Chapter 1
CHAPTER - 1

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1.1 Introduction -

*Education is that process of development which consists of passage of human beings from infancy to maturity, the process where by the adopts himself gradually in various was to his physical & spiritual life.*

- Rayment

Education is the most important invention of mankind. It is education which transfers man from a mere 'two legged animal' in to human. It is only through education that we will be able to develop feeling of love, respect, unity, cooperation, dedication and sacrifice developing various social cultural, moral, spiritual, intellectual values to prepare good citizens and there by shaping the future of the nation.

The concept of education is dynamic. It has passed through many ages and stages in the process of evolution and at every stage it has had a different meaning according to then existing social conditions. The concept of education is still in the process of evolution and their process will never come to an end, changing times will always demand a revision of prevailing education ideas. By education society reproduce one self, passing on its main characteristics to the next generation. The process is complicated, being influenced by philosophical, political, economical and social forces acting on the mechanism. The result is that each generation is different then that from which it sprang, yet preserves a family likeness that, in the short terms, is unmistakable is this sense. It is the education that keeps society alive.

In democratic country like India there is an equal status to all its citizens. Nobody is discriminated on the ground of religion, cast, race, sex etc, nor is restricted
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to any place or handicap is imposed on any of these grounds in regards to access to place of entertainment, shops, hotels etc. Modern age of life is the age of consistence and cooperation. The young ones of the nations have to face lots of challenges, specially the handicapped. The main aim of education is the all round development of the children and character development. The children of today are the citizen of tomorrow, weather they are normal as handicapped, if the development of the children are proper, they will be able to adjust with there environment properly and they will be able to think for the betterment of their society and country. Mathur describes a handicapped child as a child who is affected with a physical impairment that in any way limits or disables his participation in normal activities.

Handicap indicates the permanent loss of the functions of the particular organ to the extent that the individual cannot fully participate in the social and vocational pursuits, but this condition does not prevent the individual from overcoming his/her handicapped condition and from using his/her skills to the optimum level possible. When the ability aspect of the individual is focused, the handicap disappears to a large extent.

The children having any handicap put one or the other hurdle in their task. The education of the handicapped children is not possible along with normal children, as they have to face various learning, adjustment and social problems. As the result of these problems, inferiority complex or feeling develops in them.

1.2 Education For The Handicapped -

"Mankind owes to the child the best it has to give." Thus proclaimed the UN General Assembly on 20 November 1959. In its Declaration of the Rights of the Child, roles of the state and society have been clearly defined.

Principle 2, defining the role of the state says, "The child shall enjoy special protection, and shall be given opportunities and facilities, by law and by other means,
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to enable him to develop physically, mentally, morally, spiritually and socially in a healthy and normal manner and in conditions of freedom and dignity. Principle 6 says, "Society and the public authorities shall have the duty to extend particular care to children without a family and to those without adequate means of support. Payment of state and other assistance towards the maintenance of children of large families is desirable."

Principle 7 categorically stresses, "The child is entitled to receive education which shall be free and compulsory, at least in the elementary stage. He shall be given an education, which will promote his general culture, and enable him, on a basis of equal opportunity to develop his abilities, his individual judgment, and to become a useful member society."

"The child shall have full opportunity for play and recreation which should be directed to the same purpose as education: society and the public authorities shall endeavor to promote the enjoyment of this right". The child thus is given top priority to receive in all circumstances that require protection and relief.

In consonance with the UN Declaration, our country evolved a national policy for the welfare of children and declared it exactly three decades ago (August 1974). The national policy for children declared, "The nation's children are a supremely important asset. Their nurture and solicitude are our responsibility". As part of the policy measures, the Government of India declared that 'the state shall take up free and compulsory education for all children up to the age of 14 for which a time-bound programme will be drawn up consistent with the availability of resources. Special efforts will be made to reduce the prevailing wastage and stagnation in school, particularly in the case of girls and children of the weaker sections of society. The programme of informal education for pre-school children from such sections will also be taken up". Children who are not able to take full advantage of formal
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school education shall be provided other forms of education suited to their requirement. All this indicates the widespread concern of the mankind for the protection and proper upkeep of their inheritance. Despite this concern, for every 1000 babies born live 122 die in the first year of life. Further 40% of all deaths in India occur among children below 5 years of age. Of these deaths about half are children of less than a year old.

Despite our sincere efforts for realizing the twin objectives enshrined in the Constitution viz. Universalization of education, and equalization of educational opportunities, we are far away from the goal. In addition to the dropouts and non-entrants we are yet to reach target groups in the form of handicapped i.e., the physically and the sensory handicapped. The societal system has sympathies for them, but the education system is yet to take them into its fold.

