Adjustment and Academic Achievement of Differently Abled Students in Sikkim

A Thesis Submitted

To

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In Partial Fulfilment of the Requirement for the

Degree of Doctor of Philosophy

By

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Department of Education,

School of Professional Studies,

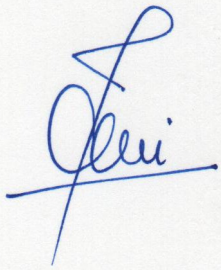
December, 2021

SIKKIM UNIVERSITY

DECLARATION

I, **Makutaa Rai**, hereby declare that the research work entitled **"Adjustment and Academic Achievement of Differently Abled Students in Sikkim"** submitted to Sikkim University in partial fulfilment of the requirement for the **Degree of Doctor of Philosophy** is the record of work done by me. The contents of this thesis did not form any basis of the award of any previous degree to me or to the best of my knowledge to anybody else, and that the thesis has not been submitted by me for any research degree in any other University/ Institute.

This is being submitted to Sikkim University for the degree of Doctor of Philosophy in Education.



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This is to certify that Thesis titled, **"Adjustment and Academic Achievement of Differently Abled Students in Sikkim"** submitted to Sikkim University for partial fulfilment of the degree of Doctor of Philosophy in the **Department of Education**, embodies the result of bonafide research work carried out by **Makutaa Rai** under my guidance and supervision. No part of the dissertation has been submitted for any other Degree, Diploma, Association, and Fellowships.

All the assistance and help received during the course of investigation has been duly acknowledged by her.

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CHAPTER I

CONCEPTUAL BACKGROUND OF THE STUDY

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Chapter I

Conceptual Background of the Study

1.0 Introduction

Inclusive education means an education system that includes each and every child and which aims at imparting the same curriculum below a common roof for children irrespective of their ability, socio-economic background, race, gender, sexual orientation, caste, mental and physical faculties. According to (Uppal & Dey, 2001) Inclusive education implies synchronization of the educational needs of the normal children and the educational requirements of the children with special needs, so as to evolve a common curriculum with a view to provide education to all in regular schools itself. In addition, they also explained that it is a flexible and individualized support system for children and young people with special educational needs which provides an integral component of the overall education system and is provided in regular schools committed in an appropriate education for all.

Further (Advani & Chadda, 2003) expresses that Inclusive education aims to provide a favourable setting for achieving equal opportunity and full participation for all, thus bringing children with special needs well within the purview of mainstream education. Inclusive education recognizes the diverse needs of the students and ensures equal education to all through appropriate curricula, teaching strategies, support services and partnership with the community and parents. In simple words, it means that all children with or without disabilities learn together. Like other students differently abled students are no exception, when it comes to the satisfaction of their basic needs. As indicated by (Mangal, 2012) they too have various needs like physical and psychological needs, socio-psychological needs, need for getting equal educational opportunities, need for special aids, equipment and assistive devices and need for financial aids. These needs according to him are essential for their survival, growth, development and adjustment to their self and the environment.

In an Inclusive setup efforts are applied from the management, administration and the teachers' side for the success of inclusion but it takes time for the differently abled students to get well adjusted. In the view of (Coleman & Rasoff, 1963) adjustment refers to the outcome of the individual's attempts to deal with the stress

and meet his needs, also his efforts to maintain harmonious relationship with the environment. (Ranjan, 2014) explains that when the social and psychological needs of the differently abled students are not gratified, they may develop adjustment problems. From the perspective of (Bala and Rao, 2007) differently abled students face many problems in their adequate adjustment on account of their deformity, hence they are unable to participate in desirable normal activities and this incapability leads to feeling of inferiority and self-pity. They further explain that the students develop adjustment problems with these feelings which may affect their academic performance in a negative manner leading to their underachievement in the scholastic and non-scholastic activities in the school. Student's adjustment level in the school determines his/her academic achievement.

Academic achievement is related to the acquisition of the principle and generalizations and the capacity to perform efficiently certain manipulation of objects, symbols and ideas. Assessment of academic performance has been largely confined to evaluation in terms of information, knowledge and understanding. It is universally accepted that the acquisition of factual data is not an end in itself but that an individual who has received education should show evidence of having understood them Rao (1990, as cited in Toi, 2017).

1.1 Inclusive Education

Inclusive education has been understood by Lipsky and Gartner (1996, as cited in Goodley, 2011) as equitable opportunities for all learners to receive effective educational services, with supplementary aids and support, in age-appropriate classes in their neighbourhoods to prepare them for contributing lives as full members of society. Lipsky and Gartner has stressed on the importance of equal opportunities for all learners and supplementary teaching aids in age appropriate classes for inclusive education to function.

For Booth (2002, as cited in Goodley, 2011) Inclusive education refers to the increasing participation of learners in the culture, curricula and communities of their neighbourhood centres of learning. As per Booth, achievements of schools are meaningless if school communities fail to enhance the spirit of all teachers and pupils. Inclusive education has been defined by many scholars and organization in varied

ways. Some of the well known definitions of the term Inclusive education are as follows:

Giangreco (1997, as cited in Mangal & Mangal, 2019) has defined Inclusive education as a set of values, principles and practices that seek more effective and meaningful education for all students regardless of whether they have exceptionality labels or not. The definition given by (UNESCO, 2000) states that Inclusive education is concerned with removing all barriers to learning, and with the participation of all learners, vulnerable to exclusion and marginalization. Similarly, Stainback and Stainback (1992, as cited in Mangal & Mangal, 2019) has given the definition of Inclusive school or set-up as a place where everyone belongs, is accepted, supports and is supportive by his or her peers and other members of the school community in the course of having his or her educational needs met.

Further (Manivannam, 2001) defines Inclusive education as the implementation of the policy and process that allows each and every child to participate in all educational programmes. The process of inclusion involves making the inclusive education programme as an integral part of the general educational system rather than a system within general education. (Sharma, et al., 2007) explains that Inclusive school is that which attempts to address the learning needs of each learner by reducing or eliminating barriers that are obstructing participation. They further elaborate that an inclusive education system welcomes and educates all children regardless of their gender, abilities, economic situation, race, or religious beliefs and is based on:

1. A belief that all children can learn.
2. At the core of inclusive education is the right to education.
3. Regular school systems should be able to educate all learners with appropriate support mechanisms.
4. Schools must change in order to reach all learners-leading to quality improvement.

In the perspective of (Sanjeev & Kumar, 2007) the process of Inclusive education is an on-going process and must involve children, their families, teachers and other staff members, school communities as well as the local community. Inclusive education as per (Sanjeev & Kumar, 2007) is a new approach towards

educating the children with disability and learning difficulties with that of normal ones within the same roof. Furthermore, they explain that Inclusive education seeks to address the learning needs of all children with a specific focus on those who are vulnerable to marginalization and exclusion which implies that all learners with or without disabilities should be able to learn together through access to common pre-school provisions, schools and community educational setting with an appropriate network of support services.

In Wisconsin Education Association Council (2001, as cited in National Association of Special Education Teachers Report, 2004) it was discussed that Inclusion is a term which expresses commitment to educate each child, to the maximum extent appropriate, in the school and classroom he or she would otherwise attend. Additionally, it was also discussed that Inclusion involves bringing the support services to the child rather than moving the child to the services and requires only that the child will benefit from being in the class rather than having to keep up with the other students.

According to (UNESCO, 1998) Inclusive education is a strategic approach designed to facilitate learning success for all children which addresses the common goals of decreasing and overcoming all exclusion from the human right to education, at least at the elementary level, and enhancing access, participation and learning success in quality basic education for all. (Puri & Abraham, 2004) explains that Inclusive education introduces the disabled child to the mainstream of life right from day one. They further describe that the child can learn the art of living at a friendly pace, recognizing and appreciating responsibilities, challenges, and the opportunities of life. According to them, limitations and special needs of every child is recognized and catered for, with a focus on ability. Qualities like positive attitude, ambition, and confidence are nurtured. The inclusive set-up helps fine-tune and hone the personality of the disabled child to be ready to swim the deep and dark waters of a tough and demanding world. The main elements of inclusive education are (Puri & Abraham, 2004).

- A human rights issue (“Education for All” means ALL children, not almost all).

- Education for All in a school for ALL (disabled and non-disabled children learning together in regular schools: learning to know, learning to do, learning to be and learning to live together).
- Togetherness (enabling all to participate together in society from beginning; contributing to social harmony and stimulating the building of relationships among individuals, groups and nations).
- Breaking barriers (familiarity and tolerance reduce fear, prejudices and rejection

1.1.1 Principles of Inclusive Education

As per (Mangal & Mangal, 2019) Inclusive education embraces all the school attending learners irrespective of their diversity and special needs and is guided through certain principles which are discussed below:

Principle of acknowledging the Right to Education:

The first and foremost guiding principle of Inclusive education is acknowledging the Right to Education and working towards the proper implementation. The right to education is a fundamental principle for the education of the children worldwide. In our country, our schools are also under legal compulsion to provide education to the children seeking admission without discrimination of any kind. Inclusive education helps the school in fulfilling its responsibility towards the implementation of the right to Education Act (Mangal & Mangal, 2019).

Principle of acknowledging that all children can learn:

Inclusive education rests on the very assumption that all children irrespective of their shortcomings, impairments and disabilities not only have the right to education but also are endowed with the capacity to learn in their own way and progress according to their potential and capabilities, our duty is to help them and not to deny the opportunities for their learning and development (Mangal & Mangal, 2019).

Principle of celebrating diversity:

Diversity is inherent in nature. A progressive society always embraces the diversity of its people and tries to provide opportunities for their better adjustment, development and progress. Similarly, students are endowed with diverse abilities, capacities and needs for their education and development. An Inclusive school also follows the same footprint by welcoming the learners from diverse cultural, and economic background, abilities, capacities and providing them with the needed opportunities for meeting out their needs related to education and development. Diversity should not be considered as something to be avoided, but should be taken as a challenge and a natural phenomenon existing in nature. Everybody has something unique and meritorious and we can learn from others in so many ways irrespective of their limitations and deficiencies. Diversity should, thus, be regarded as the matter of celebration rather than avoidance in the system of Inclusive education (Mangal & Mangal, 2019).

Principle of addressing all aspects of child development:

A child's welfare lies in his/her all round growth and development in all the dimensions physical, intellectual, social, moral, emotional, creative, aesthetic, etc. In an Inclusive education setup, all types of learners are included. In addition to accommodating them in the system of schooling utmost care for their well-balanced overall development should also be taken care. They should be provided with everything that is needed for addressing their requirements in terms of their wholesome development and well being (Mangal & Mangal, 2019).

Principle of preparation on the part of the school:

The working in an inclusive setup has a mission and purpose of welcoming or embracing all, providing opportunities to meet the needs of all for their wholesome development, and catering to special needs of all without sacrificing the interests and welfare of anybody included in the inclusive setup. The realization of this mission needs meaningful and thorough preparation. The school has to concentrate over the proper organization of the various resources needed for the proper implementation of a barrier free school for the disabled students. The ambience in schools should feature positive feelings, positive attitudes and acceptance towards the differently abled

students instead of hatred, apathy, antagonism or seclusion. Thus, in an inclusive set-up, a school should be in proper position in terms of all the needed preparation on its part to welcome and provide the appropriate type of education to all with no discrimination and consideration of their wholesome development in tune with their potential (Mangal & Mangal, 2019).

Principle of seeking cooperation from all:

The inclusion of all and seclusion of none is the fundamental principle of an Inclusive education set up. It also aims to provide opportunities for the satisfaction of diverse needs of all students aiming towards their wholesome development, the cooperation of all whose stakes are involved in taking care of the interests of diverse learners in an inclusive setup for e.g., parents, teachers, students, school authorities, community people and government agencies. The success of the inclusive education programs needs a cooperative joint effort from the part of all stakeholders. Teachers should care for the specific needs of these learners; School authorities should make provision for the needed infrastructure and resources; the parents should have proper knowledge of progress of their children and should work with teachers and school authorities for the adjustment and progress of their wards; Community should come forward to change its attitude towards the disabled population of the learners and assist schools for building resources and implementing inclusive education program; And students without disabilities should cooperate by helping their disabled peers in all matters. In this way, the working and implementation of the programme of inclusive education needs to be guided through an important principle of inviting cooperation from all the corners (Mangal & Mangal, 2019).

Principle of promoting a supportive culture of learning:

Individual attention is the key for success in individualising teaching learning attempts most needed in the inclusive setup with diverse learners. It is quite a difficult task for the teachers to offer individual attention to each and every learner. Hence a supportive culture of learning in the schools should be promoted in which each learner is found to cooperate and share learning experiences with others, the disabled children may benefit in terms of improving their adjustment, education with assistance from their non disabled peers. Here, the gifted and genius can play the role

of peer tutors for their classmates, and in turn, may get opportunity to refine their own skills and develop their potential (Mangal & Mangal, 2019).

Principle of constant evolution of the system:

Inclusive education is a dynamic process as new challenges of meeting special needs of the diverse learners emerge. There arises a continuous need of adjusting the system in tune with the needs and requirements of the diverse learners. Modification is required in terms of the infrastructure, resources, equipment, teaching learning methods in order to meet the physical, academic, social, emotional needs of the learners with disability. For the success of Inclusive education, the educational system should function as per the evolving needs of the disabled learners (Mangal & Mangal, 2019).

1.1.2 Policy and Legislative Frameworks related to Inclusive Education

Various policies and legislative frameworks have been initiated both at the international level and the national level for the inclusion of all children irrespective of their race, culture, language, gender, caste, ability and socio-economic background. Some important ones among them are given below.

Policy and Legislative Frameworks at the International Level

World Commitment on Education as a Right: The right of every child to education is proclaimed in the Universal Declaration of Human Rights (1948) and was strongly reaffirmed by the World Declaration on Education for All (1990) held at Jomtien, Thailand. The philosophy of the declaration contained that:

- Every person – child, youth and adult – shall be able to benefit from educational opportunities designed to meet their basic learning needs.

UN Standard Rules on the Equalisation of Opportunities for Persons with Disabilities (1993) was an important resolution for improving the educational conditions of persons with disabilities. This had major implications for the Indian situation in the form of three legislative acts – the RCI Act (1992), PWD Act (1995) and National Trust Act (1999).

The Salamanca Statement and Framework for Action on Disability Education (1994) emerged as a result of deliberations held by more than 300 participants representing 92 governments including India and 25 international organisations in June 1994 which aimed to further the objective of education for all by enabling schools to serve all children particularly those with special educational needs. The conference emphasized that schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. The statement affirms, "*Those with special educational needs must have access to regular schools which should accommodate them within child centred pedagogy capable of meeting these needs*" (Mohanty, 2016).

Constitutional Provisions, Programmes and Policies at the National Level

In pursuance of the agreements reached among the member nations of international organisations over the adjustment and education of the disabled, the signatory nations have tried to frame educational policies and made constitutional provisions for safeguarding the interest of the disabled act at their own level in their respective countries. India has also taken adequate measures on this account by bringing out a number of constitutional provisions in the name of acts and national policies (Mangal & Mangal, 2019).

In first of its national policy of education brought out by the Government of India in 1968, it was urged (i) to expand the educational facilities for the physically and mentally handicapped children and (ii) to develop integrated programmes enabling the handicapped children to study in regular schools. In the National Policy on Education, 1986, the principle of equality was followed in making provision for the education of the handicapped in the manner such as (i) making the education of children with motor handicaps and other mild handicaps common with that of others, (ii) establishing special schools with hostels for the severely handicapped children, (iii) arranging vocational training to the disabled and (iv) reorienting teachers training programmes to deal with the special difficulties of the handicapped children (Mangal & Mangal, 2019).

Project Integrated Education for Disabled Children PIED, 1987 has been quite popular program or scheme launched by the Ministry of Human Resource Development (MHRD), in association with UNICEF and the National Council of

Educational Research and Training (NCERT). It was primarily aimed to strengthen the existing Integrated Education of Disabled Children IEDC plan and in its initial stage, it was implemented in 10 blocks in 10 states and union territories across the nation. Instead of confining the program to a particular institution or school, PIED adopted a 'Composite Area Approach' that converted all regular schools within a specified area, referred to as a block, into integrated schools. These schools had to share resources such as specialized equipment, instructional materials and special education teachers as well as the teacher training facilities available to teachers in each selected block (Mangal & Mangal, 2019).

In Programme of Action, 1992, Government of India, the present position or status about the education of the handicapped and the progress about the implementation of the NPE, 1986 have been discussed. Attempts have been made to lay down the targets for education of disabled children (in the light of the availability of financial resources during the 8^{th} plan) and the possible ways and means of their attainments within the stipulated period (Mangal & Mangal, 2019).

The Rehabilitation Council of India Act, 1992 is an act or legislative measure enacted by the Parliament of India. It has been aimed to make provision for the constitution of the rehabilitation council of India for regulating the training of rehabilitation professionals and the maintenance of a central rehabilitation register and for matters connected therewith or incidental thereto. As a document, it is comprised of three chapters named as Preliminary, The Rehabilitation Council of India and Functions of the Council. The latest version also contains amendment carried out in the Act in the year 2000. Where chapter I provides the preliminaries and chapter II almost describes the constitution and organization of the RCI, It is chapter III which lime lights the functions and working of the council helpful in the realization of the set objectives of the council in relation to the education and training of the rehabilitation professionals and their working as such, for the education, adjustment and rehabilitations of the disabled (Mangal & Mangal, 2019).

The persons with disabilities (Equal Opportunities, Protection and Full Participation) Act, 1995 provides legislative support and protection to the education, adjustment and welfare of the persons with disabilities (including disabled children studying in the schools). It clearly stands for legal protection to provide equal

opportunities for their education and development in an inclusive setup with their full participation in all the programs of the school attended by them. In its documentary form, it has been divided into 14 chapters. The education and welfare of the children with disabilities has been described in chapters IV and V of this document. Here, chapter IV clearly mentions the various ways and means mandatory on the part of appropriate governments and local authorities for the prevention and early detection of disabilities among the masses. Later, in chapter V, the Act lays down the responsibilities and functions of the appropriate Governments and local authorities for ensuring the needed quality education to the children with disabilities for their proper adjustment and education in the inclusive or special education set up well in tune with their diverse needs and capacities (Mangal & Mangal, 2019).

Sarva Shiksha Abhiyana ('Education for All' movement) is a national programme launched by the Government of India with the main objective of universalization of elementary education (UEE). It is operative in the country with the active assistance and co-operation of the State Governments, local bodies and NGOs working in this field since 200-2001. Three important aspects of UEE are access, enrolment and retention of all children in 6-14 years of age. For providing legal tooth for the success of its Sarva Shiksha Abhiyana, the Government of India has brought out a legislative measure, known as Right to Education Act, 2009, which emphasizes on making free and compulsory elementary education a fundamental right for all the children in the age group of 6-14 years. The introduction of this Act has ensured the required access, enrolment and retention of all children in the system of school education for all for the realization of the main objective (UEE) of the Sarva Shiksha Abhiyana (Mangal & Mangal, 2019).

A National Policy for Persons with Disabilities was brought out in the year 2006 to fulfil an essential demand or need of having a comprehensive document or policy statement for the care, education and well being of the persons with disabilities on a national basis. The document is mainly divided into four major sections named as:

(i) Introduction
(ii) National Policy Statement
(iii) Principle Areas of Intervention and

(iv) Responsibility for Implementation.

While focusing on the education of the persons with disabilities, the Act has tried to ensure that every child with disability should have access to appropriate preschool, primary and secondary level education by 2020 and for this purpose, it has mentioned special provisions and functioning at the various levels with the Ministry of Human Resource Development as the nodal Ministry to coordinate all matters relating to the education of persons with disabilities in the country(Mangal & Mangal, 2019).

The Right to Education Act, 2009 is a legislative measure an Act enacted by the Parliament of India aimed to provide for free and compulsory education to all children of the age of 6 to 14 years. As a written document, the RTE Act, 2009 is divided into seven chapters. In the end, a schedule has also been provided enlisting norms and standards for a school supposed to implement the RTI. Some of the main provisions in reference to the education of the children with disability mentioned in the different chapters of the act may be named as (i) right of child to free and compulsory education, (ii) special provision for children not admitted to, or who have not completed elementary education, (iii) right of transfer to other school, (iv) duty of appropriate government or local authority to establish a school, (v) sharing of financial and other responsibilities on the part of central and state government, (vi) Duty of parents and guardians, (vii) Appropriate government to provide for Pre-school education, (viii) Extent of schools responsibility for free and compulsory education, (ix) No capitation free and screening procedure for admission, (x) Proof of age for admission (xi) No denial of admission (xii) Prohibition of holding back and expulsion, (xiii) Prohibition of physical punishment and mental harassment to child, (xiv) No school to be established without obtaining certificate of recognition, (xv) School management committee, (xvi) school development plan, (xvii) qualifications for appointment and terms and conditions of service of teachers, (xviii) duties of teachers and redressal of their grievances, (xix) pupil - teacher ratio, (xx) prohibition of deployment of teachers for non-educational purposes, (xxi) prohibition of private tuition by teacher, (xxii) curriculum and evaluation procedure, (xxiii) monitoring of Childs right to education (Mangal & Mangal, 2019).

Rashtriya Madhyamik Shiksha Abhiyan (RMSA) is a flagship scheme launched by the Government of India in March 2009 in partnership with the State Governments and Local Self Governments to enhance access to secondary education and improve its quality. The RMSA leverages support from a wide range of stakeholders, including multilateral organizations, NGOs, advisors and consultants, research agencies and institutions. The scheme involves multidimensional research, technical consulting, implementation and funding support. The field of its operation mainly covers the government and local body secondary schools located in the states and union territories. Besides, aided secondary schools can also access the benefits of the RMSA, but not infrastructure and support in core areas such as the teacher's salary and staff salary. The various types of facilities provided under the scheme to the schools fall into three main areas – (i) material and physical facilities number (ii) quality interventions and (iii) equity interventions. The Ministry of Human Resources and Development (MHRD) is the nodal Central Government Ministry to coordinate RMSA with the help of RMSA State Implementation Societies (SIS) in each state (Mangal & Mangal, 2019).

India's New National Education Policy 2020 has been hailed as a new era in educational reform. The finalized policy incorporates several recommendations of disability organizations on the 2019 draft. The NEP asserts that children with disabilities will have opportunities for equal participation across the educational system. A major victory is the recognition of the 2016 Rights of Persons with Disabilities Act (RPWD) and its provisions for inclusive education, defined as a system of education where students with and without disabilities learn together. These recommendations include non-discrimination in schools, accessible infrastructure, reasonable accommodations, individualized supports, use of Braille and Indian Sign language in teaching, and monitoring among others. The policy has provisions for recruitment of special educators with cross-disability training and incorporates disability awareness within teacher education (Sarkar, 2020).

1.2 Adjustment

According to Symonds (1943, as cited in Sharma, 2008) a person is said to be adjusted when he/she is relatively happy, efficient and has some degree of social feeling. In simple words adjustment is all inclusive term meaning relationship

between an individual and his environment through which his needs are satisfied in accordance with social demands. (Mangal, 2010) explains that adjustment not only caters to one's own needs but also to the demands of the society. Hence adjustment is a condition or state in which one feels that one's needs have been (or will be) fulfilled and one's behaviour confirms to the requirements of the society and culture. (Coleman & Rasoff, 1963) has stated that adjustment refers to the outcome of the individual's attempts to deal with the stress and meet his/her needs, also his efforts to maintain harmonious relationship with the environment.

(Chauhan, 2007) expressed that adjustment is a state of life when the individual is more or less in harmony with personal, biological, social and psychological needs and with the demands of the physical environment. He explained that the process of adjustment starts right from the birth of the child and continues till his/her death. According to him adjustment means reaction to the demands and pressures of social environment imposed upon the individual. The demand may be external or internal to whom the individual has to react. These two types of demands sometimes come into conflict with each other and resultantly make adjustment a complicated process for the individual. He further elaborated that if an individual gratifies one of the conflicting needs, the need which is not gratified will produce frustration and leads to abnormal behaviour.

Adjustment has been defined by many scholars and psychologists in different ways. According to Smith (as cited in Aggarwal, 2007) a good adjustment is one which is both realistic and satisfying. At least in the long run, it reduces to a minimum the frustrations, tensions and anxieties which a person must endure. Crow and Crow (1956, as cited in Mangal, 2010) has defined an individual's adjustment as adequate, wholesome or healthful to the extent that he/she has established harmonious relationship between himself/ herself and the conditions, situations and persons who comprise his/her physical and social environment. The definition given by Warren (1934, as cited in Mangal, 2010) refers adjustment to any operation whereby an organism becomes more favourably related to the environment or to the entire situation, environmental and internal. Traxler (as cited in Aggarwal, 2007) has defined adjustment as the most desirable state in which the individual is perfectly happy and satisfied with all aspects of his/her life and one in which he has reached the

level in all his contacts with his/her environment that he/she would be glad to see persist through his/her life.

(Kundu & Tutoo, 2008) further goes on to explain that adjustment refers to a harmonious relationship between the person and the environment. According to them the degree of harmony depends upon two things: (i) certain potentialities within a person (ii) character of the environment. They further elaborate that a person is said to be adjusted when he/she is in a reasonably adequate environment that he/she is relatively happy, efficient and has a degree of social feeling. In simple words, adjustment is an all- inclusive term meaning relationship between an individual and his/her environment through which his/her needs are satisfied in accordance with social demands. The adjustment process is a universal sequence that can be identified in the behaviour of organism from the lowest species to a human being. If an individual's experiences have so shaped his/her personality that he/she is well prepared to play the roles which are expected of the status assigned to him/her within a given environment, and if his/her basic needs are met by playing such roles, then it can be said that he/she is well adjusted.

1.2.1 Dimensions of Adjustment in School

According to (Aggarwal, 2007) the important dimensions of adjustment in school are as follows:

1. Adjustment to academic, co-curricular and school routine. This includes:
    (i) Getting most out of specific studies and activities.
    (ii) Overcoming learning problems and instructional difficulties.
    (iii) Satisfactory progress in exploratory experiences.
    (iv) Optimum relationships between classroom objectives and individual outcomes.
    (v) Choice of appropriate courses in accordance with 3 A's : age, ability and aptitude

2. Psychological adjustment. This includes:
    (i) Development of a good memory
    (ii) Development of desirable interests
    (iii) Development of good temper

(iv) Development of desirable attitudes

3. Adjustment to and within the self. This implies:
   (i) Self-understanding and acceptance
   (ii) Proper insight into needs, attitudes and values
   (iii) Overcoming emotional difficulties
   (iv) Maintenance of health and personal hygiene

4. Social adjustment. This means:
   (i) Harmonious relationships with pupils and teachers
   (ii) Getting along with the members of the opposite sex
   (iii) Feeling socially acceptable
   (iv) Proper understanding of social needs and requirements
   (v) Understanding group goals
   (vi) Meeting effectively social requirements of home, peer groups, culture and the community

1.2.2 Criteria for Good Adjustment

As stated by (Chauhan, 2007) there are four criteria to judge the adequacy of adjustment. They are as follows:

Physical health - The individual should be free from physical ailments like headache, ulcers, indigestion and impairment of appetite. These symptoms in individuals have sometimes psychological origin and may impair their physical efficiency.

Psychological comfort - One of the most important facts of adjustment is that the individual has no psychological diseases as obsession, compulsion, anxiety and depression, etc.

Work efficiency - The person, who makes full use of his occupational or social capacities, may be termed as well adjusted in his/her social set-up.

Social acceptance - Everybody wants to be socially accepted by other persons. If a person obeys social norms, beliefs and set of values, we may call him/her well adjusted but if he/she satisfies his/her needs by antisocial means then he/she is called maladjusted.

1.2.3 Characteristics of a Well-adjusted Person

(Mangal, 2010) has listed the following characteristics of a well adjusted person.

1. Awareness of his/her own strength and limitations - A well-adjusted person knows his/her own strength and weaknesses. He/she tries to make capital out of his/her assets in some areas by accepting his/her limitations in others.

2. Respect for self and others - Dislike for one-self is a typical symptom of maladjustment. An adjusted individual has respect for the self as well as for others.

3. An adequate level of aspiration - A well adjusted person's level of aspiration is neither too low nor too high in terms of his/her own strengths and abilities. He/she does not try to reach for the stars and also does not repent over selecting an easier course for his/her advancement.

4. Satisfaction of basic needs - An individual whose basic organic, emotional and social needs are fully satisfied or in the process of being satisfied is an adjusted person. He/she does not suffer from emotional cravings and social isolation. He/she feels reasonably secure and maintains his/her self-esteem.

5. Absence of a critical or fault-finding attitude - A person who has good adjustment appreciates the goodness in objects, persons or activities. He/she does not try to look for weaknesses and faults in others. His/her observation is scientific rather than critical or punitive. He/she likes people, admires their good qualities, and wins their affection.

6. Flexibility in behaviour - A person who is adjusted will not be rigid in his/her attitude or way of life. He/she can easily accommodate or adapt himself/herself to changed circumstances by making necessary changes in his/her behaviour.

7. The capacity to deal with adverse circumstances - He/she is not easily overwhelmed by adverse circumstances and has the will and the courage to

resist and fight odds. He/she has an inherent drive to master his/her environment rather than to passively accept it.

8. A realistic perception of the world - He/she holds a realistic vision and is not given to flights of fancy. He/she always plans, thinks and acts pragmatically.

9. A feeling of ease with the surroundings - A well-adjusted individual feels satisfied with his/her surroundings. He/she fits in well in his/her home, family, neighbourhood and other social surroundings. If a student, he/she likes his/her school, school-mates, teachers and feels satisfied with his/her daily routine. When he/she enters a profession, he/she has a love for it and maintains his/her zeal and enthusiasm despite all odds.

10. A balanced philosophy of life - A well-adjusted person has a philosophy which gives direction to his/her life while keeping in view the demands of changed situations and circumstances. This philosophy is centred around the demands of his/her society, culture, and his/her own self so that he/she does not clash with his/her environment or with himself/herself.

1.2.4 Adjustment Process or Mechanism

(Aggarwal, 2007) stated that an adjustment mechanism is used by an individual to achieve satisfaction of his/her needs indirectly. He further expresses that this helps reducing tensions and assists him/her in maintaining self-respect. He has mentioned the following adjustment mechanisms:

1) Compensation - Compensation is a concept where the individual attempts to cover up his/her weakness in one area by exhibiting his strength in another. A student deficient in physical activities may compensate himself/herself in showing good results in the academic field and vice versa.

2) Identification - Identification is a concept when an individual attempts to identify himself/herself with some successful person. To hide his/her own failures, a student may identify himself/herself with his father and talk about his/her success.

3) Rationalization - Rationalization means shifting of responsibility for our failures to factors outside it i.e., many students attribute their failure to the stiff question paper.

4) Projection - This is a tendency to 'push out' upon another person one's own unrealized, frustrated ambitions, or attribute to another one's own faults. For example, school students are often the victims of their parent's projection of their former hopes for higher education and higher social status.

5) Day- dreaming. The imaginative fulfilment of needs is called day dreaming. Day dreaming provides mental relief to an individual if it is done within limits. It becomes very detrimental when it is carried to excess.

1.2.5 Theories of Adjustment

There are several theories describing the pattern of adjustment. Given below are some of the theories (Mangal, 2010).

The Moral Theory

This represents the oldest view point about adjustment or maladjustment. According to this view, adjustment or maladjustment should be judged in terms of morality i.e. absolute norms of expected behaviour. Those who follow the norms are adjusted (virtuous or good people) and those who violate or do not follow these norms are maladjusted (sinners). Evil supernatural forces like demons, devils, etc. were blamed for making one indulge in behaviour against the norms (committing sins) while the religious gods, goddess and other saintly great souls were responsible for making one happy, healthy, prosperous and pious person (adjusted in the modern sense). However, as the medical and biological sciences advanced and scientific reasoning gained a firm footing in the nineteenth century, the moral model was replaced by the medico-biological model.

The Medico-Biological Theory

This model holds genetic, psychological and biochemical factors responsible for a person being adjusted or maladjusted to his self and his environment. Maladjustment, according to this model, is the result of disease in the tissues of the body, especially the brain. Such disease can be the result of heredity or damage

acquired during the course of a person's life – by injury, infection, or hormonal disruption arising from stress, among other things. In the opinion of Lazarus (1976), the correction of adjustive failures or disorders requires correction of the tissue defect through physical therapies such as drugs, surgery and the like.

This model still extant and enjoys credibility for rooting out the causes of adjustive failure in terms of genetic influences, biochemical defect hypotheses, and disease in the tissues of the body. However, it is not correct to assign physiological or organic causes to all maladapted and malfunctioning behaviour, especially when there is no evidence of physiological malfunction. Such a situation certainly calls for other explanations, viewpoints or models (Mangal, 2010).

The Psychoanalytic Theory

This model owes its origin to the theory of psychoanalysis propagated by Sigmund Freud (1938) and supported by psychologists like Adler, Jung and other neo-Freudians. According to Freud, man is a pleasure seeking animal by nature. He wants to seek pleasure and avoids pain or anything which is not in keeping with his pleasure loving nature. The social restrictions imposed by the mores of society and his own moral standards dictated by his superego come in conflict with the unrestricted and unbridled desires of his basic pleasure seeking nature. These pleasures are mostly sexual in nature. One remains adjusted to the extent that these are satisfied. An individual drifts towards malfunctioning of behaviour and maladjustment in case such satisfaction is threatened or denied. According to Freud, adjustment or maladjustment should not be viewed only in terms of what the individual may be undergoing at present and what happened to him in his earlier childhood is even more important. What he may have experienced as a child, what has been repressed in his unconsciousness, how he has passed through the distinct stages of sexual development etc. are, thus, quite important for making him adjusted or maladjusted to his self and the environment (Mangal, 2010).

The Sociogenic or Cultural Theory

According to this model, the society in general and culture in particular affects one's ways of behaving to such an extent that behaviour takes the shape of adaptive or non-adaptive behaviour turning one into an adjusted or maladjusted personality. The

society and culture to which one belongs does not only influence or shape one's behaviour but also sets a standard for its adherents to behave in the way its desires. Individuals behaving in the manner that society desires are labelled as normal and adjusted individuals while deviation from social norms and violation of role expectancy is regarded as the sign of maladjustment and abnormality. Although, society or culture plays a significant role in shaping and influencing human behaviour, yet it should not be regarded as the only factor in the adjustment process. Moreover, the societies or cultures may themselves, rather than the individual be maladaptive and sometimes even destructive to the individual's adjustment like Nazi Germany. It is not proper, therefore, to depend solely on the sociogenic or cultural model for the labelling of one's behaviour as adjusted or maladaptive (Mangal, 2010).

The Socio-psychological or Behaviouristic Theory

The socio-psychological or behaviouristic model in general emphasizes that behaviour is not inherited. Competencies required for successful living are largely acquired or learned through social experience by the individual himself. The environmental influences provided by the culture and social institutions are important but it is the interaction of one's psychological self with one's physical as well as social environment which plays the decisive role in determining adjustive success or failure. Behaviour is learned by obeying the same set of learning principles or laws. Generally, every type of behaviour is learned or acquired as an after-effect of its consequences. The behaviour once occurred, if reinforced, may be learned by the individual as normal. As a result, one may learn to consider responses which are labelled normal, as abnormal. Not only is normal and abnormal behaviour learned, the labelling of behaviour as normal or abnormal is also learned. Whether or not an individual is considered abnormal or maladjusted for a particular type of behaviour depends upon the observer of the behaviour and also upon the social context of the behaviour. Maladaptive behaviour may be treated by applying the principle of behaviour modification, unlearning, deconditioning and correcting environmental situations responsible for its occurrence (Mangal, 2010).

1.3 Academic Achievement

Academic achievement is the marks obtained by the school students in particular subjects included in their syllabus, through any type of assessment or evaluation conducted by the school. Academic Achievement has been described by (Verma, 2016) as successful accomplishments in a particular subject area usually because of reasons like skills, hard work. Verma has further explained that the purpose of all academic and non-academic activities of the schools is basically to enhance the academic achievements of students and is influenced by a number of personal, institutional factors and social and economic factors. Additionally, she has mentioned that Academic achievement refers to what and how an individual has learnt qualitatively and quantitatively after a period of instruction given. In all educational institutions, the whole teaching learning process is directed towards achievement in the academic field as well as in the sphere of co-curricular activities

(Upadhyay & Rainoo, 2017) explain that in our society academic achievement is considered as a key criterion to judge the personal progress of an individual by measuring or identifying one's total potentialities and capacities. They have stated that excellence particularly, in academics and generally in all other areas has been seen as an important aspect. One of the main objectives of education according to them is to develop the students by providing them proper guidance and resources to reach the highest levels of academic achievement. Further they have elaborated that, academic achievement holds a cardinal place in the field of education and is considered as the outstanding inducement for the progress of individuals. Hence, according to (Upadhyay & Rainoo, 2017) Academic achievement is an index of success of students' performance, teachers' efforts and significance of curriculum and educational objectives and is the most desirable outcome of school life.

Academic achievement refers to outcome/performance of education. It indicates the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments. It includes multifaceted abilities of the learners and is considered as the multifaceted construct that comprises different domains of learning. Therefore, while defining academic achievement one is expected to observe the indicator used to measure it. Whatever may be the indicator used to measure academic achievement, the factors which have their influence on it are

general intelligence, achievement motivation, recognition, interest, attitude, aptitude, and personality of an individual. Thus, a person's orientation towards academic achievement depends on various factors (Suvarna & Bhata, 2015).

Academic achievement is considered as a key criterion to judge one's total potentialities and capabilities. The term achievement refers to the degree or the level of success attainted in some specific school tasks especially scholastic performance. Academic achievement means the attained ability to perform school tasks, which can be general or specific to a given subject matter. Academic achievement indicates the learning outcomes of pupil. Academic achievement a multidimensional phenomenon depending upon a number of factors like school environment, home environment, parental education etc. which in turn determines the failure and the success of the students. Among the many criteria that indicate academic achievement, there are some general indicators such as procedural and declarative knowledge acquired in an educational system, curricular-based criteria such as grades or performance on an educational achievement test, and cumulative indicators of academic achievement such as educational degrees and certificates. Academic achievement is measured by the GPA (grade point average) or by standardized assessments (Naz, 2017).

Trow (1956, as cited in Naz, 2017) defined academic achievement as, knowledge attaining ability or degree of competence in school tasks usually measured by standardized tests and expressed in a grade or units based on pupil's performance. Academic achievement is the outcome of education. The extent to which a student teacher or institution has achieved their educational goal. It is commonly measured by examination or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important. School achievement may be affected by different factors like study habits, intelligence and attitudes of learners towards school, socio economic status and different aspects of their personality etc. In our society academic achievement is considered as a key principle to judge one's total capacities and potentialities. Hence, academic achievement possesses a very imperative place in education as well as in the learning process. Achievement or scholastic achievement thus means the desired level at which the student is functioning in school tasks as measured by school marks. It refers to a degree or level of proficiency attained in some specific area concerning scholastic or academic work. In general, it refers to the scores obtained in the annual examination. It is one part of

the wider term of educational growth and helps to know where the students stand (Verma, 2016).

1.4 Types of Impairments included in the present Study

The present study has included students with the following three types of disabilities.

