<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 Introduction</td>
<td>149</td>
</tr>
<tr>
<td>6.2 Title of the Problem</td>
<td>150</td>
</tr>
<tr>
<td>6.3 Objectives of the Study</td>
<td>151</td>
</tr>
<tr>
<td>6.4 Hypotheses of the Study</td>
<td>152</td>
</tr>
<tr>
<td>6.5 Scope of the Study</td>
<td>155</td>
</tr>
<tr>
<td>6.6 Need and Importance of the Study</td>
<td>155</td>
</tr>
<tr>
<td>6.7 Methodology</td>
<td>157</td>
</tr>
<tr>
<td>6.7.1 Construction of Research Tools</td>
<td>158</td>
</tr>
<tr>
<td>6.7.2 Sample Design</td>
<td>159</td>
</tr>
<tr>
<td>6.7.3 Data Collection</td>
<td>160</td>
</tr>
<tr>
<td>6.7.4 Scoring the Answer Sheet</td>
<td>160</td>
</tr>
<tr>
<td>6.7.5 Statistical Techniques Used in the Study</td>
<td>161</td>
</tr>
<tr>
<td>6.8 Findings and Conclusions</td>
<td>161</td>
</tr>
<tr>
<td>6.9 Limitations of the Study</td>
<td>167</td>
</tr>
<tr>
<td>6.10 Implications of the Study</td>
<td>168</td>
</tr>
<tr>
<td>6.11 Suggestions for Further Research</td>
<td>171</td>
</tr>
</tbody>
</table>
CHAPTER VI

6.1 Introduction

Education is the manifestation of the Perfection already in man. Education is the only mean to achieve optimum human resource development. It envisages special education to exceptional children like Visually Impaired, Hearing impaired, Mentally retarded etc. who are the forsaken lot. While the purpose of education for the mentally retarded is to enable them to develop their skills in attending to their personal needs, the education for other exceptional children comes under broader perspectives. These exceptional children like visually impaired are not mentally retarded and sometimes, they are endowed but ignored. Their potentials can be developed to the optimum level by means of Special education. The infrastructure of education of visually impaired in India is highly inadequate when compared with other countries. Though special education for the visually impaired was started as early as in 1887, in India no significant achievement has been made till date. The greater need for research in

SUMMARY AND SUGGESTIONS
this area was felt by National Policy on Education (1986) which emphasized integrated education to cater to the educational needs of visually impaired children.

But, the psycho-educational assessment and diagnosis of visually impaired children in existing educational programs which are conspicuously missing, obscures the program in this field. For the development of educational plan and effective teaching strategy, Psycho - Educational assessment is considered rather a vital aspect (National Policy on Education, 1986). Hence, a clear understanding of this children's Psycho - educational aspects considered as the first step to conduct an effective educational program for visually impaired children. It prevents the ambiguity which confuses both the teacher and the visually impaired children. The earlier the identification, the better the effectiveness of provision of services. Provision of special learning aids, materials and equipments duly supported by the trained personnel in a normalized environment determines the quality of education for the visually impaired individuals (NCERT, 1987).

6.2 Title of the Problem

'A Study on Divergent and Convergent Thinking of Visually Impaired Children in Secondary Schools.'

6.3 Objectives of the Study

1. To develop the tests to measure the divergent and convergent thinking of visually impaired children.
2. To develop mental ability test for visually impaired children.
3. To find out the divergent thinking and convergent thinking ability of the visually impaired children.
4. To find out the mental ability of the visually impaired children.

5. To find out the significant differences if any, in the convergent thinking of visually impaired children due to variations in their sex (Boys and Girls), nature of residence (rural/urban), type of school program (Integrated/Special school), parent's income (Below Rs. 10,000 and Rs. 10,000 and above), parent's educational status (illiterate/literate), and family members size (1 to 4/5 and above members).

6. To find out the significant differences, if any, in the divergent thinking of visually impaired children due to variations in their sex (male and female), nature of residence (rural/urban), type of school program (Integrated/Special school), economic status of parent (Below Rs. 10,000 and Rs. 10,000 and above), parent's educational status (illiterate/literate), and family size (1 to 4/5 and above family members).