Children with disability have for long remained neglected, segregate and the last served in our country. These children need societal integration with their peers. This can be done with some additional training inputs, organization support and orientation in the general education system. The National Policy on Education 1986 has very rightly stressed the need for integrated education of these children. The NPE states, "the objectives should be to integrate the physically and mentally handicapped with the general community as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence" The Programmers of Action for the implementation of NPE 1986 has stressed the need to strengthen the scheme of Integrated Education of Disabled Children to realize the goal of Universalization of primary education. The United Nations Charter of Human Rights too recognized the inherent dignity of human beings ad the right of every child to education.

In view of the significance of developmental approach in education, every individual should be helped to develop fully according to his unique nature and
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needs. This concept is in harmony with the modern democratic ideals, which seek optimum development by providing suitable educational facilities to all the children with special needs. In order to help each child to develop fully, individual needs and differences must be met. To fulfill the cherished goals of "Education for All" and "Universalization of Primary Education" there is an urgent of special education, i.e., for the education of children with special need.

In order to focus the attention of the governments of member-states and the people of the world at large, the United Nations adopted the theme for the International Year of the Disables (IYDP) as "Full Participation and Equality " consistent with the UN Declaration of the Rights of Disabled Persons 1976. The main objectives in providing equality to the disabled in matters of education and rehabilitation were:

a. To help disabled persons in their physical and psychological adjustment to society.

b. To promote all national and international efforts to provide disabled persons with proper assistance, training, care and guidance, to make available opportunities for suitable work and to ensure their full integration in society.

c. To encourage study and research projects designed to facilitate the practical participation of disabled persons in daily life, for example, by improving their access to public buildings and transportation systems.

d. To educate and inform the public of the right of disabled persons to participate in and contribute to various aspects of economic, social and political life.

e. To promote effective measures for the prevention of disability and for the rehabilitation of disabled persons.
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Indian Perspective -

The Kothari Commission did mention about the education of the disabled. But until May 1986, we did not have a National Policy that took into consideration the problems of the disabled in a comprehensive way. The NPE-1986 laid special emphasis on the removal of disparities and equalization of educational opportunities by stressing the needs of those who have been denied equality so far.

In the early 1900s, the voluntary bodies initiated teachers training programmes for children with special needs. Integration of disabled in regular schools began to gain momentum. Selected universities in the country started departments of special education and courses offering Bachelors and Masters in Special Education. To meet the instructional needs of integrated disabled children, National Council for Educational Research and Training, New Delhi and Regional Colleges of Education designed multi-category teacher's training programmes to prepare resource teachers for regular primary schools.

The existing special schools, resources, and manpower are inadequate to the number of children with special needs in the school going age 5-14 years. Many special schools are in urban areas. While there are 1, 54,000 visually handicapped and 1, 31,000 hearing handicapped children in the school going age in rural areas, the number in the same age group in urban areas are 25,000 and 29,000 respectively. The disability ratio is high in rural areas while the facilities and services for these disabled children are more in number in the urban areas.

National Policy on Education (1986): Provision for Disabled Children -

The objective is to integrate the physically and mentally handicapped with the general community as equal partners, to prepare them for normal growth and enable them to face life with courage and confidence.
The following measures will be taken in this regard.

- Wherever it is feasible, the education of children with motor handicaps and other mild handicaps will be common with that of others.

- Special school with hostels will be provided as far as possible, at district headquarters, for severely handicapped children.

- Adequate arrangement will be made to give vocational training to disabled persons.

- Teachers training programmes will be reoriented particularly for teachers of primary classes to deal with special difficulties of handicapped children.

- Voluntary effort for education of disabled people will be encouraged in every possible way.

The National Policy on Education suggests integrated education for mild levels of disabilities, while for the moderate and severe levels of disability, vocational education is suggested. Accordingly, a reorientation of the existing teachers training courses is recommended. It also assures government support to voluntary efforts in the provision of special education facilities. These policies envisage that special education will reach out to a large target population.

While special schools emerged as the first of their kind in provision of educational services and are currently the largest in number, integrated education in general schools was introduced in the 1980s. The Project for Integrated Education for Disabled (PIED) is being tested in one block each in the states of Haryana, Madhya Pradesh, Maharashtra, Mizoram, Nagaland, Orissa, Rajasthan and Tamilnadu and in one composite area in the Municipal Corporations of Delhi and Baroda. While the special schools are provided financial assistance by the Ministry of Welfare, the integrated education programme gets funded by the Department of Education, Ministry of Human Resource Development, and Government of India.
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The National Council for Education Research and Training (NCERT) and the National Institute for the Handicapped coordinate the efforts to assist the educational programmers in preparation of materials and generation of manpower. In addition, linkage with the Ministry of Health and the Ministry of Labour are established for pre-school and post school programmes for disabled individuals. Thus along with early intervention and vocational training, education also takes its place in the continuum of overall rehabilitation of disabled individuals.

In the Plan of Action for implementing equality of educational opportunities for the disabled, certain measures have been visualized and it was proposed to cover the entire disabled population by 1995 by bringing them into the school system. The programmes visualized were:

(a) Residential special schools or special classes for the severely disabled.
(b) Integrated education for the mildly disabled.
(c) Pre-school preparation for the disabled including Early Childhood Care and Education (ECCE)
(d) Vocational Preparation for the disabled.