1.4.1 Hearing Impairment

Hearing disability refers to the state of the individuals in which they suffer from a wide range of hearing losses (including deafness) making them disabled wholly or partially in utilizing their hearing organs for getting and exchanging information with others. Children affected by hearing disability, thus, include hard of hearing (benefitted with the use of hearing aids) as well as those who experience a significant loss in hearing even if they use hearing aids (Mangal & Mangal, 2019)

The hearing loss thus, affect the abilities of the children to communicate with others. Since communication, i.e., exchange of information is the key component of any knowledge getting process and the subsequent adjustment to one's environment; the children suffering from hearing impairment are bound to suffer adversely in terms of their adjustments and educational development. The situation gets worse depending on the intensity and severity of the hearing loss. In terms of physiological and medical language, hearing losses are usually classified into the following four types:

1. Conductive hearing losses: these are caused by diseases or obstructions in the outer or middle ear (the condition pathways for the sound to reach the inner ear). Conductive hearing losses usually affect all frequencies of hearing evenly and do not result in severe losses. A person with a conductive hearing loss is usually able to use a hearing aid well or can be helped medically or surgically.

2. Sensory neural hearing losses: these losses result from damage to the delicate sensory hearing cells of the inner ear or the nerves which supply it. These hearing losses can range from mild to profound. They often affect the person's ability to hear certain frequencies more than others. Thus, even with amplification to increase the sound level, a person with a sensor neural hearing

loss may perceive distorted sounds, sometimes making the successful use of a hearing aid impossible.

3. Mix hearing loss: this type of loss refers to a combination of conductive and sensor neural loss and means that problem occur in both the outer or middle ear and the inner ear.

4. Central hearing loss: this loss results from damage or impairment to the nerves of nuclei of the central nervous systems, either in the pathways to the brain or in the brain itself (Mangal & Mangal, 2019).

Such type of classification of hearing losses and the subsequent distinction among hearing impaired is neither needed nor seems practical in the field of education for devising ways and means for adjustment and educational development of the hearing impaired. Therefore, from this angle, it is more useful and practicable to classify the learning losses as slight, mild, moderate, severe or profound, depending on how well a person can hear the intensities (loudness) of the sound, measured in decibel (dB), or frequencies (pitch) of the sound, measured in hertz (Hz) greatly associated with speech. Generally, only children whose hearing loss is severe or profound, i.e., greater than 90 dB are considered deaf and the remaining ones suffering from slight, mild and moderate hearing losses are termed as hard of hearing (Mangal & Mangal, 2019).

In this way we can attempt to classify the hearing-impaired children into two broad types – (i) deaf and (ii) hard of hearing for the clear purpose of helping them according to the degree of their disability. Here, we must be again clear in our conception that the term ‘deafness’ stands for the state or condition that prevents a child from receiving some in all or most of its forms. In addition, he/she may also be a dumb in case his/her deafness is by birth. Consequently, he/she will hardly make any profit from the sensory experiences associated with hearing even speech. Contrarily, a child termed as hard of hearing can generally respond to auditory stimuli including speech, and therefore, he/she has the probability of making profits from the experiences associated with sense of hearing. Such distinction between these two types of hearing impaired, thus, can prove a solid base for the planning and

structuring of any educational and adjustment scheme for them (Mangal & Mangal, 2019).

Symptoms of Possible Hearing Impairments in Children

The symptoms like below may provide necessary alarm about the presence of possible hearing impairments among the children;

- Child fails to respond to loud sounds.
- Child fails to respond to soft sounds.
- Child turns his head to localize (locate the direction) the sound only when it is presented on one particular side of the ear, i.e. either left or right.
- Child stops babbling after 6 to 8 months of ages.
- Child shows poor or no interest in playing with making toys like rattle, bell Etc.
- Child when young (one and half years) fails to start using meaningful words like mummy, daddy, bye-bye, etc.
- Child does not understand simple commands like 'wave bye-bye' until and unless speech is accompanied by gestures.
- Child insists on watching your face while you speak (because he /she want to lip read).
- Child is unable to respond to your call from a distance of 5 ft to 10 ft (NCERT, 2014).

1.4.2 Visual Impairment

Visual disability refers to the state of an individual in which he/she suffers from the impairment and defects of his/her eyes to such an extent as to make him/her feel disabled in terms of his/her visual ability and perception. Such disability may represent a continuum, ranging from poor and defective vision to no perception of light at all. As a result of such variance, the children suffering from visual disability of one or the other types are often given different names and classifications like partially sighted, children having low vision, legally blind, totally blind (Mangal & Mangal, 2019).

1. Partial sightedness: the visual disability referred to as partial sightedness stands for the type of disability in which individuals are found to suffer from some visual problems resulting in their partial perception of the object seen.

2. Low vision disability: visual disability characterized as low vision generally refers to a moderate to severe visual impairment, not necessarily limited to distance vision. It applies to all individuals with sight who are unable to read the newspaper at a normal viewing distance, even with the aid of eye glasses or contact lenses. The persons suffering with such a disability are potentially capable of using vision for executing a task with appropriate assistive device.

3. Legal blindness: visual disability referred to as legal blindness (as defined in the Rights of Persons with Disability Bill, 2011) is the characteristic of the individuals having less than 20/200 vision in the better eye after correction or a very limited field of vision(20 degrees at its widest point). Here, the visual acuity of 20/200 means that the person can see an object that is normally seen at 200 feet only at a distance of 20 feet. Limited or reduced field of vision means that the individual has tunnel vision with limited peripheral vision.

4. Total blindness: the visual disability referred to as total blindness is the characteristic of the persons who have no vision, i.e. no perception at all of the object seen and can learn via Braille or other non- visual media (Mangal & Mangal, 2019).

Characteristics of visual impairments visible in the child's behaviour

The behavioural signs listed below maybe well visible in the behaviour of the children in the class suffering from one or the other types of visual disabilities.

- Often making complains of eye pain, itchiness, or discomfort
- Constantly reading close to the face
- Attempts to brush away a blur
- Excessive rubbing of eyes
- Constant frowning
- Shutting or covering one eye for visual tasks
- Head – tilt or head – turn when looking at something

- Leaning forward to see better
- Excessive blinking
- Undue sensitivity to lights
- Excessive irritability during close work
- Stumbling or tripping over objects
- Clumsiness in reading
- Difficulty in reading letters on the blackboard
- Using finger as a line marker while reading (NCERT, 2014)

1.4.3 Locomotor Impairment

This type of disability involves locomotor disorders, i.e., the difficulties associated with movements of the self and objects by the self. Defining the term 'locomotor disability', the Rights of Persons with Disabilities Bill, 2012 has remarked the following: Locomotor disability refers to a person's inability to execute distinctive activities associated with movement of self and objects, resulting from affliction of musculoskeletal and/or nervous system. Locomotor disability is caused on account of one or other types of musculoskeletal disorders or deformities (such as defects and deformity of the bones, muscles or joints or even missing or malfunctioning of certain limbs of the body) as well as restrictions imposed on the movability due to some type of neurological disturbance or disorders suffered by the individual. However, irrespective of the underlying causes of the impairment, the affected person experiences a lot of difficulty, performing the tasks related to the movements of his body (Mangal & Mangal, 2019).

Functional limitations caused by locomotor disorders

The physiological and functional problems suffered by the affected children on account of the locomotor disorders are complex and diverse and their disabilities maybe temporary, intermittent, chronic, progressive or terminal, and thus, may differ from individual to individual. However, in general, the following types of functional limitations maybe observed in the population of the children affected with locomotor disorders:

1. Poor muscle control.
2. Weakness and fatigue.

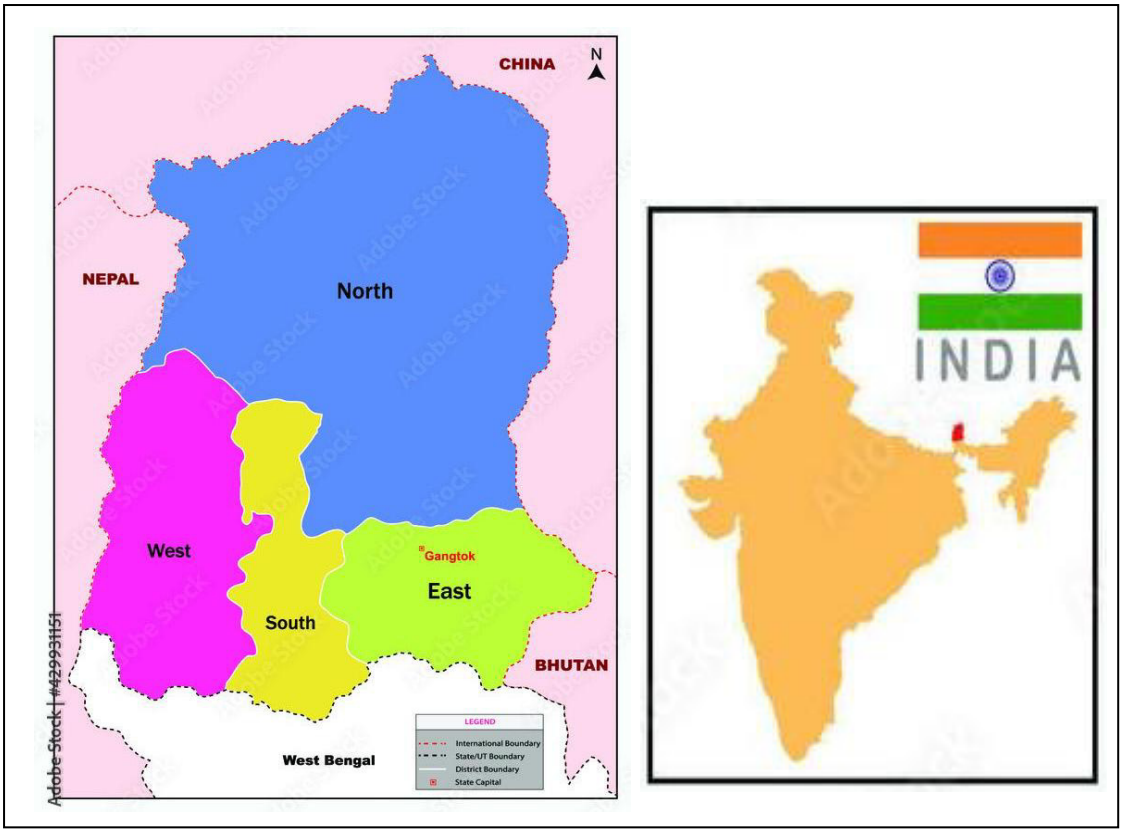
3. Difficulty in walking, talking. seeing, speaking. sensing or grasping (due to pain or weakness).
4. Difficulty in reading things.
5. Difficulty in performing complex or compound manipulations (push or turn).
6. Inability to use the limbs.
7. Difficulty or total inability with regard to twisting motion.
8. Inability in operating even well- designed products directly without assistive devices (including mobility aids like crutches, wheelchair, communication aids like single switch- based artificial voice, etc.
9. Paralysis (total lack of muscular control in part or most of the body).
10. Interference with control like problems in accuracy of motor programming and coordination, uncontrolled and purposeless motion, tense and contracted muscles, etc.
11. Joint movement limitation (either mechanical or due to pain).
12. Difficulties and inabilities faced in motor functioning due to smallness of limbs, missing limbs or abnormal trunk size (Mangal & Mangal, 2019).

1.5 Brief Profile of Sikkim

Sikkim is part of the North-East region of India. Sikkim first became a Protectorate of India and on 16th May, 1975 it joined the Indian Union as the 22nd State of India. Sikkim is a strategically located hill State covering an area of 7096 sq kms (which accounts for 0.2% of the total area of India) Sikkim is one of the smallest States in India both in terms of population and area. Sikkim is encircled by three different international boundaries. To its West lies Nepal and Bhutan, to its East the Tibet Autonomous Region of the People's Republic of China and to its South, Darjeeling Gorkha Hill Council of West Bengal. Sikkim is recognized as one of the special category States of the country and has been recently inducted as the 8th member of the North Eastern Council of States (Department of Information Commission Government of Sikkim, 2018).

The state is divided into four administrative districts. They are East Sikkim (Gangtok), North Sikkim (Mangan), South Sikkim (Namchi) and West Sikkim (Gyalshing). The districts are subdivided into blocks for the decentralization of community development programmes under the Block Administrative Centres

(BACs). Under the East District there are ten BACs, under the West District there are ten BACs, under the North District there are four BACs and under the South District there are eight BACs. The present population of Sikkim stands at 6,10,577 out of which the male population comprises of 3,23,070 and the female population consists of 2,87,507. The child sex ratio stands at 957. The literacy rate of Sikkim is 82.6% according to the latest statistics as per the (Sikkim Statistics 2013, Sikkim Government).



Source: https://stock.adobe.com/in/images

The geography of Sikkim is diverse owing to its location in Himalayan mountain regions. It is one of the prosperous states of India owing to its political stability and economic growth. The state has varied geographical features in form of high mountain peaks and steep river valleys. The world's third highest peak Mount Kangchenjunga is located in Sikkim. Mount Kangchenjunga is India's highest mountain peak. It is also the Sikkim state's highest peak. The state of Sikkim has rich cultural heritage which reflects in its traditions and customs. The culture of Sikkim is accentuated by many art and craft forms practiced by the people. The state of Sikkim has a number of tribes and ethnic communities which constitute the population of the

state of Sikkim. The three main ethnic communities are the Lepchas, the Bhutias and the Nepalese (Deepak, 2016).

The people also celebrate many festivals of Sikkim throughout the year. In addition to that, there are different graceful dance forms which are performed during festivals and occasions. The cultural essence of Sikkim is also reflected in the different cuisine types which are prepared by the local people. The state has also become one of India's preferred destinations for nature lovers. The land is replete with forests, mountains, lakes, Buddhist monasteries. About one third of the state of Sikkim is covered by forests. The state has altogether 28 peaks with more than 80 glaciers and 227 high altitude lakes. With several mountain peaks and glaciers there are also five hot springs and over a hundred rivers and streams in the state of Sikkim (Deepak, 2016).

There are approximately 1300 schools in Sikkim. There is only one institute of national importance in Sikkim that is National Institute of Technology. There are 11 government and private colleges in Sikkim. There is one Central University in Sikkim. Sikkim has 4 private Universities. Sikkim offers three institutes for technical education. Inclusive Education for Children with Disabilities in Sikkim: State Project Office (Inclusive Education) of Sarva Shiksha Abhiyan (SSA) under the Human Resource Development Department carries out training of school teachers for elementary education for the 6 to 14 years age group. In 2008, officially there were 708 children with Disability & Rehabilitation in Sikkim. 13 disabilities within the age group 6-14 years registered in the state, out of which about 87% were enrolled in schools. As per the recent SSA data of 2014-15, the total identified “children with special needs” (6 to 14 Years) were 1547, out of whom 1350 were enrolled in school system and 197 were out of schools. Thus, this data showed that 87.3% of children with disabilities were in the mainstream education in Sikkim. Special teachers undergo training programme when needed and have been given strict instructions to create a friendly atmosphere in the classrooms. 3% reservation of seats is made for the students suffering from not less than 40% of all disabilities as certified by the Medical Authority in all educational institutions receiving aid from the State Government.” Jawaharlal Nehru Institute for the Visually Handicapped at Boomtar, South Sikkim is a residential school with 39 children with visual disabilities (2015). All the costs are covered completely by the state government. This school provides education till VI

standard and after this; the children go to the government school in an inclusive setting (Deepak, 2016).

1.6 Inclusive Education in Sikkim

According to the (State Project Office, 2013) Sikkim was running a separate programme called Integrated Education for Disabled Children before the inception of Sarva Shiksha Abhiyan in the year 2001. In 2007-08, a plan for Inclusive Education was included in Annual Work Plan and Budget of SSA in compliance with the directives of Ministry of Human Resource Development Department, Govt. of India. Inclusive Education Plan 2007-08 mainly focussed on assessment camps to identify the actual number of Children with Special Needs (CWSN) on district wise and disability category-wise. A proposal was also there to provide aids and appliances to the children attending schools at elementary level. As per the Inclusive Education Plan 2007-08 a household survey was carried out with the objective to collect disability-wise CWSN data in the state. However, due to lack of experiences and the trained personnel in the state on Inclusive Education, the State could collect only four major categories of CWSN viz., Visually Impaired (VI), hearing Impaired (HI), Mentally Retarded (MR), and Orthopedically Handicapped (OH). The disabilities like cerebral palsy, autism, multiple disabilities (MD), Learning disability (LD) etc., were unidentified and given as 'Others'(State Project Office SSA- RTE Human Resource Development Department, 2013).

The state also organised assessments camps to find out the kind and extent of disability in all the four districts on December 2008 in collaboration with Artificial Limbs Manufacturing Corporation (ALIMCO) but due to the cold weather the turnover of CWSN in those camps was very less. The number of beneficiaries identified by the District Disability Rehabilitation Centre (DDRC), and Medical Specialists during the camp were 48 who were supposed to get aids and appliances. The representative of ALIMCO had also agreed to supply the aids and appliances to the beneficiaries by the end of March 2009. However, the state could not get any appliances from the company within the give date. The state also involved two NGOs, viz., National Association of Blind, and Spastic Society for the process of Inclusion. Ramps were also provided to 40 different schools during this plan period to make the

school barrier free and conducive for inclusion (State Project Office SSA- RTE Human Resource Development Department, 2013).

According to the Inclusive Education Plan 2009-10, as per the instructions from Ministry of Human Resource Department, Government of India, the state conducted household survey in 2008-09. The number of CWSN identified in the age group of 6 to 14 years were 965 which were about 18% more than the earlier year, though it was still much less than the demographic findings. It was because of the lack of trained personnel in the department to train the surveyor engaged in the CWSN Census. The identification work executed in this household survey was minute than the earlier one and covered the disabilities like the cerebral palsy and multiple disabilities also. The state prepared a plan for 2009-10, under this intervention covering 965 children identified in household survey 2008-09 incorporating various activities. The activities included were appointment of resource teachers in North and West districts, assessment camps, construction of ramps, training for parents, remedial coaching for children with learning disability, home based education for CWSN with multiple disabilities, NGO involvement, provision of aids and appliances, preparation of teacher training module, etc (State Project Office SSA- RTE Human Resource Development Department, 2013). In 2009-10, the State using the service of the manpower appointed under Inclusive Education intervention conducted survey to identify children with special needs in the age group between 6 to 14 years to prepare plan for 2010 -11.

As per the Inclusive Education Plan 2011-12 the following major activities were included to be accomplished.

1. Appointment of Resource Teachers
2. Appointment of Inclusive Education Volunteer
3. Training of newly appointed RTs and IEV
4. In-service teacher training on Learning Disability
5. Training for school heads on handling differently abled children in school
6. 90 days training for in-service teachers through IGNOU (FC on Inclusive Education)
7. Organising Bal Mela, Medical Camps, awareness, motivation camps etc.
8. Awareness through print media.

9. Provision of Resource rooms in Block Resource Centres, etc.

State could achieve many of the major activities included in the plan 2011-12. One each Resource Teacher was placed in 26 Block Resource Centres combining the Inclusive Education Resource Persons and targeted Inclusive Education Volunteers were also put in place. 3 Resource Rooms at Parakha BRC, Passingdong BRC and Mangan BRC were established. 50 primary teachers were enrolled for '90 days' Foundation Course on Inclusive Education' who were undergoing D.El.Ed in DIET, East District (State Project Office SSA- RTE Human Resource Development Department, 2013).

Resource Teachers and Inclusive Education Volunteers were appointed to implement the programme at the grass root level; most of the activities sanctioned were achieved. Awareness and training of school heads, teachers, complex organiser and CRCs was carried out. However during 2012-13 remarkable progress could not be done owing to some genuine reasons. However, Assessment and Screening Camps were conducted at 5 different venues across the State in collaboration with the Sikkim Government Doctors Welfare Association during September 2012. World Disability Day was observed and celebrated at all the four Districts in a grand manner where success stories were also shared. Support from media, banners and brochures distribution for mass awareness (State Project Office SSA- RTE Human Resource Development Department, 2013).

1.7 Need and Significance of the Study

From the existing literature, it was observed that several studies had been conducted in the field of Inclusive education abroad, with the usage of various methodologies. It was also found that not many studies had been undertaken in this area, in other parts of India, and only a few studies had been conducted in Northeast India. In the context of Sikkim two studies were carried out in the area of Inclusive education (Dash and Rai, 2007; Tuli, 2018). Further, not a single study was found on adjustment and academic achievement of the differently abled students in an inclusive setup in Sikkim. In the state of Sikkim Inclusive Education was implemented in the year 2007-08 when a plan for Inclusive education was included in annual work plan and budget of Sarva Shiksha Abhiyan in compliance with the directives of Ministry of

Human Resource Development Department, Govt. of India. Even then the status of Inclusive Education is at its infancy. Till date major portion of the work undertaken by the Inclusive Education scheme under Samagra Siksha Abhiyan, has mostly been the identification of differently abled students and collection of their enrolment details.

The differently abled school students in Sikkim might be facing end number of challenges which needs to be addressed. Hence a study of this kind is essential in Sikkim. This problem needs immediate attention for the benefit of the differently abled learners and non-differently abled learners, school teachers and school heads. The number of students facing such problems may be high in schools located both in rural and urban areas of Sikkim and though prominent signs of gender discrimination is not found in Sikkim, the discrimination lurks in a disguised manner as Sikkim is a patriarchal society. Also in Sikkim it has been the trend that the academic performance of private schools overshadow the academic performance of government schools, hence these variables have been included in the study.

This study will help in quantifying the extent of such problems of differently abled students in Sikkim so that remedial steps can then be taken to help such children depending on their specific problems. At present, the differently abled school students are mostly perceived as students who are difficult to deal with. Sufficient awareness has not reached the masses regarding the concept behind the promotion and value of inclusive education. Teachers usually do not find it worthwhile to spend their time on such students who may be academically weak due to a disability, as they have many additional responsibilities apart from completing the syllabus and conducting assessments on time. In Sikkim though Resource teachers have been appointed by Sarva Shikhsa Abhiyan (SSA) launched by the Government of India in 2001 to cater to the educational needs and challenges of differently-abled children studying in school, but sufficient exposure is yet to be provided to them in the form of training programmes, workshops, conferences etc. Such exposure has not been imparted to these teachers regarding the teaching methodologies and teaching strategies needed for the effective implementation of inclusive education in Sikkim.

The nature of appointment of the Resource teachers is purely on an Adhoc basis within the State with a consolidated salary which is also very meagre. This

factor also adds up to the fragile situation of inclusive education in Sikkim, as it decreases the motivation, zeal and the enthusiasm of the Resource Teachers to offer full dedication to their work. It mars the seriousness and sincerity required to be an efficient Resource teacher. Differently abled students may have other special talents and faculties requiring due attention and in which areas they can shine. Most of these talents they possess are going unnoticed due to lack of awareness among the teachers on how to deal with these kinds of students.

Differently abled students can be made to explore their talents if proper guidance is provided to them in the right time. This study is targeted towards these children so that new methodologies can be developed keeping in mind their specific needs which are hitherto missing in the state of Sikkim. The State Government from its side has been successful in providing various facilities in terms of infrastructure, teaching aids, equipment and appointment of resource teachers for the benefit of the differently abled children but, most of it is inappropriate, not functional and underutilized due to lack of knowledge and expertise regarding the usage of the provided facilities.

Hence, the researcher has selected this problem after a thorough understanding of the gravity of the situation.

1.8 Statement of the Problem

The present study has attempted to explore the adjustment level and level of academic achievement of differently abled students studying in both private and government schools located in all four districts of Sikkim. The study has attempted to find out the difference in adjustment and academic achievement of differently abled school going students with regard to gender, locality, type of management, economic background and nature of disability. The study has also attempted to find the relationship between adjustment and academic achievement of differently abled school going students in Sikkim. Hence, the problem of the study is stated as,- "Adjustment and Academic Achievement of Differently Abled Students in Sikkim."

1.9 Operational Definition of the Term Used

Adjustment:

Adjustment refers to the individual's ability to fulfil his psychological needs and his self-acceptance as well as enjoying life without any types of conflicts and accepting social activities and participation in social activities (Nadeem, N.A, 2002).

Academic Achievement:

Academic Achievement refers to the marks obtained by the school students in particular subjects included in their syllabus, through any type of assessment or evaluation conducted by the school.

Differently Abled Students:

Differently Abled Students refers to students with restriction or lack of ability (resulting from impairment) to perform an activity in the manner or within the range considered normal for a human being. They can perform the same activity in a different manner.

In the present study the differently abled students include the following category:

Visual impairment: It refers to both totally blind person and person with low vision. There are two categories under this:

a. Blindness: lack of visual perception due to physiological factors. A person who cannot see at all, or maybe able to see very little like day and night but cannot see any shape or things.

b. Low vision: denotes a level of vision that is 20/70 or worse and cannot be fully corrected with conventional glasses. A person with low vision may not be able to differentiate colours of similar tones or may not recognize images at a distance.

Hearing impairment: It refers to the condition where hearing is affected by disease, disorder or injury. Depending on the degree of hearing loss hearing impairment is categorized into the following:

Mild loss (20 – 40 decibels')

Mild loss (40 – 60 decibels')

Severe loss (60 – 80 decibels')

Profound loss (80 decibels or more)

Locomotor impairment: It refers to a person's inability to execute distinctive activities associated with moving various parts of his body, and objects from one place to another. Such inability results from affliction of musculoskeletal or nervous system. This type of impairment can either limit or completely eliminate the use of a person's lower and upper limbs either by lack of coordination, weakness, poor circulation or by paralysis.

1.10 Objectives of the Study

1. To study the Adjustment and Academic Achievement of differently abled students in Sikkim.

2. To study the difference in Adjustment of differently abled students in relation to:
   (i) Types of disabilities
   (ii) Gender
   (iii) Level of school
   (iv) Locale
   (v) Management

3. To study the difference in Academic Achievement of differently abled students in relation to:
   (i) Types of disabilities
   (ii) Gender
   (iii) Level of school
   (iv) Locale
   (v) Management

4. To study the relationship between Adjustment and Academic Achievement of differently abled students with hearing impairment, locomotor impairment and vision impairment in Sikkim.

1.11 Hypotheses

HO_1 There is no significant difference in the Adjustment of differently abled students in relation to types of disabilities.

HO_2 There is no significant difference in the Adjustment of differently abled students in relation to gender.

HO_3 There is no significant difference in the Adjustment of differently abled students in relation to the level of school.

HO_4 There is no significant difference in the Adjustment of differently abled students in relation to locale.

HO_5 There is no significant difference in the Adjustment of differently abled students in relation to types of management.

HO_6 There is no significant difference in the Academic Achievement of differently abled students in relation to types of disabilities

HO_7 There is no significant difference in the Academic Achievement of differently abled students in relation to gender.

HO_8 There is no significant difference in the Academic Achievement of differently abled students in relation to level of school.

HO_9 There is no significant difference in the Academic Achievement of differently abled students in relation to locale.

HO_{10} There is no significant difference in the Academic Achievement of differently abled students in relation to types of management.

HO_{11} There is no relationship between Adjustment and Academic Achievement of differently abled students with hearing impairment.

HO_{12} There is no relationship between Adjustment and Academic Achievement of differently abled students with locomotor impairment.

HO_{13} There is no relationship between Adjustment and Academic Achievement of differently abled students with vision impairment.

1.12 Delimitation of the Study

The present study has been delimited to the following:

Out of the total number of differently abled school students studying in various schools within the State, only the differently abled school students with Vision impairment, Hearing impairment and Locomotor impairment were selected from schools located in all four districts of Sikkim.

1.13 Conclusion

In the present chapter the concept of inclusive education, adjustment and academic achievement has been discussed. Need and justification of the study, statement of the problem, operational definition of the term used along with the objectives, hypotheses and delimitation of the study has been incorporated in this chapter

CHAPTER II

REVIEW OF RELATED LITERATURE

CHAPTER II

REVIEW OF RELATED LITERATURE

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CHAPTER II

Review of Related Literature

2.0 Introduction

This chapter is a report on all the literature related to the area of the study. According to Best and Kahn, (2010) literature review is a summary of the writings of recognized authorities and of previous research provides evidence that the researcher is familiar with what is already known and what is still unknown and untested. A literature review surveys books, scholarly articles, and any other sources relevant to a particular issue, area of research, or theory, and by so doing, provides a description, summary, and critical evaluation of these works in relation to the research problem being investigated. Literature reviews are designed to provide an overview of sources you have explored while researching a particular topic and to demonstrate to your readers how your research fits within a larger field of study (Fink, 2014).

Thus, review of related literature is one of the important steps in research which gives the guideline to frame objectives and carried out research. Reviews of related literature were collected from India and abroad studies. Books, journals like Indian Educational Review, Edu track, Indian Educational Abstracts, Advanced international Research Journal of Teacher Education, Journal of Indian Education. Journals from the internet like European Journal of Social Sciences, Remedial and Special Education, International Journal of Disability Development and Education, Exceptional Children, Journal of Educational Research, Learning Disability Quarterly, International Educational E-Journal, Disability and the Dilemmas of Education and Justice, Journal of Deaf Studies and Deaf Education, Review of Educational Research, Disability and Society, Indian Journal of Psychology and Mental Health, International Journal of Academic Research and Development, Exceptional Children, Disability Studies Quarterly, Asia Pacific Disability Rehabilitation Journal, European Journal of Special Needs Education are also reviewed.

Survey of educational research, articles, thesis from Sikkim University Central Library, Delhi University, North Bengal University, libraries was reviewed. One hundred studies have been done with regards to Adjustment and Academic

Achievement of differently abled Students in various forms by many researchers. A review of the studies shown below has thrown some light on the fact that differently abled students have adjustment problems and low academic achievement. The related studies are arranged based on studies conducted in India and studies conducted abroad and further arranged under the following subheading:

- Studies related to Adjustment
- Studies related to Academic achievement
- Studies related to Adjustment and Academic Achievement

2.1 Studies Conducted in India

The related studies conducted in India are arranged based on themes such as Adjustment, Academic achievement and also studies related to relation between Adjustment and Academic achievement

2.1.1 Studies related to Adjustment of differently abled students

A study on adjustment of disabled children in normal schools conducted by Pathak (1984) revealed that the disabled children had average social and educational adjustment. Research carried out by Pandey (1985) on the adjustment of visually handicapped students found that that there was significant difference in the adjustment of the visually handicapped students with regard to the variable of locale. Aminabhavi and Vijaylaxmi (1996) studied the adjustment of physically disabled and normal students. The study revealed that physically disabled students were more maladjusted than the normal students with respect to family, emotion and leadership aspects. Satapathy and Singhal (2003) in their study on socio-emotional adjustment of hearing impaired and non-impaired students found that there was no significant difference in the home, health, social and emotional adjustment of normal and handicapped college students. According to a study conducted by Dash and Rai (2007) on support services for children with special needs in the state of Sikkim it was revealed that communityinvolvement is not encouraging in Sikkim, all the teachers working in the integrated schools were general teachers. There was lack of trained teachers, personal care by the teachers, unsuitable teaching-learning practices, collaboration and consultation among the teachers for the education of special needs children, specialized help by the teachers and lack of support by the teachers. The

factors concerning schools were the lack of unavailability of instructional materials, lack of linkage with special schools and lack of aids and equipment. There was lack of parental involvement in the education of their special needs children. Bajpai (2007) conducted a study on the adjustment of physically handicapped students. It was found that the attitudes of parents are significantly related to the adjustment of students. Shah (2007) made an attempt to explore the disabled children's individual perceptions and experiences of mainstream and special school. Her study revealed that several young people, based in special school, experienced both types of education systems. However, they praised the support and facilities in special education institutions. They felt these were not available in mainstream school on the same scale. Friends were important to the young people, and often identified as one of the best things about special school. Those who had experienced both types of schooling considered it easier to build friendships and social networks in special schools/colleges than mainstream. Sreeja (2010) reported no significant difference in the social adjustment of hearing impaired students at the secondary level with regard to gender but there was a significant difference in the social adjustment of these students with regard to locale and socio-economic status.

A research carried out by Hussain, Bashir, Uddin, Butt, Akhter and Inamullah (2011) on the problems faced by physically handicapped students in educational institutions revealed that there was no specific path for the handicapped students while coming to school and then to the class room. There was absence of wheel chairs, sign boards, separate washrooms, teaching aids for the physically handicapped students. In most of the schools, teachers were not trained to teach physical handicapped students. The normal students called the physically handicapped students by nick names. Mohapatra (2012) found out that persons with disabilities were found to be dominantly poor across all types of disabilities. Selvaraj & Mohanraj (2013) made an effort to investigate the psychological problems of hearing impaired adolescent students. The results showed that there was a positive correlation between the levels of anxiety, aggression and adjustment among hearing impaired adolescents. Pothuraj and Yashoda (2014) conducted a study on adjustment among the visually impaired students at secondary level and degree level. The findings of the study revealed that visually impaired students had good adjustment at school and possessed good relations with co-students. Sharma, Sandhu and Zarabi (2015) reported that

students with learning disability showed severe adjustment problems. Sharma (2015) conducted a study on study of social adjustment of learning disabled student. The findings of the study revealed that there was no significant difference in the social adjustment of learning disabled students with regard to gender, but there was a significant difference in the social adjustment of learning disabled students with regard to locale. Sidhu (2015) examined the psycho social correlates of learning disability. It was revealed that the learning disabled students predisposition to academic under achievements, fear of negative evaluation, lack of social skills acquisition and their inability to follow instructions was a cause of their social exclusion. A study on adjustment of normal and physically disabled students conducted by Deepika (2016) found that the normal students were better adjusted than the physically disabled students. Palan (2017) indicated that disabled students encountered challenges like inaccessible infrastructure, difficulties in obtaining study material and gaps in learning. In some cases, policy guidelines were not met. Banoo, Vaida and Nadeem (2017) revealed that adolescents with locomotor disability were better adjusted than visually impaired students on the basis of home, social, emotional and school adjustment. Yet another study carried out by Banoo, Vaida, Nadeem and Bhat (2017) reported that the adolescents with hearing impairment were better adjusted than students with locomotor impairment on the basis of home, social and emotional adjustment.

A study conducted by Aqil and Rai (2018) on adjustment of college students with loco-motor disability revealed that students with locomotor disability have high levels of adjustment, and a significant difference in the adjustment of students with locomotor disability with regard to the variable of gender. Pandey (2018) attempted to understand the adjustment of visually impaired students, attending the special and the integrated schools. Results of the study indicated that there was a significant difference in the adjustment of the visually impaired students attending the special and the integrated schools. Tuli, Sarkar, Ilapakurty and Najar, (2018) conducted a study on knowledge, attitude of Sikkim primary school teachers about paediatric hearing loss and found that the primary school teachers in Sikkim had poor knowledge in terms of causes, investigation and treatment of students with hearing impairment. Dhara and Barman (2020) revealed that there is no significant difference in the adjustment between students with hearing impairment, locomotor impairment

and vision impairment. It was also revealed that among the students with hearing impairment, locomotor impairment and vision impairment, the differently abled students with locomotor impairment had better adjustment compared to the students with hearing impairment and vison impairment.

Summary

From the above findings of different studies conducted in India related to Adjustment of differently abled students in an integrated set up (Aminabhavi and Vijaylaxmi, 1996; Shah, 2007; Dash and Rai, 2007; Hussain, Bashir, Uddin, Butt, Akhter and Inamullah, 2011; Palan, 2017; Sidhu, 2015; Deepika, 2016; Sharma, Sandhu and Zarabi, 2015) have concluded that differently abled school students face a high level of adjustment problems However in contradiction, studies conducted by (Pathak, 1984; Satapathy and Singhal, 2003) have revealed that differently abled students were adjusted in integrated school. Moreover, the findings of (Pothuraj and Yashoda, 2014; Aqil and Rai, 2018; Pandey, 2018) reported that differently abled students had high levels of adjustment in integrated schools. The result of comparative studies conducted by (Banoo, Vaida and Nadeem, 2017; Banoo, Vaida, Nadeem and Bhat, 2017) indicated that adolescents with locomotor impairment were better adjusted than adolescents with visual impairment. Whereas, adolescents with hearing impairment, had better adjustment compared to adolescents with locomotor impairment. Dhara and Barman (2020) students with locomotor impairment had better adjustment compared to the students with hearing impairment and vision impairment. Studies on adjustment of students in relation to locale revealed that geographical location affects the adjustment of students (Sreeja, 2010; Sharma, 2015). Attitude of parents, level of anxiety and poverty are significantly related to adjustment of differently abled students (Bajpai, 2007; Selvaraj & Mohanraj, 2013; Mohapatra, 2012). There was no significant difference in adjustment with regard to types of disabilities viz. hearing impairment, locomotor impairment and vision impairment.

2.1.2 Studies related to Academic Achievement of differently abled students

Devasy (2001 studied academic achievement of the hearing impaired students. The findings of the study revealed that there was significant difference in the academic achievement of the hearing impaired students in relation to medium of

instruction. Baishya (2010) investigated on the academic achievement of the visually and hearing impaired students in special schools in Assam. The findings of the study revealed that there was significant difference in the academic achievement of the differently abled students with regard to the type of disability. Visually impaired students had better academic achievement than the hearing-impaired students. Anjali (2011) in her study on social integration academic performance and conflict resolution among children with mild and moderate disabilities in mainstream classrooms reported that the children with mild and moderate disabilities lag behind to a large extent from the normal students in their academic achievement. Ganapathi (2014) revealed that academic achievements of students with disabilities were almost as high as those of students without disabilities, and overall students' experiences were similar. A study on academic achievement of orthopedically impaired children conducted by Lenka and Monika (2014) found significant positive relation between personality and academic achievement of orthopedically impaired children. Sharma and Agarwal (2016) reported that normal students had better academic achievement and were more emotionally intelligent than the visually impaired students.

Varugheses (2016) conducted a study on academic achievement of secondary school students with learning disabilities. The findings revealed that there was significant difference in the academic achievement of the disabled students with regard to gender and locale. Thomas (2016) examined the effectiveness of developed multisensory strategy on academic achievement of students with learning disability. The findings of the study revealed that Multi-Sensory Strategy (MSS) does not vary in its effect on achievement in mathematics of students with learning disability with regard to gender. Gulhane (2017) made an attempt to study the correlation between parent-child relationship and self-concept of adolescent students with visual impairment and to know the views of teachers towards the academic performance of adolescent students with visually impaired. The study revealed that, a healthy parent-child relationship is positively correlated to the level of self-concept in the adolescent students. The teacher’s views were that the visually impaired students had low academic performance. Naz (2017) concluded that there was significant difference in the academic achievement among students with these three categories of disability. Kumar (2017) investigated on the relationship between working memory language skills and academic achievement among children with mild intellectual

disability. The findings of the study revealed that socio-economic status of parents of children with MID does not play any role in the working memory of children with MID. Ahmad (2017) in his study on academic achievement of physically challenged and normal secondary school students found out that academic achievement of the normal students is higher than the academic achievement of the physically challenged secondary school students.

Summary

From the above findings of different studies conducted in India related to Academic achievement of differently abled students in an integrated set up (Devasy, 2001; Varugheses, 2016; Naz, 2017) have found that there was significant difference in academic achievement of differently abled students in relation to medium of instruction, type of disability, gender and locale. Studies on academic performance of differently abled students reported that students with disability lag behind to a large extent from the normal students (Anjali, 2011; Sharma and Agarwal, 2016; Ahmad, 2017). Contradictory to these findings (Ganapathi, 2014) revealed that academic achievements of students with disabilities were almost as high as those of students without disabilities, and overall students' experiences were similar. The result of studies that traced the relation between academic achievement of differently abled students and their socioeconomic status, personality, parent-child relationship indicated that there was positive relation between academic achievement and personality and parent-child relationship (Lenka and Monika, 2014; Gulhane, 2017).