7. To find out the significant differences, if any, in the Mental ability of visually impaired children due to variations in their sex (male and female), nature of residence (rural/urban), type of school program (Integrated/Special school), economic status of parents (Below Rs. 10,000 and Rs. 10,000 and above), parent's educational status (illiterate/literate), and family size (1 to 4/5 and above family members).

8. To find out the significant differences, if any in the convergent thinking ability of different types of visually impaired children (Born totally blind, Born low-vision, Acquired totally blind, Acquired low vision).
9. To find out the significant differences, if any, in the divergent thinking categories (fluency, flexibility and originality) of children with different types of visual impairments (Born totally blind, Born low-vision, Acquired totally blind, Acquired low-vision).

10. To find out the significant difference if any, in the mental ability of different types of visually impaired children (Born totally blind, Born low-vision, Acquired totally blind, Acquired low-vision).

11. To find out the correlation between divergent thinking and mental ability; convergent thinking and mental ability of different types of visually impaired children (Born Totally Blind, Born Low Vision, Acquired Totally Blind and Acquired Low Vision) and categories as a whole.

6.4 Hypotheses of the Study

On the basis of the objectives, the following hypotheses are framed for testing:

1. There is significant difference in the convergent thinking of visually impaired boys and girls.

2. There is significant difference in the convergent thinking of visually impaired children from rural and urban residence.

3. There is significant difference in the convergent thinking of visually impaired children from special schools and integrated schools.

4. There is significant difference in the convergent thinking of visually impaired children due to variations in their parent's income (Below Rs. 10,000 and Rs. 10,000 and above).

5. There is significant difference in the convergent thinking of visually impaired children with illiterate and literate parents.
6. There is significant difference in the convergent thinking of visually impaired children with 1 to 4 family members and 5 and above family members.

7. There is significant difference in the divergent thinking of visually impaired boys and girls.

8. There is significant difference in the divergent thinking of visually impaired children from rural and urban residence.

9. There is significant difference in the divergent thinking of visually impaired children from special schools and integrated schools.

10. There is significant difference in the divergent thinking of visually impaired children due to variations in their parent's income (Below Rs.10,000 and Rs.10,000 and above).

11. There is significant difference in the divergent thinking of visually impaired children with illiterate and literate parents.

12. There is significant difference in the divergent thinking of visually impaired children with 1 to 4 family members and 5 and above family members.

13. There is significant difference in the mental ability of visually impaired boys and girls.

14. There is significant difference in the mental ability of visually impaired children from rural and urban residence.

15. There is significant difference in the mental ability of visually impaired children from special schools and integrated schools.

16. There is significant difference in the mental ability of visually impaired children due to variations in their parent's income (Below Rs.10,000 and Rs.10,000 and above).
17. There is significant difference in the mental ability of visually impaired children with illiterate and literate parents.

18. There is significant difference in the mental ability of visually impaired children with 1 to 4 family members and 5 and above family members.

19. There is significant difference among different categories of visually impaired children (Born totally blind, Born low-vision, Acquired totally blind, Acquired low-vision) in convergent thinking.

20. There is significant difference among different categories of visually impaired children (Born totally blind, Born low-vision, Acquired totally blind, Acquired low-vision) in divergent thinking.

21. There is significant difference in the fluency score among different categories of visually impaired children (Born totally blind, Born low-vision, Acquired totally blind, Acquired low-vision).

22. There is significant difference in the flexibility score among different categories of visually impaired children (Born totally blind, Born low-vision, Acquired totally blind, Acquired low-vision).

23. There is significant difference in the originality score among different categories of visually impaired children (Born totally blind, Born low-vision, Acquired totally blind, Acquired low-vision).

24. There is significant difference in the mental ability among students with different types of visual impairments (Born Totally Blind, Born Low Vision, Acquired Totally Blind and Acquired Low Vision).

25. There is significant relationship between divergent thinking and mental ability; convergent thinking and mental ability of each type of visually impaired children (Totally Blind and Low Vision; Born Blind and Acquired Blind) and categories as a whole.
6.5 Scope of the Study

Visually impaired children are enrolled in different educational programmes in India. They are endowed with cognitive potentialities like others in the society. Their potentialities can be developed to the optimum level by means of appropriate educational programmes. For this, psycho-educational assessments are considered rather essential to understand one's potentiality. But psycho-educational assessment tools for visually impaired children in India are hardly available which obscure the real problems in this field. Thus it is an urgent need for research in this area. So, the present study is focussed on the development of psychological tools for visually impaired children and the study of their Divergent thinking, Convergent Thinking and Mental Ability.

