

SPECIMEN FORMAT FOR THESES OF MONTH

Faculty : **Education**

Department : **Special Education**

Branch/ Area: : **Special Education**

Sub Subject Heading: : **Visually Impaired**

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Title of the thesis : **Developing Spatial Ability among Visually Impaired
Students**

(i) In Roman Script *Developing Spatial Ability among Visually Impaired*
(ii) In roman Script *Students*

Nomenclature of Degree: : **Ph. D**

Month & Year of Enrolment: : **July, 2013**

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Month &Year of Award : **October, 2017**

Name of Supervisor : **Dr. G. Victoria Naomi**

Designation of Supervisor : **Professor, Special Education**

**Centre/department/school in
which research was conducted** : **Govt. School for the Blind, Ulliyampalayam, Coimbatore
CSI Girls Higher Sec. School Town hall
Govt. School for the Blind, Salem and Madurai.**

University's Name & Address : **Avinashilingam Institute for Home Science and Higher
Education for Women, Coimbatore**

Abstract within 300 words:

Abstract

Vision is the most obvious source of information we have. Spatial ability refers to “skill in representing, transforming, generating and recalling symbolic, nonlinguistic information”. Spatial ability is the possession of a coherent interval representation of space in which all activities, events and objects having a relation to the physical world can be mentally placed, manipulated and understood. Such a representation is often of a visual nature in man but not necessarily so. Millar (1994) expressed that like vision, touch and movement together provide information about shape, configurations and the relation between the surfaces. Children without sight tend to use body-centered surface frames as well as memory for movement information. Spatial ability is of paramount importance to visually impaired children to learn science and mathematical concepts, verbal and phonemic fluency, Orientation & Mobility and problem solving.

Hence an attempt is made to study the spatial ability of Visually Impaired students which intends to bring about specific information on the spatial tasks which require mental spatial recognition. The main goal of the study is to compare the spatial ability of visually impaired students (Experimental Group) and Blind folded sighted (Control Group) with respect to spatial skills through various tests viz., Distance Estimation, Mental rotation, Delineation, Assembling, and Rotational Displacement in the Experimental study. Training in concepts such as shapes, sizes directional and positional concept, raised line drawings and diagrams, estimation of distance mentally and manipulation of two and three and two dimensional objects were given for the selected samples. Intervention package were developed to give a structured training. The study results suggest that visually impaired students could acquire spatial ability of structural training is given.

Examiners

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