2.1.3 Studies related to Adjustment and Academic achievement of differently abled students

According to research conducted by Rajkonwar, Dutta and Soni (2015) on adjustment and academic achievement of visually impaired students from special schools, it was reported that that there was no difference in the academic achievement of visually impaired students with regard to gender and that there was no relation between adjustment and academic achievement of visually impaired students. Verma (2017) studied the effect of classroom nonverbal communication on academic and educational adjustment of learning disabled students in inclusive classroom. The findings of the study revealed that eye-contact made by the teacher encourages their

active participation in the class and improves their academic achievement. But eye-contact was not helpful in increasing the level of adjustment of learning disabled students. Jha (2018) in his study explored the academic problems and challenging issues in an inclusive education set-up. Results showed that disabled students had low academic achievement, their participation in academics was low but their absence was high. The types of disabilities found among students were orthopedic impairment and hearing impairment. No special teacher and professional rehabilitation workers were found in these schools. Sometimes, block coordinator provides rehabilitation program through special education or any such activities. Overall, disabled students were psychologically and academically week due to Lack of special educator/teacher, rehabilitation worker and psychologist.

Summary

From the above findings of different studies conducted in India related to Adjustment and Academic achievement of differently abled students in special schools (Rajkonwar, Dutta and Soni, 2015) found that there was no difference in the academic achievement of visually impaired students with regard to gender and that there was no relation between adjustment and academic achievement of visually impaired students. (Verma, 2017) revealed that eye-contact made by the teacher encourages differently abled student's active participation in the class and improves their academic achievement. But eye-contact was not helpful in increasing the level of adjustment of learning disabled students. (Jha, 2018) found that disabled students had low academic achievement, their participation in academics was low but their absence was high. The types of disabilities found among students were orthopedic impairment and hearing impairment. Overall, disabled students were psychologically and academically week due to lack of special educator/teacher, rehabilitation worker and psychologist.

2.2 Studies Conducted Abroad

2.2.1 Studies related to Adjustment of differently abled students

A study on adjustment problems of mildly handicapped and no handicapped students conducted by Cullinan and Epstein (1985) revealed that handicapped students displayed more adjustment problems than the non-handicapped students.

Wallander, Hubert and Varni (1988) found that disabled children's adjustment was significantly worse than that of a normative comparison group. Saracoglu, Minden and Wilchesky (1989) investigated on the adjustment of students with learning disabilities. The findings of the study revealed that students with learning disabilities reported significantly poor academic adjustment, and personal-emotional adjustment than non-learning-disabled students. Sabornie, Kauffman and Cullinan (1990) conducted a study on extended sociometric status of adolescent student with mild handicaps. Results indicated that not all students with mild handicaps were similar in social acceptance, rejection, and preference. Students with mild handicaps also differed in composition of subgroups labeled popular, rejected, neglected, controversial, and average. Arnold and Atkins (1991) reported high levels of social maladjustment among the hearing-impaired.

Stukat (1993) made an attempt to study the impact of integration on children' self-concept, attitudes toward physically disabled children and teacher reactions to integration. The findings indicated that being together with non-disabled peers makes the disabled child more aware of his physical impairment and restraints. With respect to the attitude of normal peers, results indicate positive influence of integration. Teacher had positive opinion about integration of physically disabled pupils, but if the impairment is severe integration is considered possible only with a rich supply of teaching material, reduced class size and support from specialists. Research conducted on the experiences of students with disabilities by Reindal (1995) it was revealed that the disabled students encountered several practical problems in their education, including a lack of understanding and cooperation from administrators, faculty staff and lecturers, a lack of adaptive aids and other resources and inaccessibility of grounds and buildings. Steven, Steele, Jutai, Kalnins, Bortolussi and Biggar (1996) conducted a study on adolescents with physical disabilities. It was found that adolescents with physical disability reported good self-esteem, strong family relationships and good school adjustment. Ridsdale and Thompson (2002) in their study investigated issues surrounding the social inclusion of hearing-impaired pupils within a mainstream comprehensive school. The findings indicated that the hearing-impaired pupils were not particularly well integrated socially with their hearing peers. Polat (2003) concluded that parental, school and teacher related factors played an important role in the psycho-social adjustment of students with hearing impairment.

Lukomski (2007) found out that students with hearing impairment had more home life difficulties than normal students. A study conducted by Díez (2010) attempted to explore the school related experiences of students with disabilities. The findings of the study revealed that mainstream environments have not facilitated effective learning and socialization processes. The scenarios described by these students have contributed to situations of segregation and discrimination which have marked their school experience. Special needs students perceived more barriers than boons in their school experience. The students were clearly critical when talking about their memories of mainstream classrooms. Mainstream environments have failed to help differently abled students find their niche; integrated environments do not provide a positive school experience. Tunde (2010) reported that the students with hearing impairment, those with physical impairment and their peers without impairment in integrated schools were psycho-socially healthy. The integration practice had brought students with disabilities and those without disabilities together as one group of students where disability was no longer a distinguishing factor.

Sachs and Schreuer (2011) conducted a study on the accessibility of higher education to students with disabilities. Results revealed that there were differences among the disabled students in the area of experiences with regard to types of disabilities. Atabey, Karanci, Gulay and Deniz, (2011) investigated on the psychological wellbeing of disabled students by examining influences of psychological distress. The findings of the study revealed that disability burden, daily hassles, and helplessness in coping were significant predictors of psychological distress symptoms. Pinquart and Pfeiffer (2012) revealed that students with visual impairment were well adjusted. Murray, Lombardi, Bender and Gerdes (2013) conducted a study to investigate the effects of social support on the adjustment of students with disabilities. The findings of the study revealed that two types of social support had positive effects on adjustment of students with disabilities. Xie, Potmesil and Peters (2014) found that students who are deaf or hard of hearing face great difficulties in communicating, initiating/entering, and maintaining interactions with hearing peers in inclusive settings. Sullivan, Sutherland, Kevin, Lotze, Geri, Helms, Sarah, Wright, Stephen, Ulmer and Lisa (2015) in their study on problems experienced by school students with disabilities that impact their adjustment found that the problems in school were academic challenges and student-teacher

relationship, and the problems in the peer group were peer influence, provocation, and teasing.

Pham and Murray (2016) made an attempt to study the association of social relationships among adolescent disabled students with their adjustment. The findings of the study revealed that the factor of trust and alienation in teacher-student relationships were strong predictors of adjustment. Findings also indicated that teacher-student relationships were more important for academic achievement than peer relationships. Bamu, Schauwer, Verstraete and Hove (2017) studied the challenges faced by students with hearing impairment in regular schools. The findings revealed that academic support was considered a major challenge in the education of the students with hearing impairment. Adequate adjustments had not been made within the schools to meet the needs of the students with hearing impairments. Brydges & Mkandawire (2017) concluded that students with disabilities face a lack of instructional support and discriminatory attitudes. Often, students with disabilities are compelled to rely on their peers rather than teachers for instructional support, potentially reinforcing their subordinate status in these schools.

Altarawneh (2018) revealed that there was a significant difference in the adjustment of students with disabilities with regard to gender and there was no significant difference in the adjustment with regard to the type of disability and age. Bualar (2018) reported that the students with disabilities face problems such as unfriendly physical environments on campus, lecturers' inaccurate understanding of inclusive education. According to these students the inconsistencies in inclusive higher education policies limit their active learning opportunities. Apelmo (2018) indicated that the young women students of Physical Education faced experiences of exclusion and special treatment. It appeared to be difficult for teachers to see these women as the sports-interested youths that they were. The young women used different strategies of resistance. Some of them did not participate in certain aspects of PE, or chose to quit the whole course.

Summary

From the above findings of different studies conducted abroad related to Adjustment of differently abled students in an integrated set up (Cullinan and Epstein,

1985; (Wallander, Hubert and Varni, 1988; Saracoglu, Minden and Wilchesky, 1989; Arnold and Atkins, 1991; Reindal, 1995; Ridsdale and Thompson, 2002; Díez, 2010; Xie, Potmesil and Peters, 2014; Bamu, Schauwer, Verstraete and Hove, 2017; Brydges & Mkandawire, 2017; Bualar, 2018; Apelmo, 2018) found that differently abled students had problems adjusting in integrated schools. One study found that differently abled students also faced adjustment problems at home (Lukomski, 2007). In contradiction some studies conducted by (Stukat, 1993; Steven, Steele, Jutai, Kalnins, Bortolussi and Biggar, 1996; Tunde, 2010; Pinquart and Pfeiffer, 2012) revealed good adjustment of differently abled students in integrated schools which indicated a positive influence of integration where disability was no longer a distinguishing factor. Studies conducted on the factors that played a significant role in the adjustment of differently abled students revealed that parental factors, teacher related factors, factor of daily hassles and helplessness in coping, social support factor, factor of peer group influence were some of the factors that contributed to the level of adjustment of the differently abled students in integrated schools (Polat, 2003; Sullivan and Sutherland et al., 2015; Murray, Lombardi, Bender and Gerdes, 2013; Pham and Murray, 2016; Atabey, Karanci, Gulay and Deniz, (2011). A significant difference in the adjustment of differently abled students with regard to gender and no significant difference in their adjustment with regard to the type of disability and age were revealed (Altarawneh, 2018).

2.2.2 Studies related to Academic achievement of differently abled students

Research conducted by Chandler & Sowell (1980) on the relationship of academic achievement and self-concept in learning disabled students it was indicated that an improvement in the learning-disabled student's feelings of worth sets up new patterns of social interaction with teachers and peers which will enable the LD students to have better academic achievement. Nevin, Johnson, and Johnson (1982) examined the effects of individual and group contingencies on academic achievement. The findings of the study revealed that group contingencies (compared with individual contingencies or no contingencies at all) promote higher achievement. Hiebert, Wong & Hunter (1982) studied the differences between learning disabled and normally achieving adolescents regarding academic expectations. It was found that learning disabled adolescents had substantially lower academic expectations than normally achieving adolescents. McKinney & Feagans (1984) investigated on the

academic characteristics of learning-disabled children and average achievers. The findings of the study revealed that LD children fell progressively further behind their normal peers in reading comprehension and Math. Alves & Gottlieb (1986) explored teacher interactions with handicapped students and their non handicapped peers. The findings of the study revealed that handicapped students received fewer questions and were provided with less teacher feedback than their no handicapped peers, the handicapped students were less involved in academic exchanges than the non handicapped students. Gregory, Shanahan & Walberg (1986) revealed that the learning-disabled students scored significantly lower on all measures of academic achievement tested. Gregory, Shanahan and Walberg (1987) conducted a study on orthopedically handicapped students in public and private high schools. The findings of the study revealed that academically, the orthopedically impaired student's group and normal students group fared equally well.

Chapman (1988) concluded that the learning-disabled students had low academic self-concept and this affected their academic achievement in a negative way. Short (1992) made an attempt to study on the role cognition, metacognition and motivation in achievement outcomes of normal and disabled students. The findings of the study revealed that normally achieving students were superior to handicapped peers in all domains. Akinpelu (1998) revealed that there was no significant difference in the academic achievement of hearing-impaired students with regard to gender. Poulsen & Fouts (2001) examined the effect of teacher-student attunement on the academic performance of students with and without learning disabilities. It was found that when exposed to attuned teaching, girls without learning disabilities exhibited significantly greater improvement than did girls with learning disabilities. McDonnell et al. (2003) evaluated the impact of inclusive educational programs on the achievement of students with developmental disabilities. Findings indicated that students with developmental disabilities made statistically significant gains in adaptive behaviour. Korir (2009) investigated the influence of the integrated education program on the academic performance of visually impaired students and to determine the challenges experienced by teachers and students in an integrated education program. The findings of the study revealed that an integrated education program provides a more challenging environment than the specially designed school for the visually impaired students, and hence, the program has recorded better

performance of the visually impaired students than in the specially designed schools. On average, it was observed that students with visual impairment performed better than their sighted counterparts. The study also found the absence of specially trained teachers to handle students with visual impairment. Students with visual impairment did not have problems in terms of integrating and making friends with the sighted counterparts they were well adjusted. Violet (2010) made an attempt to investigate the relationship between self-concept and academic performance of physically handicapped students. Results revealed that there a significant positive correlation between self-concept and academic performance. Similar study was undertaken by Omotayo (2011) on hearing impaired students.

A significant relationship between self-concept and academic achievement of the subjects was reported. A study on the academic achievement of normal and physically challenged secondary school students carried out by Decker (2012) highlighted that the normal secondary school students have high academic achievement as compared to physically challenged students. Ekeh and Oladayo (2013) determined the extent to which normal students and students with special needs (visual and hearing impaired) in inclusive and non-inclusive classrooms differ in their academic achievement. The findings of the study indicated that the normal students had better academic achievement than the students with special needs in inclusive classroom. The students with special needs from the inclusive classroom had better academic achievement than the students with special needs from the non-inclusive setting. Normal students from inclusive classroom had better academic achievement than the normal students from non-inclusive classrooms. Suleymanov (2014) revealed that students with special needs lagged behind their normal peers in learning necessary knowledge and skills; they were able to learn at their own pace making gradual progress. Buchner, Smyth, Biewer, Shevlin, Ferreira, Martín, Díaz, Šiška, Latimier and Káňová (2015) indicated that parental support is highly influential for academic achievement of differently abled students. In the study of Richardson (2015) where he compared outcomes in hearing impaired students and normal students taking courses by distance learning. Hearing impaired students were more likely to complete, pass and obtain good grades in their courses than the normal students. Dryer, Henning, Tyson and Shaw (2016) concluded that social relationships were significant explanatory variables that could explain the variance in academic

achievement of students with disability. Maingilore (2016) researched the factors influencing academic performance of students with special needs. The findings of the study indicated that family background, adapted classrooms and extra notes and hand-outs influence the academic performance of students with special needs. In a similar study conducted by Mwanyuma (2016) on hearing impaired students it was found that negative attitudes of community and society towards the students influence their achievement in Education. Mulugeta & Mekuriaw (2017) assessed the academic challenges faced by female students with visual impairments in Addis Ababa University, Ethiopia. The study found that AAU had not yet established a structure to assist them to achieve academic success. There was no mechanism of checking their academic achievement.

Tettey, Cobbina and Hamenoo (2017) conducted a study on academic challenges of students with hearing impairment. The findings of the study revealed that institutional barriers such as effective instructional procedures adopted in deaf education, availability of facilities, teaching, reading learning materials, and curricular contents posed challenges to the academic performance of students with hearing impairment. Gottfried (2018) analyzed the effects of teacher's aides in kindergarten on academic achievement for students with disabilities. The findings of the study revealed that students with disabilities have higher reading and mathematics outcomes when the classroom has a teacher's aide. Sambu, Otube and Bunyasi (2018) reported that use of Sign Language to instruct learners with hearing impairment had led to an improvement in their academic performance. Sanders (2018) examined whether school climate has is associated with academic achievement for disabled students compared to their peers. The results showed that a positive school climate is associated with higher achievement for all students. Apichai, Sirisatayawong, Chupradit, Khamchai (2019) made an attempt to study self-esteem and academic achievement of students with locomotor disability. There was no statistically significant association between academic achievement and self-esteem.

Summary

From the above findings of different studies conducted abroad related to Academic achievement of differently abled students in an integrated set up (McKinney & Feagans, 1984; Alves & Gottlieb, 1986; Gregory, Shanahan &

Walberg, 1986; Short, 1992; Poulsen & Fouts, 2001; Decker, 2012; Suleymanov, 2014) state that students with disability had substantially lower academic achievement than students without disability. It was also found that students with disability had lower academic expectations than students without disability (Hiebert, Wong and Hunter, 1982). However in contrast to the above findings (Gregory, Shanahan and Walberg, 1987) revealed that differently abled students and normal students fared equally well in academic achievement and hearing impaired students were more likely to complete, pass and obtain good grades in their courses than the normal students (Richardson, 2015) Studies on the relationship between academic achievement and self-concept reported that there was a positive relation between academic achievement and self-concept of differently abled students (Chandler & Sowell, 1980; Chapman, 1988; Violet, 2010). In contradiction to which (Apichai, Sirisatayawong, Chupradit, Khamchai, 2019) found no significant association between academic achievement and self-esteem among differently abled students. Studies also indicated parental support and family background is highly influential for academic achievement of differently abled students (Buchner, Smyth, Biewer, Shevlin, Ferreira, Martín, Díaz, Šiška, Latimier and Káňová, 2015; Maingilore, 2016). Apart from that positive school climate is associated with higher achievement for students with disability (Sanders, 2018). Social relations and attitudes of community and society towards the students were significant variables that could explain the variance in academic achievement of students with disability. (Dryer, Henning, Tyson and Shaw, 2016; Mwanyuma, 2016).

Impact of inclusive educational programs on the academic and other achievement of students with disability indicated a positive outcome as per the studies conducted by (McDonnell et al., 2003; Korir, 2009; Ekeh and Oladayo, 2013). However, research conducted by (Mulugeta & Mekuriaw, 2017; Tettey, Cobbina and Hamenoo, 2017) reported that inclusive educational programs had failed to deliver structures and facilities to assist the students with disability to achieve academic success. No significant difference in the academic achievement of hearing-impaired students with regard to gender was concluded by (Akinpelu, 1998). Group contingencies promote higher achievement among differently abled students (Nevin, Johnson, and Johnson 1982). Students with disabilities have higher reading and mathematics outcomes when the classroom has a teacher's aide (Gottfried, 2018). Use

of Sign Language to instruct learners with hearing impairment had led to an improvement in their academic performance (Sambu, Otube and Bunyasi, 2018).

2.2.3 Studies related to Adjustment and Academic achievement of differently abled students

Wiseman, Emry and Morgan (1988) assessed the effect of being disabled on the academic progress of disabled college students. Analyses of the data found that the students' perceived competence was most related to their level of social adjustment. Margolis and Freund (1991) indicated that co-operative learning can benefit mildly handicapped students academically, socially, and emotionally. Daniel and King (1997) made an attempt to study the impact of inclusive education on academic achievement, student behavior and self-esteem of the differently abled students. It was reported that teachers and parents of the students in the inclusive classes reported more instances of behavior problems; students in inclusive classes were more likely to experience gains in reading scores; students in inclusive classes reported lower levels of self-esteem. Research conducted by Liu (2005) to identify the factors that may influence the academic and social adjustment of college students with hearing loss it was found that family relationship was significantly associated with academic performance. Students with hearing loss who experienced less family stress tended to have better academic achievement and less likely to experience adjustment problems. It was also found that neither academic nor social adjustment served as a predictor of academic success among students with hearing loss.

Richmond and Blagg (2006) conducted a comparative study on the adjustment and academic achievement of educable mentally retarded, learning disabled, behavior disordered, and regular class children. Significant differences were found in social adjustment, and academic achievement among the four groups. Ataabadi, Yusefi & Moradi (2014) indicated a positive relationship between family communications and academic achievement. Timothy, Emre, Kanako, Jia-Rung, Silva and David (2018) examined Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment (PERMA) model's relationship with disabled student's adjustment, academic achievement. Findings of the study revealed that PERMA was positively associated with factors linked to college success. Research conducted by Mulat, Lehtomäki and Savolainen (2019) on the academic achievement and self-concept of

hearing impaired students and normal students during their transition from a special school to an inclusive school. The findings of the study revealed a decrease in the academic achievement and academic self-concept of the hearing impaired students while the academic achievement and self-concept of the hearing impaired students continuing in a special school remained stable.

Summary

From the above findings of different studies conducted abroad related to Academic achievement and Adjustment of differently abled students in an integrated set up (Daniel and King, 1997; Mulat, Lehtomäki and Savolainen, 2019) found that impact of inclusive education on academic achievement and adjustment of differently abled students led to a decrease in their academic achievement and self-esteem. Wiseman, Emry and (Morgan, 1988) indicated that differently abled students' perceived academic competence was related to their level of social adjustment. In contrast to which (Liu, 2005) found that neither academic nor social adjustment served as a predictor of academic success among students with hearing loss. Among the factors that may influence the academic and social adjustment of college students with disability, their family relationship was found to be significantly associated with their academic performance and adjustment (Liu, 2005; Ataabadi, Yusefi & Moradi, 2014; Timothy, Emre, Kanako, Jia-Rung, Silva and David, 2018). Significant differences were found in adjustment, and academic achievement among groups of educable mentally retarded, learning disabled, behavior disordered, and regular class students (Richmond and Blagg, 2006)

2.3 Research Gap

After the study of relevant literature, it was observed that maximum studies conducted abroad had explored the problems and challenges faced by the students with disabilities in an integrated set-up (Cullinan and Epstein, 1985; Wallander, Hubert and Varni, 1988; Saracoglu, Minden and Wilchesky, 1989; Arnold and Atkins, 1991; Reindal, 1995; Ridsdale and Thompson, 2002; Díez, 2010; Xie, Potmesil and Peters, 2014; Bamu, Schauwer, Verstraete and Hove, 2017; Brydges & Mkandawire, 2017; Bualar, 2018; Apelmo, 2018). There were several studies pertaining to the factors which played a significant role in the adjustment of disabled students (Polat,

2003; Sullivan and Sutherland et al., 2015; Murray, Lombardi, Bender and Gerdes, 2013; Pham and Murray, 2016; Atabey, Karanci, Gulay and Deniz, 2011). Quite a number of comparative studies on adjustment and academic achievement between disabled students and non-disabled students had also been carried out (McKinney & Feagans, 1984; Alves & Gottlieb,1986; Gregory, Shanahan & Walberg, 1986; Short, 1992; Poulsen & Fouts, 2001; Decker, 2012; Suleymanov, 2014).Studies focusing on the relationship between academic achievement and self-concept of disabled students had been done (Chandler & Sowell, 1980; Chapman, 1988; Violet, 2010).Research regarding the impact of inclusive educational programs on the academic achievement of students with disability had been conducted (McDonnell et al., 2003; Korir, 2009; Ekeh and Oladayo, 2013; Mulugeta & Mekuriaw, 2017; Tettey, Cobbina and Hamenoo, 2017).

With reference to the studies conducted in other states of India, apart from Sikkim it has been noted that many studies on Adjustment of differently abled students in an integrated set up had been conducted (Aminabhavi and Vijaylaxmi, 1996; Shah, 2007; Dash and Rai, 2007; Hussain, Bashir, Uddin, Butt, Akhter and Inamullah, 2011; Palan, 2017; Sidhu, 2015; Deepika, 2016; Sharma, Sandhu and Zarabi, 2015). Further, studies on adjustment of students in relation to locale had been conducted (Pandey, 1985; Sreeja, 2010; Sharma, 2015). Adjustment of differently abled students in an integrated set up in relation to medium of instruction, type of disability, gender and locale (Devasy, 2001; Baishya, 2010; Varugheses, 2016; Naz, 2017) had also been carried out. Research on the relation between academic achievement of differently abled students and their socioeconomic status, personality, parent-child relationship had been conducted (Jena, 2012; Lenka and Monika, 2014; Gulhane, 2017). A study on relationship between Academic achievement and adjustment had been conducted by (Rajkonwar, Dutta and Soni, 2015). Comparative studies had been conducted by (Banoo, Vaida and Nadeem, 2017; Banoo, Vaida, Nadeem and Bhat, 2017) between students with locomotor impairment and visual impairment in their home, social, emotional and school adjustment. In the context of Sikkim, a study had been conducted by (Dash and Rai, 2007) on support services for children with special needs in the state of Sikkim. Another study was found on Knowledge and Attitude of Sikkim Primary School Teachers about Paediatric Hearing Loss (Tuli, Sarkar, Ilapakurty and Najar, 2018). In terms of Adjustment the review of

related literature indicate that majority of the studies had been conducted on the adjustment problems faced by the differently abled students. Several comparative studies had been carried out to compare the adjustment between disabled students and non-disabled students in an integrated set-up. Further, studies on adjustment of students in relation to medium of instruction, type of disability, gender and locale were also observed. These studies were carried out in schools situated at other states in India and abroad. Studies regarding adjustment among adolescents with locomotor impairment, vision impairment and hearing impairment in terms of various dimensions viz; home adjustment, social adjustment, emotional adjustment and school adjustment had been conducted in a different state within India.

With regard to Academic achievement, it was noticed that there were number of studies that had focused on the comparison of the academic achievement between disabled students and non-disabled students in an integrated set-up. It was also observed that several studies regarding the impact of inclusive educational programs on the academic achievement of students with disability had been conducted. Quite a number of studies on the relation between academic achievement of differently abled students and their self-concept, personality, parent-child relationship had also been found. A study on relationship between Academic achievement and adjustment had been conducted among the visually impaired students from special schools in a different state within India. There was not a single study that highlighted on the relationship of adjustment and academic achievement among students with locomotor, visual and hearing disability in an integrated set-up. Further, it was also clear from the studies conducted in the past in India, that adequate efforts were not made to contemplate the adjustment and academic achievement of differently abled students studying in inclusive schools. Most of the studies were conducted to study the adjustment and academic achievement of students studying in special schools. Thus, adjustment and academic achievement of differently abled students in an integrated set-up is not much explored and provides scope for further research. Not a single study was found on adjustment and academic achievement of the differently abled students in an inclusive set up in Sikkim. Hence, owing to the factors stated above the researcher has felt the emerging need to carry out a study in this field.

CHAPTER III

METHOD AND PROCEDURE OF THE STUDY

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METHOD AND PROCEDURE OF THE STUDY

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CHAPTER III

Method and Procedure of the Study

3.0 Introduction

Research methods are of utmost importance in a research process. They describe the various steps of the plan of attack to be adopted in solving a research problem, such as the manner in which the problems are formulated, the definition of terms, the choice of subjects for investigation, the validation of data gathering tools, the collection analysis and interpretation of data, and the processes of inferences and generalizations (Koul, 2009). The chapter consists of the method and procedures used in the study. It discusses the method adopted by the researcher. This chapter describes the population and sample, tools used, validation of the tools, collection of data, scoring process involved and statistical techniques used for analysing the data have mentioned in this chapter.

3.1 Methodology

The present study has adopted the descriptive survey method to study the Adjustment and Academic Achievement of differently abled school-going students in Sikkim. A descriptive study describes and interprets what is. It is concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident, or trends that are developing. It is primarily concerned with the present, although it often considers past event and influences as they relate to current conditions as described by Best and Kahn, (2010). Descriptive research method is the most popular and the most widely used research method in education. It helps to explain educational phenomena in terms of the conditions or relationships that exist, opinions that are held by the students, teachers, parents and experts, processes that are going on, effects that are evident, or trends that are developing. Because of apparent ease and directness of this method, a researcher can gather information in terms of individual's opinion about some issue, by a simple questionnaire. At times, descriptive survey is the only means through which opinions, attitudes, suggestions for improvement of educational practices and instruction, and

other data can be obtained (Koul, 2009). Therefore, descriptive research method was used in the present research to meet the objectives of the study.

According to Gall and Borg, (2007) descriptive studies are concerned primarily with determining "what is"; it is a type of quantitative research that involves making careful descriptions of educational phenomena. Some descriptive studies involve primarily the administration of questionnaires or interviews to samples of research participants. This type of research (sometimes called survey research) has yielded much valuable knowledge about opinions, attitudes and practices. In order to describe and interpret the phenomena, data are being collected and one of the methods to collect data is survey method. In this study survey method is used to collect the information to describe and interpret about the present phenomena, it is known as descriptive survey method. A descriptive survey method was employed in the similar studies by Pathak, (1984); Pandey, (1985); Bajpai, (2007); Sreeja and Baishya (2010); Selvraj and Mohanraj (2013); Pothuraj and Yashoda (2014); Banoo, Vaida, Nadeem (2017). These researchers adopted descriptive survey method to study the Adjustment and Academic achievement of differently abled students or these two in relation to other variables. Thus, the method is appropriate for the study of the variables such as Adjustment and Academic Achievement.

3.2 Tools

In research tools play a major role in determining sound data and drawing clear conclusion about the study. As stated earlier, the main objectives of the present study were to study the adjustment and academic achievement of differently abled school students in Sikkim. The researcher reviewed the available tools. After reviewing the available tools and discussing with the experts, it was decided that the HOSOCES Adjustment Inventory (HAI) developed by Professor N.A Nadeem (2002) could be used to collect the desired data and hence it was finally selected.

This tool was developed in India, hence it is culture fair. HOSOCES Adjustment Inventory measures the adjustment of the school students in four important areas viz., home adjustment, social adjustment, emotional adjustment and school adjustment. Therefore, the tool has been found appropriate to study the adjustment of the differently abled students.

3.2.1 HOSOCES Adjustment Inventory (HAI)

Description of the inventory

HOSOCES Adjustment Inventory has been constructed and standardized by Professor N.A Nadeem in the year 2002 to measure adjustment in the areas of home, social, emotional and school in case of school going students. The inventory also yields a total adjustment score. The inventory consists of 64 statements. Each statement is suffixed with a 3-point scale – Yes. 2, No. the distribution of the items in the four areas is given as under:

Table 3.1

Area Wise Item Sr. Number

Area	Item Nos.
Home	1, 5, 9, 13, 17, 21, 25, 27, 33, 37, 41, 45, 49, 53, 57, 61 = 16
Social	2, 6, 10, 14, 18, 22, 26, 30, 34, 38, 42, 46, 50, 54, 58, 62 = 16
Emotional	3, 7, 11, 15, 19, 23, 27, 31, 35, 39, 43, 47, 51, 55, 59, 63 = 16
School	4, 8, 12, 16, 20, 24, 28, 32, 36, 40, 44, 48, 52, 56, 60, 64 = 16

There is no time limit. However, it has been seen that the subjects fill in their responses to the items of the inventory within a maximum time of 40 minutes. The scoring of the inventory is done according to the scoring key available with the author. Lower score on the inventory implies adjustment and higher scores means maladjustment.

Development of the inventory

The inventory has been developed in accordance with the standard procedure of test construction. The details about various steps involved in the construction of the inventory are reported as under: -

Pooling of the items

75 students reading in class VIII, IX and X were contacted and interviewed to disclose the problems that bothered them most in home affairs, school matters, social relations and emotional areas. A criterion was developed to define adjustment and

maladjustment and accordingly selection of items was done for the present inventory. This criterion was kept in mind while reviewing the literature on the subject including almost all the adjustment inventories available in India. As such the items were pooled and out of this pool 122 statements were selected. These items were classified into the four areas viz, home, school, social and emotional. The items were redrafted keeping in view the suitability of the items in terms of the language, statement of the facts and the age group of the subjects for which the inventory was being developed. Thus, the initial format consisted of 122 items as per the following distribution:

Home = 37 items

Social = 27 items

School = 33 items

Emotional = 25 items

Try out

The initial format consisting of 122 items was tried out on a sample of 175 students reading in classes VIII, IX, X. for finding discriminating index if each item upper and lower 27% cases were selected. The discrimination index was calculated as per the formula of Johnson and Findley (1956).

D = U – L/ N

The discriminating index was worked out in two ways. One, for all the 122 items taken in general without any regard to the area specifications like home, school, social or emotional areas. Two, for each area, discriminating index for each item was also worked out separately. The selection of items was finally made on the basis of the two-way analysis of items with a‘d’ value of .30 in both cases (general item and area item analysis) and thus 64 items were finally retained.

Final format

The format of the inventory was revised on the basis of items analysis. Fifty-eight items were dropped due to low value of‘d’ and, therefore, the final format included 64 items as per the following distribution.

Table 3.2

Total number of Items (Area Wise)

Area	Number of Items
Home	16
School	16
Social	16
Emotional	16

Standardization

The inventory has been standardized by estimating reliability and validity of the inventory

Reliability

The reliability of the inventory has been estimated by the following methods:

a) Split half method:

Two halves prepared on the basis of upper half and lower half items were administered on a group of 350 IX and X class students. After scoring, a coefficient of correlation was worked out. The following results were obtained.

Split half (Upper lower) .79 (after applying spearman – Brown prophecy Formula)

For determining odd – even reliability index, two halves were prepared on the basis of alternate items in each area. The two – halves were administered on another group of 25 X^{th} class students. The following results were obtained.

Split half (Odd – even) 84 (after applying spearman – Brown prophecy Formula)

b) K. R. 21 Formula :

The coefficient of correlation worked out as per Kuder Richardson formula No. 21 came out to be .82 (N = 350). The formula No. 21 is reported as under:

$$r = k/\ k - 1\left[(1- \frac{M\ (L- M/K)}{\sigma^2}\right]$$

Where K = No. of Items, M = Mean score, S= Standard Deviation.

The values of the above coefficient of correlation suggest that the inventory is enjoying a high reliability.

***Validity*:**

The validity of the inventory has been worked out in two ways: -

a) 5*5 correlation matrix (with N = 320) was worked out. The results showed the coefficient of correlation is positive, high and significant. This is an indirect estimate of construct validity. The matrix is presented as under -

Table 3.3

b) Correlation Matrix of Four Areas

	Home	**School**	**Social**	**Emotional**	**Total**
Home	*	475	312	.372	770
School		*	.418	.363	.768
Social			*	.413	.680
Emotional				*	.724
Total					*

c) The construct validity of HOSOCES Inventory has been worked out by correlating self-ideal discrepancy scores' on SPI with scores on Home, Social, Emotional and School areas and total adjustment obtained from HOSOCES Inventory after administering the two Inventories on a group of 320 VIIIth, IXth and Xth class students. The theoretical framework has been adopted after other investigators (Brown Fein, 1952; Feidler, 1954; Foote and Cottrle, 1955; Gage, 1953; Greer, Galenter and Nordlee, 1954 and Tindall, 1959). They have maintained that self-ideal congruence is a measure of Adjustment.

Table 3.4

Self-Ideal Discrepancy

Self-ideal	**Home**	**School**	**Social**	**Emotional**	**Total**
Discrepancy	230	150	231	158	179

d) Norms

The following Norms to classify the subjects into various categories are based on total scores of the inventory.

Table 3.5

Classification of Adjustment in terms of categories

Range of scores	Classification
0 – 4	Extremely adjusted
5 – 14	Highly adjusted
15 – 23	Average / Well adjusted
24 – 33	Poorly Adjusted
33 and above	Extremely maladjusted

SCORING KEY

Out of 64 items 16 items pertain to home adjustment; 16 social; 16 emotional and 16 schools. Out of 64 items the following items are positive items.

Table 3.6

Number of positive and negative items in HOSOCES Adjustment Inventory (HAI)

Sl. No.	Dimensions	Sl. No. of Positive Items	Sl. No. of Negative Items	Total No. of Items
1.	Home	33, 57	1, 5, 9, 13, 17, 21, 25, 29, 37, 41, 45, 49, 53, 61	16
2.	Social	18, 26, 34, 38, 46, 50, 62	2, 6, 10, 14, 22, 30, 42, 54, 58	16
3.	Emotional	59, 63	3, 7, 11, 15, 19, 23, 27, 31, 35, 39, 43, 47, 51, 55	16
4.	School	4, 12, 24, 36, 52, 60	8, 16, 20, 28, 32, 40, 44, 48, 56, 64	16
		Total number of Items		64

Instructions for scoring

Inventory can be scored by hand. For an answer indicative of adjustment Zero is given. For an answer indicative of uncertain One is given. For an answer indicative

of poor adjustment two is awarded. Table 1 shows the key response indicative of lack of adjustment. The inventory is designed to measure adjustment of students in the areas viz. Home adjustment, Social adjustment, Emotional adjustment, School adjustment. The use of alphabets A, B, C and D corresponding to Home adjustment, Social adjustment, Emotional adjustment, School adjustment enables the test user to discover readily questions relating to each area. The total score indicates the general adjustment status.

Table 3.7

Item numbers and responses indicating lack of adjustment

HOME		SOCIAL		EMOTIONAL		SCHOOL	
Item No.	Response indicating lack of adjustment	Item No.	Response indicating lack of adjustment	Item No.	Response indicating lack of adjustment	Item No.	Response indicating lack of adjustment
1	Yes	2	Yes	3	Yes	4	No
5	Yes	6	Yes	7	Yes	8	Yes
9	Yes	10	Yes	11	Yes	12	No
13	Yes	14	Yes	15	Yes	16	Yes
17	Yes	18	No	19	Yes	20	Yes
21	Yes	22	Yes	23	Yes	24	No
25	Yes	26	No	27	Yes	28	Yes
27	Yes	30	Yes	31	Yes	32	Yes
33	No	34	No	35	Yes	36	No
37	Yes	38	No	39	Yes	40	Yes
41	Yes	42	Yes	43	Yes	44	Yes
45	Yes	46	No	47	Yes	48	Yes
49	Yes	50	No	51	Yes	52	No
53	Yes	54	Yes	55	Yes	56	Yes
57	No	58	Yes	59	No	60	No
61	Yes	62	No	63	No	64	Yes

3.2.2 Academic Achievement of the students

To collect information regarding the academic achievement, grade cards belonging to differently abled students with hearing impairment, locomotor impairment and vision impairment of two terms SA1 and SA2 from academic session (2018-2019) was collected. The grades were converted into marks in percentages, then the average marks were calculated and entered.

3.3 Population of the Study

According to Best and Kahn, (2010) a population is any group of individuals that has one or more characteristics in common and that are of interest to the researcher.

The population for the study comprises of all the differently abled students with hearing disability, locomotor disability and vision disability, studying in Government and Private schools of Sikkim. As per recent data obtained from State Project Office (SSA- RTE), Sikkim State Inclusive Education Plan, Human Resource Development Department, Sikkim there are the total 559 differently abled school going students with the above mentioned three categories of disabilities, for the Academic year 2018 – 2019.

Table no. 3.8 shows the total population of the study which consists of the differently abled school going students for Academic Year 2018-2019.

Table 3.8

Population of the present study

Types of disabilities	Male students	Female students	Total
Hearing disability	31	41	**72**
Locomotor disability	122	102	**224**
Vision disability	143	120	**263**
Total	**296**	**263**	**559**

Source - *State Project Office, SSA, RTE (2018 – 2019)*

3.3.1 Sample of the Present Study

Quantitative researchers attempt to discover something about a large group of individuals by studying a much smaller group. The larger group that they wish to

learn about is called a population and the smaller group they actually study is called a sample (Gall, Gall and Borg, 2007).

The total number of differently abled students with vision impairment, hearing impairment and locomotor impairment in Sikkim was found to be 559 for the Academic year 2018 – 2019.

- From 559 differently abled students in Sikkim, the total number of students with hearing impairment was found to be **72,** out of which **46%** i.e., **33** students were taken as sample
- The total number of students with locomotor impairment were found to be **224** out of which 45 % i.e., **100** students were taken as sample
- The total number of students with vision impairment were found to be **263** out of which **44.4%** i.e., **117** students were taken as sample

Hence **250** differently abled students had been drawn from the population for the sample considering the variables of the study. Quota sampling technique was employed to draw the sample. Table 3.9 below shows the distribution of the sample of the present study.