Divergent thinking and convergent thinking are considered as vital aspects in solving problems of academic tasks. There is a great need to cultivate these abilities among school children in general and visually impaired in particular. This study envisaged to develop convergent thinking test and divergent thinking test for visually impaired children in braille form (raised dots). It also aims to develop mental ability test in raised figures to assess mental ability of visually impaired children.

Finally, the study aims to find the influence of variables like sex, degree of visual loss, onset of blindness, parent's economic status, parent's educational status, family size and locality in the above said areas of psychological variables such as convergent thinking, divergent thinking and mental ability with special reference to visually impaired children.

6.6 Need and Importance of the Study

According to the National Sample Survey (1982), there are 3.4 million visually impaired persons in India. The need for the study can easily be seen
when 1.55 lakh visually impaired children are in school age. All of them have unique physical and psychological needs. Many of them may be highly intellectual and creative in nature and yet they have common withdrawal symptom. They have a right to undergo an education, as every child, and they have a right, as does every human being, to be received and accepted with dignity in our society. The need for this study is reflected in the need to understand and accept these children and their potentialities.

In order to improve the quality of educational programs, it is necessary to understand the potentialities of the visually impaired students. Unfortunately, psychological assessment tools are hardly adapted for visually impaired students in India. A beginning has just been made on trial and error basis. According to NPE 1986, researches on developing psycho-educational tools for Visually impaired children are conspicuously missing due to little involvement of the Universities and also dearth of research supervisors in this area. Thus it is an urgent need for research in this area.

Divergent thinking ability is considered as one of the vital aspects in solving problems of academic tasks. But most of the classroom tasks in special schools and integrated schools are set to develop convergent thinking rather than divergent thinking. Visually impaired children are taught in classrooms, how to solve problem, each having a single correct answer. Teachers rarely present a problem which can be solved by many ways or a problem having many correct answers. They rarely present the various approaches of solving problems in academic tasks. The curriculum and the examination system make teachers give much importance to convergent thinking. A study of this kind may help to improve quality of educational systems and effect a change in the customary
mode of teaching strategy. So, the investigator was interested in conducting study on convergent and divergent thinking of visually impaired children.

The present study is the outcome of the felt need of the Special Educators and teachers working with visually impaired children in different school programs. Even though experienced teachers and special educators may know how to identify highly creative visually impaired children, a more exact and scientific method of investigation would yield fruitful results. Hence, studies which attempt to develop adapt psychological tools meant for visually impaired children are warranted. The study purports to develop divergent thinking test, convergent thinking test and mental ability test to assess the performance of visually impaired children on the same aspects. The results would help to develop appropriate thinking strategy pertaining to academic tasks for visually impaired children in different educational programs. The study would also provide some useful information regarding the capabilities and limitations of visually impaired children in different types of thinking tasks. The analysis of data with regard to variables such as sex, degrees of visual impairment, onset of blindness, socio-economic status might be useful for the teachers in planning appropriate educational programme for the visually impaired children. Therefore, the study has its own implication for program development, instructional strategies and counselling.

6.7 Methodology

The methodology used in this study were selection of the tools, construction of tools, their validity and reliability sample design, collection of data, scoring of the answer sheets and various statistical techniques employed in the analysis of data.
6.7.1 Construction of Research Tools

For the purpose of the study, the investigator constructed three Psychological Tools. The first one is to assess the divergent thinking ability of visually impaired children and the second one to assess the convergent thinking of visually impaired children. The third one is to assess the mental ability of visually impaired children.

The divergent thinking test for visually impaired children was in verbal form and prepared in braille. It includes two sub-tests namely Novel Uses Test and Consequences Test. Theses tests measure divergent thinking scores in three dimensions, namely- fluency, flexibility and originality.

The Convergent Thinking Test in Braille was developed by the investigator to find out the convergent thinking ability of visually impaired children. This test consists of 20 objective type questions in verbal form.

The investigator also adapted Mental ability test for visually impaired children in tactual form. It is an adapted version of Raven’s Progressive Matrices Consisting of 36 raised figures under three sets viz., A, AB and B. This test is a non-verbal test which was prepared in concrete material to touch and explore by visually impaired children.

