

ABSTRACT

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Title : A Study of Social Competence and Perspective Taking Ability of Differently Abled Children in Inclusive Setting in Relation to Their Learning Achievement.

The present study focussed on Social Competence and Perspective Taking Ability of differently abled children in Inclusive setting in relation to their learning achievement, with a sample of 50 Non-Disabled and 50 Disabled students of 6th class inclusive governments schools of Delhi.

To accomplish the objectives of the study, the investigator adapt Social Competence Test, constructed a Perspective Taking Ability Test and Learning Achievement Test. The statistical analysis (Mean, Standard Deviation, Co-efficient of correlation, t-test,) of data resulted in following conclusions :

- Disabled children are found to be less in number on higher level of Social Competence as compared to the Non-disabled children.
- Perspective Taking Ability of disabled children on Perspective Taking Ability none of the disabled was found to be at higher level of both aspects pictorial as well as facial expressions. Considering time and confidence level few of the disabled completed the task on time and are confident.
- Maximum Number disabled are poor on their learning achievement as compare to the Non-disabled.
- On Social Competence of disabled are found to be very poor as compare to the Non-Disabled.
- On Perspective Taking Ability by facial expression disabled were found to be poor.
- Time taken by the disabled on perceiving emotion through Perspective Taking Ability tasks was Significantly high then the Non-disabled.
- Confidence level of the disabled was found to be poor on compare to the Non-disabled.
- Learning Achievement of the disabled was found to be very poor as compared to the Non-disabled.
- Positive Correlation between the independent variables (social competence, perspective taking ability) and dependent variables learning achievement was found to be positive for the overall and for both the group.

- Correlation between Social Competence and Learning Achievement of Non-disabled and disabled is found to be highly significant. Learning Achievement is highly influenced by the Social Competence. Disabled is found to be very low achiever in Learning Achievement as compared to Non-disabled.
- Positive correlation between perspective taking ability and learning achievement of Non-disabled and disabled students. Learning Achievement is affected by Perspective Taking Ability of Non-disable and disabled. Non-disabled are High Performer than the disabled in learning achievement. Disabled were found to be very low achievement than the Non-disabled.