Table 3.9

Sample of the present study

Districts	***Types of Disability***				***Locale***			***Management***			***Gender***			***Level of school***		
	VI	HI	LI	**Total**	U	R	**Total**	P	G	**Total**	M	F	**Total**	EL	SL	**Total**
North	9	3	7	**19**	8	11	**19**	10	9	**19**	10	9	**19**	12	7	**19**
East	49	12	48	**109**	45	64	**109**	25	84	**109**	81	28	**109**	70	39	**109**
West	29	8	23	**60**	18	42	**60**	10	50	**60**	26	34	**60**	32	28	**60**
South	30	10	22	**62**	25	37	**62**	11	51	**62**	29	33	**62**	33	29	**62**
Total	117	33	100	**250**	96	154	**250**	56	194	**250**	146	104	**250**	147	103	**250**

3.4 Procedure for Data Collection

Firstly, the investigator sought the permission from the Director of school education, Sikkim to visit schools for data collection. After receiving the permission of the Director, the investigator personally met with the Coordinator in charge of the education of Children with Special Needs in Sikkim. After which the investigator met with the Resource teachers in charge of the total number of Children with Special Needs enrolled in schools that came under the jurisdiction of their respective Block Administration Centre. The investigator gathered information regarding the differently abled students from the Resource teachers.

Along with the resource teachers the investigator personally visited the schools, sought permissions from the head of the concerned schools of Sikkim for administration of questionnaires to the respondents. The investigator then approached the respondents personally and spent some time with them in developing rapport. After which, the investigator explained the general instructions provided in the front page of the questionnaire to the students. They were further requested to complete marking their responses and return back the questionnaires in their own time. Doubts regarding the questionnaires were clarified. They were also informed that their responses would be kept confidential. Questionnaires were distributed personally to the locomotor impaired students and the hearing impaired students. For the vision impaired students, the investigator along with the help of the teachers personally asked them all 64 items of the questionnaire and marked their responses on the questionnaire. Data was collected from the sample of differently abled school students by administering HOSOCES Adjustment Inventory (HAI) 2002. To study the Academic Achievement, grade cards of the differently abled students from two terms SA1 and SA2 from academic session (2018-2019) was collected from various Government and Private schools located in North, South, East and West districts of Sikkim.

3.5 Data Analysis

After the data collection procedure was over, each item in the questionnaire was scored as per the scoring guidelines provided in the manual of the tool. Further, data was entered into SPSS version 20. Proper tabulation and organization of data was

carried out and then normality of the sample data was checked. Statistical tests of normality, KS test and Shapiro-Wilk test was conducted in SPSS for total Adjustment and Academic Achievement.

Table 3.10

Test of Normality of Total Adjustment and Academic Achievement

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Adjustment	.042	250	.200	.990	250	.084
Academic Achievement	.052	250	.109	.989	250	.059

Note. p>0.05 for both the KS test and Shapiro Wilk test.

Table 3.10 highlights the result of the Kolmogorov-Smirnov[a] test and Shapiro-Wilk test for normality of sample data of Adjustment and Academic Achievement. Regarding Adjustment, the *p*-value for the K-S test (0.20) and Shapiro-Wilk test (0.084) is greater than 0.05, indicating the normality of the sample data for Adjustment. Similarly, for Academic Achievement, p-value for the K-S test (0.109) and p-value for the Shapiro Wilk test (0.059) indicates a value greater than 0.05, which indicates the normality of the sample data. Since the sample data for adjustment and academic achievement were found to be distributed normally, parametric tests namely the *t* and F tests, were performed to test the null hypotheses of both Adjustment and Academic Achievement.

3.6 Statistical Techniques Used

To analyse and interpret the data collected on adjustment of differently abled students in Sikkim descriptive statistical techniques like frequency, percentage, mean, standard deviation was employed. In addition to that inferential statistical technique 't' test and ANOVA (Analysis of Variance) was employed to study the significant difference in adjustment regarding the variables. Correlation was calculated between Adjustment and Academic Achievement to gain a better understanding of the relationship between Adjustment and Academic Achievement among differently

abled students with hearing impairment, locomotor impairment and vision impairment.

3.7 Conclusion

The present chapter emphasizes on the method undertaken to conduct the study, the population from which the sample is taken, the sampling procedure used in selecting the sample from the population, the tools used for collecting the required information from the sample taken and the procedure of administrating the test. It also highlights the statistical technique used in analysing the data, to find out the result of the stated objective.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

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CHAPTER IV

Analysis and Interpretation of Data

4.0 Introduction

This chapter deals with the description, analysis and interpretation of data collected through administration of the HOSOCES Adjustment Inventory upon the school going students in Sikkim with hearing impairment, locomotor impairment and vision impairment and their scores of Academic Achievement. The analysis of data was conducted with the usage of descriptive and inferential statistics. The relationship and significant differences among different variables under study have been represented. Analysis and interpretation of data has been carried out as per the objectives of the study.Analysis of data means studying the organised material in order to discover inherent facts. The data are studied from as many angles as possible to explore the new facts. Analysis requires an alert, flexible and open – mind. It is worthwhile to prepare a plan of analysis before the collection of data (Koul, 2009).

4.1 To study the Adjustment and Academic Achievement of differently abled students in Sikkim

The collected data has been analyzed below using frequency and percentage.Adjustment of differently abled school students has been classified into five levels viz. Extremely Adjusted, Highly Adjusted, Average Adjusted, Poorly Adjusted and Extremely Maladjusted. The range of score for Extremely good adjustment is 0 to 2, High adjustment is 3 to 5, Average adjustment is 6 to 8, Poor adjustment is 9 to 11 and Extreme Maladjustment is 12 and above.

Academic Achievement of differently abled students has been classified into five levels – Very High Achievers, High Achievers, Average Achievers, Low Achievers and Very Low Achievers. The range of score for Very High Achievers is 80% and above, High Achievers is 60% to 79%, Average Achievers is 45% to 59%, Low Achievers is 31% to 44% and Very Low Achievers is 30% and below.

4.1.1 Adjustment of differently abled students with respect to the types of disabilities.

From the types of disabilities found among the school going students in Sikkim, the present study has been conducted only among the students with hearing impairment, locomotor impairment and vision impairment. Hence the level of Adjustment among students with these three categories of disabilities have been found and represented below along with the interpretation of the findings.

4.1.1 (a) Adjustment of differently abled students with Hearing impairment.

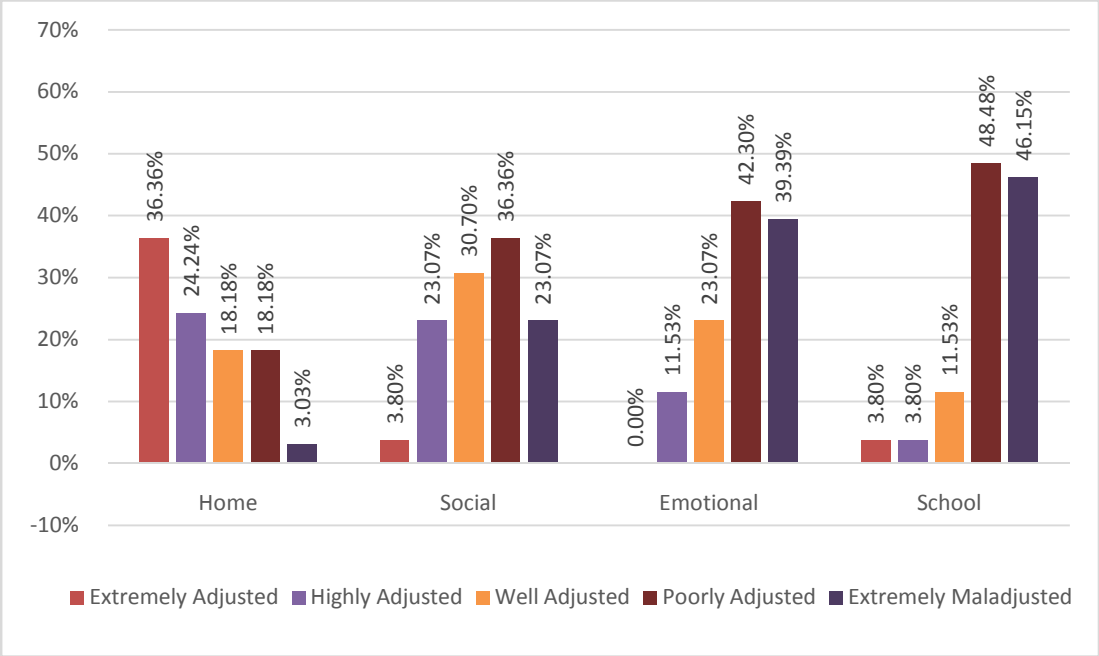
Table 4.1.1 (a)

Adjustment of differently abled students with hearing impairment

	Range of Scores	f (N = 33)	%	Level of Adjustment
HOME	0 – 2	12	36.36%	Extremely Adjusted
	3 – 5	8	24.24%	Highly Adjusted
	6 – 8	6	18.18%	Average/Well Adjusted
	9 – 11	6	18.18%	Poorly Adjusted
	12 & above	1	3.030%	Extremely Maladjusted
	Range of Scores	**f (N = 33)**	**%**	**Level of Adjustment**
SOCIAL	0 – 2	1	3.8%	Extremely Adjusted
	3 – 5	6	23.07%	Highly Adjusted
	6 – 8	8	30.7%	Average/Well Adjusted
	9 – 11	12	36.36%	Poorly Adjusted
	12& above	6	23.07%	Extremely Maladjusted
	Range of Scores	**f (N = 33)**	**%**	**Level of Adjustment**
EMOTIONAL	0 – 2	0	0%	Extremely Adjusted
	3 – 5	3	11.53%	Highly Adjusted
	6 – 8	6	23.07%	Average/Well Adjusted
	9 – 11	11	42.30%	Poorly Adjusted
	12 & above	13	39.39%	Extremely Maladjusted
	Range of Scores	**f (N = 33)**	**%**	**Level of Adjustment**
SCHOOL	0 – 2	1	3.8%	Extremely Adjusted
	3 – 5	1	3.8%	Highly Adjusted
	6 – 8	3	11.53%	Average/Well Adjusted
	9 – 11	16	48.48%	Poorly Adjusted
	12& above	12	46.15%	Extremely Maladjusted

Fig 4.1.1 (a)

Graphical representation of Adjustment of differently abled students with hearing impairment



Interpretation:

1. **Home Adjustment:** with regards to this adjustment, it can be seen that 18.18% students with hearing impairment have average home adjustment, 18.18% and 3.030% have poor and extremely poor adjustment. 24.24% and 36.36% have high and extremely high level of home adjustment respectively.

2. **Social Adjustment:** 30.7% of the students with hearing impairment have average social adjustment, 36.36% of the students have poor adjustment and 23.07% have extremely poor adjustment. 23.07 % high and only 3.8% have extremely high level of social adjustment.

3. **Emotional Adjustment:** In emotional adjustment it can be observed that 42.30% of the students with hearing impairment have poor emotional adjustment, 39.39 % are extremely maladjusted. 11.53% and 0% have high and extremely high emotional adjustment and 23.07 % have average emotional adjustment.

4. **School Adjustment:** with regards to this adjustment, it can be seen that 11.53% students with hearing impairment have average school adjustment, 48.48% and

46.15% have poor and extremely poor adjustment. 3.8 % and 3.8% have high and extremely high level of school adjustment respectively.

4.1.1 (b): Adjustment of differently abled students with Locomotor impairment

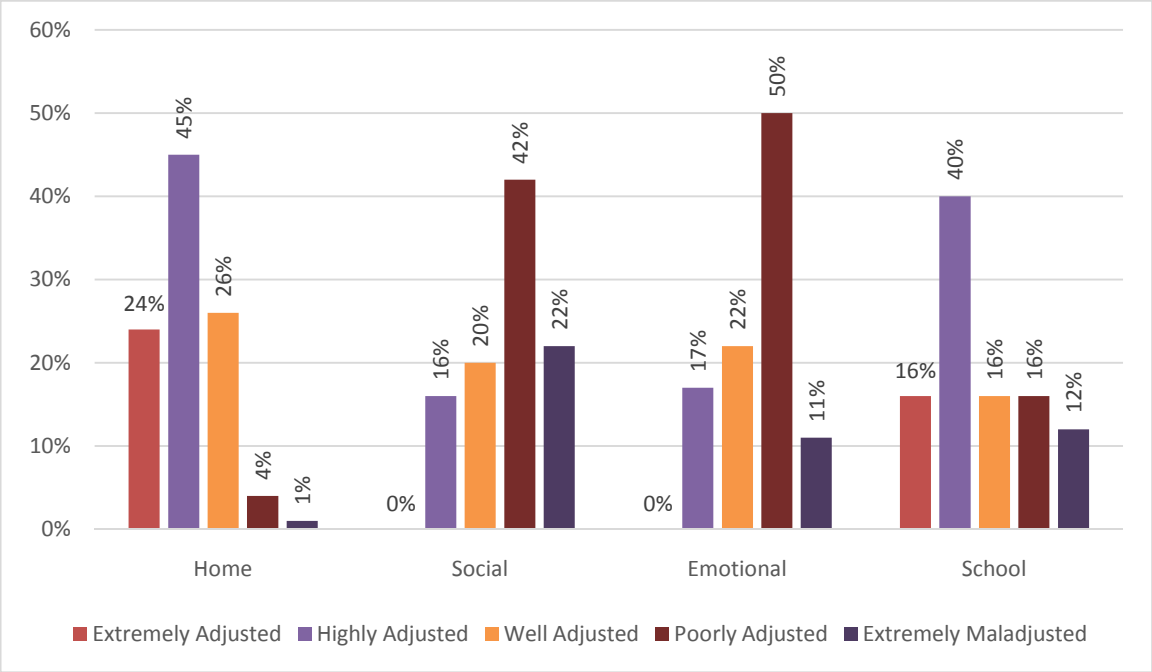
Table 4.1.1 (b)

Adjustment of differently abled students with locomotor impairment

	Range of Scores	f (N = 100)	%	Level of Adjustment
HOME	0 – 2	24	24%	Extremely Adjusted
	3 – 5	45	45%	Highly Adjusted
	6 – 8	26	26%	Average/Well Adjusted
	9 – 11	4	4%	Poorly Adjusted
	12 & above	1	1%	Extremely Maladjusted
	Range of Scores	**f (N = 100)**	**%**	**Level of Adjustment**
SOCIAL	0 – 2	0	0%	Extremely Adjusted
	3 – 5	16	16%	Highly Adjusted
	6 – 8	20	20%	Average/Well Adjusted
	9 – 11	42	42%	Poorly Adjusted
	12 & above	22	22%	Extremely Maladjusted
	Range of Scores	**f (N = 100)**	**%**	**Level of Adjustment**
EMOTIONAL	0 – 2	0	0%	Extremely Adjusted
	3 – 5	17	17%	Highly Adjusted
	6 – 8	22	22%	Average/Well Adjusted
	9 – 11	50	50%	Poorly Adjusted
	12 & above	11	11%	Extremely Maladjusted
	Range of Scores	**f (N = 100)**	**%**	**Level of Adjustment**
SCHOOL	0 – 2	16	16%	Extremely Adjusted
	3 – 5	40	40%	Highly Adjusted
	6 – 8	16	16%	Average/Well Adjusted
	9 – 11	16	16%	Poorly Adjusted
	12 & above	12	12%	Extremely Maladjusted

Fig 4.1.1 (b)

Graphical representation of Adjustment of differently abled students with locomotor impairment



Interpretation:

1. **Home Adjustment:** with regards to this adjustment, it can be seen that 26% students with locomotor impairment have average home adjustment, 4% and 1% have poor and extremely poor adjustment. 45%and only 24% have high and extremely high level of home adjustment respectively.

2. **Social Adjustment:** 20% of the students with locomotor impairment have average social adjustment, 42% and 22% have poor and extremely poor adjustment. 16% and 0% have high and extremely high level of social adjustment.

3. **Emotional Adjustment:** In emotional adjustment it can be observed that 50% of the students with locomotor impairment have poor emotional adjustment, 11% are extremely maladjusted. 17% and 0% have high and extremely high level of emotional adjustment and 22% have average emotional adjustment.

4. **School Adjustment:** with regards to this adjustment, it can be seen that 16% of the students with locomotor impairment have average school adjustment, 16% and

12% have poor and extremely poor adjustment. 40 % and 16% have high and extremely high level of school adjustment respectively.

4.1.1 (c): Adjustment of differently abled students with Vision impairment

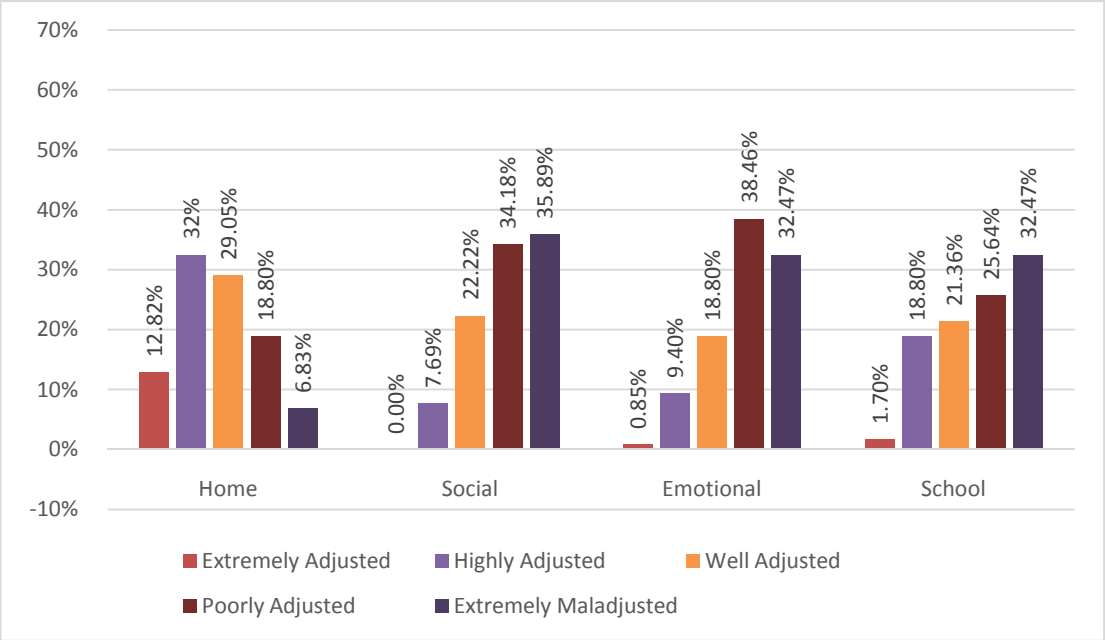
Table 4.1.1 (c)

Adjustment of differently abled students with vision impairment

	Range of Scores	f (N =117)	%	Level of Adjustment
HOME	0 – 2	15	12.82%	Extremely Adjusted
	3 – 5	38	32.47%	Highly Adjusted
	6 – 8	34	29.05%	Average/Well Adjusted
	9 – 11	22	18.80%	Poorly Adjusted
	12 & above	8	6.83%	Extremely Maladjusted
	Range of Scores	**f (N =117)**	**%**	**Level of Adjustment**
SOCIAL	0 – 2	0	0%	Extremely Adjusted
	3 – 5	9	7.69%	Highly Adjusted
	6 – 8	26	22.22%	Average/Well Adjusted
	9 – 11	40	34.18%	Poorly Adjusted
	12 & above	42	35.89%	Extremely Maladjusted
	Range of Scores	**f (N =117)**	**%**	**Level of Adjustment**
EMOTIONAL	0 – 2	1	0.85%	Extremely Adjusted
	3 – 5	11	9.40%	Highly Adjusted
	6 – 8	22	18.80%	Average/Well Adjusted
	9 – 11	45	38.46%	Poorly Adjusted
	12 & above	38	32.47%	Extremely Maladjusted
	Range of Scores	**f (N =117)**	**%**	**Level of Adjustment**
SCHOOL	0 – 2	2	1.70%	Extremely Adjusted
	3 – 5	22	18.80%	Highly Adjusted
	6 – 8	25	21.36%	Average/Well Adjusted
	9 – 11	30	25.64%	Poorly Adjusted
	12 & above	38	32.47%	Extremely Maladjusted

Fig 4.1.1 (c)

Graphical representation of Adjustment of differently abled students with vision impairment



Interpretation:

1. **Home Adjustment:** with regards to this adjustment, it can be seen that 29.05% students with vision impairment have average home adjustment, 18.80% and 6.83% have poor and extremely poor adjustment. 32.47% and 12.82% have high and extremely high level of home adjustment respectively.

2. **Social Adjustment:** 22.22% of the students with vision impairment have average social adjustment, 34.18% poor and 35.89% extremely poor. 7.69% high and0% have extremely high level of social adjustment.

3. **Emotional Adjustment:** In emotional adjustment it can be observed that 438.46 % of the students with vision impairment have poor emotional adjustment, 32.47% are extremely maladjusted. 9.40% and only 0.85% have high and extremely high emotional adjustment and 18.80 % have average emotional adjustment.

4. **School Adjustment:** with regards to this adjustment, it can be seen that 21.36% of the students with vision impairment have average school adjustment, 25.64%

and 32.47% have poor and extremely poor adjustment. 18.80% and only 1.70% have high and extremely high level of school adjustment respectively.

4.1.2 Adjustment of differently abled students with respect to Gender

The level of adjustment among Male students with hearing impairment, locomotor impairment and vision impairment and Female students with hearing impairment, locomotor impairment and vision impairment have been found and represented below along with the interpretation of the findings.

4.1.2 (a) Adjustment of Male differently abled students

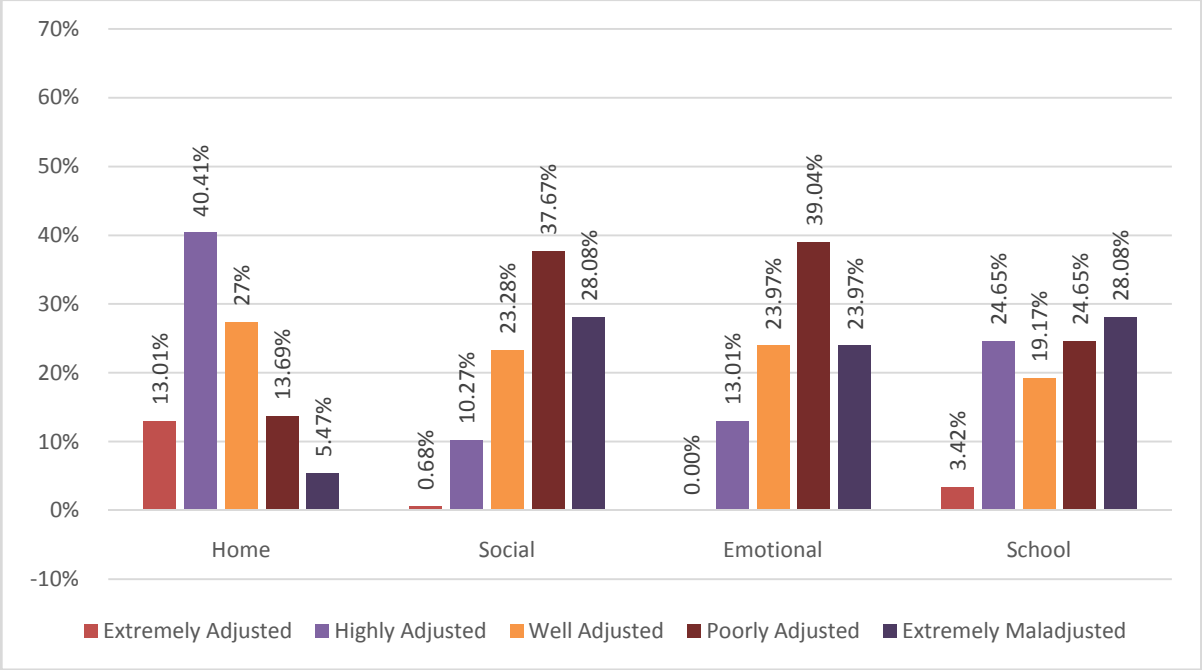
Table 4.1.2 (a)

Adjustment of male differently abled students

	Range of Scores	f (N=146)	%	Level of Adjustment
HOME	0 – 2	19	13.01%	Extremely Adjusted
	3 – 5	59	40.41%	Highly Adjusted
	6 – 8	40	27.39%	Average/Well Adjusted
	9 – 11	20	13.69%	Poorly Adjusted
	12 & above	8	5.47%	Extremely Maladjusted
	Range of Scores	**f (N=146)**	**%**	**Level of Adjustment**
SOCIAL	0 – 2	1	0.68%	Extremely Adjusted
	3 – 5	15	10.27%	Highly Adjusted
	6 – 8	34	23.28%	Average/Well Adjusted
	9 – 11	55	37.67%	Poorly Adjusted
	12 & above	41	28.08%	Extremely Maladjusted
	Range of Scores	**f (N=146)**	**%**	**Level of Adjustment**
EMOTIONAL	0 – 2	0	0%	Extremely Adjusted
	3 – 5	19	13.01%	Highly Adjusted
	6 – 8	35	23.97%	Average/Well Adjusted
	9 – 11	57	39.04%	Poorly Adjusted
	12 & above	35	23.97%	Extremely Maladjusted
	Range of Scores	**f (N=146)**	**%**	**Level of Adjustment**
SCHOOL	0 – 2	5	3.42%	Extremely Adjusted
	3 – 5	36	24.65%	Highly Adjusted
	6 – 8	28	19.17%	Average/Well Adjusted
	9 – 11	36	24.65%	Poorly Adjusted
	12 & above	41	28.08%	Extremely Maladjusted

Fig 4.1.2 (a)

Graphical representation of Adjustment of Male differently abled students



Interpretation:

1. **Home Adjustment:** with regards to this adjustment, it can be seen that 27.39% of the male students have average home adjustment, 13.69% and 5.47% have poor and extremely poor adjustment. 40.41% and 13.01 % have high and extremely high level of home adjustment respectively.

2. **Social Adjustment:** 23.28% of the male students have average social adjustment, 37.67% poor and 28.08% extremely poor. 10.27% high and only 0.68% have extremely high level of social adjustment.

3. **Emotional Adjustment:** In emotional adjustment it can be observed that 38.04% of the male students have poor emotional adjustment, 23.97% are extremely maladjusted. 10.61% and 0% have high and extremely high emotional adjustment and 23.89 % have average emotional adjustment.

4. **School Adjustment:** with regards to this adjustment, it can be seen that 19.17% of the male students have average school adjustment, 24.65% and 28.08% have poor and extremely poor adjustment. 24.65% and only 3.42% have high and extremely high level of school adjustment respectively.

4.1.2 (b): Adjustment of Female differently abled students

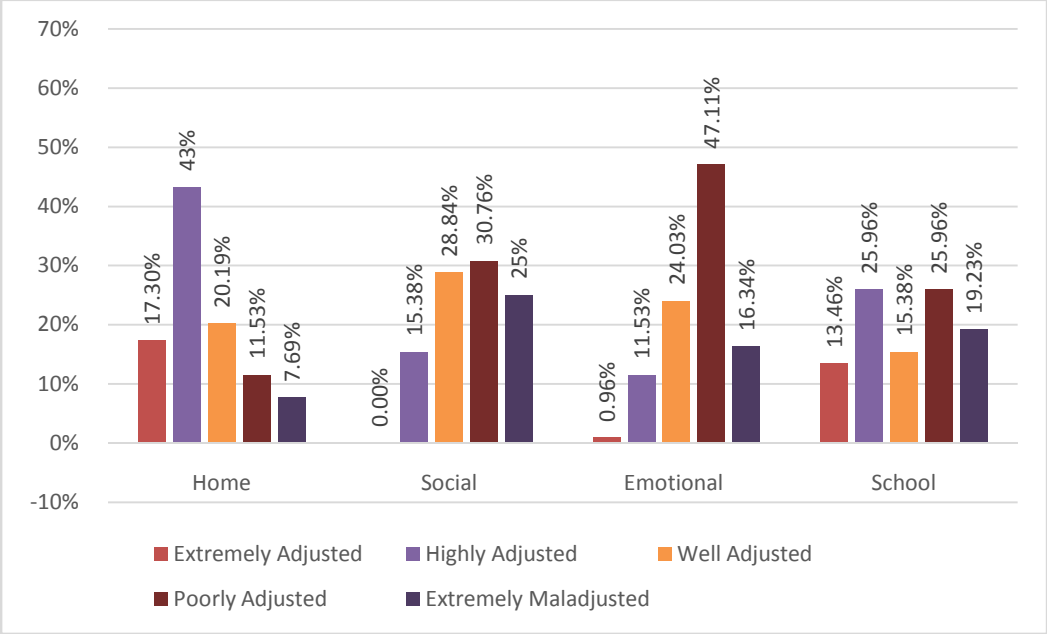
Table 4.1.2 (b)

Adjustment of female differently abled students

	Range of Scores	f (N = 104)	%	Level of Adjustment
HOME	0 – 2	18	17.3%	Extremely Adjusted
	3 – 5	45	43.26%	Highly Adjusted
	6 – 8	21	20.19%	Average/Well Adjusted
	9 – 11	12	11.53%	Poorly Adjusted
	12 & above	8	7.69%	Extremely Maladjusted
	Range of Scores	**f (N = 104)**	**%**	**Level of Adjustment**
SOCIAL	0 – 2	0	0%	Extremely Adjusted
	3 – 5	16	15.38%	Highly Adjusted
	6 – 8	30	28.84%	Average/Well-adjusted
	9 – 11	32	30.76%	Poorly Adjusted
	12 & above	26	25%	Extremely Maladjusted
	Range of Scores	**f (N = 104)**	**%**	**Level of Adjustment**
EMOTIONAL	0 – 2	1	0.96%	Extremely Adjusted
	3 – 5	12	11.53%	Highly Adjusted
	6 – 8	25	24.03%	Average/well Adjusted
	9 – 11	49	47.11%	Poorly Adjusted
	12 & above	17	16.34%	Extremely Maladjusted
	Range of Scores	**f (N = 104)**	**%**	**Level of Adjustment**
SCHOOL	0 – 2	14	13.46%	Extremely Adjusted
	3 – 5	27	25.96%	Highly Adjusted
	6 – 8	16	15.38%	Average/Well Adjusted
	9 – 11	27	25.96%	Poorly Adjusted
	12 & above	20	19.23%	Extremely Maladjusted

Fig 4.1.2 (b)

Graphical representation of Adjustment of Female differently abled students



Interpretation:

1. **Home Adjustment:** With regards to this adjustment, it can be seen that 20.19% of the female students have average home adjustment, 11.53% and 17.3% have poor and extremely poor adjustment. 43.26% and 17.3 % have high and extremely high level of home adjustment respectively.

2. **Social Adjustment:** 28.84% of the female students have average social adjustment, 30.76% poor and 25% extremely poor. 15.38% high and 0% have extremely high level of social adjustment.

3. **Emotional Adjustment:** In emotional adjustment it can be observed that 47.11% of the female students have poor emotional adjustment, 16.34% are extremely maladjusted. 11.53% and 0.96% have high and extremely high emotional adjustment and 24.03 % have average emotional adjustment.

4. **School Adjustment:** With regards to this adjustment, it can be seen that 15.38% of the female students have average school adjustment, 25.96% and 19.23% have poor and extremely poor adjustment. 25.96% and 13.46% have high and extremely high level of school adjustment respectively.

4.1.3 Adjustment of differently abled students with respect to the level of school

The level of adjustment among differently abled students with hearing impairment, locomotor impairment and vision impairment studying at the Secondary level and the Elementary level in schools have been found, represented and interpreted below.

4.1.3 (a) Adjustment of differently abled students studying at the secondary level in school

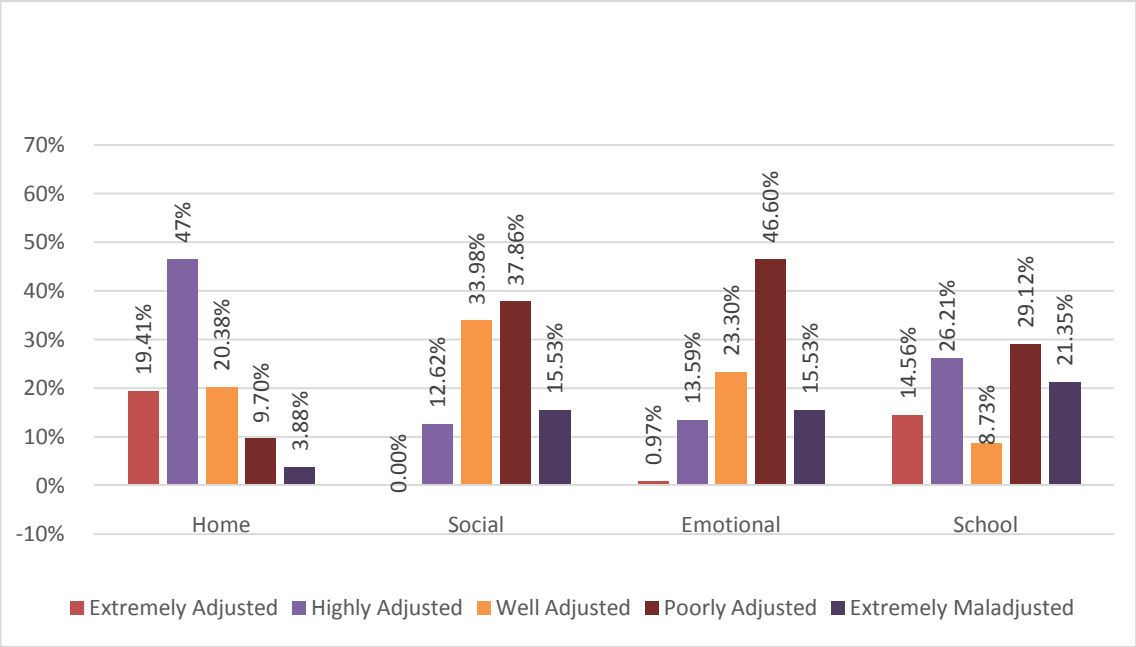
Table 4.1.3 (a)

Adjustment of differently abled students studying at the secondary level in school

	Range of Scores	f (N = 103)	%	Level of Adjustment
HOME	0 – 2	20	19.41%	Extremely Adjusted
	3 – 5	48	46.6%	Highly Adjusted
	6 – 8	21	20.38%	Average/Well Adjusted
	9 – 11	10	9.7%	Poorly Adjusted
	12 & above	4	3.88%	Extremely Maladjusted
	Range of Scores	**f (N = 103)**	**%**	**Level of Adjustment**
SOCIAL	0 – 2	0	0%	Extremely Adjusted
	3 – 5	13	12.62%	Highly Adjusted
	6 – 8	35	33.98%	Average/Well Adjusted
	9 – 11	39	37.86%	Poorly Adjusted
	12 & above	16	15.53%	Extremely Maladjusted
	Range of Scores	**f (N = 103)**	**%**	**Level of Adjustment**
EMOTIONAL	0 – 2	1	0.97%	Extremely Adjusted
	3 – 5	14	13.59%	Highly Adjusted
	6 – 8	24	23.3%	Average/Well Adjusted
	9 – 11	48	46.6%	Poorly Adjusted
	12 & above	16	15.53%	Extremely Maladjusted
	Range of Scores	**f (N = 103)**	**%**	**Level of Adjustment**
SCHOOL	0 – 2	15	14.56%	Extremely Adjusted
	3 – 5	27	26.21%	Highly Adjusted
	6 – 8	9	8.73%	Average/Well Adjusted
	9 – 11	30	29.12%	Poorly Adjusted
	12 & above	22	21.35%	Extremely Maladjusted

Fig 4.1.3 (a)

Graphical representation of Adjustment of differently abled students from the secondary level of school



Interpretation:

1. **Home Adjustment:** With regards to this adjustment, it can be seen that 20.38% students from secondary level of school have average home adjustment, 9.7% and 3.88% have poor and extremely poor adjustment. 46.6% and 19.41% have high and extremely high level of home adjustment respectively.

2 **Social Adjustment:** In terms of social adjustment 33.98% of the differently abled students have average social adjustment, 37.86% poor and 15.53% extremely poor. 12.62% high and 0% have extremely high level of social adjustment.

3 **Emotional Adjustment:** In emotional adjustment it can be observed that 46.6% of the differently abled students have poor emotional adjustment, 15.53% are extremely maladjusted. 13.59% and 0.97% have high and extremely high emotional adjustment and 23.3 % have average emotional adjustment.

4 **School Adjustment:** With regards to this adjustment, it can be seen that 8.73% students have average school adjustment, 29.12% and 21.35% have poor and extremely poor adjustment. 26.21% and only 14.56% have high and extremely high level of school adjustment respectively.

4.1.3 (b) Adjustment of differently abled students studying at the elementary level in school

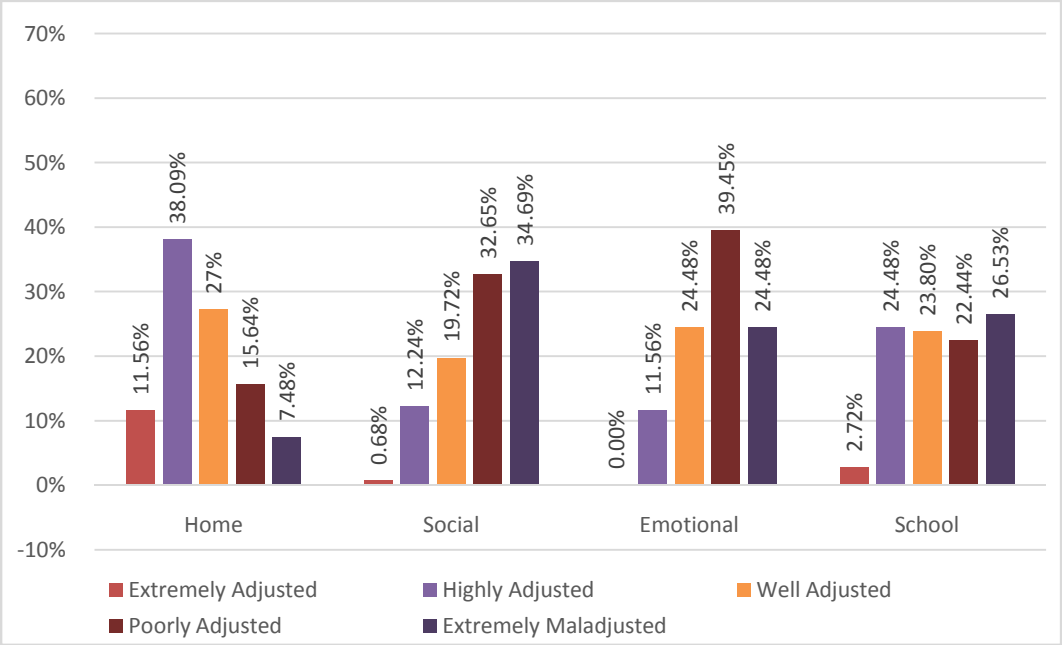
Table 4.1.3 (b)

Adjustment of differently abled studying at the elementary level of school

	Range of Scores	f (N = 147)	%	Level of Adjustment
HOME	0 – 2	17	11.56%	Extremely Adjusted
	3 – 5	56	38.09%	Highly Adjusted
	6 – 8	40	27.21%	Average/Well Adjusted
	9 – 11	23	15.64%	Poorly Adjusted
	12 & above	11	7.48%	Extremely Maladjusted
	Range of Scores	**f (N = 147)**	**%**	**Level of Adjustment**
SOCIAL	0 – 2	1	0.68%	Extremely Adjusted
	3 – 5	18	12.24%	Highly Adjusted
	6 – 8	29	19.72%	Average/Well Adjusted
	9 – 11	48	32.65%	Poorly Adjusted
	12 & above	51	34.69%	Extremely Maladjusted
	Range of Scores	**f (N = 147)**	**%**	**Level of Adjustment**
EMOTIONAL	0 – 2	0	0%	Extremely Adjusted
	3 – 5	17	11.56%	Highly Adjusted
	6 – 8	36	24.48%	Average/Well Adjusted
	9 – 11	58	39.45%	Poorly Adjusted
	12 & above	36	24.48%	Extremely Maladjusted
	Range of Scores	**f (N = 147)**	**%**	**Level of Adjustment**
SCHOOL	0 – 2	4	2.72%	Extremely Adjusted
	3 – 5	36	24.48%	Highly Adjusted
	6 – 8	35	23.8%	Average/Well Adjusted
	9 – 11	33	22.44%	Poorly Adjusted
	12 & above	39	26.53%	Extremely Maladjusted

Fig 4.1.3 (b)

Graphical representation of Adjustment of differently abled students studying at the elementary level of school



Interpretation:

1. **Home Adjustment:** With regards to this adjustment, it can be seen that 27.21% students have average home adjustment, 15.64% and 7.48% have poor and extremely poor adjustment. 38.09% and 11.56% have high and extremely high level of home adjustment respectively.