To establish the reliability and validity of the above said Psychological Test (CTT, DTT and MAT), 26 visually impaired children from 6 integrated schools of Coimbatore were taken. They were taken at random. The procedure followed to construct the Research tools, validity and reliability have been explained in the Chapter - IV of the study. The obtained reliability coefficient for Divergent thinking Test, Convergent thinking test and Mental Ability test are 0.901, 0.756 and 0.760 respectively.
Whereas validity of these tests were ascertained by means of judgment method. The tests prepared for assessing Divergent Thinking, Convergent Thinking and Mental Ability of visually impaired children were shown to eminent special educators, psychology professors and special education teachers. On the basis of their suggestions, these tools were prepared in to administer the same on visually impaired children.

The study involves the measurement of relationship between independent and dependent variables. To collect information on the independent variables, the investigator included items to prepared a personal data sheet to gather information regarding age, sex, degree of impairment, onset of blindness, parent's income, parent's education, type of school programme, family size and locality from where the visually impaired children hail.

6.7.2 Sample Design

There are several types of sampling procedures, each one particularly appropriate in a given set of circumstances/situations. The type of sampling procedure selected should help to prevent bias and ensure more representativeness. According to the Survey Reports (National Institute for Visually Handicapped 1987 and Integrated Education Implementation Commity,1995) there are 109 integrated schools and 26 special schools for the visually impaired in Tamilnadu. For the purpose of the study, the investigator selected at random 19 out of 109 integrated schools and 2 out of 26 special schools. All the visually impaired students selected for this study were braille readers. Those who studied in the secondary grade (6th,7th,& 9th) of the respective schools form the sample of this study. Thus a total of 159 visually impaired students in secondary grade (104 from integrated schools and 55 from
special schools) were selected for this study by using cluster sampling technique. The sex-wise distribution of sample for the final study is given in the following table.

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<thead>
<tr>
<th>Sex-wise Distribution of Sample for Final Study</th>
</tr>
</thead>
<tbody>
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6.7.3 Data Collection

After deciding the tools and the sample, steps were taken for data collection. First, the schools selected for the data collection were contacted through letter and suitable timing for administering the test was fixed. Each school was visited twice for administration of the tests. On the first day, the personal data form and the Mental Ability Test (MAT-R) were administered. On the second day, the Convergent Thinking Test and Divergent Thinking Test were administer. The same procedure was followed for all the schools selected for this study.

6.7.4 Scoring the Answer sheet

For scoring the answers of the divergent thinking test, the following procedure was adapted. In the divergent thinking test, each question elicited a number of correct answers. Each response of the visually impaired children was scored three times, the first for fluency dimension by tick mark for the correct response, the second for flexibility dimension by category name 'A' or 'B' or 'C'
etc. and third by originality symbol. The total score of these three dimensions was considered as divergent thinking score for this study. The detailed procedure followed for scoring in this study is given in Chapter - IV.

For scoring the Convergent thinking test and Mental ability test, the following procedure was adopted. The convergent thinking test consists of 20 objective type multiple choice questions. Each correct response was given as one mark and wrong response zero marks. Similarly, Mental ability test is also in the form of multiple choice objective type questions. The same procedure which was followed in the scoring of the convergent thinking test was adapted for scoring the mental ability test.

6.7.5 Statistical Techniques used in the Study

The obtained data were analysed using appropriate statistical techniques. The investigator employed parametric statistics and correlational methods to process the data collected from the sample. Students "t" test and analysis of variance procedures were used to find out the difference between the groups as per the classification of the variables. The correlation coefficient was used to explore the relationship between the dependent variables and independent variables. Similarly, Multiple Regression Analysis was used to predict which independent variable influences the dependent variables.

6.8 Findings and Conclusions

Section - 1

1) The mean and Standard deviation of Convergent thinking score were 9.92 and 2.19 respectively. 56 visually impaired children were got their convergent thinking score very close to the mean of the sample whereas 40 and 63 visually impaired children got their convergent
thinking score below average and above average respectively. The calculated values of Kurtosis (0.22) were approximately equal to the value of normal distribution (0.221). Thus, it can be concluded that with all the limitations of skewness and Kurtosis, the distribution was said to be approaching normality with its nature (refer Table 1).

