementation of integrated Phase of MRTP among PSS with SLD under different aspects of Dysgraphia were found out. The scores were categorized into 5 classes with intervals 9. Total sample were categorized as ‘never’ (5-12), ‘infrequently’ (13-20), ‘sometimes’ (21-28), ‘frequently’ (29-36), and ‘always’ (37-45). The numbers and percentages of each category are tabulated as given below.

**Table 2. Dysgraphia Characteristics level among PSS with SLD for the total sample**

Aspects	Time	Infrequently		Sometimes		Frequently		Always	
		Count	%	Count	%	Count	%	Count	%
Difficulty with alphabet symbols	Before	0.0	0.0	9	23.1	22	56.4	8	20.5
	After	6	15.4	30	76.9	3	7.7	0	0.0
Confusion with Directionality	Before	0.	0	9	23.1	26	66.7	4	10.3
	After	8	20.5	29	74.4	2	5.1	0	0.0
Tendency to Perseverate	Before	0	0.0	14	35.9	19	48.7	6	15.4
	After	6	15.4	31	79.5	2	5.1	0	0.0
Sentence structure	Before	1	2.6	8	20.5	18	46.2	12	30.8
	After	7	17.9	26	66.7	6	15.4	0	0.0
Difficulty in copying Shapes	Before	0	0.0	10	25.6	23	59.0	6	15.4
	After	8	20.5	28	71.8	3	7.7	0	0.0
Tendency to telescope	Before	2	5.1	15	38.5	17	43.6	5	12.8
	After	22	56.4	17	43.6	0	0.0	0	0.0
Identification of Alphabets	Before	18	46.2	18	46.2	3	7.7	0	0.0
	After	0	0.0	8	20.5	24	61.5	7	17.9
Identification of words with /without blends	Before	20	51.3	17	43.6	2	5.1	0	0.0
	After	1	2.6	21	53.8	15	38.5	2	5.1
Identification of words with diphthongs and blends	Before	6	15.4	24	61.5	9	23.1	0	0.0
	After	0	0.0	7	17.9	24	61.5	8	20.5
Difficulty in identification of digraphs and consonants	Before	3	7.7	29	74.4	7	17.9	0	0.0
	After	26	66.7	13	33.3	0	0.0	0	0.0
Sentence with more than three words	Before	15	38.5	18	46.2	5	12.8	1	2.6

	After	0	0.0	7	17.9	24	61.5	6	15.4
Reading and retelling a story	Before	9	23.1	22	56.4	8	20.5	0	0.0
	After	2	5.1	26	66.7	11	28.2	0	0.0
Reading a content	Before	3	7.7	18	46.2	14	35.9	4	10.3
	After	22	56.4	17	43.6	0	0.0	0	0.0
Underachievement	Before	1	2.6	7	17.9	21	53.8	10	25.6
	After	7	17.9	26	66.7	6	15.4	0	0.0
Memory difficulties	Before	0	0.0	7	17.9	19	48.7	13	33.3
	After	1	2.6	29	74.4	9	23.1	0	0.0
Speech, phonological& language difficulty	Before	1	2.6	19	48.7	16	41.0	3	7.7
	After	24	61.5	14	35.9	1	2.6	0	0.0
Speech and written language difficulty	Before	0	0.0	4	10.3	24	61.5	11	28.2
	After	7	17.9	26	66.7	5	15.4	0	0.0
Visual motor difficulties	Before	0	0.0	9	23.1	19	48.7	11	28.2
	After	23	59.0	16	41.0	0	0.0	0	0.0
Lack of concentration	Before	5	12.8	26	66.7	8	20.5	0	0.0
	After	28	71.8	11	28.2	0	0.0	0	0.0
Social interaction	Before	15	12.8	27	69.2	7	17.9	0	0.0
	After	27	69.2	12	30.8	0	0.0	0	0.0

It is seen that, after the implementation of MRTP, in different ability aspects such as ‘identification of alphabets’, ‘Identification of words with diphthongs and blends’, ‘Sentence with more than three words’, the ability levels increased from ‘sometimes’ category to ‘frequently’ category. In the aspect ‘Identification of words with or without blends’ the ability level increased from ‘infrequently’ to ‘sometimes’ category.

It shows that the ability increased among PSS with SLD in the aspects ‘Identification of alphabets’, ‘Identification of words with /without blends’, ‘Identification of words with diphthongs and blends’, ‘Sentence with more than three words’. Whereas, from among the different ability aspects ‘Reading and retelling a story’ aspect, before and after the implementation of MRTP, the ability level remains in the ‘sometimes’ category. So it is interpreted that MRTP is not much effective in the aspect ‘Reading and retelling a story’.

## RESULTS AND DISCUSSION

**MRTP is effective in significantly minimizing the Learning Disability among PSS with SLD with respect to the aspect ‘Memory’ (M)**

**MRTP is effective in decreasing the level of Dysgraphia characteristics in the various difficulty aspects among the PSS with SLD for the total sample.=**

MRTP is more effective on the performance of PSS with SLD having different learning styles with respect to different aspects of Dysgraphia. There is significant difference in the degree of effectiveness among different learning style groups and different scheme of study group taught through MRTP. MRTP is effective in minimizing Learning Disabilities among PSS with SLD with respect to different aspects of LD. There is significant difference on the performance of students at initial, middle and final phases of implementation of the package. MRTP is effective in minimizing Dysgraphia among Primary School Students with respect to different aspects of Dysgraphia Characteristics.

The MRTP empowered the PSS with Specific Learning Disabilities with necessary skills to overcome learning difficulties, which is possible if the instruction as well as the learning styles are clear to enhance the study skills. It helped the teachers to handle the students with learning difficulties. The MRTP tracked or channelized the regular school students with learning difficulties/ special educational needs.

The multisensory approach used in the package created intrinsic motivation and this motivation level will stay high in the student, as he / she have the learning preferences.

The prepared MRTP helped the PSS with SLD to learn at his/her own pace, and in their own learning style i.e, to fit the square pegs in square holes and round pegs in round holes.

The PSS with SLD was more common in the scheme of study –State as well as CBSE syllabus, and they belong to different learning styles such as Visual, Auditory and combination of Visual, Auditory and Kinesthetic.

The learning style preference such as Visual, Auditory and Kinesthetic is worth while spending time with the learner so that he/she will be aware of their own learning preferences. It helped them to work independently and in a group.

The MRTP is equally effective in benefiting Gender- boys/ girls. Scheme of study –State/ CBSE in minimizing SLD in its all aspects among PSS.

As the statement goes “the apples on top of the basket are there because a number of apples are supporting from inside the basket’. It may support by the effectiveness of the MRTP in minimizing Dysgraphia characteristics in its various aspects among PSS with SLD.

MRTP is very effective in enhancing performance in various aspects of SLD among PSS.

### **IMPLICATIONS OF THE STUDY**

The findings of the study showed that MRTP is effective in minimizing / remedying and tracking the students with Specific Learning Disabilities. This finding has much importance in the individual learning of students with Special Educational Needs, and it will help to reduce the number of under achievers.

The study also proves that MRTP is equally effective for students having various level of SLD and different learning styles. This finding of the study implies that the multisensory approach is effective for learners irrespective of their individual abilities.

The MRTP offers students enough freedom to choose activities and materials of varying forms and help in planning learning activities according to the needs and interest of study.

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