2. **Social Adjustment:** 19.72% of the differently abled students have average social adjustment, 32.65% poor and 34.69% extremely poor. 12.24% high and 0.68% have extremely high level of social adjustment.

3. **Emotional Adjustment:** In emotional adjustment it can be observed that 39.45% of the differently abled students have poor emotional adjustment, 24.48% are extremely maladjusted. 11.56% and 0% have high and extremely high level of emotional adjustment and 24.48 % have average emotional adjustment.

4. **School Adjustment:** With regards to this adjustment, it can be seen that 23.8% students have average school adjustment, 22.44% and 26.53% have poor and extremely poor adjustment. 24.48% and only 2.72% have high and extremely high level of school adjustment respectively.

4.1.4 Adjustment of differently abled students with respect to Locale

The level of adjustment among differently abled students with hearing impairment, locomotor impairment and vision impairment studying in schools located in Urban areas and schools located in Rural areas have been found, represented and interpreted below.

4.1.4 (a) Adjustment of differently abled students studying in schools located in Urban area

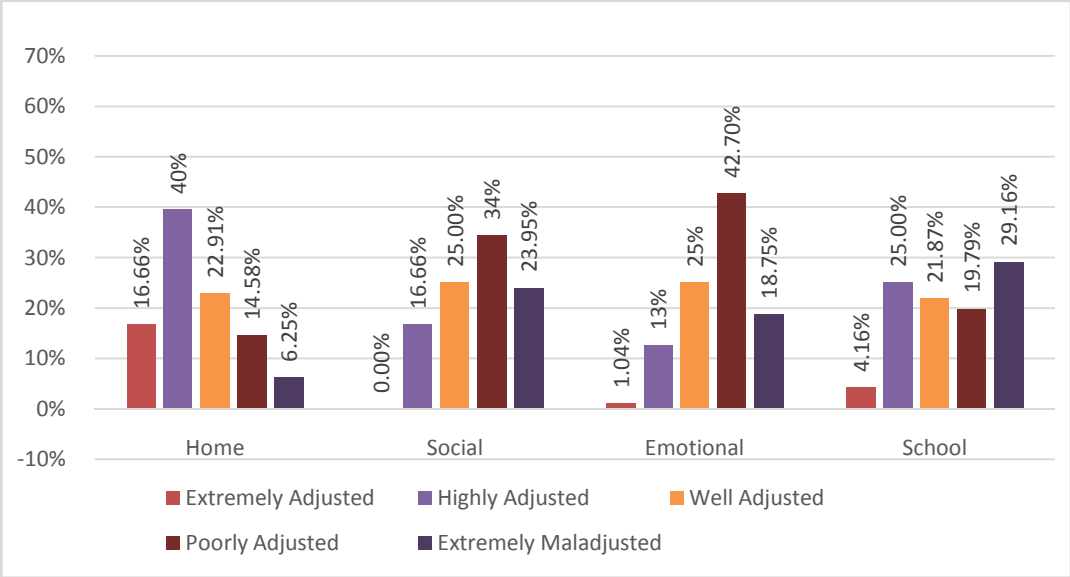
Table 4.1.4 (a)

Adjustment of differently abled students studying in schools located in Urban areas

	Range of Scores	f (N = 96)	%	Level of Adjustment
HOME	0 – 2	16	16.66%	Extremely Adjusted
	3 – 5	38	39.58%	Highly Adjusted
	6 – 8	22	22.91%	Average/Well Adjusted
	9 – 11	14	14.58%	Poorly Adjusted
	12 & above	6	6.25%	Extremely Maladjusted
SOCIAL	**Range of Scores**	**f (N = 96)**	**%**	**Level of Adjustment**
	0 – 2	0	0%	Extremely Adjusted
	3 – 5	16	16.66%	Highly Adjusted
	6 – 8	24	25%	Average/Well Adjusted
	9 – 11	33	34.37%	Poorly Adjusted
	12 & above	23	23.95%	Extremely Maladjusted
EMOTIONAL	**Range of Scores**	**f (N = 96**	**%**	**Level of Adjustment**
	0 – 2	1	1.04%	Extremely Adjusted
	3 – 5	12	12.5%	Highly Adjusted
	6 – 8	24	25%	Average/Well Adjusted
	9 – 11	41	42.7%	Poorly Adjusted
	12 & above	18	18.75%	Extremely Maladjusted
SCHOOL	**Range of Scores**	**f (N = 96)**	**%**	**Level of Adjustment**
	0 – 2	4	4.16%	Extremely Adjusted
	3 – 5	24	25%	Highly Adjusted
	6 – 8	21	21.87%	Average/Well Adjusted
	9 – 11	19	19.79%	Poorly Adjusted
	12 & above	28	29.16%	Extremely Maladjusted

Fig 4.1.4 (a)

Graphical representation of Adjustment of differently abled students studying in schools located in Urban areas



Interpretation:

Fig. 4.1.4 (a) shows the adjustment of differently abled students studying in school located in urban areas in Sikkim in four dimensions as indicated below.

1. **Home Adjustment:** With regards to this adjustment, it can be seen that 22.91% of students studying in schools located in urban areas have average home adjustment, 14.58% and 6.25% have poor and extremely poor adjustment. 39.58% and 16.66% have high and extremely high level of home adjustment respectively.

2. **Social Adjustment:** 25% of the differently abled students have average home adjustment, 34.37% of the students have poor and 23.95% have extremely poor level of adjustment. 16.66% high and 0% have extremely high level of social adjustment.

3. **Emotional Adjustment:** In emotional adjustment it can be observed that 42.7 % of the differently abled students have poor emotional adjustment, 18.75 % are extremely maladjusted. 12.5% and only 1.04% have high and extremely high emotional adjustment and 25 % have average emotional adjustment.

4. **School Adjustment:** With regards to this adjustment, it can be seen that 21.87% students have average school adjustment, 19.79% and 29.16% have poor and extremely poor adjustment. 25 % and only 4.16% have high and extremely high level of school adjustment respectively.

4.1.4 (b) Adjustment of differently abled students studying in schools located in Rural area

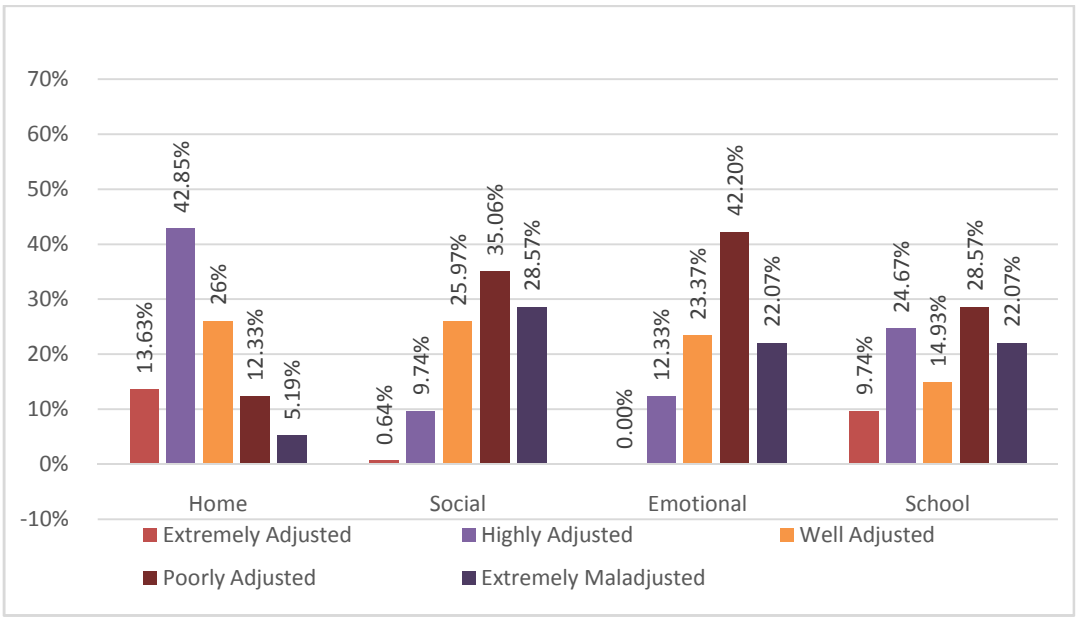
Table 4.1.4 (b)

Adjustment of differently abled students studying in schools located in Rural areas

	Range of Scores	f (N = 154)	%	Level of Adjustment
HOME	0 – 2	21	13.63%	Extremely Adjusted
	3 – 5	66	42.85%	Highly Adjusted
	6 – 8	40	25.97%	Average/Well Adjusted
	9 – 11	19	12.33%	Poorly Adjusted
	12 & above	8	5.19%	Extremely Maladjusted
	Range of Scores	**f (N = 154)**	**%**	**Level of Adjustment**
SOCIAL	0 – 2	1	0.64%	Extremely Adjusted
	3 – 5	15	9.74%	Highly Adjusted
	6 – 8	40	25.97%	Average/Well Adjusted
	9 – 11	54	35.06%	Poorly Adjusted
	12 & above	44	28.57%	Extremely Maladjusted
	Range of Scores	**f (N = 154)**	**%**	**Level of Adjustment**
EMOTIONAL	0 – 2	0	0%	Extremely Adjusted
	3 – 5	19	12.33%	Highly Adjusted
	6 – 8	36	23.37%	Average/Well Adjusted
	9 – 11	65	42.2%	Poorly Adjusted
	12 & above	34	22.07%	Extremely Maladjusted
	Range of Scores	**f (N = 154)**	**%**	**Level of Adjustment**
SCHOOL	0 – 2	15	9.74%	Extremely Adjusted
	3 – 5	38	24.67%	Highly Adjusted
	6 – 8	23	14.93%	Average/Well Adjusted
	9 – 11	44	28.57%	Poorly Adjusted
	12 & above	34	22.07%	Extremely Maladjusted

Fig 4.1.4 (b)

Graphical representation of Adjustment of differently abled students studying in schools located in Rural areas



Interpretation:

1. **Home Adjustment:** With regards to this adjustment, it can be seen that 25.97% students have average home adjustment, 12.33% and 5.19% have poor and extremely poor adjustment. 42.85% and 13.63% have high and extremely high level of home adjustment respectively.

2. **Social Adjustment:** 25.97% of the differently abled students have average social adjustment, 35.06% poor and 28.57% extremely poor. 9.74% high and 0.64% have extremely high level of social adjustment.

3. **Emotional Adjustment:** In emotional adjustment it can be observed that 42.2% of the differently abled students have poor emotional adjustment, 22.07 % are extremely maladjusted. 12.33% and 0% have high and extremely high emotional adjustment and 23.37 % have average emotional adjustment.

4. **School Adjustment:** With regards to this adjustment, it can be seen that 14.93% students have average school adjustment, 28.57% and 22.07% have poor and extremely poor adjustment. 24.67 % and only 9.74% have high and extremely high level of school adjustment respectively.

4.1.5 Adjustment of differently abled students with respect to Management

The level of adjustment among differently abled school students with hearing impairment, locomotor impairment and vision impairment studying in Government schools and Private schools have been represented and interpreted below.

4.1.5 (a) Adjustment of differently abled students studying in Government schools

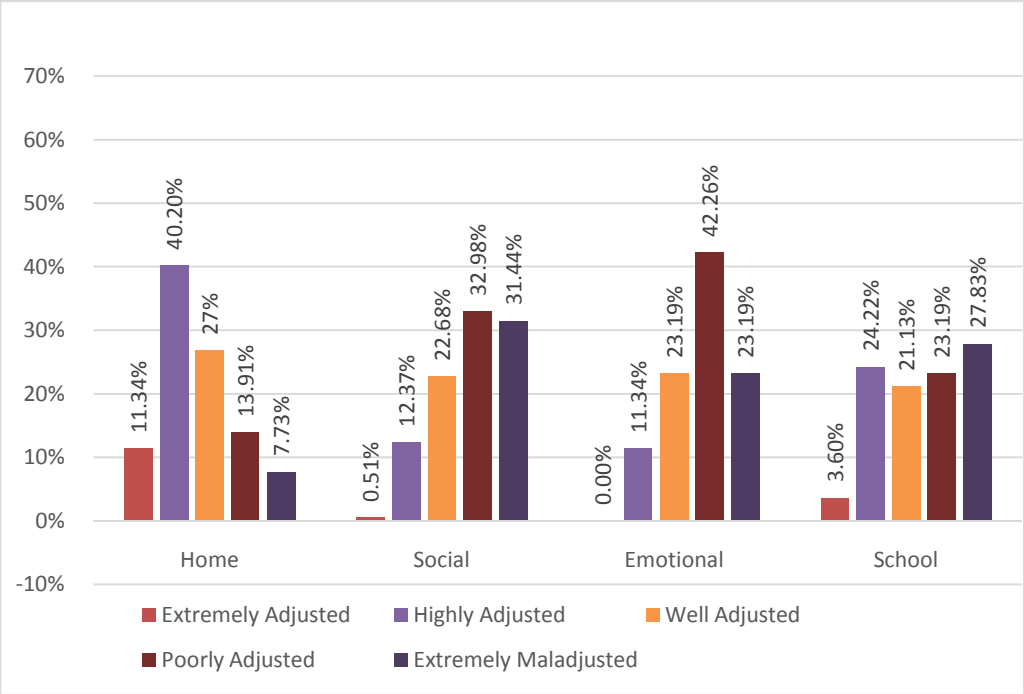
Table 4.1.5 (a)

Adjustment of differently abled students studying in Government schools

	Range of Scores	f (N = 194)	%	Level of Adjustment
HOME	0 – 2	22	11.34%	Extremely Adjusted
	3 – 5	78	40.2%	Highly Adjusted
	6 – 8	52	26.8%	Average/Well Adjusted
	9 – 11	27	13.91%	Poorly Adjusted
	12 & above	15	7.73%	Extremely Maladjusted
	Range of Scores	**f (N =194)**	**%**	**Level of Adjustment**
SOCIAL	0 – 2	1	0.51%	Extremely Adjusted
	3 – 5	24	12.37%	Highly Adjusted
	6 – 8	44	22.68%	Average/Well Adjusted
	9 – 11	64	32.98%	Poorly Adjusted
	12 & above	61	31.44%	Extremely Maladjusted
	Range of Scores	**f (N = 194)**	**%**	**Level of Adjustment**
EMOTIONAL	0 – 2	0	0%	Extremely Adjusted
	3 – 5	22	11.34%	Highly Adjusted
	6 – 8	45	23.19%	Average/Well Adjusted
	9 – 11	82	42.26%	Poorly Adjusted
	12 & above	45	23.19%	Extremely Maladjusted
	Range of Scores	**f (N = 194)**	**%**	**Level of Adjustment**
SCHOOL	0 – 2	7	3.6%	Extremely Adjusted
	3 – 5	47	24.22%	Highly Adjusted
	6 – 8	41	21.13%	Average/Well Adjusted
	9 – 11	45	23.19%	Poorly Adjusted
	12 & above	54	27.83%	Extremely Maladjusted

Fig 4.1.5 (a)

Graphical representation of Adjustment of differently abled students studying in Government schools



Interpretation:

1. **Home Adjustment:** With regards to this adjustment, it can be seen that 26.8% students have average home adjustment, 13.91% and 7.73% have poor and extremely poor adjustment. 40.2%and only 11.34% have high and extremely high level of home adjustment respectively.

2. **Social Adjustment:** 22.68% of the differently abled students have average social adjustment, 32.98% poor and 31.44% extremely poor. 12.37% high and only 0.51% have extremely high level of social adjustment.

3. **Emotional Adjustment:** In emotional adjustment it can be observed that 42.26% of the differently abled students have poor emotional adjustment, 23.19 % are extremely maladjusted. 11.34% and 0% have high and extremely high emotional adjustment and 23.19 % have average emotional adjustment.

4. **School Adjustment:** With regards to this adjustment, it can be seen that 21.13% students have average school adjustment, 23.19% and 27.83% have poor and

extremely poor adjustment. 24.22% and only 3.6% have high and extremely high level of school adjustment respectively.

4.1.5 (b) Adjustment of differently abled students studying in Private schools

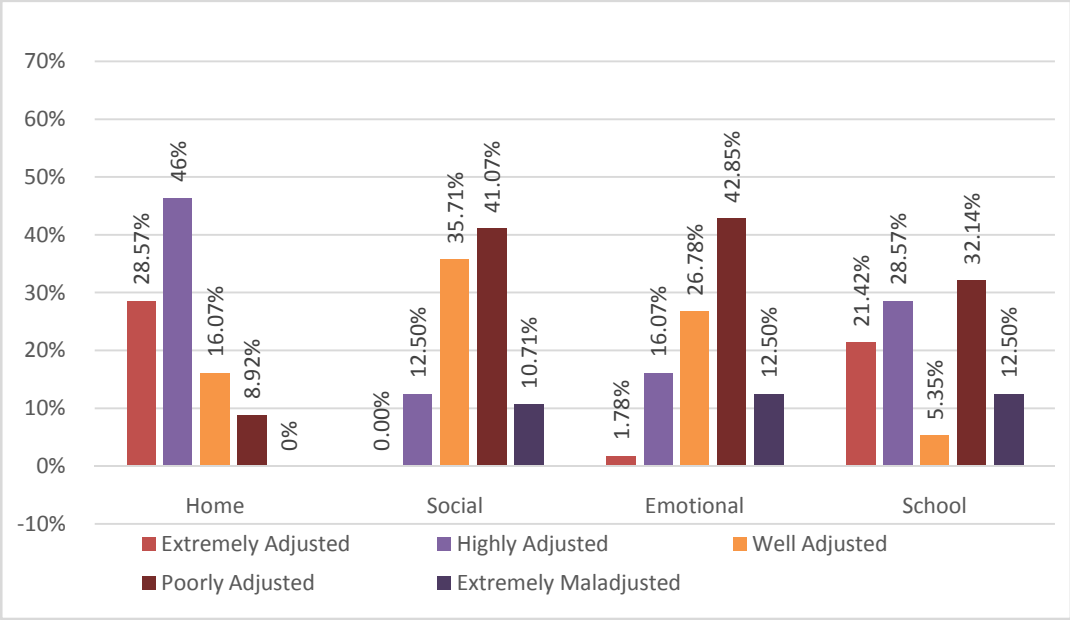
Table 4.1.5 (b)

Adjustment of differently abled students studying in Private schools

	Range of Scores	f (N =56)	%	Level of Adjustment
HOME	0 – 2	16	28.57%	Extremely Adjusted
	3 – 5	26	46.42%	Highly Adjusted
	6 – 8	9	16.07%	Average/Well Adjusted
	9 – 11	5	8.92%	Poorly Adjusted
	12 & above	0	0%	Extremely Maladjusted
SOCIAL	**Range of Scores**	**f (N =56)**	**%**	**Level of Adjustment**
	0 – 2	0	0%	Extremely Adjusted
	3 – 5	7	12.5%	Highly Adjusted
	6 – 8	20	35.71%	Average/Well Adjusted
	9 – 11	23	41.07%	Poorly Adjusted
	12 & above	6	10.71%	Extremely Maladjusted
EMOTIONAL	**Range of Scores**	**f (N =56)**	**%**	**Level of Adjustment**
	0 – 2	1	1.78%	Extremely Adjusted
	3 – 5	9	16.07%	Highly Adjusted
	6 – 8	15	26.78%	Average/Well Adjusted
	9 – 11	24	42.85%	Poorly Adjusted
	12 & above	7	12.5%	Extremely Maladjusted
SCHOOL	**Range of Scores**	**f (N = 56)**	**%**	**Level of Adjustment**
	0 – 2	12	21.42%	Extremely Adjusted
	3 – 5	16	28.57%	Highly Adjusted
	6 – 8	3	5.35%	Average/Well Adjusted
	9 – 11	18	32.14%	Poorly Adjusted
	12 & above	7	12.5%	Extremely Maladjusted

Fig 4.1.5 (b)

Graphical representation of Adjustment of differently abled students studying in Private schools



Interpretation:

1. **Home Adjustment:** With regards to this adjustment, it can be seen that 16.07% students have average home adjustment, 8.92% and 0% have poor and extremely poor adjustment. 46.42% and 28.57% have high and extremely high level of home adjustment respectively.

2. **Social Adjustment:** 35.71% of the differently abled students have average social adjustment, 41.07% poor and 10.71% extremely poor. 12.5% high and0% have extremely high level of social adjustment.

3. **Emotional Adjustment:** In emotional adjustment it can be observed that 42.85 % of the differently abled students have poor emotional adjustment, 12.5% are extremely maladjusted. 16.07% and only 1.78% have high and extremely high emotional adjustment and 26.78 % have average emotional adjustment.

4. **School Adjustment:** With regards to this adjustment, it can be seen that 5.35% students have average school adjustment, 32.14% and 12.5% have poor and extremely poor adjustment. 28.57 % and 21.42% have high and extremely high level of school adjustment respectively.

4.1.6 Academic Achievement of differently abled students with respect to the types of disabilities

From the different types of disabilities found among the school going students in Sikkim, the present study has been conducted only among the students with hearing impairment, locomotor impairment and vision impairment. Hence the Academic Achievement among the students with these three impairments have been found and represented below along with the interpretation of the findings.

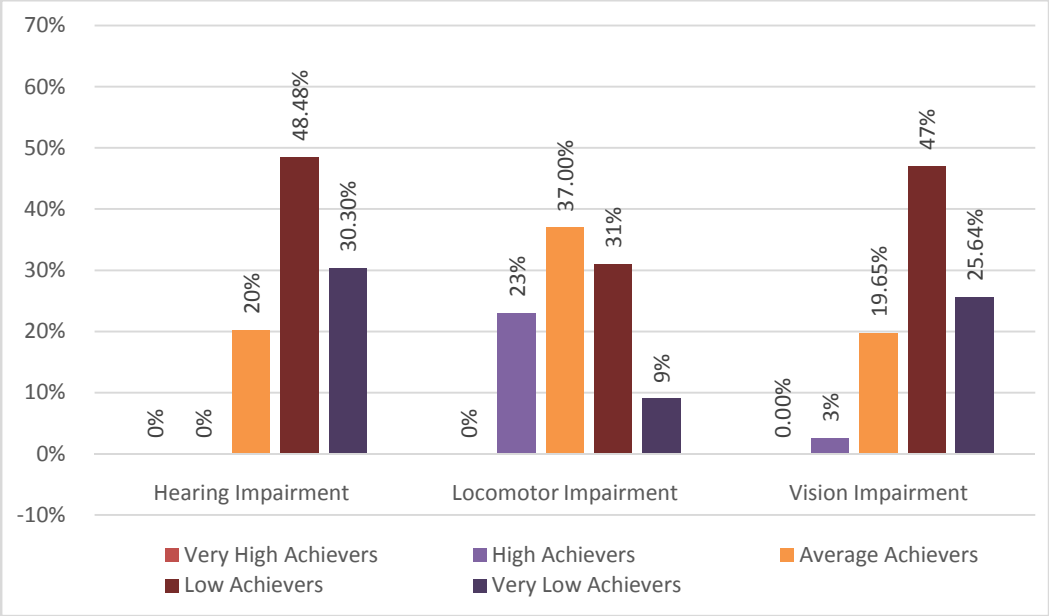
Table 4.1.6

Academic Achievement of differently abled students on the basis of types of disabilities

Classification	Score group	Hearing Impaired (N=33)		Locomotor Impaired (N=100)		Vision Impaired (N=117)	
		f	%	f	%	f	%
Very High Achievers	Above 80%	0	0%	0	0%	0	0%
High Achievers	60% - 79%	0	0%	23	23%	3	2.56%
Average Achievers	45% - 59%	7	21.21%	37	37%	23	19.65%
Low Achievers	31% - 44%	16	48.48%	31	31%	55	47%
Very Low Achievers	30 & below	10	30.30%	9	9%	30	25.64%

Fig 4.1.6

Graphical representation of Academic Achievement of differently abled students on the basis of types of disability



Interpretation:

Fig. 4.1.6 reflects the Academic Achievement of differently abled students on the basis of types of disability and it is evident from the above figure that 48.48% of the Hearing Impaired students, 31% of the Locomotor Impaired students, 47% of the Visual Impaired students are Low Achievers.56.2% of the Hearing Impaired students, 28.3% of the Locomotor Impaired students, and 48.8% of the Visual Impaired students are Very Low Achievers.30.30% of the Hearing Impaired students, 9% of the Locomotor Impaired students, 25.64% of the Visual Impaired students are very low achievers. Further it may be observed that very little percentage of Hearing Impaired students 0%, Locomotor Impaired students 23% and Visual Impaired students 2.561.72% are found to be High Achievers and 0% of Hearing Impaired students, Locomotor Impaired students and Visual Impaired students fall under the category of Very High Achievers.

Hence it is evident from the table and figure presented above that majority of the differently abled students with hearing impairment, and vision impairment were found to have low Academic Achievement. Whereas, majority of the students with locomotor impairment were found to possess average Academic Achievement..

4.1.7 Academic Achievement of differently abled students with respect to gender

The Academic Achievement of male students with hearing impairment, locomotor impairment and vision impairment and female students with hearing impairment, locomotor impairment and vision impairment have been represented, and interpreted below.

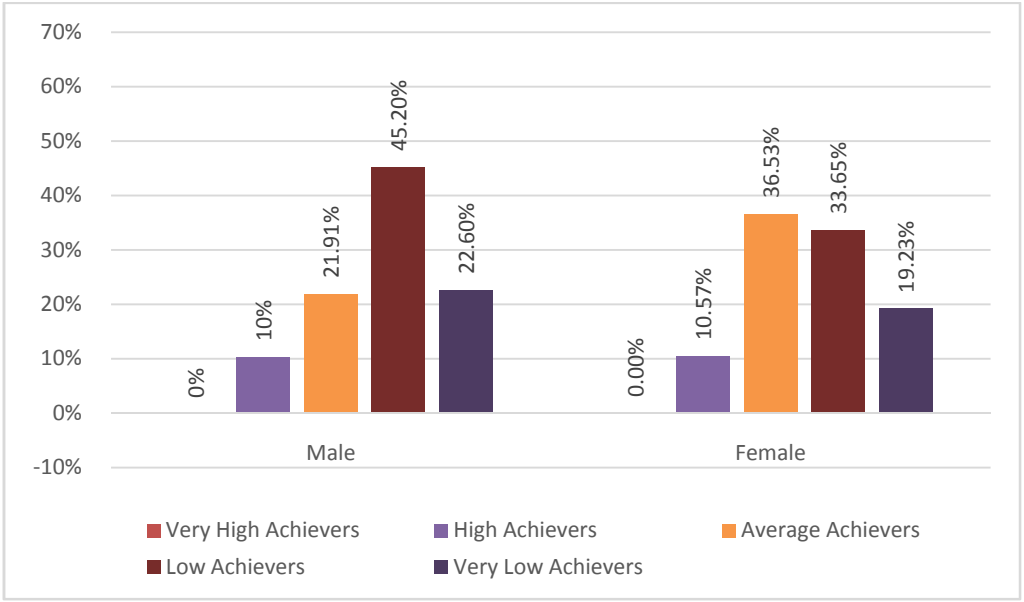
Table 4.1.7

Academic Achievement of differently abled students with respect to gender

Classification	Score group	Male (N=146)		Female (N=104)	
		f	%	f	%
Very High Achievers	Above 80%	0	0%	0	0%
High Achievers	60% - 79%	15	10.27%	11	10.57%
Average Achievers	45% - 59%	32	21.91%	38	36.53%
Low Achievers	31% - 44%	66	45.20%	35	33.65%
Very Low Achievers	30 & below	33	22.60%	20	19.23%

Fig 4.1.7

Graphical representation of Academic Achievement of differently abled students with respect to gender



Interpretation:

Fig. 4.1.7 reflects the Academic Achievement of differently abled students on the basis of gender and it is evident from the above figure that 45.20% of the Male differently abled students and 33.65% of the differently abled female students are Low Achievers. 22.60% of the Male differently abled students and 19.23% of the Female differently abled students are Very Low Achievers. 21.91% of the Male differently abled students and 36.53% of the Female differently abled students are Average Achievers. 10.27% of Male differently abled students and 10.57% of Female differently abled students are found to be High Achievers. Further it may be observed that 0% of Male and Female differently abled students fall under the category of Very High Achievers. Hence it is evident from the table and figure presented above that majority of the Male differently abled students have low Academic Achievement. Whereas, majority of the female differently abled students were found to possess average Academic Achievement.

4.1.8 Academic Achievement of differently abled students with respect to level of school

The Academic Achievement among differently abled students with hearing impairment, locomotor impairment and vision impairment studying at the secondary level and elementary level have been represented and interpreted below.

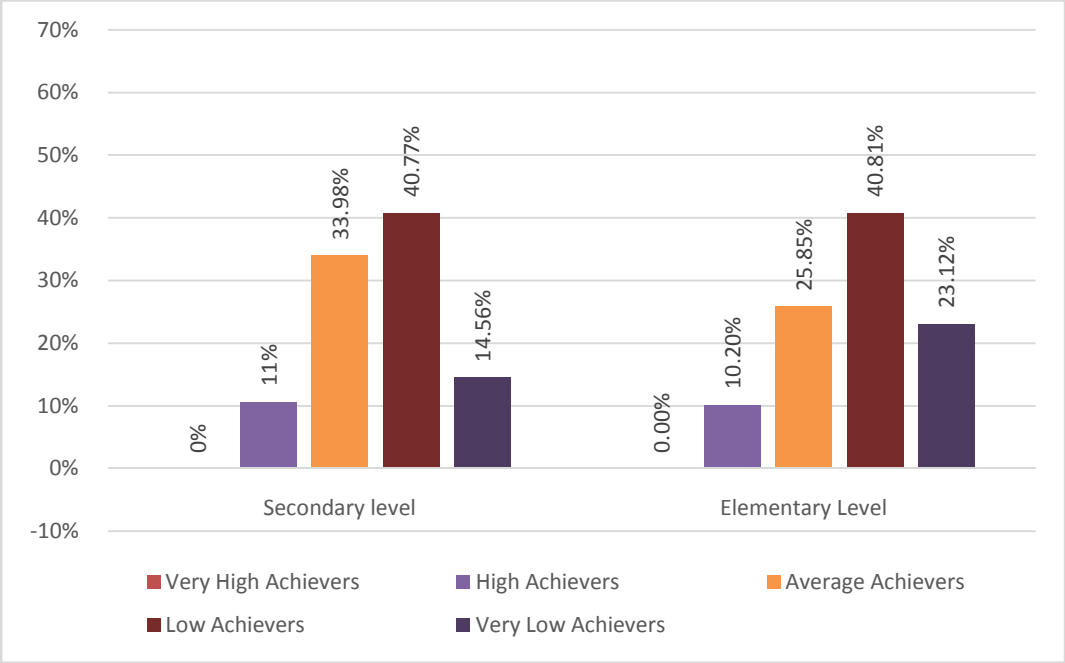
Table 4.1.8

Academic Achievement of differently abled students with respect to the level of school

Classification	Score group	Secondary level (N=103)		Elementary level (N=147)	
		f	%	f	%
Very High Achievers	Above 80%	0	0%	0	0%
High Achievers	60% - 79%	11	10.67%	15	10.20%
Average Achievers	45% - 59%	35	33.98%	38	25.85%
Low Achievers	31% - 44%	42	40.77%	60	40.81%
Very Low Achievers	30 & below	15	14.56%	34	23.12%

Fig 4.1.8

Graphical representation of Academic achievement of differently abled students with respect to the level of school



Interpretation:

Fig. 4.1.8 reflects the Academic Achievement of differently abled students with respect to the level of school and it is evident from the above figure that 40.77% of the differently abled students belonging to Middle Class and 40.81% of the differently abled students belonging to Low Class are Low Achievers. 14.56% of the differently abled students from Middle Class and 23.12% of the differently abled students from Low Class are Very Low Achievers. 33.98% of the differently abled students from Middle Class and 25.85 % of the differently abled students from Low Class are Average Achievers. 10.67% of differently abled students from Middle Class and 10.20% of differently abled students from Low Class are found to be High Achievers. Further it may be observed that 0% of differently abled students from both Middle Class and Low Class fall under the category of Very High Achievers. Hence it is evident from the table and figure given above that majority of the differently abled students from both Middle Class and Low Class have Low Academic Achievement.

4.1.9 Academic Achievement of differently abled students with respect to locale

The Academic Achievement among differently abled students with hearing impairment, locomotor impairment and vision impairment studying in schools located at urban areas and rural areas have been represented and interpreted below.

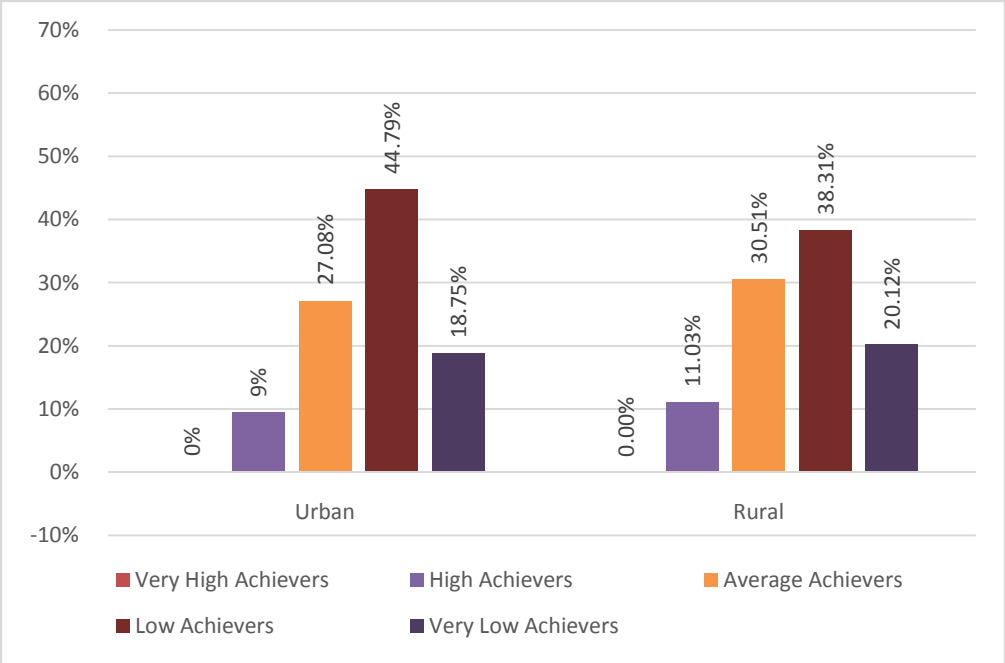
Table 4.1.9

Academic Achievement of differently abled students on the basis of locale

Classification	Score group	Urban (N=96)		Rural (N=154)	
		f	%	f	%
Very High Achievers	Above 80%	0	0%	0	0%
High Achievers	60% - 79%	9	9.37%	17	11.03%
Average Achievers	45% - 59%	26	27.08%	47	30.51%
Low Achievers	31% - 44%	43	44.79%	59	38.31%
Very Low Achiever	30 & below	18	18.75%	31	20.12%

Fig 4.1.9

Graphical representation of Academic achievement of differently abled students on the basis of locale



Interpretation:

Fig. 4.1.9 reflects the Academic Achievement of differently abled students on the basis of locale and it is evident from the above figure that 44.79% of the differently abled students going to schools located in the Urban areas and 38.31% of the differently abled students going to schools located in the Rural areas are Low Achievers.18.75% of the differently abled students going to schools located in the Urban areas and 20.12% of the differently abled students going to schools located in the Rural areas are Very Low Achievers. 27.08% of the differently abled students going to schools located in the Urban areas and 30.51% of the differently abled students going to schools located in the Rural areas are Average Achievers. 9.37% of differently abled students going to schools located in the Urban areas and 11.03% of differently abled students going to schools located in the Rural areas are found to be High Achievers. Further it may be observed that 0% of differently abled students going to schools located in the Urban areas and differently abled students going to schools located in the Rural areas fall under the category of Very High Achievers. Hence it is evident from the above that majority of the differently abled students going to schools located in the Urban areas have low Academic Achievement.

4.1.10 Academic Achievement of differently abled students with respect to management

The Academic Achievement among differently abled students with hearing impairment, locomotor impairment and vision impairment studying in Government schools and Private schools have been represented and interpreted below.