2) In the distribution of Divergent thinking scores, there were 68 visually impaired children who scored less than the mean score (101.30) of the total sample distribution. Whereas 60 visually impaired children scored higher than the mean of the distribution. Further, the distribution of divergent thinking scores were approaching the normal distribution (refer Table - 2).

3) The mean and Standard deviation of mental ability score were 24.86 and 4.63 respectively. More than 46.54% of the visually impaired children (74) possessed low mental ability. From the value of skewness and kurtosis and it could be inferred that the distribution of mental ability scores was symmetrical and platy kurtic. But, the deviation of these coefficients from those of normal curve, were very small and hence, it could be conclude that the distribution trend to be normal (refer Table 3).

Section - II

4) No significant difference was noticed (t = 0.76) in the convergent thinking of visually impaired boys and girls (refer Table-4).

5) There was significant difference (t-value: 2.05) between visually impaired boys and girls in divergent thinking. The visually impaired girls performed better than boys (refer Table - 5).
6) No significant difference (t-value 0.08) was found in the mental ability of visually impaired boys and girls (refer Table-6).

7) There was no significant difference (t-value 1.18) between the convergent thinking of visually impaired children from rural and urban areas (refer Table-7).

8) No significant difference (t-value 1.86) was found in divergent thinking of visually impaired children from rural and urban areas. They performed alike in divergent thinking tasks (refer Table-8).

9) In contrast, significant difference (t-value 2.84) was noticed between the mental ability of visually impaired children from rural and urban areas. The visually impaired children from rural areas performed better in mental ability tasks than urban children (refer Table-9).

10) No significant difference (t-value 0.74) was found in the divergent thinking of visually impaired children in special schools (refer Table-11).

11) There existed significant difference (t-value 2.07) in mental ability of visually impaired children studying in special schools, and integrated schools. In the case of mental ability, visually impaired children in integrated schools performed better in mental ability task than children in the special schools (refer Table-12).

12) Family income did not significantly influence (t-values 1.62, 0.17, and 0.97) the convergent thinking, divergent thinking and mental ability of visually impaired children (refer Table 13, 14 and 15).

13) While comparing the convergent thinking ability of visually impaired children on the basis of their parent’s educational status, the children with illiterate parents performed significantly (t-value 2.40) better than the children with literate parents (refer Table-16).
14) On the other hand, no significant difference (t-value: 0.39) was noticed in divergent thinking between visually impaired children with literate and illiterate parents. The parent's educational status had least impact on divergent thinking of visually impaired children (refer Table - 17).

15) The similar result was also found in the case of mental ability. No significant difference (t-value: 0.04) between the mental ability of visually impaired with literate and illiterate parents (refer Table - 18).

16) Further, Family size was not significantly (t-values: 1.28, 0.27 and 0.08) influenced the Convergent thinking, divergent thinking and mental ability of visually impaired children (refer Table 19, 20, 21).

17) There was significant difference (F-value: 138.42) exists among visually impaired children with high, middle and low mental ability (refer Table -22). Further, significant mean difference (t-value: 10.70) existed between visually impaired children with high mental ability and middle mental ability, middle mental ability and low mental ability (t-value 7.96), low mental ability and high mental ability (t-value : 16.00) (Refer Table 22-A). It means, visually impaired children with high mental ability performed better in convergent thinking tasks compared to middle and low mental ability groups. Further, visually impaired children with middle mental ability performed better than low mental ability in convergent thinking tasks.

18) On the other hand, there was no significant difference existed among visually impaired children with different levels of mental ability (High, middle and low) in divergent thinking. The visually impaired
children with different levels of mental ability performed alike in convergent thinking tasks (refer Table - 22)

19) There was no significant variation (F-value: 0.12) in the convergent thinking of children with different types of visual impairment (refer Table - 23).

20) On the other hand, significant differences (F-value: 7.12) existed among different types of visually impaired children (born totally blind, born low-vision, acquired totally blind and acquired low-vision) in divergent thinking (refer Table - 23).

21) Further, there existed significant difference (t-values: 3.32, 3.98 and 2.68) between born totally blind and born low-vision; acquired totally blind and born low vision; and acquired totally blind and acquired low-vision. Hence, it was concluded that significant difference existed in the divergent thinking of visually impaired children due to variation in their types of visual impairments (refer Table 23-A).

22) Onset of blindness and degree of impairment have no significant (F-value: 0.39) impact on mental ability of the visually impaired children (refer Table 24).

