

Concept Development and level of Social Maturity of Visually Handicapped Children in Integrated and Residential Settings

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ABSTRACT:

The present study aimed to investigate the level of social maturity and concept development of visually impaired children in residential and integrated educational settings. For this purpose 40 visually impaired children, 20 from residential educational setting and 20 from integrated educational setting were selected through purposive sampling technique from Uttarakhand, Uttara Prdesh, Hariyana, Gujrat and Delhi. For measuring level of social maturity and concept development, Vineland Social Maturity Scale (Indian adaption by A.J. Malin) and M.N.G. Mani's concept development test were administered.

χ^2 test, mean and percentage techniques were used to analyze the obtained data. The result reveals that in residential school setting children are more socially mature in comparison to integrated educational setting. The cumulative average performance score from all the 200 concepts reveal that residential education is more effective in comparison to integrated education for visually impaired children.

Keywords: *concept development, visually impaired children, integrated & residential educational setting*

In common the developmental psychologists study physical, cognitive, emotional and social development especially of children. Human life is characterized by growth and change, we all begin existence as a single fertilized egg, and from that moment until the time we die we are continuously changing.

Some changes are rapid some are momentous and some are very slow that we do not notice them. Development of a human being is the study of these changes and of what causes them. The most influential student of child development was Jea Piaget (1896-1980) a Swiss Psychologist, Piaget formulated the most complete and detailed description of the process of cognitive development, that we now have.

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His conclusion was based upon his observation of the behavior of children. He noticed that children of similar age tended to engage in similar behaviours and to make same kind of mistakes in problem solving. He concluded that these similarities were a result of a sequence of development that is followed by all normal children.

Piaget suggested that a child acquires knowledge of the environment by developing mental structure called concepts. Concepts are rules that describe properties of environmental events and their relation with other concepts. (1952)

Education for visually disabled in India is more than 100 years old. The first school for the blind was started by missionaries in 1886 in Amritsar. Since then education and rehabilitation programmes are growing in India, but the pace of growth is not adequate. Statistics of the recent times clearly revealed that the present coverage of visually disabled children under the umbrella of education is not more than 5% . There are around 300 special schools in the country which are catering to the educational need of nearly 30,000 blind children. And in 1050 integrated school only 10% children are visually impaired as revealed by the evaluation studies by Mani (1951) “Integrated Education for the Disabled”. The present coverage of visually impaired children in both integrated school and in special school is relatively low when they are compared with the magnitude of the problem. Various organisation and Government of India introduced a centrally sponsored scheme of Integrated Education for Disabled Children (IEDC) in 1977. This scheme of government is only 37years old for few thousand of children. This study will give valuable information about the efficacy of integration by concept development and level of social maturity of visually impaired children.

The title of the research paper is “Concept Development and level of social maturity of visually Handicapped children in Integrated and Residential setting”.

DESCRIPTION OF VARIABLES:

Integrated school is a unit where visually impaired children study along with sighted **children assisted by trained special teacher.**

Special School: Special schools are those exclusively meant for visually impaired children.

Concept Development: A child acquires knowledge of the environment by developing concepts, concepts are rules that describe properties of environmental events and their relations with other concepts.

Social maturity refers to the process by which society conveys behavioral expectations to the individual in a particular age society expects some behaviour from the individual.

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HYPOTHESES:

1. The two mode of education special and integrated education do not differ significantly in respect to conceptual understanding and concept development among students.
2. The two mode of education special and integrated education do not differ significantly in respect to social maturity of students.

METHODOLOGY:

Independent Variable

1. Residential Setting
2. Integrated Setting

Dependent Variable

1. Concept Development
2. Social Maturity

Controls :

1. Only visually Impaired group
2. Age group will be 6 to 11 years.
3. No other additional disability

Present Study is a pilot study nature to determin the effectiveness of the different mode of education for visually impaired children.

Sampling:

In the present study purposive sampling technique was used. Sample of the present study is 40 visually impaired children from Uttarpradesh Haryana, Gujrat, Delhi and Uttarakhand. Sample structure is 20 visually impaired children from residential setting and 20 V.I. from integrated setting.

Tools:

Vinland Social Maturity Scale (Indian adaptation by A.J. Malin) and M.N.G. Mani's concept development test, are used.

V.S.M. Scale - Indian adaptation by A.J. Malin in (1966) the total number of items performed by the childcare counted .

Mani's test of concept Development of Primary Grades Age group 6-8 years and 9 to 11 years. This is a battery of tests for assessing the concept of primary grades. A total of 200 concept under the broad components such as, body awareness , distance and time awareness, spatial etc.

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ANALYSIS OF RESULTS:

Data was collected by selected scales applied on 40 visually impaired children from different (I.S. & R.S) educational setting. The data were compiled and tabulated with the help of suitable statistical techniques. χ^2 test was used. The following results are obtained.

There is no significant difference in respect of social age among visually impaired children in the two mode of education integrated and residential

TABLE-1

Social Age Mode of Education	Below 6 years	6 to 11 years	Above 11 years	Total
Integrated	35% 7 (4)	65% 13 (15)	0 (1)	20
Residential	5% 7 (4)	85% 17 (15)	10% 2 (1)	20
Total	8	30	2	40

Mean social age in integrated setting = 7.4 years.

Mean social age in Residential setting = 8.1 years.

$\chi^2 = 7.02$ d.f. 2 Significant at .05 level.

TABLE-2

There is no significant difference between the concept development of Visually impaired Children in respect to the two made of education Integrated and Residential.

Concept Development Mode of Education	B.A. (30)	OS (20)	T.A. (30)	S.A. (20)	S.O. (40)	M (M)	OE (40)	Total (200)
Integrated	20.4	8.65	8.9	9.15	24.65	7.25	16.5	95.50
Residential	21.5	12.1	12.5	11.55	20.95	9.05	16.5	103.60

Mean score of concept development in integrated setting is = 13.64

Mean score of concept development in residential setting is = 15

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DISCUSSION

An observation of table No. 1 revealed that χ^2 is significant at .05 level thus the result prove that in residential setting the visually impaired children are more socially mature in comparison to integrated educational setting. The mean social age 8.1 years in residential education setting and mean social age is 7.4 years in integrated setting.

Results of table No. 2 revealed that skill orientation and orientation of environment of visually impaired children are somehow good in integrated setting. In other field of conceptual development the residential setting is more good according to the mean scores. The cumulative average performance score for all the 200 concepts reveals that residential education with a score of 103.60 proves that is more effective in comparison to integrated setting with a score of 95.50. The mean score of concept development in integrated setting is 13.64 and the mean score of concept development in residential setting is 15.

According to M.N.G. Mani integrated education mean providing equal educational opportunities and experiences to children with disabilities with the assistance of a trained specialist teacher in the least restrictive environment such as a regular school. But the results of present study revealed that concept development and social maturity of the V.I. children are better in residential setting then the integrated setting, it might be due to lack of training of the teachers and natural environment for the specific purposes in integrated setting.

According to all results the conclusion is that Residential setting is more effective in comparison to integrated educational setting.

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