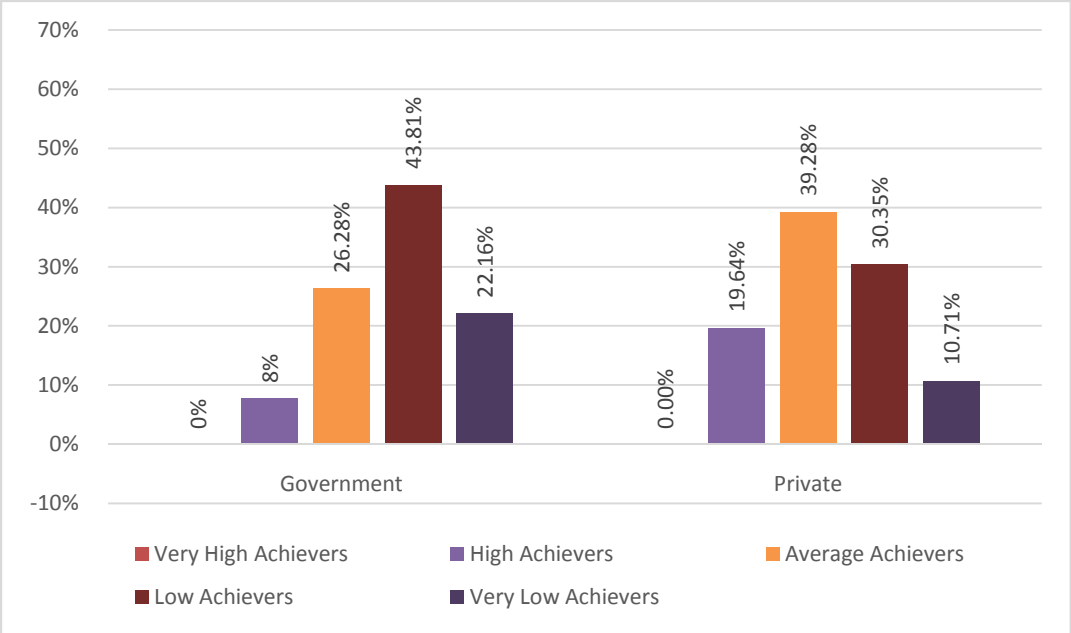
Table 4.1.10

Academic Achievement of differently abled students on the basis of management

Classification	Score group	Government (N=194)		Private (N=56)	
		f	%	f	%
Very High Achievers	Above 80%	0	0%	0	0%
High Achievers	60% - 79%	15	7.73%	11	19.64%
Average Achievers	45% - 59%	51	26.28%	22	39.28%
Low Achievers	31% - 44%	85	43.81%	17	30.35%
Very Low Achievers	30 & below	43	22.16%	6	10.71%

Fig 4.1.10

Graphical representation of the academic achievement of differently abled students on the basis of management



Interpretation:

Fig. 4.1.10 reflects the Academic Achievement of differently abled students on the basis of management and it is evident from the above figure that 43.81% of the differently abled students studying in Government schools and 30.35% of the differently abled students studying in Private schools are Low Achievers. 22.16% of the differently abled students studying in Government schools and 10.71% of the differently abled students studying in Private schools are Very Low Achievers. 26.28% of the differently abled students studying in Government schools and 39.28% of the differently abled students studying in Private schools are Average Achievers. 7.73% of differently abled students studying in Government schools and 19.64% of the differently abled students studying in Private schools are found to be High Achievers. Further it may be observed that none of the differently abled students studying in both Government schools and Private schools fall under the category of Very High Achievers. Hence it is evident from the table and figure presented above that majority of differently abled students studying in Government schools have low Academic Achievement. Whereas, majority of the differently abled students studying in Private school have average Academic Achievement

4.2 To study the difference in Adjustment of differently abled students with regard to various groups

The data collected has been analyzed below using mean, standard deviation *t*-test and F- test to find out the difference in Adjustment of differently abled between the following groups:

- Students with hearing impairment, locomotor impairment and vision impairment
- Male differently abled students and Female differently abled students
- Differently abled students studying at the Secondary Level and Elementary Level
- Differently abled students studying at schools located in Urban area and Rural area
- Differently abled students studying in Government schools and Private schools

4.2.1 Difference in the Adjustment of differently abled students with regard to the types of disabilities

From the total types of disabilities found among differently abled students in Sikkim, the study was conducted only on the students with hearing impairment, locomotor impairment and vision impairment. Hence difference in Adjustment between students with these three types of disabilities have been highlighted in Table 4.2.1 (a)

Hypothesis HO_1: There is no significant difference in the adjustment of differently abled students in relation to the types of disabilities

Table 4.2.1(a)

Difference in adjustment of differently abled students in relation to the types of disability

Adjustment	Types of Disability	N	Mean	SD	SV	Sum of Squares	df	Mean Square	F	p
Home	Hearing Impaired	33	7.33	4.98	Between Groups	376.686	2	188.343	**17.09**	0.00*
	Locomotor Impaired	100	4.14	2.53	Within Groups	2721.698	247	11.019		
	Visual Impaired	117	6.34	3.33	**Total**	3098.384	249			
	Total	250	5.59	3.52						
Social	Hearing Impaired	33	8.52	3.75	Between Groups	230.861	2	115.431	**8.73**	0.00*
	Locomotor Impaired	100	8.93	3.19	Within Groups	3263.539	247	13.213		
	Visual Impaired	117	10.74	3.93	**Total**	3494.400	249			
	Total	250	9.72	3.74						

Emotional	Hearing Impaired	33	9.67	3.88	Between Groups	164.221	2	82.110	**6.92**	0.00*
	Locomotor Impaired	100	8.51	2.64	Within Groups	2930.135	247	11.863		
	Visual Impaired	117	10.25	3.88	**Total**	3094.356	249			
	Total	250	9.48	3.52						
School	Hearing Impaired	33	12.67	4.66	Between Groups	1307.523	2	653.761	**32.94**	0.00*
	Locomotor Impaired	100	6.15	3.84	Within Groups	4901.741	247	19.845		
	Visual Impaired	117	9.79	4.86	**Total**	6209.264	249			
	Total	250	8.71	4.99						
Total	Hearing Impaired	33	37.88	9.17	Between Groups	5754.105	2	2877.053	**33.79**	0.00*
	Locomotor Impaired	100	27.43	8.01	Within Groups	21025.991	247	85.125		
	Visual Impaired	117	37.02	10.15	**Total**	26780.096	249			
	Total	250	33.30	10.37						

*$p < 0.01$

Interpretation:

In order to find out the difference between students with hearing impairment, locomotor impairment and vision impairment in their home, social, emotional, school and total adjustment, an inferential statistic, namely the F test, was calculated. The results of One-way ANOVA revealed the following

1. **Home Adjustment:** A significant difference between students with hearing impairment, locomotor impairment, and vision impairment students in terms of their home adjustment was revealed with F (2, 247) =17.09, p<0.01. Hence, we fail to accept the null hypothesis.

2. **Social Adjustment:** A significant difference between students with hearing impairment, locomotor impairment, and vision impairment students in terms of their social adjustment was revealed with F (2, 247) =8.73, p< 0.01. Hence, we fail to accept the null hypothesis.

3. **Emotional Adjustment:** A significant difference between students with hearing impairment, locomotor impairment, and vision impairment students in terms of their emotional adjustment was revealed with F (2, 247) =6.92, p< 0.01. Hence, we fail to accept the null hypothesis.

4. **School Adjustment:** A significant difference between students with hearing impairment, locomotor impairment, and vision impairment students in terms of their school adjustment was revealed with F (2, 247) =32.94, p< 0.01. Hence, we fail to accept the null hypothesis.

5. **Total Adjustment:** A significant difference between students with hearing impairment, locomotor impairment, and vision impairment students in terms of their total adjustment was revealed with F (2, 247) =33.79, p< 0.01. Hence, we fail to accept the null hypothesis.

Table 4.2.1 (b)

Mean score difference in Home Adjustment between students with Hearing Impairment, Locomotor Impairment and Visual Impairment

Dependent Variable	Types of Disability	Types of Disability	Mean Difference (I-J)	p
Home Adjustment	Hearing Impairment	Locomotor Impairment	**3.193***	**.000**
		Visual impairment	**.991**	**.131**
	Locomotor Impairment	Hearing impairment	**-3.193***	**.000**
		Visual impairment	**-2.202***	**.000**
	Visual Impairment	Hearing impairment	**-.991**	**.131**
		Locomotor impairment	**2.202***	**.000**

* The mean difference is significant at the 0.05 level.

Interpretation:

In table 4.2.1(b) further multiple comparisons using Post Hoc LSD test has been conducted to find the differences that exist in the Home Adjustment between differently abled students having three different types of disability i.e., hearing impairment, locomotor impairment and visual impairment. The table above shows that there is a significant difference in the Home Adjustment between differently abled students with hearing impairment and locomotor impairment with mean difference=3.193, $p<0.05$; students with vision impairment and locomotor impairment with mean difference =2.202, $p<0.05$. Whereas there is no significant difference in the Home Adjustment between differently abled students with hearing impairment and vision impairment with mean difference =0.991, $p>0.05$.

Table 4.2.1(c)

Mean score difference in Social Adjustment between students with Hearing Impairment, Locomotor Impairment and Visual Impairment

Dependent Variable	Types of Disability	Types of Disability	Mean Difference (I-J)	p
Social Adjustment	Hearing Impairment	Locomotor Impairment	**-.415**	**.570**
		Visual impairment	**-2.220***	**.002**
	Locomotor Impairment	Hearing impairment	**.415**	**.570**
		Visual impairment	**-1.805***	**.000**
	Visual Impairment	Hearing impairment	**2.220***	**.002**
		Locomotor impairment	**1.805***	**.000**

* The mean difference is significant at the 0.05 level.

Interpretation:

In table 4.2.1(c) further comparison has been done using Post Hoc LSD test to find the differences that exist in the Social Adjustment between differently abled students having three different types of disability i.e., hearing impairment, locomotor impairment and visual impairment. It is evident that there is a significant difference in the Social Adjustment between differently abled students having hearing impairment and visual impairment with mean difference=-2.220, $p<0.05$; vision impairment and locomotor impairment with mean difference= 1.805, $p<0.05$. However, no significant difference is observed in the Social Adjustment between differently abled students having hearing impairment and locomotor impairment with mean difference=-0.415, $p>0.05$.

Table 4.2.1 (d)

Mean score difference in Emotional Adjustment between students with Hearing Impairment, Locomotor Impairment and Visual Impairment

Dependent Variable	Types of Disability	Types of Disability	Mean Difference (I-J)	p
Emotional Adjustment	Hearing Impairment	Locomotor Impairment	**1.157**	**.096**
		Visual impairment	**-.581**	**.393**
	Locomotor Impairment	Hearing impairment	**-1.157**	**.096**
		Visual impairment	**-1.738***	**.000**
	Visual Impairment	Hearing impairment	**.581**	**.393**
		Locomotor impairment	**1.738***	**.000**

* The mean difference is significant at the 0.05 level.

Interpretation:

In table 4.2.1(d) further comparison has been done using Post Hoc LSD test to find the differences that exist in the Emotional Adjustment between differently abled students having three different types of disability i.e., hearing impairment, locomotor impairment and visual impairment. It is evident that there is a significant difference in the Emotional Adjustment between differently abled students having vision impairment and locomotor impairment with mean difference=1.738, $p<0.05$. However, no significant difference is observed in the Social Adjustment between differently abled students having hearing impairment and locomotor impairment with mean difference=1.157, $p>0.05$; hearing impairment and visual impairment with mean difference=-0.581, $p>0.05$.

Table 4.2.1(e)

Mean score difference in School Adjustment between students with Hearing Impairment, Locomotor Impairment and Visual Impairment

Dependent Variable	Types of Disability	Types of Disability	Mean Difference (I-J)	p
School Adjustment	Hearing Impairment	Locomotor Impairment	**6.517***	**.000**
		Visual impairment	**2.880***	**.001**
	Locomotor Impairment	Hearing impairment	**-6.517***	**.000**
		Visual impairment	**-3.636***	**.000**
	Visual Impairment	Hearing impairment	**-2.880***	**.001**
		Locomotor impairment	**3.636***	**.000**

* The mean difference is significant at the 0.05 level.

Interpretation:

In table 4.2.1(e) further comparison has been done using Post Hoc LSD test to find the differences that exist in the School Adjustment between differently abled students having three different types of disability i.e., hearing impairment, locomotor impairment and visual impairment. It is evident that there is a significant difference in the School Adjustment between differently abled students having hearing impairment, locomotor impairment and vision impairment with mean difference between hearing impairment and locomotor impairment=6.517, $p<0.05$. Mean difference between hearing impairment and vision impairment =2.880, $p<0.05$. Mean difference between vision impairment and locomotor impairment =3.636, $p<0.05$

Table 4.2.1 (f)

Mean score difference in Total Adjustment between students with Hearing Impairment, Locomotor Impairment and Visual Impairment

Dependent Variable	Types of Disability	Types of Disability	Mean Difference (I-J)	p
Total Adjustment	Hearing Impairment	Locomotor Impairment	**10.449***	**.000**
		Visual impairment	**.862**	**.636**
	Locomotor Impairment	Hearing impairment	**-10.449***	**.000**
		Visual impairment	**-9.587***	**.000**
	Visual Impairment	Hearing impairment	**-.862**	**.636**
		Locomotor impairment	**9.587***	**.000**

* The mean difference is significant at the 0.05 level.

Interpretation:

In table 4.2.1(f) further comparison has been done using Post Hoc LSD test to find the differences that exist in the Total Adjustment between differently abled students having three different types of disability i.e., hearing impairment, locomotor impairment and visual impairment. It is evident that there is a significant difference in the Total Adjustment between differently abled students having hearing impairment and locomotor impairment with mean difference=10.449, $p<0.05$; vision impairment and locomotor impairment with mean difference=9.587, $p<0.05$. However, no significant difference is observed in the total adjustment between differently abled students having hearing impairment and visual impairment with mean difference=0.862, $p>0.05$.

4.2.2 Difference in the Adjustment of differently abled students with regard to Gender

Hypothesis ($HO_{2)}$: There is no significant difference in the Adjustment of differently abled students in relation to Gender

The difference in Adjustment between male differently abled students and female differently abled students have been highlighted in Table 4.2.2.

Table 4.2.2

Difference in adjustment of differently abled students in relation to Gender

Adjustment	Gender	N	Mean	SD	t (248)	p
Home Adjustment	Male	146	5.66	3.43	0.37	0.70
	Female	104	5.49	3.69		
Social Adjustment	Male	146	10.07	3.92	1.79	0.07
	Female	104	9.23	3.45		
Emotional Adjustment	Male	146	9.77	3.87	1.63	0.10
	Female	104	9.07	2.96		
School Adjustment	Male	146	9.20	4.98	1.86	0.06
	Female	104	8.03	4.96		
Total Adjustment	**Male**	**146**	**34.36**	**10.46**	1.94	0.059
	Female	**104**	**31.81**	**10.12**		

Interpretation:

An independent sample *t*-test was performed to find out the significant difference between male differently abled students and female differently abled students in their home, social, emotional, school and total adjustment.

1. **Home Adjustment:** With regard to this adjustment, the result did not show any significant difference between male differently abled students and female differently abled students with t (248) =0.37, p>0.05. Hence the null hypothesis is accepted.

2. **Social Adjustment:** With regard to this adjustment, the result did not show any significant difference between male differently abled students and female differently abled students with t (248) =1.79, p>0.05. Hence the null hypothesis is accepted.

3. **Emotional Adjustment:** With regard to this adjustment, the result did not show any significant difference between male differently abled students and female differently abled students with t (248) =1.63, p>0.05. Hence the null hypothesis is accepted.

4. **School Adjustment:** With regard to this adjustment, the result did not show any significant difference between male differently abled students and female differently abled students with t (248) =1.86, p>0.05. Hence the null hypothesis is accepted.

5. **Total Adjustment:** With regard to this adjustment, the result did not show any significant difference between male differently abled students and female differently abled students with t (248) =1.94, p>0.05. Hence the null hypothesis is accepted.

4.2.3 Difference in Adjustment between differently abled students with regard to the level of school

Hypothesis (HO_3): There is no significant difference between adjustment of differently abled students in relation to level of school

The difference in Adjustment between differently abled students studying at the secondary level and differently abled students studying at the elementary level have been highlighted in Table 4.2.3.

Table 4.2.3

Difference in adjustment of differently students in relation to Level of School

Adjustment	Level of school	N	Mean	SD	t (248)	p
Home Adjustment	Secondary level	103	5.02	3.25	-2.22	0.02
	Elementary level	147	5.99	3.67		
Social Adjustment	Secondary level	103	8.85	3.37	-3.19	0.00
	Elementary level	147	10.33	3.89		
Emotional Adjustment	Secondary level	103	9.20	3.50	-1.03	0.30
	Elementary level	147	9.67	3.54		
School Adjustment	Secondary level	103	8.10	4.95	-1.64	0.10
	Elementary level	147	9.14	4.99		
Total Adjustment	Secondary level	103	30.97	10.14	-3.02	0.00
	Elementary level	147	34.93	10.25		

Interpretation:

An independent sample *t*-test was performed to find out the significant difference between students studying at the secondary level and differently abled students studying at the elementary level in their home, social, emotional, school and total adjustment.

1. **Home Adjustment:** With regard to this adjustment, the result indicated a significant difference between differently abled students studying at the secondary level and differently abled students studying at the elementary level with t (248) =-2.22, p<0.05. Hence the null hypothesis has been failed to be accepted.

2. **Social Adjustment:** With regard to this adjustment, the result indicated a significant difference between differently abled students studying at the secondary level and differently abled students studying at the elementary level with t (248) =-3.19, p<0.05. Hence the null hypothesis has been failed to be accepted.

3. **Emotional Adjustment:** With regard to this adjustment, the result indicated a significant difference between differently abled students studying at the secondary level and differently abled students studying at the elementary level with t (248) =-1.03, p>0.05. Hence the null hypothesis is accepted.

4. **School Adjustment:** With regard to this adjustment, the result indicated a significant difference between differently abled students studying at the secondary level and differently abled students studying at the elementary level with t (248) =-1.64, p>0.05. Hence the null hypothesis is accepted.

5. **Total Adjustment:** With regard to this adjustment, the result indicated a significant difference between differently abled students studying at the secondary level and differently abled students studying at the elementary level with t (248) =-3.02, p<0.05. Hence the null hypothesis has been failed to be accepted.

4.2.4 Difference in the Adjustment of differently abled students with regard to Locale

Hypothesis (HO_4): There is no significant difference between adjustment of differently abled students in relation to locale

The difference in Adjustment between differently abled students studying at the schools located in Urban area and differently abled students studying at schools located in Rural area have been highlighted in Table 4.2.4

Table 4.2.4

Difference in adjustment of differently abled students in relation to Locale

Adjustment	Locale	N	Mean	SD	t (248)	p
Home Adjustment	Urban	96	5.70	3.68	0.36	0.71
	Rural	154	5.53	3.45		
Social Adjustment	Urban	96	9.32	3.50	-1.36	0.17
	Rural	154	9.97	3.88		
Emotional Adjustment	Urban	96	9.13	3.37	-1.26	0.20
	Rural	154	9.69	3.61		
School Adjustment	Urban	96	9.07	5.08	0.89	0.37
	Rural	154	8.49	4.93		
Total Adjustment	**Urban**	**96**	**33.00**	**10.09**	**-0.35**	**0.72**
	Rural	**154**	**3.48**	**10.56**		

Interpretation:

An independent sample *t*-test was performed to find out the significant difference between students studying at schools located in urban areas and schools located in rural areas in their home, social, emotional, school and total adjustment.

1. **Home Adjustment:** In terms of this adjustment, the result showed no significant difference between differently abled students studying at schools located in the urban area and differently abled students studying at schools

located in rural area with t (248) =0.36, p>0.05. Hence the null hypothesis has been accepted.

2. **Social Adjustment:** In terms of this adjustment, the result showed a significant difference between differently abled students studying at schools located in the urban area and differently abled students studying at schools located in rural area with t (248) =-1.36, p>0.05. Hence the null hypothesis has been accepted.

3. **Emotional Adjustment:** In terms of this adjustment, the result showed a significant difference between differently abled students studying at schools located in the urban area and differently abled students studying at schools located in rural area with t(248) =-1.26, p>0.05. Hence the null hypothesis has been accepted.

4. **School Adjustment:** In terms of this adjustment, the result showed a significant difference between differently abled students studying at schools located in the urban area and differently abled students studying at schools located in rural area with t(248) =-0.89, p>0.05. Hence the null hypothesis has been accepted.

5. **Total Adjustment:** In terms of this adjustment, the result showed a significant difference between differently abled students studying at schools located in the urban area and differently abled students studying at schools located in rural area with t(248) =-0.35, p>0.05. Hence the null hypothesis has been accepted.

4.2.5 Difference in Adjustment of differently abled students with regard to Management

The difference in Adjustment between differently abled students studying in Government schools and differently abled students studying in Private schools have been highlighted in Table 4.2.5

Hypothesis (HO_5): There is no significant difference in the adjustment of differently abled students in relation to the type of management

Table 4.2.5

Difference in adjustment of differently abled students in relation to management

Adjustment	Management	N	Mean	SD	t (248)	p
Home Adjustment	Government	194	5.97	3.65	3.85	0.00
	Private	56	4.27	2.66		
Social Adjustment	Government	194	10.03	3.81	2.66	0.00
	Private	56	8.64	3.31		
Emotional Adjustment	Government	194	9.69	3.48	1.72	0.08
	Private	56	8.75	3.61		
School Adjustment	Government	194	9.25	5.02	3.44	0.00
	Private	56	6.86	4.43		
Total Adjustment	Government	194	34.73	10.02	4.19	0.00
	Private	56	28.32	10.08		

Interpretation:

An independent sample *t*-test was performed to find out the significant difference between students studying in Government schools and Private schools located in rural areas in their home, social, emotional, school and total adjustment.

1. **Home Adjustment:** With regard to this adjustment, the result indicated a significant difference between differently abled students studying in Government schools and differently abled students studying in Private schools with t (248) =-3.85, $p<0.05$. Hence the null hypothesis has been failed to be accepted.

2. **Social Adjustment:** With regard to this adjustment, the result indicated a significant difference between differently abled students studying in Government schools and differently abled students studying in Private schools with t (248) =2.66, $p<0.05$. Hence the null hypothesis has been failed to be accepted.

3. **Emotional Adjustment:** With regard to this adjustment, the result indicated no significant difference between differently abled students studying in Government schools and differently abled students studying in Private schools with t (248) =1.72, p>0.05. Hence the null hypothesis has been accepted.

4. **School Adjustment:** With regard to this adjustment, the result indicated a significant difference between differently abled students studying in Government schools and differently abled students studying in Private schools with t (248) =-3.44, p<0.05. Hence the null hypothesis has been failed to be accepted.

5. **Total Adjustment:** With regard to this adjustment, the result indicated a significant difference between differently abled students studying in Government schools and differently abled students studying in Private schools with t (248) =4.19, p<0.05. Hence the null hypothesis has been failed to be accepted.

4.3 To study the difference in the Academic Achievement of differently abled students with regard to various groups

The data collected has been analyzed below using mean, standard deviation *t*-test and F- test to find out the difference in Adjustment of differently abled between the following groups:

- Hearing impaired, Locomotor impaired and Vision impaired students
- Male differently abled students and Female differently abled students
- Differently abled students studying at the secondary level and elementary level
- Differently abled students studying at schools located in Urban area and Rural area
- Differently abled students studying in Government schools and Private schools

4.3.1 Difference in the Academic Achievement of differently abled students with regard to the types of disabilities

From the total types of disabilities found among differently abled students in Sikkim, the study was conducted only on the students with hearing impairment,

locomotor impairment and vision impairment. Hence, difference in Academic Achievement between students with these three types of disabilities have been highlighted in Table 4.3.1(a)

Hypothesis HO_6: There is no significant difference in the Academic Achievement of differently abled students in relation to the types of disability

Table 4.3.1(a)

Difference in academic achievement of differently abled students in relation to the types of disability

Types of Disability	N	Mean	SD	SV	Sum of Squares	df	Mean Square	F	p
Hearing Impaired	33	32.82	8.32	Between Groups	13125.039	2	6562.520		
Locomotor Impaired	100	50.62	11.79	Within Groups	31261.461	247	126.565	51.85	0.00**
Vision Impaired	117	37.01	11.47						
Total	250	41.90	13.351	**Total**	44386.500	249			

**p < 0.01

Interpretation:

In order to find out the difference between students with hearing impairment, locomotor impairment and vision impairment in their Academic Achievement, an inferential statistic, namely the F test, was calculated. Table 4.3.1(a) highlights the result of One-way ANOVA which revealed that there is a significant difference in the Academic Achievement between students with hearing, locomotor and vision impairment with F (2, 247) =51.85, p<0.01. Hence the null hypothesis has not been accepted.

Table 4.3.1 (b)

Mean score difference in the Academic Achievement of differently abled students on the basis of their types of disability

Dependent Variable	(I) Types of Disability	(J) Types of Disability	Mean Difference (I-J)	p
Academic Achievement	Hearing Impairment	Locomotor Impairment	-17.802*	0.00
		Visual impairment	-4.190	0.06
	Locomotor Impairment	Hearing impairment	17.802*	0.00
		Visual impairment	13.611*	0.00
	Visual Impairment	Hearing impairment	4.190	0.06
		Locomotor impairment	-13.611*	0.00

* The mean difference is significant at the 0.05 level.

Interpretation:

In table 4.3.1(b) further multiple comparisons using Post Hoc LSD test has been highlighted to find the differences that exist in the Academic Achievement between differently abled students with three different types of disability i.e., hearing impairment, locomotor impairment and visual impairment. From the table given above it is evident that there is a significant difference in the Academic achievement between differently abled students having hearing impairment and locomotor impairment with mean difference = -17.802, $p<0.05$; vision impairment and locomotor impairment with mean difference=-13.611, $p<0.05$. However, no significant difference is observed in the Academic Achievement between differently abled students having hearing impairment and visual impairment mean difference=-4.190, $p>0.05$.

4.3.2 Difference in Academic Achievement of differently abled students with regard to Gender

Difference in the Academic Achievement between male differently abled students and female differently abled students have been highlighted in Table 4.3.2

Hypothesis (HO_7): There is no significant difference in the Academic Achievement of differently abled students in relation to Gender

Table 4.3.2

Difference in Academic Achievement of differently abled students in relation to Gender

	Gender	N	Mean	SD	t (248)	p
Academic Achievement	Male	146	40.88	13.34	-1.43	0.15
	Female	104	43.33	13.29		

Interpretation:

An independent sample *t*-test was performed to find out the significant difference between male differently abled students and female differently abled students in their Academic Achievement. The result did not reveal any significant difference between male differently abled students and female differently abled students with t (248) =-1.43, p>0.05. Hence the null hypothesis is accepted.

4.3.3 Difference in the Academic Achievement between differently abled students with regard to the level of school

Difference in the Academic Achievement between differently abled students studying at the Secondary level and differently abled students studying at the Elementary level has been presented in Table 4.3.3

Hypothesis (HO_8): There is no significant difference in the Academic Achievement of differently abled students in relation to Level of school

Table 4.3.3

Difference in the Academic Achievement of differently abled students in relation to Level of school

	Level of school	N	Mean	SD	t (248)	p
Academic achievement	Secondary level	103	43.68	12.71	1.79	0.07
	Elementary level	147	40.65	13.68		

Interpretation:

An independent sample *t*-test was performed to find out the significant difference between differently abled students studying at the secondary level and differently abled students studying at the elementary level in their Academic Achievement. The result did not reveal any significant difference between differently abled students studying at the secondary level and differently abled students studying at the elementary level with t (248) =1.79, p>0.05. Hence the null hypothesis is accepted.

4.3.4 Difference in the Academic Achievement between differently abled students with regard to Locale

Difference in the Academic Achievement between differently abled students studying at the schools located in Urban area and differently abled students studying at the schools located in Rural area has been highlighted in Table 4.3.4

Hypothesis ($HO_{9)}$: There is no significant difference in the Academic Achievement of differently abled students in relation to Locale

Table 4.3.4

Difference in the Academic Achievement of differently abled students in relation to Locale

	Locale	N	Mean	SD	t (248)	p
Academic achievement	Urban	96	41.67	13.007	-0.22	0.82
	Rural	154	42.05	13.602		

Interpretation:

An independent sample *t*-test was performed to find out the significant difference between differently abled students studying at schools located in the urban area and differently abled students studying at schools located in the rural area in their Academic Achievement. The result did not reveal any significant difference between differently abled students studying at the secondary level and differently abled students studying at the elementary level with t (248) =-0.22, p>0.05. Hence the null hypothesis is accepted.

4.3.5 Difference in the Academic Achievement of differently abled students with regard to management

Difference in the Academic Achievement of differently abled studying in Government schools and differently abled students studying in Private schools have been highlighted in table 4.3.5

Hypothesis (HO_{10}): There is no significant difference in the Academic Achievement of differently abled students in relation to management

Table 4.3.5

Difference in the Academic Achievement of differently abled students in relation to Management (df = 248) (Table value at 0.05 level = 1.97)

	Mgmt.	N	Mean	SD	t (248)	p
Academic Achievement	Govt.	194	40.40	12.93	-3.28	0.00
	Private	56	47.11	13.59		

Interpretation:

An independent sample *t*-test was performed to find out the significant difference between differently abled students studying at Government schools and differently abled students studying at Private schools in their Academic Achievement. The result revealed a significant difference between differently abled students studying at Government schools and differently abled students studying at the Private schools with t (248) =-3.28, p<0.05. Hence the null hypothesis has not been accepted.

4.4 To study the relationship between Adjustment and Academic Achievement of differently abled students with hearing impairment, locomotor impairment and vision impairment in Sikkim.

4.4.1 Relationship between Adjustment and Academic Achievement of differently abled students with hearing impairment

To trace the relationship between Adjustment and Academic Achievement of differently abled students with hearing impairment Pearson's r (Product Moment Correlation) was calculated and interpreted respectively at a 0.01 level of significance. The results are tabulated below in Table 4.4.1(a)

Hypothesis (HO_{11}) There is no significant relationship between Adjustment and Academic Achievement of differently abled students with hearing impairment in Sikkim

Table 4.4.1

Correlation between Adjustment and Academic Achievement of differently abled students with hearing impairment

Variables	*n*	*M*	*SD*	1	2
Total Adjustment	250	36.78	9.86	-	
Academic Achievement	250	39.03	14.32	-0.58**	-

**$p< 0.01$

Interpretation:

Table 4.4.1 (a) shows that there is a significant negative correlation between Adjustment and Academic Achievement of differently abled students with hearing impairment based on the result of correlation (r = -0.58, p<0.05). Hence HO_{11} was not accepted.

The results imply that adjustment has an influence on the Academic Achievement of the differently abled students with hearing impairment in Sikkim.

Further, it indicates that lower the inability of the students to adjust, higher will be the academic achievement and higher the inability of the students to adjust, lower will be the academic achievement (*as per the interpretation of scores given by HOSOCES Adjustment Inventory by N.A Nadeem (2002*) used for the present study, lower scores indicate better adjustment).

4.4.2 Relationship between Adjustment and Academic Achievement of differently abled students with locomotor impairment

To trace the relationship between Adjustment and Academic Achievement of differently abled students with locomotor impairment Pearson's r (Product Moment Correlation) was calculated and interpreted respectively at a 0.01 level of significance. The results are tabulated below in Table 4.4.2 (a)

Hypothesis (HO_{12}) There is no significant relationship between Adjustment and Academic Achievement of differently abled students with locomotor impairment in Sikkim

Table 4.4.2

Correlation between Adjustment and Academic Achievement of differently abled students with locomotor impairment

Variables	*n*	*Mean*	*SD*	1	2
Total Adjustment	250	27.71	8.15	-	
Academic Achievement	250	48.39	12.46	-0.38**	-

**$p< 0.01$

Interpretation:

Table 4.4.2(a) indicates that there is a significant negative correlation between Adjustment and Academic Achievement of differently abled students with locomotor impairment based on the result of correlation (r = -0.38, p<0.01). Hence HO_{12}has not been accepted.

The result implies that adjustment has an influence on the Academic Achievement of the differently abled students with locomotor impairment in Sikkim.

Further, it indicates that lower the inability of the students to adjust higher will be the academic achievement and higher the inability of the students to adjust lower will be the academic achievement (*as per the interpretation of scores given by HOSOCES Adjustment Inventory by N.A Nadeem (2002*) used for the present study, lower scores indicate better adjustment).

4.4.3 Relationship between Adjustment and Academic Achievement of differently abled students with vision impairment

To trace the relationship between Adjustment and Academic Achievement of differently abled students with vision impairment Pearson's r (Product Moment Correlation) was calculated and interpreted respectively at a 0.01 level of significance. The results are tabulated below in Table 4.4.3(a)

Hypothesis (HO_{13}) There is no significant relationship between Adjustment and Academic Achievement of differently abled students with vision impairment in Sikkim in Sikkim

Table 4.4.3

Correlation between Adjustment and Academic Achievement of differently abled students with vision impairment

Variables	*n*	*M*	*SD*	1	2
Total Adjustment	250	37.08	10.12	-	
Academic Achievement	250	37.16	11.49	-0.37**	-

**$p < 0.01$

Interpretation:

Table 4.4.3(a) reveals that there is a significant negative correlation between Adjustment and Academic Achievement of differently abled students with vision impairment based on the result of correlation (r = -0.37, p<0.01). Hence HO_{13} has not been accepted. The result implies that adjustment has an influence on the Academic Achievement of the differently abled students with vision impairment in Sikkim. Further, it indicates that lower the inability of the students to adjust higher will be the academic achievement and higher the inability of the students to adjust lower will be

the academic achievement (*as per the interpretation of scores given by HOSOCES Adjustment Inventory by N.A Nadeem (2002*) used for the present study, lower scores indicate better adjustment).

4.5 Conclusion

The present chapter has laid emphasis on analysis and interpretation of data. This chapter deals with the description, analysis and interpretation of data collected through administration of the test HOSOCES Adjustment Inventory and the Academic Achievement of differently abled school students of Sikkim from one academic session (2018-2019). The collected data was analysed using descriptive and inferential statistics. The relationship and significant differences among different variables under study have been depicted. The analysis and interpretation of data have been reported based on objectives of the study.

CHAPTER V

FINDINGS AND DISCUSSIONS

CHAPTER V
FINDINGS AND DISCUSSIONS

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CHAPTER V

Findings and Discussions

5.0 Introduction

This chapter presents the discussion of the findings based on the analysis and interpretation of data. An attempt has also been made to derive educational implications based on the findings of the present study. Some recommendations have been put forward in the light of the obtained findings. Suggestions which might be useful for conducting further research in the same fields and conclusions have also been given in this chapter. A brief description of all the aspects of this chapter is given below.

5.1 Major Findings

All the major findings are enumerated objective wise as under:

5.1.1 Findings of objective No 1. To study the Adjustment and Academic Achievement of differently abled school students in Sikkim

- In terms of home Adjustment of differently abled students, on the basis of their types of disabilities, the study found that 36.36% of hearing impaired students, 24% of locomotor impaired and 12.82% of vision impaired students are extremely adjusted. 24.24% of hearing impaired students, 45% of locomotor impaired students, and 32.47% of vision impaired students are highly adjusted. 18.18% of hearing impaired, 26% of locomotor impaired and 29.05% of vision impaired students have average adjustment. 18.18% of hearing impaired, 4% of locomotor impaired and 18.80% of vision impaired students have poor adjustment. 3.030% of hearing impaired, 1% of locomotor impaired and 6.83% of vision impaired students have extreme maladjustment.

- In terms of social Adjustment of differently abled students on the basis of their types of disabilities, the study found that 3.8% of hearing-impaired students, 0% of locomotor impaired and 0% of vision impaired students are extremely adjusted. 23.07% of hearing-impaired students, 16% of locomotor impaired

students, 7.69% of vision impaired students are highly adjusted. 30.7% of hearing impaired, 20% of locomotor impaired and 22.22% of vision impaired students have average adjustment. 36.36% of hearing impaired, 42% of locomotor impaired and 34.18% of vision impaired students have poor adjustment. 23.07% of hearing impaired, 22% of locomotor impaired and 35.89% of vision impaired students have extreme maladjustment.

- In terms of emotional Adjustment of differently abled students on the basis of their types of disabilities, the study found that 0% of hearing-impaired students, 0% of locomotor impaired and 0.85% of vision impaired students are extremely adjusted. 11.53% of hearing impaired students, 17% of locomotor impaired students, and 9.40% of vision impaired students are highly adjusted. 23.07% of hearing impaired, 22% of locomotor impaired and 18.80% of vision impaired students have average adjustment. 42.30% of hearing impaired, 50% of locomotor impaired and 38.46% of vision impaired students have poor adjustment. 39.39% of hearing impaired, 11% of locomotor impaired and 32.74% of vision impaired students have extreme maladjustment.

- In terms of school Adjustment of differently abled students on the basis of their types of disabilities, the study found that 3.8% of hearing-impaired students, 16% of locomotor impaired and 1.70% of vision impaired students are extremely adjusted. 3.8% of hearing impaired students, 40% of locomotor impaired students, and 18.80% of vision impaired students are highly adjusted. 11.53% of hearing impaired, 16% of locomotor impaired and 21.36% of vision impaired students have average adjustment. 48.48% of hearing impaired, 16% of locomotor impaired and 25.64% of vision impaired students have poor adjustment. 46.15% of hearing impaired, 12% of locomotor impaired and 32.47% of vision impaired students have extreme maladjustment.

- In terms of home adjustment of differently abled students viz. students with hearing impairment, locomotor impairment and vision impairment on the basis of gender, the study found that13.01 % of male students and 17.3 % of female students are extremely adjusted, 40.41% of male students and 43.26% of female students are highly adjusted.27.39% of male students and 20.19% of female students are well adjusted, 13.69 % of male students and 11.53% of female

students are poorly adjusted and 5.47% of male students and 7.69% of female students are extremely maladjusted.

- In terms of social adjustment of differently abled students viz. students with hearing impairment, locomotor impairment and vision impairment, on the basis of gender, the study found that 0.68 % of male students and 0% of female students are extremely adjusted, 10.27% of male students and 15.38% of female students are highly adjusted.23.28% of male students and 28.84% of female students are well adjusted, 37.67% of male students and 3.076% of female students are poorly adjusted and 28.08% of male students and 25% of female students are extremely maladjusted.

- In terms of emotional adjustment of differently abled students viz. students with hearing impairment, locomotor impairment and vision impairment, on the basis of gender, the study found that 0% of male students and 0.96% of female students are extremely adjusted, 13.01% of male students and 11.53% of female students are highly adjusted.23.97% of male students and 24.03% of female students are well adjusted, 39.04% of male students and 47.11% of female students are poorly adjusted and 23.97% of male students and 16.34% of female students are extremely maladjusted.

- In terms of school adjustment of differently abled students viz. students with hearing impairment, locomotor impairment and vision impairment, on the basis of gender, the study found that 3.42% of male students and 13.46 % of female students are extremely adjusted, 24.65% of male students and 25.96% of female students are highly adjusted.19.17% of male students and 15.38% of female students are well adjusted, 24.65 % of male students and 25.96 % of female students are poorly adjusted and 28.08% of male students and 19.23% of female students are extremely maladjusted.

- In terms of home adjustment of differently abled students viz. students with hearing impairment, locomotor impairment and vision impairment, with regard to level of school, the study found that 19.41 % of the differently abled students studying at the secondary level and 11.56 % of differently abled students studying at the elementary level are extremely adjusted, 46.6% of the differently

abled students studying at secondary level and 38.09% of the differently abled students studying at elementary level and are highly adjusted.20.38% of the differently abled students from secondary level and 27.21%of the differently abled students from elementary level are well adjusted, 9.7 % of the differently abled students from secondary level and 15.64% of the differently abled students from elementary level are poorly adjusted and 3.88 %the differently abled students from secondary level and 7.48% of the differently abled students from elementary level are extremely maladjusted.

- In terms of social adjustment of differently abled students with regard to the level of school, the study found that 0% of the differently abled students from secondary level and 0.68 % of differently abled students from elementary level are extremely adjusted, 12.62% of the differently abled students from secondary level and 12.24% of the differently abled students from elementary level are highly adjusted.33.98% of the differently abled students from secondary level and 19.72%of the differently abled students from elementary level are well adjusted, 37.86 % of the differently abled students from secondary level and 32.65% of the differently abled students from elementary level are poorly adjusted and 15.53%the differently abled students from secondary level and 34.69% of the differently abled students from elementary level are extremely maladjusted.

- In terms of emotional adjustment of differently abled students with regard to the level of school, the study found that 0.97 % of the differently abled students from secondary level and 0% of differently abled students from elementary level are extremely adjusted, 13.59% of the differently abled students from secondary level and 11.56% of the differently abled students from elementary level and are highly adjusted.23.3% of the differently abled students from secondary level and 24.48%of the differently abled students from elementary level are well adjusted, 46.6 % of the differently abled students from secondary level and 39.45% of the differently abled students from elementary level are poorly adjusted and 15.53%the differently abled students from secondary level and 24.48% of the differently abled students from elementary level are extremely maladjusted.