23) Significant mean difference existed (F-value: 9.46, 8.83 and 7.75) among different groups of visually impaired children (born totally blind, born low-vision, acquired totally blind and acquired low-vision) with regard to their divergent thinking dimensions such as fluency score, flexibility score and originality score. (refer Table- 25).

24) Further, there existed significant difference (t-value: 2.55) between the children with acquired totally blind and acquired low vision; between the children with acquired totally blind and born low-vision (t = 4.55);
and between born totally blind and born low-vision (t = 4.32) in fluency aspect of divergent thinking (refer Table 25-A). It means that children with acquired totally blindness (mean 41.11) performed better in fluency aspects compared to acquired low vision (mean value: 33.04) and born low-vision children (mean value 30.54). On the other hand, born totally blind children (mean value 37.87) performed better in fluency aspect compared to born low vision children.

25) In flexibility aspects, children with acquired total blindness performed significantly better than children with acquired low vision (t-value: 2.24) and born low-vision children (4.22). Similarly, born totally blind children were also performed significantly better (t-value: 4.05) in flexibility aspect of divergent thinking than the born low-vision (See Table 25-B).

26) There was significant difference between mean originality scores of children with acquired total blindness and born total blindness (t-value: 1.98); acquired totally blind and acquired low vision (t-value 3.06), between acquired totally blind and born low vision (t-value 4.66). Similarly, born totally blind children were significantly performed better (t-value 3.31) then born low vision in originality aspect of divergent thinking (refer Table - 25-C).

Section - III

27) The coefficient of correlation between the divergent thinking score and mental ability scores of born blind and acquired blind children were 0.16 and 0.24 respectively. The correlational values were not significant at 0.05 level. There was no substantial relationship between mental ability and divergent thinking of visually impaired children with born blindness and acquired blindness (refer Table - 26).
28) A significant positive correlation was found between convergent thinking and mental ability of visually impaired children with born blindness \((r = 0.85)\) and acquired blindness \((r = 0.83)\). Hence, there was significant relationship between the convergent thinking and mental ability of visually impaired children with born blindness and acquired blindness (See Table-27).

29) The multiple regression analysis showed that mental ability and parent's educational status were found to be effective predictors of convergent thinking of visually impaired children (refer Table - 29).

30) On the other hand, divergent thinking of visually impaired children was predicted by three variables such as sex, degree of blindness and mental ability (refer Table - 30).

6.9 Limitations of the Study

The study has different ramifications. Due to the limitation of time and resources, it is limited in the following respects:

1. The divergent thinking is a broad area. This study is limited to the divergent thinking dimensions viz. (a) fluency, (b) flexibility, and (c) originality, only.

2. The study could cover the students at different educational levels, but the present study is confined to the secondary school level only.

3. Considering the diversities of language, the study is confined to the Tamil speaking visually impaired children only.

4. Visually disabled children are usually scattered in very large areas. The identification is also a problem when they spread over a large geographical area. Therefore, the study is confined to the visually impaired children in Tamilnadu only.
6.10 Implications of the Study

The Divergent Thinking ability is not the monopoly of a few. Irrespective of caste, creed and ability all individuals have rare and unique talent, but its dimensions vary from individual to individual. The visually impaired children are not exceptional and they can think divergently. Their potential and productive thinking is to be properly motivated and utilized for development of a nation, as educators felt that development of innovation in various fields depends on Divergent Thinkers. Based on the study result, the following are implications to the education of visually impaired children in integrated as well as special schools.

1. The present study has given more insight on the better understanding of visually impaired children. The tools developed in this study can be used to conduct fruitful researches in the field of education of the visually impaired children. The different psychological measures obtained in this study may be utilized for classroom management and counselling.

2. It was found in this study that visually impaired girl performed better than visually impaired boys in Divergent Thinking. In the Indian context, men are most often the sole 'bread winners' for the family. Thus, while even poor parents are motivated 'some how' to educate their male child. Similar motivation cannot be seen in the case of female child. This is applicable for visually impaired children also. Hence it is the responsibility of the schools to identify and nurture the hidden that are present in girls Divergent Thinking talents in girls, through various types of encouragements. Similarly, the teachers should provide the same facilities to foster the Divergent Thinking Ability of visually impaired also. It has been found in this study that the visually impaired children from urban residence were poor with
regard to their mental ability. Thus, it is necessary that the teachers and parents should be more alert to provide conducive environment (least restrictive environment) for visually impaired children coming from urban areas.

