

Developing Delineation Skill among Visually Impaired Students

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Abstract:

The eye is truly a magnificent organ and our primary link to the outside world. The Spatial Abilities of Visually Impaired was compared with that of Blind-folded sighted students. Spatial Ability in this study is related to Delineation Skill. There are many reasons to be interested in spatial development. First, human spatial cognition plays a central role in our species' evolution, adaptation, and current everyday functioning. Loss of vision is believed to have a great impact on the acquisition of spatial knowledge. Moreover, blindness has a negative impact on the development of blind people's spatial skills. It is often assumed that the spatial senses (vision, hearing and the tactual senses) operate as distinct and independent modalities and, moreover, that vision is crucial to the development of spatial abilities.

I. INTRODUCTION

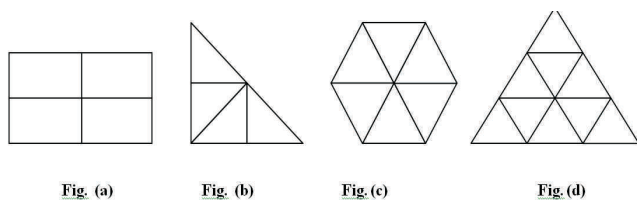
Delineation involves operation by spatial images with change in spatial image position only. It means describing and portraying something precisely. The action of indicating the exact position of a border or boundary and to mark the outline of lights delineating the narrow space. The act of outlining or representing something with lines or words.

II. SAMPLE

The sample selected for the study consisted of 30 students, 15 Visually Impaired and 15 Blind-folded sighted students. The Visually Impaired students were in the Experimental Group and the Blind-folded Sighted in Control Group.

III. ASSESSMENT OF DELINEATION SKILL

This test is based on the operation by spatial images position. It consisted of four items. The figures shown in Fig. 3.3 were pasted with threads on the board of size 20 x 12 cm. In the first item Fig (a), a maximum of 9 rectangles can be selected and 07, 06 and 13 triangles can be selected in items as shown in Fig (b), Fig (c) and Fig (d) respectively. The student had to select all rectangles and triangles on delineation. For this purpose it was necessary to change the reference point so that the demanded figure became clear visible. One score was given for each selection. Thus this test had a total score of 35.



IV. INTERVENTION STRATEGY

- Different sizes and shapes have been taught
- Activities for delineation were given
- Counting sides of the shapes
- Time taken for this intervention ranged from 30 to 45 minutes

Result-1

Group	Test	Mean	S.D	't'-value
Experimental	Pre	20.3	3.68	0.97 Ns
	Post	33.47	0.74	

NS. Not Significant

It is evident from the above table, that the t value for the Experimental Group for Delineation Skill is 0.97 which is not significant. It indicates that there is no significant difference between Experimental Group (Visually Impaired) in pre and post scores.

Hence it is concluded that the Experimental Group secured the Delineation Skill to the same extent in both tests.

Result-2

Group	Test	Mean	S.D	't'-value
Control	Pre	21.87	6.2	7.4**
	Post	24.87	4.79	

Significant at 0.01 level

It is evident from the above table, that the t value for the Control Group for Delineation Skill is 7.4 which is significant at 0.01 level. It indicates that the pre and post score secured higher score than the Experimental Group in the Delineation Skill.

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Result-3

Test	Mean		S.D		t-value
	Group		Group		
	Experimental	Control	Experimental	Control	
Pre	20.3	21.87	3.68	6.2	0.97 Ns
Post	33.47	24.87	0.74	-4.79	7.4**

It is evident that the t value for the pre score of Experimental and Control Group pre score for Delineation is 0.97 which is not significant. It indicates that the Control Group (Blindfolded Sighted) secured higher score (M=21.87) than the Experimental Group (Visually Impaired) (M=20.3). Hence it is concluded that the Control group was found to be acquired Delineation skill higher than Experimental group in pretest.

While considering the post score of the Control and Experimental group, the Experimental Group secured higher score with the t value 7.4 which is significant at 0.01 level. It indicates that the Experimental Group secured higher score (M=33.47) than the Control Group (M=24.87). Hence it is concluded that the intervention was found to be effective developing Delineation skill of visually impaired students.

Thus the intervention adopted in the study was found to be effective to the most important spatial skill i.e. Delineation skill which is paramount for the visually impaired persons for developing orientation in the environment and just the distance for their safe and independent mobility. It helps their learning subjects particularly mathematics and science.

V. CONCLUSION

The teachers can create environments and plan activities so young children and their families are both developed and engaged. Delineation Skill are the different types of position and directions a child needs to have success in school and in everyday life. They are common, but very important, words that you can teach your child through conversation and reading. Use these words often and every day.

VI. REFERENCE

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