- In terms of school adjustment of differently abled students with regard to the level of school, the study found that 14.56 % of the differently abled students from secondary level and 2.72 % of differently abled students from elementary level are extremely adjusted, 26.21% of the differently abled students from secondary level and 24.48% of the differently abled students from elementary level and are highly adjusted.8.73% of the differently abled students from secondary level and 23.8%of the differently abled students from elementary level are well adjusted, 29.12 % of the differently abled students from secondary level and 22.44% of the differently abled students from elementary level are poorly adjusted and 21.35%the differently abled students from secondary level and 26.53% of the differently abled students from elementary level are extremely maladjusted.

- In terms of home adjustment of differently abled students on the basis of locale, the study found that 16.66% of the differently abled students studying in schools located in urban area 13.63 % of the differently abled students studying in schools located in rural area are extremely adjusted, 39.58% of the differently abled students studying in schools located in urban area 42.85 % of the differently abled students studying in schools located in rural area are highly adjusted, 22.91% of the differently abled students studying in schools located in urban area 25.97 % of the differently abled students studying in schools located in rural area are well adjusted, 14.58% of the differently abled students studying in schools located in urban area 12.33% of the differently abled students studying in schools located in rural area are poorly adjusted, 6.25% of the differently abled students studying in schools located in urban area 5.19 % of the differently abled students studying in schools located in rural area are extremely maladjusted.

- In terms of social adjustment of differently abled students on the basis of locale, the study found that 0% of the differently abled students studying in schools located in urban area 0.64% of the differently abled students studying in schools located in rural area are extremely adjusted, 16.66% of the differently abled students studying in schools located in urban area 9.74% of the differently abled students studying in schools located in rural area are highly adjusted, 25%

of the differently abled students studying in schools located in urban area 25.97% of the differently abled students studying in schools located in rural area are well adjusted, 34.37% of the differently abled students studying in schools located in urban area 35.06% of the differently abled students studying in schools located in rural area are poorly adjusted, 23.95% of the differently abled students studying in schools located in urban area 28.57 % of the differently abled students studying in schools located in rural area are extremely maladjusted.

- In terms of emotional adjustment of differently abled students on the basis of locale, the study found that 1.04% of the differently abled students studying in schools located in urban area 0% of the differently abled students studying in schools located in rural area are extremely adjusted, 12.5% of the differently abled students studying in schools located in urban area 12.33 % of the differently abled students studying in schools located in rural area are highly adjusted, 25% of the differently abled students studying in schools located in urban area 23.37% of the differently abled students studying in schools located in rural area are well adjusted, 42.7% of the differently abled students studying in schools located in urban area 42.2% of the differently abled students studying in schools located in rural area are poorly adjusted, 18.75% of the differently abled students studying in schools located in urban area 22.07 % of the differently abled students studying in schools located in rural area are extremely maladjusted.

- In terms of school adjustment of differently abled students on the basis of locale, the study found that 4.16% of the differently abled students studying in schools located in urban area 9.74% of the differently abled students studying in schools located in rural area are extremely adjusted, 25% of the differently abled students studying in schools located in urban area 24.67 % of the differently abled students studying in schools located in rural area are highly adjusted, 21.87% of the differently abled students studying in schools located in urban area 14.93% of the differently abled students studying in schools located in rural area are well adjusted, 19.79% of the differently abled students studying in schools located in urban area 28.57% of the differently abled students studying

in schools located in rural area are poorly adjusted, 29.16% of the differently abled students studying in schools located in urban area 22.07% of the differently abled students studying in schools located in rural area are extremely maladjusted.

- In terms of home adjustment of differently abled students on the basis of school management, the study found that 11.34% of the differently abled students studying in Government schools and 28.57% of the differently abled students studying in Private schools are extremely adjusted, 40.2% of the differently abled students studying in Government schools and 46.42% of the differently abled students studying in Private schools are highly adjusted, 26.8% of the differently abled students studying in Government schools and 16.07% of the differently abled students studying in Private schools are well adjusted, 13.91% of the differently abled students studying in Government schools and 8.92% of the differently abled students studying in Private schools are poorly adjusted, 7.73% of the differently abled students studying in Government schools and 0% of the differently abled students studying in Private schools are extremely maladjusted.

- In terms of social adjustment of differently abled students on the basis of school management, the study found that 0.51% of the differently abled students studying in Government schools and 0% of the differently abled students studying in Private schools are extremely adjusted, 12.37% of the differently abled students studying in Government schools and 12.5% of the differently abled students studying in Private schools are highly adjusted, 22.68% of the differently abled students studying in Government schools and 35.71% of the differently abled students studying in Private schools are well adjusted, 32.98% of the differently abled students studying in Government schools and 41.07% of the differently abled students studying in Private schools are poorly adjusted, 31.44% of the differently abled students studying in Government schools and 10.71% of the differently abled students studying in Private schools are extremely maladjusted.

- In terms of emotional adjustment of differently abled students on the basis of school management, the study found that 0% of the differently abled students

studying in Government schools and 1.78% of the differently abled students studying in Private schools are extremely adjusted, 11.34% of the differently abled students studying in Government schools and 16.07% of the differently abled students studying in Private schools are highly adjusted, 23.19% of the differently abled students studying in Government schools and 26.78% of the differently abled students studying in Private schools are well adjusted, 42.26% of the differently abled students studying in Government schools and 42.85% of the differently abled students studying in Private schools are poorly adjusted, 23.19% of the differently abled students studying in Government schools and 12.5% of the differently abled students studying in Private schools are extremely maladjusted.

- In terms of school adjustment of differently abled students on the basis of school management, the study found that 3.6% of the differently abled students studying in Government schools and 21.42% of the differently abled students studying in Private schools are extremely adjusted, 24.22% of the differently abled students studying in Government schools and 28.57% of the differently abled students studying in Private schools are highly adjusted, 21.13% of the differently abled students studying in Government schools and 5.35% of the differently abled students studying in Private schools are well adjusted, 23.19% of the differently abled students studying in Government schools and 32.14% of the differently abled students studying in Private schools are poorly adjusted, 27.83% of the differently abled students studying in Government schools and 12.5% of the differently abled students studying in Private schools are extremely maladjusted.

- In the present study the researcher has found that 0% of the differently abled students are very high achievers i.e., the students who have scored 80% and above. 10.4% students are high achievers i.e., the students who have scored 60% - 79%. 29.2% of the students are average achievers i.e., the students who have scored 45% - 59%. 40.8% students are low achievers i.e., the students who have scored 31% - 44%. 19.6% are very low achievers i.e., the number of students who have scored below 30% and below.

- With regard to the types of disability the study has revealed that 0% of the hearing impaired students, 0% of the locomotor impaired students and 0% of the vision impaired students are very high achievers. 0% of the hearing impaired students, 23% of the locomotor impaired students and 2.56% of the vision impaired students are high achievers. 21.21% of the hearing impaired students, 37% of the locomotor impaired students, 19.65% of the vision impaired students are average achievers. 48.48% of the hearing impaired students, 31% of the locomotor impaired students, 47% of the vision impaired students are low achievers. 30.30% of the hearing impaired students, 9% of the locomotor impaired students, 25.64% of the vision impaired students are very low achievers.

- In terms of gender the study has found that 0% of male differently abled students and 0% of female differently abled students are very high achievers. 10.27% of male differently abled students and 10.57% of female differently abled students are high achievers. 21.91% of male differently abled students and 36.53% of female differently abled students are very average achievers. 45.20% of male differently abled students and 33.65% of female differently abled students are low achievers. 22.60% of male differently abled students and 19.23% of female differently abled students are very low achievers.

- With regard to level of school, the study has found that 0% of the differently abled students studying at the secondary level and 0% of the differently abled students studying at the elementary level are very high achievers. 10.67% of the differently abled students from secondary level and 10.20% of the differently abled students from elementary level are high achievers. 33.98% of differently abled students from secondary level and 25.85% of the differently abled students from elementary level are average achievers. 40.77% of differently abled students from secondary level and 40.81% of the differently abled students from elementary level are low achievers. 14.56% of differently abled students from secondary level and 23.17% of the differently abled students from elementary level are very low achievers.

- In terms of gender the study has found that 0% of male differently abled students and 0% of female differently abled students are very high achievers.

10.27% of male differently abled students and 10.57% of female differently abled students are high achievers. 21.91% of male differently abled students and 36.53% of female differently abled students are very average achievers. 45.20% of male differently abled students and 33.65% of female differently abled students are low achievers. 22.60% of male differently abled students and 19.23% of female differently abled students are very low achievers.

- In terms of locale the study has indicated that 0% of the differently abled students studying in schools located in urban area and 0% of the differently abled students studying in schools located in rural area are very high achievers. 9.37% of the differently abled students studying in schools located in urban area and 11.03% of the differently abled students studying in schools located in rural area are high achievers. 27.08 % of the differently abled students studying in schools located in urban area and 30.51% of the differently abled students studying in schools located in rural area are average achievers. 44.79% of the differently abled students studying in schools located in urban area and 38.31% of the differently abled students studying in schools located in rural area are low achievers. 18.75% of the differently abled students studying in schools located in urban area and 20.12% of the differently abled students studying in schools located in rural area are very low achievers.

- In terms of school management, the study has revealed that 0% of the differently abled students studying in Government schools and 0% of the differently abled students studying in Private schools are very high achievers.7.73% of the differently abled students studying in Government schools and 19.64% of the differently abled students studying in Private schools are high achievers. 26.28% of the differently abled students studying in Government schools and 39.28% of the differently abled students studying in Private schools are average achievers. 43.81% of the differently abled students studying in Government schools and 30.35% of the differently abled students studying in Private schools are low achievers. 22.16% of the differently abled students studying in Government schools and 10.71% of the differently abled students studying in Private schools are very low achievers.

5.1.2 Findings of objective No 2. To study the difference in Adjustment of differently abled school students in relation to:

(I) Types of disabilities

(II) Gender

(III) Economic status

(IV) Locale

(V) School Management

(I) Types of disabilities

- In terms of home adjustment, the present study reveals that overall, there is a significance difference in the home adjustment between students with hearing impairment, locomotor impairment and vision impairment. But in particular there is a significant difference between students with hearing impairment and locomotor impairment; students with vision impairment and locomotor impairment. There is no significant difference between the students with hearing impairment and vision impairment.

- With regard to social adjustment, it is found that overall, there is a significance difference in the social adjustment between students with hearing impairment, locomotor impairment and vision impairment. But in particular there is a significant difference between students with Hearing Impairment and Visual Impairment; vision Impairment and locomotor Impairment. There is no significant difference between students with Hearing Impairment and Locomotor Impairment.

- With respect to of emotional adjustment, the study indicates that overall, there is a significance difference in the emotional adjustment between students with hearing impairment, locomotor impairment and vision impairment. But in particular there is a significant difference between students with Visual Impairment and Locomotor Impairment. There is no significant difference between students having Hearing Impairment and locomotor Impairment; hearing impairment and vision impairment.

- In relation to school adjustment the study indicates that overall, there is a significance difference in the emotional adjustment between students with hearing impairment, locomotor impairment and vision impairment.

- With regard to total Adjustment the study indicates that overall, there is a significance difference in the total adjustment between students with hearing impairment, locomotor impairment and vision impairment. But in particular there is a significant difference between students having Hearing Impairment and Locomotor Impairment; vision Impairment and locomotor Impairment. There is no significant difference between students having Hearing Impairment and Visual Impairment.

(II) Gender

- The study found that there is no significant difference in the home, social, emotional, school and total adjustment between male differently abled students and female differently abled students.

(III) Level of school

- The study found that there is no significant difference in the home, social, emotional, school and total adjustment between differently abled students studying at the secondary level and differently abled students studying at the elementary level.

(IV) Locale

- The study found that there is no significant difference in the home, social, emotional, school and total adjustment between differently abled students studying in schools located in urban areas and differently abled students studying in schools located in rural areas.

(V) School Management

- The study found that there is a significant difference in the home, social, school and total adjustment between differently abled students studying in Government schools and differently abled students studying in Private schools. There is no

significant difference in the emotional adjustment between differently abled students studying in Government schools and differently abled students studying in Private schools.

5.1.3 Findings of objective No 3. To study the difference in Academic Achievement of differently abled school students in relation to

(I) Types of disabilities

(II) Gender

(III) Level of school

(IV) Locale

(V) School Management

(I) Types of disabilities

- The study found that there is a significance difference in the Academic Achievement between students with hearing impairment, locomotor impairment and vision impairment. Further a significant difference was found in the Academic achievement between differently abled students having Hearing impairment and Locomotor impairment; vision Impairment and locomotor impairment. No significant difference was indicated in the Academic Achievement between differently abled students having Hearing Impairment and Visual Impairment.

(II) Gender

- The present study found that there is no significant difference in academic achievement between male and female differently abled students

(III) Level of school

- The present study found that there is no significant difference in academic achievement between differently abled students studying at the Secondary level and differently abled students studying at the Elementary level at school.

(IV) Locale

- The study has indicated that there is no significant difference in academic achievement between differently abled students studying in schools located in Urban areas and rural areas.

(V) School Management

- The study found that there is no significant difference in academic achievement between differently abled students studying in Government schools and Private schools

5.1.4 Findings of objective No 4. To study the relationship between Adjustment and Academic Achievement of differently abled students in Sikkim

The study revealed that there is a significant negative relationship between Home adjustment and Academic Achievement; Social adjustment and Academic Achievement; Emotional adjustment and Academic Achievement; School adjustment and Academic Achievement; Total Adjustment and Academic Achievement among differently abled students in Sikkim.

5.2 Discussion

Findings of the present study were discussed and different aspects of the result are connected and compared the results with those of others**.** All the discussion was enumerated objective wise as under:

5.2.1 Adjustment and Academic Achievement of differently abled school students in Sikkim

It was found that majority of the differently abled students with hearing impairment, locomotor impairment and vision impairment studying in integrated schools of Sikkim have poor emotional and social adjustment with similar percentage observed at the extremely maladjusted level. In educational adjustment too majority of the differently abled students with these three types of disabilities, are indicated to fall under the poorly adjusted level and also highly adjusted level. Whereas in home

adjustment majority of these students fall under the highly adjusted level. With regard to different types of disability, majority of the hearing impaired, locomotor impaired and vision impaired students have shown to have good home adjustment but poor social and emotional adjustment. In the area of school adjustment, hearing impaired and visual impaired students fall under the extremely maladjusted category with the exception of locomotor impaired students who have shown high level of school adjustment. In case of gender, majority of the male and female differently abled students with hearing, locomotor and vision impairment have shown to have high home adjustment, poor social and emotional adjustment. In terms of school adjustment, it was found that similar % of male and female students fell under the category of high adjustment and poor adjustment. With regard to level of school majority of the differently abled students with hearing, locomotor and vision impairment studying in secondary level and elementary level at school indicate having good home adjustment but poor social, emotional and school adjustment.

In terms of locale majority of the differently abled students with hearing, locomotor and vision impairment studying at schools located in urban area and differently abled students studying at schools located in rural areas have high level of home adjustment and poor level of social, emotional and school adjustment. The same is observed in the case of management where majority of the differently abled students with hearing, locomotor and vision impairment studying in Government schools and Private schools have indicated having high level of home adjustment and poor level of social and emotional and school adjustment. This finding is in line with the finding of Aminabhavi and Vijaylaxmi, 1996; Shah, 2007; Hussain et al., 2011; Palan, 2017; Deepika, 2016who have concluded that differently abled students face high level of adjustment problems in integrated schools.

The probable reason behind the differently abled student's poor social and emotional adjustment maybe because they do not get adequate attention and support from the other members of their community and society like their family members, cousins, relatives, peers, neighbours etc. or they may not be well integrated socially, with the normal members of their community except their parents and siblings. This finding is in line with the finding of Dash and Rai (2007) who revealed that community involvement was not encouraging in Sikkim, all the teachers working in the integrated schools were general teachers. There was lack of trained teachers,

personal care by the teachers, unsuitable teaching- learning practices, collaboration and consultation among the teachers for the education of special needs children, specialized help by the teachers and lack of support by the teachers. The factors concerning schools were the unavailability of instructional materials, lack of linkage with special schools and lack of aids and equipment. There was lack of parental involvement in the education of their special needs children. Sidhu (2015) revealed that the fear of negative evaluation, lack of social skills acquisition and their inability to follow instructions was a cause of social exclusion faced by the differently abled students. Normal students called the handicapped students by nick names according to Hussain et al. (2011) and that it was easier for the differently abled students to build friendships and social networks in special schools/colleges than mainstream schools/colleges.

In addition, the differently abled students in this study are found to have good home adjustment despite having poor social and emotional adjustment. The probable reason may be because the differently abled students receive adequate parental love, affection, support and care at within the boundaries of their residence, where they could feel the safest. This finding corroborates with the finding of Bajpai (2007) who revealed that attitude of parents is significantly related to adjustment of differently abled students. Polat (2003) also found that parental factors play an important role in the psycho – social adjustment of students with disabilities. The finding of Steven, Steele, Jutai, Kalnins, Bortolussi and Biggar (1996) indicated that adolescents with physical disabilities reported strong family relationships. Gulhane (2017) found that a healthy parent-child relationship is positively correlated to the level of self-concept in differently abled students.

In the case of school adjustment, majority of the differently abled students in the present study have shown to have poor school adjustment, with the exception of locomotor impaired students. The probable reason behind this could be lack of proper awareness among the school staff and students without disabilities regarding the concept of inclusive education and the needs of the differently abled students. This could have led to segregation, discrimination and stigma faced by the differently abled students. Since Inclusive Education is still in its infancy in Sikkim, hence, mostly the differently abled students are perceived as an extra burden to the school. The non-acceptance attitude exists very much in educational educations.

Another reason could also be the shortage of qualified Special educators and well-trained Resource teachers. The nature of appointment of the Resource teachers which is purely on an ad-hoc basis with a meagre consolidated salary could also be a cause for their lack of motivation and zeal to offer cent percent dedication and hard work. With an insufficient salary, it could be quite unmanageable for the Resource teachers to visit each and every school under their respective Block Administrative Centre on a regular basis. Sikkim's geography features a difficult terrain, including hills and high mountains and majority of the schools are located in the rural areas in Sikkim. The Resource teachers have to cover really long distances while conducting school visits. Thus, it could also get quite tough and challenging for the resource teachers due to accessibility and transport related issues.

The next reason could be lack of proper infrastructural facilities for the differently abled students in schools. This finding corroborates with the finding of Hussain et al. (2011) who has revealed in his study that there was no specific path for the handicapped students while coming to school and then to the classroom. There was absence of wheel chairs, sign boards, separate washrooms, teaching aids for the physically handicapped students. Palan (2017) also found that differently abled students encountered challenges like inaccessible infrastructure, difficulties in obtaining study materials and gaps in learning. In some cases, policy guidelines were not met. According to Ridsdale and Thompson (2002) the interview data from mainstream teachers suggested that they had little relevant knowledge of the personal concepts and social experiences of hearing impaired pupils. Diez (2010) found that differently abled students perceived more barriers than boons in their school, experiences. These students were clearly critical when talking about their memories of mainstream classrooms returning to the notion that mainstream environments have failed to help students find their niche and that integrated environments do not provide a positive school experience.

Sutherland et al. (2015) indicated that the problem situation in schools for differently abled students were academic challenges, student-teacher relationship, peer provocation and teasing. Bamu et al. (2017) revealed that adequate adjustments had not been made within the schools to meet the needs of students with hearing impairment. Bridges and Mkandawire (2017) found that students with disabilities faced a lack of instructional support and discriminatory attitude. These students were

often compelled to rely on their peers rather than teachers for instructional support, potentially reinforcing their subordinate status in these schools. Findings of Bualar (2018) indicated that unfriendly environment within the campus and teacher's inaccurate understanding of inclusive education limited active learning opportunities of the differently abled students.

Findings also indicate that the students with locomotor impairment had good school adjustment compared to the students with hearing impairment and visual impairment. This could be because of the nature of their disability which is less severe compared to the other types of disability. This finding is in line with the findings of Banoo, Vaida and Nadeem (2017) who found that students with locomotor impairment had better school adjustment than students with visual impairment. Majority of the differently abled students with hearing impairment, locomotor impairment and vision impairment in the present study indicate having low academic achievement with the exception of students with locomotor impairment, female differently abled students and differently abled students studying in private schools.

The probable reason that these students have low academic achievement may be because of shortage of qualified Special educators, well trained Resource teachers, teaching learning materials (TLM), instructional materials, resource rooms, adapted curriculum and evaluation system, responsive parental involvement. In a study conducted by Dash and Rai (2007) it was revealed that all the teachers working in the integrated schools were general teachers. None of teachers had acquired any training in special education. None of the schools had a resource teacher, resource rooms, aids and equipment for educating children with special needs. There was lack of trained teachers, lack of personal care by the teachers, unsuitable teaching- learning practices, lack of collaboration and consultation among the teachers for the education of special needs children, lack of specialized help and support from the teachers, unavailability of instructional materials, and lack of aids and equipment. It was also indicated by Hussain et al. (2011) that in most of the schools, teachers were not trained to teach physical handicapped students.

This finding is in line with the findings of Jha (2018) who in his study revealed that differently abled students had low academic achievement and high absence due to lack of special educators/teachers, rehabilitation workers and

psychologists. Tetty, Cobbina and Hamenoo (2017) also indicated that institutional barriers such as effective instructional procedures, availability of facilities, teaching learning materials and curricular contents posed challenges to the academic performance of students with hearing impairment. However, Ganapati (2014) and Korir (2009) found that differently abled students had good academic achievement. According to a study conducted on the knowledge, attitude of Sikkim primary school teachers about paediatric hearing loss by Tuli et al. (2018) it was revealed that knowledge of causes, investigation and treatment of students with hearing impairment among teachers were poor.

In addition, the present study has revealed that students with locomotor impairment, female differently abled students and differently abled students studying in private schools had average academic achievement. This finding corroborates with the finding of Dhara and Barman (2020) whose finding indicated that among students with hearing impairment, locomotor impairment and vision impairment, the students with locomotor impairment are found to have better adjustment. The reason behind this could be the nature of disability. Compared to hearing impairment and vision impairment, locomotor impairment could be a less severe type of disability. Female differently abled students are more focused in studies compared to the male students with disability. In comparison to Government schools' Private schools provide more facilities and special care to the students with disability.

5.2.2 Difference in Adjustment of differently abled school students on the basis of types of disabilities, gender, level of school, locale and management

(I) Types of Disabilities

The study found that there was a significant difference in the home adjustment, social adjustment, emotional adjustment and school adjustment between differently abled students with hearing impairment, locomotor impairment and vision impairment. Further, no significant difference was found in the home adjustment between students with hearing impairment and vision impairment. No significant difference is indicated in social adjustment between students with hearing impairment and locomotor impairment. No significant difference is found in the emotional adjustment between students with hearing impairment and vision impairment. No significant difference has been found between students with vision impairment and

locomotor impairment. This finding is in line with the finding of Banoo, Vaida and Nadeem (2017) who revealed a significant difference in the home adjustment between students with locomotor impairment and visual impairment. This finding is also not in corroboration Dhara and Barma (2020) who stated that there was so significant difference in the adjustment between differently abled students with hearing impairment, locomotor impairment and vision impairment. It also differs from the finding of Banoo, Vaida and Nadeem (2017) who indicated no significant difference in the social, emotional and school adjustment between differently abled students with visual impairment and locomotor impairment..The probable reason behind this finding could be the nature of their disability.

(II) Gender

The findings revealed that there is no significant difference between male and female differently abled students with hearing, locomotor and vision impairment in terms of their home, social, emotional, school and total adjustment. This could be because though Sikkim is a patriarchal society, gender biases are not commonly practiced within the state. The social position of women in Sikkim is much better compared to the other states of India barring the north eastern states. Women in Sikkim are empowered to take decisions. Sikkim also has a high child sex ratio of 963 according to the (Census, 2011). This finding matches with the finding of Sreeja (2010) who found no significant difference in the social adjustment of the differently abled students with hearing impairment in relation to gender. This finding differs from the finding of Aquil and Rai (2018) who revealed a significant difference in the adjustment of students with locomotor disability in relation to gender.

Dhara and Barman (2020) also revealed no significant difference in the adjustment of differently abled students with regard to the variable of gender. Whereas found a significant difference in the adjustment of differently abled students with regard to gender.

(III) Level of school

With regard to level of school no significant difference has been found between differently abled students studying at the secondary level and differently abled students studying at the elementary level at school in terms of their home,

social, emotional, school and total adjustment. The probable reason behind this could be that, all over Sikkim, the level of awareness among the general public, regarding the issue of disability is inadequate. There could be an absence of a right frame of mind one should possess towards people with disability, lack of acceptance of the differently abled people as one amongst them. This could be because of a severe lack of awareness among the people of Sikkim regarding the issue of disability and the correct attitude they should adopt towards people with disability, also the ways to handle a differently abled person in their family, community and society.

(IV) Locale

In relation to Locale, no significant difference has been found between the differently abled students with hearing impairment, locomotor impairment and vision impairment studying in schools located in urban areas and differently abled students studying in schools located in rural areas in their home, social, emotional, school and total adjustment. This too could be because of a lack of appropriate and adequate awareness among people all over Sikkim regarding inclusive education. This finding differs from the finding of Sreeja (2010) who revealed a significant difference in the adjustment of hearing-impaired students in relation to locale.

(V) Management

With regard to management a significant difference is observed between differently abled students studying in government schools and differently abled students private schools in their home, social, school and total adjustment. The probable reason behind this could be the economic background of the differently abled student. Usually, families having a good economic background get their children admitted to private schools, because they can afford the cost. Families from a weak economic background will not be able to afford the fees of private schools; hence they admit their children to government schools where education is provided for free. Next reason could be the difference in the care and support provided by parents at home, the manner in which schools are managed, the facilities and individual care provided to the differently abled students in government schools and private schools.

Further no significant difference has been found in the emotional adjustment between students studying in government schools and private schools. The probable reason might be because of a similar pattern of social interaction operating in both government and private schools between students with disabilities and students without disabilities; students with disabilities and the teachers, featuring inadequate and unhealthy social interaction. Study conducted by Das and Kattumuri (2011) validates the researcher's claim as they state that acceptance by peers provides a much greater challenge for children with disabilities. Children with disabilities are often an easy target for being teased and bullied by their non-disabled peers. Regular teachers consider children with disabilities as the responsibility of the resource teachers and that they are a disturbance to the class and as causing distractions which delayed course completion. Therefore, they choose to ignore their presence and concentrate on execution of their lesson plans.

5.2.3 Difference in Academic Achievement of Differently abled school students on the basis of types of disabilities, gender, economic status, locale and management

(I) Types of Disabilities

The study revealed that there was a significant difference in the academic achievement between students with hearing impairment, locomotor impairment and vision impairment. This finding is in line with the finding of Naz (2017) who found a significant difference in the academic achievement between students with hearing impairment locomotor impairment and visual impairment. Further, no significant difference was indicated between students with hearing impairment and vision impairment

(II) Gender

The present study indicated no significant difference was observed in the academic achievement between male differently abled students and female differently abled students. The probable reason may be because they face similar challenges like dearth of appropriate disabled friendly infrastructure, shortage of Special educators and trained Resource teachers, lack of appropriate diagnosis etc. This finding is similar to the findings of Rajkonwar, Dutta and Soni (2015) who reported that there

was no significant difference in the academic achievement of differently abled students with vision impairment in relation to gender. This finding differs from the finding of Akinpelu (1998) who indicated a significant difference in the academic achievement of hearing impaired students in relation to gender.

(III) Level of School

The present study found no significant difference in the Academic Achievement between differently abled students studying at the secondary level and differently abled students studying at the elementary level. The reason behind this could be because a similar state of Inclusive Education operates all over Sikkim which is still at its infancy.

(IV) Locale

The present study revealed no significant difference in the academic achievement between differently abled students studying in schools located in rural areas and differently abled students studying in schools located in urban areas. The probable reason may be that the status of Inclusive education is similar all over the state. It is still at its infancy.

(V) Management

The present study found no significant difference in the Academic Achievement between differently abled students studying in Government schools and differently abled students studying in Private schools. The probable reason behind this could be because both in Government and Private schools, same curriculum is practiced with differently abled students and non-differently abled students. Till date curriculum has not been adapted according to the needs and capabilities of the differently abled students.

5.2.4 Relationship between Adjustment and Academic Achievement of Differently abled students with hearing impairment, locomotor impairment and vision impairment.

(I) Relationship between Adjustment and Academic Achievement of differently abled students with hearing impairment

The present study revealed a significant negative relationship between Adjustment and Academic Achievement among differently abled students with hearing impairment in Sikkim. This implies that lower the inability of the students to adjust, higher will be the academic achievement and higher the inability of the students to adjust, lower will be the academic achievement (*as per the interpretation of scores given by HOSOCES Adjustment Inventory by N.A Nadeem (2002) used for the present study, lower scores indicate better adjustment*). This indicates that adjustment has an influence on the academic achievement of the differently abled students with hearing impairment in Sikkim.

(II) Relationship between Adjustment and Academic Achievement of differently abled students with locomotor impairment

The present study revealed a significant negative relationship between Adjustment and Academic Achievement among differently abled students with locomotor impairment in Sikkim. This implies that lower the inability of the students to adjust, higher will be the academic achievement and higher the inability of the students to adjust, lower will be the academic achievement (*as per the interpretation of scores given by HOSOCES Adjustment Inventory by N.A Nadeem (2002) used for the present study, lower scores indicate better adjustment*). This indicates that adjustment has an influence on the academic achievement of the differently abled students with locomotor impairment in Sikkim.

(III) Relationship between Adjustment and Academic Achievement of differently abled students with vision impairment

The present study revealed a significant negative relationship between Adjustment and Academic Achievement among differently abled students with vision impairment in Sikkim. This implies that lower the inability of the students to adjust, higher will be the Academic Achievement and higher the inability of the students to

adjust lower will be the academic achievement (*as per the interpretation of scores given by HOSOCES Adjustment Inventory by N.A Nadeem (2002) used for the present study, lower scores indicate better adjustment*). This indicates that adjustment have an influence on the academic achievement of the differently abled students with vision impairment in Sikkim. This finding is not in corroboration with the finding of Rajkonwar, Dutta and Soni (2015) who revealed no relationship between adjustment and Academic Achievement of differently abled students with vision impairment.

CHAPTER VI

IMPLICATIONS, RECOMMENDATIONS AND SUGGESTIONS

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CHAPTER VI

Implications, Recommendations and Suggestions

6.0 Introduction

This chapter comprises of the implications, recommendations and suggestions in accordance with the results of the present study. The implications, recommendations and suggestions are provided keeping in mind the policymakers, curriculum framers, educational administrators, teacher educators, teachers, and students to whom this study can be useful.

6.1 Implication and Recommendation of the present study for the Policymakers

6.1.1 Implication

This study presents a comprehensive idea regarding the adjustment and academic achievement of differently abled school students with three types of impairments i.e., hearing impairment, locomotor impairment and vision impairment. The present study is useful for the policy makers as it can assist them in the preparation of policies to improve the quality of Inclusive education in Sikkim. The need for development of appropriate infrastructure, provision of adequate and correct teaching learning aids and equipment, sufficient resource rooms, increase in the enrolment of the hearing impaired, locomotor impaired and vision impaired students in various educational institutions and decrease in their dropout rate. The present study provides direction to the policy makers while setting the objectives of inclusive education.

6.1.2 Recommendation

The findings of the present study reveal that majority of the differently abled students with hearing impairment; locomotor impairment and vision impairment have poor social, emotional and school adjustment. Further, findings also indicate that majority of these students have low Academic Achievement. Hence, importance should be given to improve the quality of Inclusive Education within the State. Various plans and policies can be formulated in view of this aim. The policymakers

can prepare policies with regard to training of Special Educators, Resource teachers, Inclusive Education volunteers, heads of educational institutions at regular intervals in order to develop efficient and quality manpower in the field of Inclusive Education in Sikkim. The underutilization of the teaching learning materials and other equipment in the resource rooms is also due to a lack of knowledge regarding its appropriate usages. When a school implements an inclusive education programme, it could be advantageous if at least the teachers taking care of the inclusive classes could be given some orientation that would assist them to handle unpredictable situations. Special training workshops could be organised at regular intervals for teachers who might have an interest in working with differently abled students.

In our State, there is a dire need for the establishment of an Inclusive Education Cell in the head quarter i.e., Education Department, Gangtok. At present there is only an Inclusive Education scheme functioning under the umbrella of Samagraha Siksha Abhiyan, from where the Inclusive Education programme is implemented. The next important thing is to establish linkage with special schools and utilize their expertise and resources. The teachers from special schools can be consulted and their advice can be taken. Another issue is the lack of manpower in the field of Inclusive Education in the state. It is imperative to have resource teachers in the school to be proportionate with the needs of the differently abled students so that support can be provided at optimum levels. Thus, the recruitment policy of resource teachers in inclusive schools must be such that it makes sure that the ratio of resource teachers is equivalent to the number of differently abled students enrolled in a particular school.

6.2 Implication and Recommendation of the present study for the Curriculum framers

6.2.1 Implication

The finding of the study can be helpful to the curriculum framers to frame such type of curriculum which promotes and develops the concept of Inclusion. As the study provides an insight into the adjustment and academic achievement of differently abled school going students with hearing impairment, locomotor impairment and vision impairment in Sikkim, curriculum framers can gain assistance

from the present study while determining evaluation criteria, setting learning objectives and selecting appropriate instructional methods.

6.2.2 Recommendation

The findings of the present study reveal that, Adjustment of differently abled students with hearing impairment, locomotor impairment and vision impairment influence their Academic Achievement. Hence, curriculum could be made more flexible and appropriate to accommodate the diversity of school students. Similar content, subject matter and similar learning experiences for all students cannot be feasible in an inclusive class. We cannot expect similar learning outcomes from the differently abled students and the non-differently abled students. Hence, instead of making the differently abled students adapt to a fixed and rigid curriculum, the curriculum could be modified and adapted according to the learning needs, abilities, potential and nature of disability of the differently abled students. Curriculum framers should frame curriculum in such a way that it would make learning more meaningful to the differently abled students with hearing, locomotor and vision impairment, it could develop their adjustment skills, it would develop the feeling of empathy and brotherhood among the non-differently students towards their differently abled peers, it would address inequality and diversity in the classroom.

Differently abled students with hearing impairment, locomotor impairment and vision impairment could be evaluated by adopting observation as a tool for assessment which involves the teacher to use all his/her sense organs to evaluate positive changes in the cognitive, affective, psychomotor and behavioural domains of these students after imparting a particular learning experience to them. Assessment of group and collaborative learning can also be conducted. Students with these types of disabilities should be given activities of their interest apart from merely rote learning the lessons and writing the examinations. Curriculum framers should frame curriculum in such a way which can develop and sustain the interest of these students to attend classes on a regular basis. The curriculum should give importance on the development of confidence, positive self-concept, empowerment among the students with locomotor impairment, hearing impairment and vision impairment, which would remove the feelings of inferiority complex, shame and incompetency among them.

There should be an inspection regarding the proper implementation of the curriculum framed.

6.3 Implication and Recommendation of the present study for the Educational Administrators

6.3.1 Implication

The study provides knowledge to the educational administrator to understand the need to provide appropriate and adequate facilities to develop and improve the state of Inclusive education in Sikkim and to improve the adjustment and academic achievement of differently abled school going students in the state of Sikkim. This study would help the educational administrator to understand the importance of good home, social, emotional and school adjustment of the differently abled school students with hearing impairment, locomotor impairment and vision impairment, which is directly related their academic achievement. Educational administration should encourage and support school heads, resource teachers, inclusive education volunteers, special educators, teachers, other non-teaching staff to create a differently abled friendly ambience to improve the adjustment and academic achievement of these students.

6.3.2 Recommendation

The findings of the present study reveal that majority of the differently abled students with hearing impairment, locomotor impairment and vision impairment have poor social, emotional and school adjustment and a low Academic Achievement. Hence, the educational administrators should give emphasis on awareness programs regarding the concept, features and importance of Inclusive Education. These programs should be conducted on a regular basis among the school heads, students and teachers in school, among the public in general, among the parents of the differently abled students and different stakeholders of Inclusive Education across all levels. It should be convincing and effective not dull, boring and uninteresting. Awareness in the form of role plays and through the usage of local dialects and local cultural practices could be more effective. People in Sikkim uphold the belief that their past karma or bad sins that they have committed in their past lives, results in the birth of a differently abled person in the family. Hence, to bring about a gradual

change in that mindset there is a need for synergy between Education Department, Government of Sikkim, various other Government departments, private production houses and local artists to come up with creative methods to generate social awareness in the form of art, music, movies, animations etc. There is also absence of 'appropriate infrastructure' for the differently abled students. Undoubtedly the government has provided infrastructural facilities but these do not meet the requirement of the differently abled students because they are 'inappropriate' and most of the teaching learning aids and equipment are under-utilized. Hence on these lines there is a need to develop a proper network among the Special Educators and the Engineers who are responsible for the construction of the infrastructure right from the preparation of a blueprint to the finish. Even the engineers should be given proper orientation regarding the correct needs of the differently abled students. Various measures should be undertaken to provide the needful facilities like ramps, accessible adapted washrooms, and tactile path for toilets, canteen, classes, stairs and drinking water outlet in terms of infrastructure.

The next issue is the lack of early identification of all categories of differently abled students and the accurate diagnosis regarding the type of impairment they have. There is also absence of proper diagnosis equipment and machines utilized during the diagnosis camps. Hence the educational administrators should focus on this issue to avoid wrong identification of the type of disability. The educational administrators should conduct an intense inspection whether all the students with benchmark disabilities (a person having 40% disability and above) have been issued a disability card. Organization of training courses for Inclusive Education Volunteers, Resource Teachers and Teachers should be carried out at regular intervals. Orientation programs and Refresher courses for Special Educators should also conducted on a regular basis to keep them updated in terms of the essential skills and knowledge required to work for the students with disabilities. Competent and well qualified personnel should be recruited to fill in the posts of Special Educators and Resource teachers. The educational administrators should work towards accessing appropriate support services available through external specialized agencies that provide assistance in the proper identification, adjustment, rehabilitation, education and development of the differently abled students. They should work towards involving the parents, community people and various Non-Governmental Organizations for the

education, adjustment rehabilitation and welfare of the differently abled students. To improve the adjustment of differently abled students in school there is a need of a psychologist in each school. Making an inquiry about their problems and giving special attention and care, encouraging them to express their opinions without hesitation would definitely help in improving their academic achievement. Hence, the educational administrators can make provisions for a well-qualified psychologist in each school. Due to lack of awareness regarding shortage of well qualified manpower in the field of Inclusive Education, our students do not opt for courses in special education. Hence, while providing career counselling to our students who are on the verge of completion of their bachelor's degree, they can be made aware of various courses in Special education for e.g., courses like Diploma in Special Education, B. Ed in Special Education, M.Ed. in Special Education, Post Graduate Diploma in Developmental Therapy: multiple disabilities, Post Graduate Diploma in Early Intervention, Courses in Clinical psychology etc.