3. It has also been found that integrated schools facilitate the visually impaired children to have more mental ability than visually impaired children in special schools. It seems that the least restrictive environment of the integrated setting is a vital factor for the development of visually impaired children. These programmes are bringing out the best in visually impaired children. The superior performance of visually impaired children in the midst of sighted peers provide them a sense of accomplishment which is very much required for visually impaired children. This study provides an evidence to support integrated education programmes for visually impaired children. Steps should be taken to extend the scheme of integrated education for the visually impaired children by the Government of India to different areas at a faster rate. Similarly, the factors which facilitate the development of mental ability of visually impaired in integrated school settings be identified and similar type of environment should be provided for the visually impaired children in special school also.

4. Further, the present investigation reveals that visually impaired children with high convergent Thinking were characterized by high mental ability. The teachers should find the ways in which visually impaired children with low mental ability can be developed in right direction. The school programs itself should have such facilities to
promote the mental ability of visually impaired children. This aspect should be considered while planning and preparing the curriculum for visually impaired children.

5. The personnel involved in education of visually impaired children should be properly motivated to acquire specific competencies to tackle the critical situations in their classrooms. To develop these competencies, effective pre-service and inservice training programmes are indispensable. In the case of dual teaching model where general teacher is to provide direct services to visually disabled child, the general teacher is to be equipped with additional competencies required for the education of visually impaired children. As he already has general education background, a shorter duration of 3 - 4 month training may be arranged. Self-instructional material may be used for this purpose. In training programmes, about 70 percent of their time should be allocated to practical work with visually impaired children so as to face the real experiences which in turn enhance teaching competency in dealing in to the visually impaired children.

6. Integrated education programmes cannot succeed without the active cooperation of parents. Parents must have positive and constructive relationship with all concerned involved in educational system for visually impaired children. Through interaction, all collaborators grow in their understanding of how one may best serve to visually impaired children. Hence, proper guidance and counselling should be given by qualified Psychologist, Social workers to parents. To make this effort successful, at least every five schools must have a
guidance and counselling center for proper guidance and counselling to parents which in turn promotes quality educational programmes for visually impaired children.

7. "Blindness evokes different emotional reactions in different persons. Due to the subjective view of the peer group children, blindness results in stereotype attitude which is a mixture of fact and fiction. Though, Psychologists and Educationists do talk about individual differences, yet as human beings, we try to generalise things. It is dangerous to generalise without sufficient experience and exposure to the characteristics of visual impairment. Visually impaired individuals are like another human being. They feel like human beings and have the urge to self actualisation like others according to the environmental stimulation at their level of functioning within the constraints of vision. These facts should be inculcated in sighted peers of visually impaired children, so that they can have more interaction with visually impaired children in integrated schools.

6.11 Suggestion for Further Research

i) The tools used in this study to assess visually impaired children can be normed by administering them to a large sample. Since no test is currently available in India to measure the convergent thinking and divergent thinking of visually impaired children, norming of these tools would be of immense help to the field.

ii) An investigation could be carried out to find the correlation between thinking abilities (Convergent and Divergent thinking) and other Psychological variables such as personality, self-concept and
concept development of the visually impaired children of special schools and schools with integrated education programme.

iii) An exploratory study could be conducted to identify appropriate activities to enhance divergent thinking ability among visually impaired children.

iv) An investigation could be carried out to find the correlation between thinking abilities (Convergent and Divergent) and academic achievement of visually impaired children.

v) The present study needs to be replicated on other grade levels such as Primary and Higher Secondary classes.

vi) Studies can be attempted to identify the problems encountered by the visually impaired children in integrated and special school settings.

vii) Studies can be made to identify the problems faced by the teachers working in special schools and integrated schools for visually impaired children.

viii) Studies can be attempted to know the attitude of parents and the problems encountered by parents with visually impaired children.

ix) An attempt can be made to study the attitude and problems encountered by the peer group of visually impaired children in integrated schools.

x) This study reveals that visually impaired girls are better in divergent thinking tasks. An investigation could be carried out to findout the possible factors which facilitate visually impaired girls to perform better in divergent thinking tasks.