6.4 Implication and Recommendation of the present study for the Teacher educators

6.4.1 Implication

The present study provides a clear idea regarding the level of home, social, emotional, school and total adjustment and academic achievement of the differently abled school students with hearing impairment, locomotor impairment and vision impairment in Sikkim. Hence, it can enlighten the teacher educators about the importance of imparting correct and sufficient knowledge regarding the concept, importance and nature of Inclusive Education, the stigma and problems faced by the differently abled students in the society, family and school to the prospective school teachers.

6.4.2 Recommendation

The findings of the present study reveal, that Adjustment of differently abled students with hearing impairment, locomotor impairment and vision impairment influence their Academic Achievement. Hence, teacher educators teaching courses like D. El.Ed., B.Ed., M.Ed. and T.T.I should impart appropriate and adequate knowledge to the prospective teachers regarding the concept of Inclusive Education,

its objectives, aims, importance, features, historical background, and evolution with special reference to the differently abled students. The teacher educators should lay emphasis on the development of the student teacher's empathy and understanding towards various problems and challenges faced by the differently abled students especially the students with hearing impairment, locomotor impairment and vision impairment in inclusive schools. Student teachers should be provided with proper orientation and pre- preparation for fulfilling their responsibilities in an integrated set-up. To provide guidance to the student teachers, to develop a positive, unbiased and healthy attitude towards the students with disabilities. The teacher educators should frequently attend workshops, training programs, conferences and seminars in order to keep themselves updated regarding the knowledge and skills needed to handle the students with disabilities in an efficient manner and to disseminate the acquired knowledge to the prospective teachers in an appropriate way.

6.5 Implication and Recommendation of the present study for the Teachers

6.5.1 Implication

The present study helps the teacher to understand that good home, social emotional and school adjustment of students with disabilities can lead to an improvement in their academic achievement, success in the implementation of Inclusive Education and a healthy school atmosphere. Hence, the teachers can work towards improving the adjustment level of these students in the four areas mentioned above and also understand the necessity of planning their lessons in a manner so as to improve their Academic achievement.

6.5.2 Recommendation

The findings of the present study reveal that, Adjustment of differently abled students with hearing impairment, locomotor impairment and vision impairment influence their Academic Achievement. Therefore, the teachers should gain knowledge regarding the correct teaching methodologies, appropriate usage of various teaching aids, equipment and devices that are essential in imparting fruitful learning experiences to the students with hearing impairment, locomotor impairment and vision impairment. In addition, the teachers should also apply the learnt knowledge in

an efficient manner. The teachers should provide individual attention and care to meet the learning needs of the students with disabilitiesin an inclusive set-up without any discrimination. The teachers should seek cooperation from the non-disabled students for better adjustment of the students with disabilities and improvement in their academic achievement. The teachers should work towards involvement of the parents, community people and various Non-Governmental Organizations for the education, adjustment rehabilitation and welfare of these students with disabilities. Differently abled students should be encouraged to participate in the curricular and co-curricular activities according to their capacities and limitations.

Teachers should always make use of positive reinforcement while dealing with the students with disabilities. It is also very important for the teachers to be vigilant and aware of any harm the non-Differently abled students are causing the students with disabilities, for example: bullying, calling out nick names, passing hurtful remarks and cracking funny jokes. Teaching students with special needs in an inclusive setup is not as easy as it may seem. Teachers may not be able to handle certain situations individually. Hence, the teachers should work in collaboration with the special educators and resource teachers so that they can come up with effective strategies to improve the quality of teaching, adopt innovative teaching practices for e.g., participatory teaching, peer tutoring, cooperative learning, co-teaching or team teachings. Remedial instructions can also be provided to children with special needs.

6.6 Implication and Recommendation of the present study for the students without disabilities

6.6.1 Implication

The present study helps the students without disabilities to understand the problems challenges and stigma faced by their differently abled peers and school mates. It can assist in developing empathy of the students towards various problems of their differently abled friends and the importance of taking initiatives at their own level to help their differently abled school mates adjust well both inside and outside the school. Also, to assist their differently abled friends improve their academic achievement.

6.6.2 Recommendation

The findings of the present study reveal that majority of the differently abled students with hearing impairment, locomotor impairment and vision impairment havea low level of social, emotional and school adjustment. Therefore, students without disability should give time and attention to have interactions with their peers and school mates with disability. They can develop meaningful friendship, mutual respect and mutual appreciation. They should develop a sense of empathy and equality among the students. This can prepare the students for adult life in a diverse society.

6.7 Suggestions for Further Research

The present research attempted to study on the adjustment and academic achievement of differently abled school students with hearing impairment, locomotor impairment and vision impairment in Sikkim and to find the relationship of academic achievement with adjustment among these school students. Thus, the following suggestions for further research may be taken up by different researchers.

1. Present research problem can be taken up further by with the inclusion of students with other types of disabilities like mentally retarded, learning disabled, speech impaired, cerebral palsy, autism spectrum disorder etc.
2. Similar study can be conducted on differently abled students studying at the college and university level.
3. A comparative study with regard to adjustment and academic achievement can be done on differently abled students studying at college and university level.

6.8 Conclusion

The conclusions of the study are presented concisely and related directly to the hypotheses that were tested or to the research questions. They announce whether the findings of the study accept or reject the hypotheses. Conclusions are answers to the questions raised and suggest modification in the existing theory (Koul, 2009). From the findings of the study, it can be noted that there is no contention regarding the fact that adjustment is one variable which can lead to good academic achievement of the differently abled students with hearing impairment, locomotor impairment and vision

impairment in Sikkim. The present study reveals that majority of the differently abled school students with hearing impairment, locomotor impairment and vision impairment in Sikkim have poor emotional and social adjustment with extremely poor school adjustment but good home adjustment.

The findings of the study show that there is a significant difference between students with hearing impairment, locomotor impairment and vision impairment in their home adjustment, Social Adjustment, Emotional Adjustment and School adjustment. No significant difference was found between male and female differently abled school students with hearing impairment, locomotor impairment and vision impairment in adjustment with regards to dimensions viz., home, social, emotional and school adjustment. With regard to the level of school, no significant difference was revealed between differently abled students with hearing impairment, locomotor impairment and visual impairment studying at the secondary level and elementary level in adjustment with regard to dimensions viz., home, social, emotional and school adjustment. No significant difference was indicated between differently abled students with hearing impairment, locomotor impairment and vision impairment studying in schools located in urban areas and differently abled students studying in schools located in rural areas in adjustment with regards to dimensions viz., home, social, emotional and school adjustment. With regard to management a significant difference was observed between differently abled students with hearing impairment, locomotor impairment and vision impairment studying in government schools and private schools in adjustment in terms of dimensions viz., home, socialand school adjustment. Whereas no significant difference was observed between differently abled students with hearing impairment, locomotor impairment and visual impairment studying in government schools and private schools in their emotional adjustment.

In terms of Academic Achievement, the study indicated that the differently abled students with hearing impairment, locomotor impairment and vision impairment had low Academic achievement. The study also revealed that there was a significant difference between school students with hearing impairment, locomotor impairment and vision impairment in their academic achievement. No significant difference was indicated between male differently abled students and female differently abled students with hearing impairment, locomotor impairment and vision impairment in their Academic Achievement. Similarly, no significant difference was indicated

between differently abled students with hearing impairment, locomotor impairment and vision impairment studying at the secondary level in schools and elementary level in their Academic Achievement. In terms of locale no significant difference was observed between differently abled students with hearing impairment, locomotor impairment and vision impairment studying in schools located in rural areas and schools located in urban areas in their academic achievement. With regard to management no significant difference was noted between differently abled students with hearing impairment, locomotor impairment and vision impairment studying in private schools and government schools in their academic achievement.

Among students with hearing impairment the present study found a significant negative relationship between Total adjustment and Academic Achievement. Amidst students with locomotor impairment, the present study revealed a significant negative relationship between Total adjustment and Academic Achievement. Among students with vision impairment the study indicated a significant negative relationship between Total adjustment and Academic Achievement.

The present study is in conformity with the Medico-Biological model of Adjustment discussed in the first chapter. Maladjustment, according to this model, is the result of disease in the tissues of the body. Such disease can be the result of damage acquired during the course of a person's life – by injury and infection. The study reveals that due to their impairments the differently abled school students face various adjustment problems in the areas of society, emotions and school. The findings of this study will further remind teachers, resource teachers, parents, educators, policy makers, researchers and other stake holders in the field of education the importance of developing the correct school ambience which can enhance their adjustment and as a result improve their academic achievement.

The findings of the present study may also be used by curriculum planners, educators, teachers, and parents to help the differently abled students improve their level of achievement. Thus, it is hoped that the findings of the present study are educative, meaningful, and interesting. The investigator will be pleased if the present study is considered useful in any way by the students, teachers, researchers and other individuals, who are interested in the field if inclusive education and for carrying

further research in the same field. With the findings of the present study the proper implementation of Inclusive education can be made.

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Appendix-I

URKUND

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Appendix- II

CONSUMABLE TEST BOOK LET
HOSOCES ADJUSTMENT INVENTORY (HAI)

Prof. N.A. Nadeem
Dept. of Education
University of Kashmir
Srinagr-6

Please fill up the following information:

*Name : .....
*Age : .....
*Class in which : .....
*School in which reading : .....
*Residence : .....
: .....
: .....
*Today's Date : .....
*No. of Siblings:
a) Brother : ..... b) Sister : .....
*Occupation of Parents:
a) Father : ..... b) Mother : .....
*Education of Parents:
a) Father : ..... b) Mother : .....

Instructions

1. Give your responses frankly and truthfully. There is no advantage in giving a wrong information about yourself.
2. Your answer will be treated in the strictest confidence. Please feel free to give your response,
3. There are no right and wrong answers to the times of the inventory. Indicate your answer by blackening the circle given against each statement which best describes your state of affairs with respect to the items in the inventory.
4. Use the question mark (?) only when you are certain that you cannot answer "Yes" or "No".
5. There is no time limit, but try to give your responses as quickly as possible.

SCORING TABLE

Factors	A	B	C	D	Total
Raw Scores					

HOSOCES ADJUSTMENT INVENTORY

		Yes	Uncertain(?)	No
1a	Sometimes I develop a feeling of running away from my home	O	O	O
2b	Usually I feel uneasy in a social gathering	O	O	O
3c	I am easily hurt by others	O	O	O
4d	In the school, my teachers help me to solve my problems	O	O	O
5a	My parents are angry at me without any reason	O	O	O
6b	I usually feel shy in presence of others	O	O	O
7c	Sometimes, I feel restless without any apparent cause	O	O	O
8d	I have a feeling that the teachers in my school are not efficient	O	O	O
9a	I feel disturbed when I return to my home	O	O	O
10b	I am treated indifferently by others	O	O	O
11c	Most of the time, I feel lonely even if I am in a group	O	O	O
12d	I actively participate in extracurricular activities of my school like games, cultural programmes, debates etc.	O	O	O
13a	My parents do not allow me to play with my friends	O	O	O
14b	I have a feeling that my friends quarrel with me unnecessarily	O	O	O
15c	I think that most of the time I am bothered by some useless thought	O	O	O
16d	I usually remain tense during my school time	O	O	O
17a	I feel that in my family, I am considered inferior to other members.	O	O	O
18b	I wish to be the center of attraction in a party.	O	O	O
19c	Quite ofently, I feel that I am tense.	O	O	O
20d	I feel that I am lagging behind in my studies as compared to my other classmates.	O	O	O

a:	b:
c:	d:
	Total

7

21a	The behavior of some members of my family disturbs me greatly.	O	O	O
22b	I feel that, I am inferior to others in may respects.	O	O	O
23c	I show continuous changes in my mood without any apparent cause.	O	O	O
24d	My teachers encourage me to participate in games, sports, debates and other activities.	O	O	O
25a	I feel helpless at home.	O	O	O
26b	While sitting in a bus, I like to talk to the person who is sitting next to me.	O	O	O
27c	I get upset easily.	O	O	O
28d	My teachers punish me without any fault on my part.	O	O	O
29a	I feel that the home atmosphere of my friends is better than that of mine.	O	O	O
30b	I feel unwanted in a group of people.	O	O	O
31c	I always feel insecure.	O	O	O
32d	I get confused in the presence of my teachers.	O	O	O
33a	My parents see that those dishes are prepared which I like the most.	O	O	O
34b	I like to make as many friends as possible.	O	O	O
35c	I feel frightened when I am all alone in a dark room.	O	O	O
36d	I like the rules and regulations of my school	O	O	O
37a	My parents treat my brother/sister with affectionately than me.	O	O	O
38b	I enjoy chatting with my friends.	O	O	O
39c	I get embarrassed easily.	O	O	O
40d	I feel that our teachers are not humble and polite.	O	O	O
41a	I think that I am denied freedom at my home.	O	O	O

a:	b:
c:	d:
	Total

42b	I hesitate while taking help from others.	O	O	O
43c	I always wish like weeping.	O	O	O
44d	My school is a place of fear and anxiety for me.	O	O	O
45a	I think that I am not properly attended to by my parents.	O	O	O
46b	I like to participate in birthday and marriage parties.	O	O	O
47c	I get frightened while looking down from some height (like a high building).	O	O	O
48d	I feel that out teachers are irregular in attending to out classes.	O	O	O
49a	My parents interfere with my personal affairs.	O	O	O
50b	I can talk freely in presence of others.	O	O	O
51c	I worry over petty things for a long time.	O	O	O
52d	Our school inculcates a sense of discipline amongst us.	O	O	O
53a	My home is not as furnished and decorated as that of my friends.	O	O	O
54b	I just cannot talk when I have to face a group situation.	O	O	O
55c	I feel depressed if somebody avoids me.	O	O	O
56d	I think that going to school regularly is boring exercise.	O	O	O
57a	My parents listen to my problems patiently.	O	O	O
58b	I feel envious of my friends.	O	O	O
59c	I am least disturbed by criticism.	O	O	O
60d	I fully understand what I am taught in the class.	O	O	O
61a	I feel that out home is located in a congested area.	O	O	O
62b	My friends cooperate with me.	O	O	O
63c	Most of the time I feel that I am in a state of excitement.	O	O	O
64d	I find certain school subjects difficult and dry.	O	O	O

a:	b:
c:	d:
	Total

Appendix-III

AUTHOR'S BIO – DATA

Name	**:**	Makutaa Rai
Sex	**:**	Female
Father's Name	**:**	Mani Ram Rai
Mother's Name	**:**	Kusum Dolma Tamang
Date of Birth	**:**	05-08-1981
Present Address	**:**	C/o Mani Ram Rai House opposite Police Station Ranipool East Sikkim Pin – 737135
Category	**:**	O.B.C (Other Backward Caste)
Registration No. and Date	**:**	17/Ph.D/EDN/05 of 23.05.2018
Email id	**:**	college5nbbdc@gmail.com

Educational Qualification

Examination passed	Name of Institution	Year of passing	Percentage obtained
Ph.D. Course Work	Sikkim University (Sikkim)	2018	7.67 (S.G.P.A)
Master of Arts in Education	Indira Gandhi National Open University (Sikkim)	2017	71%
Master of Education (M.Ed.)	Harkamaya College of Education (Sikkim)	2012	8.63 (CGPA)
Bachelor of Education (B.Ed.)	Harkamaya College of Education (Sikkim)	2011	8.90 (CGPA)
Master of Arts in Sociology	Pune University (Maharashtra)	2006	54.6%
Bachelor of Arts (B.A)	Mount Carmel Girls College (Bangalore University)	2003	63.5%
I.S.C Arts	St. Xaviers School, Pakyong (Sikkim)	2000	62.6%
I.C.S.E	St. Xaviers School, Pakyong (Sikkim)	1998	60.5%

PUBLICATIONS

1. Published paper in Shodh Sarita, Vol 7 Issue 28, ISSN No.2348-2397, on the topic "Adjustment and Academic Achievement of Locomotor Impaired and Hearing Impaired School Students", 2020.
2. Published paper in Shodh Sanchar Bulletin, Vol 11 Issue 41, ISSN No.2229-3620, on the topic "A Study on Academic Achievement and Adjustment of School Students with Visual Impairment", 2021.

SEMINAR PAPER PRESENTED

1. Adjustment and Academic Achievement of Locomotor Impaired and Hearing Impaired School Students. 4th National Teacher's Congress on "National Education Policy 2020: Opportunities Unlocked". Organized by MIT World Peace University, Pune, Maharashtra on 15th – 18th December 2020.
2. A Study on Academic Achievement and Adjustment of School Students with Visual Impairment. International E-Conference on Multidisciplinary Research in Current Era Organized by Indian Academicians and Researchers Association (IARA) on 01st August 2021
3. Teaching Competency of Secondary School Teachers of Sikkim in Relation to Teaching Experience, Professional Qualification and Gender. National Seminar on Teacher Education – Prospects and Challenges. Organized by Sikkim Govt. B.Ed. College, Soreng, West Sikkim on 27th - 28th July 2018.
4. Anxiety among College Students with Special Reference to NBBDC, Tadong. National Seminar on Recent Trends in Educational Psychology. Organized by Department of Education, Sikkim Central University on 11th – 12th Nov 2019.

SEMINARS PARTICIPATED

1. Attended National Seminar on Mental Health in Education. Organized by Sikkim Govt. College, Gyalshing, West Sikkim. 12th- 13th March 2019
2. Attended National Seminar on India in the 20thCentury: A Historical Perspective. Organised by the Dept. of History, NBBDC, Tadong, and East Sikkim. 14th – 15th March, 2019.

3. Attended National Seminar on Emerging Trends and Innovations in Teacher Education. Organized by the Dept. of Education, Sikkim Central University. 22nd – 23rd March 2018
4. Attended National Seminar on Teacher Education-Prospects and Challenges. Organized by Sikkim Govt. B.Ed College. Soreng, West Sikkim. 27th – 28th July 2018
5. Attended National Seminar on Recent Trends in Educational Psychology. Organized by Dept. of Education, Sikkim Central University. 11th – 12th November 2019
6. Attended National Webinar on Understanding the National Education Policy 2020. Organized by Dept. of Education, Sikkim Central University, Sikkim. 8th August 2020
7. Attended 5th State Teacher Educators' Conference. Organized by SCERT Sikkim, Education Dept, Sikkim. 21st to 22nd January 2021

WORKSHOPS PARTICIPATED

1. National Workshop on Research Methodology in Social Sciences. Organized by Department of Education, Mizoram University, Aizawl. 24th – 30th October 2017.
2. National Workshop on Human Behaviour Management. Organized by Department of Education, Central University of South Bihar, Gaya. 18th – 24th September 2017
3. National Workshop on Research Methodology and Statistical Tools. Organized by The Dept. of Economics, NBBDC, Tadong. 25th- 29th February 2020.

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ADJUSTMENT AND ACADEMIC ACHIEVEMENT OF LOCOMOTOR IMPAIRED AND HEARING IMPAIRED SCHOOL STUDENTS

Makutaa Rai*
Dr. T.J.M.S. Raju**

ABSTRACT

The present study was conducted to find out the Adjustment and Academic Achievement of Hearing Impaired and Locomotor Impaired students in Sikkim. The sample of the study comprised of 100 differently abled school students. Out of which 48 students had Hearing impairment and 52 students had Locomotor impairment. Descriptive survey method was applied. Results of this study revealed a significant difference in the home adjustment and school adjustment of Hearing Impaired students and Locomotor Impaired students.

Keywords : Adjustment, Academic Achievement, Hearing Impaired students, Locomotor Impaired students

Introduction :

Adjustment refers to the outcome of the individual's attempts to deal with the stress and meet his needs, also his efforts to maintain harmonious relationship with the environment (Coleman & Rasoff, 1963). Academic achievement is an index of success of students' performance, teachers' efforts and significance of curriculum and educational objectives. It is the most desirable outcome of school life (Upadhyay and Raino, 2017).

Inclusive education is understood by Lipsky and Gartner (1996) as equitable opportunities for all learners to receive effective educational services, with supplementary aids and support, in age-appropriate classes in their neighbourhoods to prepare them for contributing lives as full members of society. Inclusive Education (IE) is a new approach towards educating the children with disability and learning difficulties with that of normal ones within the same roof. It brings all students together in one classroom and community, regardless of their strengths or weaknesses in any area, and seeks to maximize the potential of all students (Singh, 2016).

In an Inclusive setup efforts are applied from the management, administration and the teachers' side for the success of inclusion but it takes time for the differently abled students to get adjusted. When the social and psychological needs of the differently abled students are not gratified they may develop adjustment problems (Ranjan, 2014). Student's adjustment level in the school determines his/her academic achievement.

Some studies have been conducted on Adjustment and Academic Achievement of differently abled students.

Banoo, Vaida, Nadeem and Bhat (2017) reported that there was a significant difference in the school and social adjustment of hearing impaired students and locomotor impaired students. A research conducted by Aqil and Rai (2018) on adjustment of college students with loco-motor disability revealed that there was a significant difference in the adjustment of students with locomotor disability with regard to the variable of gender. Altarawneh (2018) revealed a significant difference in the adjustment of students with disabilities with regard to gender. Jha (2018) found that disabled student's had low academic achievement. No special teacher and professional rehabilitation workers were found in these schools. Tettey, Cobbina and Hamenoo (2017) also stated that institutional barriers such as effective instructional procedures, availability of facilities, teaching, reading

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learning materials, and curricular contents posed challenges to the academic performance of students with hearing impairment

Objective Of The Study :

1. To find out the difference between Hearing Impaired and Locomotor Impaired school students in their Home adjustment
2. To find out the difference between Hearing Impaired and Locomotor Impaired school students in their Social adjustment
3. To find out the difference between Hearing Impaired and Locomotor Impaired school students in their Emotional adjustment
4. To find out the difference between Hearing Impaired and Locomotor Impaired school students in their School adjustment
5. To find out the difference in the Academic Achievement of Hearing Impaired and Locomotor Impaired school students

Hypotheses :

$H0_1$ There is no significant difference in the Home adjustment of Hearing Impaired and Locomotor Impaired school students.

$H0_2$ There is no significant difference in the Social adjustment of Hearing Impaired and Locomotor Impaired school students.

$H0_3$ There is no significant difference in the Emotional adjustment of Hearing Impaired and Locomotor Impaired school students.

$H0_4$ There is no significant difference in the School adjustment of Hearing Impaired and Locomotor Impaired school students.

$H0_5$ There is no significant difference in the Academic Achievement of Hearing Impaired and Locomotor Impaired school students.

Methodology :

In the present study descriptive survey method was used. The sample for the study comprised of 100 differently abled students studying in various schools of Sikkim. Out of which 48 students had Hearing impairment and 52 students had Locomotor impairment. . Stratified random sampling technique was employed to collect the sample. HOSOCES Adjustment Inventory developed by N.A Nadeem was used as the tool for the study. For data on Academic Achievement student's grade cards for two academic sessions were collected from both Government and Private schools located in all districts of Sikkim. The statistical techniques used for the study comprised of percentage, mean, standard deviation and t-test.

Analysis And Interpretation Of Data :

Objective 1: To find out the difference in the Home adjustment of Hearing Impaired and Locomotor Impaired school students.

$H0_1$ There is no significant difference in the Home adjustment of Hearing Impaired and Locomotor Impaired school students.

Table 1: Home Adjustment of Hearing Impaired and Locomotor Impaired school students. (df = 98) (Table value at 0.05 level = 1.98)

IMPAIRMENT	N	Mean	SD	t	Level of Significance
Hearing	48	8.22	5.71	4.146	Significant at 0.05 level
Locomotor	52	3.807	1.980		

It is evident from Table 1 that there is significant difference in the home adjustment of Hearing Impaired and Locomotor Impaired school students at 0.05 level of significance. Therefore the null hypothesis is rejected.

Objective 2: To find out the difference in the Social adjustment of Hearing Impaired and Locomotor Impaired school students.

$H0_2$ There is no significant difference in the Social adjustment of Hearing Impaired and Locomotor Impaired school students.

Table 2: Social Adjustment of Hearing Impaired and Locomotor Impaired school students. (df = 98) (Table value at 0.05 level = 1.98)

IMPAIRMENT	N	Mean	SD	t	Level of Significance
Hearing	48	9.083	4.093	0.723	Not significant at 0.05 level
Locomotor	52	9.346	3.216		

It is evident from Table 2 that there is no significant difference in the social adjustment of Hearing Impaired and Locomotor Impaired school students at 0.05 level of significance. Therefore the null hypothesis is accepted.

Objective 3: To find out the difference in the Emotional adjustment of Hearing Impaired and Locomotor Impaired school students.

$H0_3$ There is no significant difference in the Emotional adjustment of Hearing Impaired and Locomotor Impaired school students.

Table 3: Emotional Adjustment of Hearing Impaired and Locomotor Impaired school students. (df = 98) (Table value at 0.05 level = 1.98)

IMPAIRMENT	N	Mean	SD	t	Level of Significance
Hearing	48	10.18	3.74	0.0044	Not significant at 0.05 level
Locomotor	52	8.28	2.59		

It is evident from Table 3 that there is no significant difference in the emotional adjustment of Hearing Impaired and Locomotor Impaired school students at 0.05 level of significance. Therefore the null hypothesis is accepted. Since the mean value of Hearing Impaired school students is higher than that of the Locomotor Impaired school students. This implies that the Hearing Impaired school students are emotionally better adjusted than the Locomotor Impaired school students.

Objective 4: To find out the difference in the School adjustment of Hearing Impaired and Locomotor Impaired school students.

$H0_4$ There is no significant difference in the School adjustment of Hearing Impaired and Locomotor Impaired school students.

Table 4: School Adjustment of Hearing Impaired and Locomotor Impaired school students. (df = 98) (Table value at 0.05 level = 1.98)

IMPAIRMENT	N	Mean	SD	t	Level of Significance
Hearing	48	14.70	5.073	4.006	Significant at 0.05 level
Locomotor	52	7.67	5.024		

It is evident from Table 4 that there is significant difference in the school adjustment of Hearing Impaired and Locomotor Impaired school students at 0.05 level of significance. Therefore the null hypothesis is rejected.

Objective 5: To find out the difference in the Academic Achievement of Hearing Impaired and Locomotor Impaired school students

$H0_5$ There is no significant difference in the Academic Achievement of Hearing Impaired and Locomotor Impaired school students.

Table 5: Academic Achievement of Hearing Impaired and Locomotor Impaired school students. (df = 98) (Table value at 0.05 level = 1.98)

IMPAIRMENT	N	Mean	SD	t	Level of Significance
Hearing	48	30.45	12.11	0.55	Not Significant at 0.05 level
Locomotor	52	32.01	14.41		

It is evident from Table 5 that there is no significant difference in the Academic Achievement of Hearing Impaired and Locomotor Impaired school students at 0.05 level of significance. Therefore the null hypothesis is rejected.

Findings And Discussion :

The study found that there is no significant difference in the social adjustment and emotional adjustment of Hearing Impaired and Locomotor Impaired school students. It was also revealed that there is a significant difference in the home adjustment and school adjustment of Hearing Impaired and Locomotor Impaired school students. This finding is in consonant with the findings of Banoo, Vaida, Nadeem and Bhat (2017) who reported that there was a significant

difference in the school adjustment of Hearing Impaired students and Locomotor Impaired students. Further the study indicated that there is no significant difference in the Academic Achievement of Hearing Impaired and Locomotor Impaired school students.

Conclusion :

Inclusion involves keeping special education students in general education classrooms and bringing the support services to the child, rather than bringing the child to the support services. One of the components of successful inclusion is the degree to which the student with a disability feels a part of the general education classroom. The feeling of belonging positively affects the student's speed of adjustment to the larger classroom and general level of achievement. Fostering positive social relationships between students with disabilities and their peers requires the preparation of nondisabled peers in the classroom so that they understand the needs of their new classmates (National Association of Special Education Teachers Report # 7, 2004). Inclusive education requires a group effort. The success of Inclusive education depends on how well the teaching and non teaching staff, students, families, administrators and policy makers cooperate, reflect, share resources, responsibilities, skills and advocate for the student's welfare.

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A STUDY ON ACADEMIC ACHIEVEMENT AND ADJUSTMENT OF SCHOOL STUDENTS WITH VISUAL IMPAIRMENT

Makutaa Rai*
Dr. T. J. M. S. Raju**

ABSTRACT

The aim of the present study is to find out the Adjustment and Academic Achievement of Visual Impaired school students in Sikkim. The sample of the study comprised of 100 Visual impaired school students. The methodology used for the study was Descriptive survey method. Results indicated that majority of the Visual Impaired school students are extremely maladjusted and have a low academic achievement and that there is no significant difference in the home, social, emotional and school adjustment of Visual Impaired school students with regard to gender.

***Keywords**: Adjustment, Academic Achievement, Inclusive Education, Visually Impaired School Students*

INTRODUCTION

Adjustment as the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs (Shaffer, as cited in Mangal, 2010).According to Symonds (1943), "a person is said to be adjusted when he is relatively happy, efficient and has some degree of social feeling. In simple words adjustment is all inclusive term meaning relationship between an individual and his environment through which his needs are satisfied in accordance with social demands." (Sharma, 2008)

Inclusive Education is a new approach towards educating the children with disability and learning difficulties with that of normal ones within the same roof. Inclusive Education is one of the most effective ways in which to promote an inclusive and tolerant society (Singh, 2016). The differently abled students face many problems in their adequate adjustment on account of their deformity. The differently abled student is unable to participate in desirable normal activities and this incapability leads to feeling of inferiority and self-pity hence the students may develop adjustment problems with these feelings (Bala and Rao, 2007).

Visual impairment is a condition in which a student's vision is deficient to such a degree that it significantly affects his school functioning. Another description may also be used to classify an individual as Visual impairment is a condition in which a student's vision is deficient to such a degree that it significantly affects his school functioning. Another description may also be used to classify an individual as Visual impairment is a condition in which a student's vision is deficient to such a degree that it significantly affects his school functioning. Another description may also be used to classify an individual as Visual impairment is a condition in which a student's vision is deficient to such a degree that it significantly affects his school functioning. Another description may also be used to classify an individual as blind. If the visual field is severely limited, that person may be considered blind even if visual acuity is better than 20/200. This visual field limitation is often called tunnel vision. If the visual field is not greater than 20 degrees in width, the

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individual can still be classified as being blind even though visual acuity is not within typical range of the vision in his better eye (after correction) is less than20/70 but better than 20/200. Such children need special equipment's and are often taught in special classes or resource rooms that provide special methods and materials. In many cases they can be educated in a regular class if special material and equipment are provided. A person is defined as 'Blind' if his vision or visual acuity (after correction) is 20/200 in his better eye. This visual acuity is in general inadequate for education through the eyes, and special techniques have been devised to make possible education through tactual and auditory channels (Panda, 1997)

Pothuraj and Yashoda (2014) reported that visually impaired students had good adjustment at school. Rajkonwar, Dutta and Soni (2015) there was no difference in the overall adjustment of visual impaired students with regard to gender and that there was no difference in the academic achievement of visually impaired students with regard to gender.

Jha (2018) disabled student's had low academic achievement, their participation in academics was low but their absence was high. Pandey (2018) indicated that there was a significant difference in the adjustment of the visually impaired students attending the special and the integrated schools. Dhara and Barman (2020) revealed that there is no significant difference in the adjustment of differently abled students with regard to the variable of gender.

OBJECTIVE OF THE STUDY

1. To study the adjustment and Academic Achievement of Visual Impaired school students in Sikkim.
2. To find out the difference in the Home adjustment of Visual impaired school students with regard to gender.
3. To find out the difference in the Social adjustment of Visual impaired school students with regard to gender.
4. To find out the difference in the Emotional adjustment of Visual impaired school students with regard to gender.
5. To find out the difference in the School adjustment of Visual impaired school students with regard to gender.
6. To find out the difference in the Academic achievement of Visual impaired school students with regard to gender.

HYPOTHESES

$H0_1$ There is no significant difference in the Home adjustment of Visual impaired school students with regard to gender.

$H0_2$ There is no significant difference in the Social adjustment of Visual impaired school students with regard to gender.

$H0_3$ There is no significant difference in the Emotional adjustment of Visual impaired school students with regard to gender.

$H0_4$ There is no significant difference in the School adjustment of Visual impaired school students with regard to gender.

$H0_5$ There is no significant difference in the Academic Achievement of Visual impaired school students with regard to gender.

METHODOLOGY

In the present study descriptive survey method was used. The sample for the study comprised of 100 Visual Impaired students studying in various schools of Sikkim. Out of which 58 were female students and 42 were male students. The technique used to collect sample was Stratified random sampling technique. The tool used for the study was HOSOCES Adjustment Inventory developed by N.A Nadeem in the year 2002. The statistical techniques used for the study comprised of percentage, mean, standard deviation and t-test.

ANALYSIS AND INTERPRETATION OF DATA

Objective 1: To study the adjustment of Visual Impaired school students in Sikkim.

Table 1 : Overall adjustment of Visual Impaired school students in Sikkim

Level of Adjustment	Score group	Visual Impaired (N=100)	
		f	%
Extremely Adjusted	0 – 4	0	0%
Highly Adjusted	5 – 14	2	2%
Average/Well Adjusted	15 – 23	14	14%
Poorly Adjusted	24 – 33	29	29%
Extremely Maladjusted	34 and above	55	55%

Table 1 shows the overall adjustment of Visual Impaired school students in Sikkim. Majority of the Visual Impaired students i.e. 55% fall under the Extremely Maladjusted category. While 29% of the Visual Impaired school students fall under the Poorly Adjusted category. 14% of the Visual Impaired school students fall under the Average Adjustment category. Further it may be observed that the number Visual Impaired school students under the Extremely Adjusted category is found to be nil.

Objective 1: To study the adjustment of Visual Impaired school students in Sikkim.

Table 2 : Academic achievement of Visual Impaired school students in Sikkim

Classification	Score group	Visual Impaired (N=100)	
		f	%
Very High Achievers	Above 80%	0	0%
High Achievers	60% - 79%	2	2%
Average Achievers	45% - 59%	15	15%
Low Achievers	31% - 44%	31	31%
Very Low Achievers	30 & below	52	52%

Table 2 shows the Academic achievement of Visual Impaired school students in Sikkim. Majority of the Visual Impaired students i.e. 52% are found to be very low achievers. While 31% of the Visual Impaired school students fall under the Low achievers category. 15% of the Visual Impaired school students fall under the Average achievers category. Further it may be observed that only 2% of the Visual impaired students fall uner the High achievers category and the number Visual Impaired school students under the Very high achievers category is found to be nil.

Objective 2: To find out the difference in the Home adjustment of Visual Impaired school students with regard to gender.

$H0_1$ There is no significant difference in the Home adjustment of Visual Impaired school students with regard to gender.

Table 3: Home Adjustment of Visual impaired school students with regard to gender. (df = 98) (Table value at 0.05 level = 1.98)					
Gender	**N**	**Mean**	**SD**	**t**	**Level of Significance**
Male	42	6.16	2.70	0.016	Not Significant at 0.05 level
Female	58	8.05	4.53		

It is evident from Table 3 that there is no significant difference in the home adjustment of Visual Impaired school students with regard to gender at 0.05 level of significance. Therefore the null hypothesis is accepted.

Objective 3: To find out the difference in the Social adjustment of Visual Impaired school students with regard to gender

$H0_2$ There is no significant difference in the Social adjustment of Visual Impaired school students with regard to gender

Table 4: Social Adjustment of Visual impaired school students with regard to gender. (df = 98) (Table value at 0.05 level = 1.98)					
Gender	**N**	**Mean**	**SD**	**t**	**Level of Significance**
Male	42	12.90	4.72	0.0090	Not Significant at 0.05 level
Female	58	10.72	3.46		

It is evident from Table 4 that there is no significant difference in the social adjustment of Visual Impaired school students with regard to gender at 0.05 level of significance. Therefore the null hypothesis is accepted.

Objective 4: To find out the difference in the Emotional adjustment of Visual Impaired school students with regard to gender.

$H0_3$ There is no significant difference in the Emotional adjustment of Visual Impaired school students with regard to gender.

Table 5: Emotional Adjustment of Visual Impaired school students with regard to gender

(df = 98) (Table value at 0.05 level = 1.98)

Gender	**N**	**Mean**	**SD**	**t**	**Level of Significance**
Male	42	11.42	4.24	0.082	Not significant at 0.05 level
Female	58	10.10	3.78		

It is evident from Table 5 that there is no significant difference in the emotional adjustment of Visual Impaired school students with regard to gender at 0.05 level of significance. Therefore the null hypothesis is accepted.

Objective 5: To find out the difference in the School adjustment of Visual Impaired school students with regard to gender.

$H0_4$ There is no significant difference in the School adjustment of Visual Impaired school students with regard to gender.

Table 6: School Adjustment of Visual Impaired school students with regard to gender (df = 98) (Table value at 0.05 level = 1.98)					
Gender	**N**	**Mean**	**SD**	**t**	**Level of Significance**
Male	42	10.47	5.37	0.63	Not significant at 0.05 level
Female	58	9.96	5.27		

It is evident from Table 6 that there is no significant difference in the school adjustment of Visual Impaired school students with regard to gender at 0.05 level of significance. Therefore the null hypothesis is accepted.

Objective 6: To find out the difference in the Academic achievement of Visual impaired school students with regard to gender.

$H0_5$ There is no significant difference in the Academic achievement of Visual impaired school students with regard to gender.

Table 7: Academic achievement of Visual Impaired school students with regard to gender (df = 98) (Table value at 0.05 level = 1.98)					
Gender	**N**	**Mean**	**SD**	**t**	**Level of Significance**
Male	42	43.02	9.87	1.06	Not significant at 0.05 level
Female	58	23.68	4.99		

It is evident from Table 7 that there is no significant difference in the Academic achievement of Visual Impaired school students with regard to gender at 0.05 level of significance. Therefore the null hypothesis is accepted.

FINDINGS AND DISCUSSION

The study found that majority of the Visual Impaired school students are extremely maladjusted and have a low Academic achievement. This finding differs with the finding of Pothuraj and Yashoda (2014) who reported that visually impaired students had good adjustment at school. The probable reason may be due to lack of proper awareness regarding Inclusive Education among the school staff, inaccessible infrastructure, unavailability of well trained resource teachers, absence of resource rooms and appropriate instructional materials for the Visual Impaired school students.

The study also found that there is no significant difference in the home, social, emotional and school adjustment of Visual Impaired school students with regard to gender. This finding is in line with the finding of Rajkonwar, Dutta and Soni (2015) who revealed that there was no difference in the overall adjustment of Visual impaired students on the bassis of gender. This could be because both the male and the female Visually Impaired students receive similar facilities and face similar issues of adjustment in school and home in Sikkim. As Sikkim gender biases are not common in the state of Sikkim. The study also revealed that there is no significant difference in the Academic achievement of Visual impaired students with regard to gender.

CONCLUSION

Adjustment is a continuous process by which a person varies his behaviour to produce a more harmonious relationship between himself and his environment. An adjusted child is one who attacks problems directly, accepts and tolerates normal amount of frustration, acts rationally, makes sincere efforts to reach his goal, enjoys company of others, is cheerful and energetic and possesses an optimistic view of life and things around him (Bala and Rao, 2007). On account of their disability the students with Visual Impairment could encounter difficulties adjusting in an Inclusive setup. Hence it is very important for the policy makers,

teachers and people working in the field of education provide appropriate infrastructure, instructional materials, ambience to gratify the social, psychological and educational needs of the Visual Impaired students.

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