To ensure this, following steps were proposed -

(a) Advocacy programme for administrators / teachers of common schools.
(b) Massive in service training of teachers.
(c) Orientation programme for administrators.
(d) Development of experts of master teachers at the level of SCERT, DIET and also sub-divisional level.
(e) Introduction of prevocational / vocational training in common schools.
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(f) Development of teacher's handbooks and instructional materials for disabled children.

(g) Disability assessment centers at the district level.

(h) Mobilization of support from health / welfare ministries.

Under this comprehensive plan there is an urgent need to take up various programmes by several national agencies and regional centers. Keeping in view the constitutional directive and problems of the disabled, there is an urgent need to help this deprived section of the society by preventing an increase in the disabled population and to rehabilitate and provide services to the already disabled.

Hence, it is essential for any nation to include in its general development plan immediate measures for the prevention of disability, for the rehabilitation of disabled persons and for the equalization of opportunities.

At least 10 per cent of children are disabled. They have the same right to education as non-disabled and they require active intervention and specialized services. Most disabled children in developing countries receive neither specialized services nor compulsory education. Significant advances in teaching techniques and important innovate developments have taken place in the field of special education and much more can be achieved in the education of the disabled persons. But the progress is limited and is accessible to only a few urban centers in our country. The need of the hour is early detection, assessment and intervention.

In view of the urgency of the need to help these deprived children of the society and to achieve the goal of universalization of elementary education, the following measures can be taken up.

(a) There is an urgent need to survey the incidence and prevalence of different disabled children in the country.
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(b) There is an urgent need to establish reliable methods of identifying children with special needs (disabled).

(c) Efforts should be made to evolve indigenous assessment and diagnostic procedures to help the children with special needs.

(d) Realistic and effective intervention programmes of different kinds and types of disabled children should be developed.

(e) Orientation programmes for regular teachers on different aspects of special education, which include nature, problems and education of children with special needs, should be conducted.

(f) The special education component should be inbuilt into the pre-service and in-service education of the school teachers.

(g) Research should be conducted to formulate viable educational objectives for children with special needs, which include curricular activities, instructional designs, learning experiences, tools and techniques for evaluation.

(h) Studies should be conducted to promote integrated education programmes in our schools.

(i) Advocacy programmes, programmes aiming at attitudinal changes and sensitization of masses in general and educational functionaries in particular to the needs of children with special needs, should be organized.

(j) Research in the field of special education should focus on socio-cultural aspects of disabilities, research on the cause, types and incidence of disabilities, the economic and social conditions of persons with disabilities and availability and efficacy of existing resources.

(k) Operational research in the area of special education should be conducted.
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Research findings should be related to enhancing the teacher-training programme effectively and for the development of appropriate competencies in the teachers.

(i) Studies should concentrate on efficacy of different systems of special education.

(m) Disability specific curricular and transaction issues should be studied.

(n) Public and other professionals should be reached out to create awareness regarding disabilities and their rights.

(o) Studies related to critical analysis of the universalization of aims and objectives of general education and its application to special education should be carried out.

The above measures will definitely help the children with special needs. We have to go a long way in the achievement of universalization of elementary education, which includes children with special needs. The ultimate aim is to help children with special needs to attain maximum potential independence and integration into the society.

The handicap in the child has a deep impact in a variety of ways on education, physical independence, and emotional stability, intellectual and social development of a child. The non-handicapped or an able person has a stereotype attitude towards them, which is devoutly related to acceptance or rejection of the handicapped child in the society, which indirectly effects the adjustment of the child.

Handicapped Persons in Chhattisgarh -

Chhattisgarh is the 9th Largest State in the Country having a Population of 2,07,95,956. There are number of handicapped persons in the state. The state is a home for 4,19,887 handicapped people which is 2.01% population of Chhattisgarh
The Problem

which consist of blind - 0.77%, crippled 0.72%, deaf & dumb 0.31%. A state with a dream of an environment of inclusiveness. A bit of dedication and commitment can make the state a better place for person with handicap to live in.

Table 1.1

Distribution of the handicapped by the type of handicapped in Chhattisgarh

<table>
<thead>
<tr>
<th>Type of Handicap</th>
<th>Gender</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Population</td>
<td>Persons</td>
<td>4,19,887</td>
</tr>
<tr>
<td></td>
<td>Males</td>
<td>2,31,768</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>1,88,119</td>
</tr>
<tr>
<td>Blind</td>
<td>Persons</td>
<td>1,60,131</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>84,047</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>76,084</td>
</tr>
<tr>
<td>Crippled</td>
<td>Persons</td>
<td>1,51,611</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>88,943</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>62,668</td>
</tr>
<tr>
<td>Deaf &amp; Dumb</td>
<td>Persons</td>
<td>64,531</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>35,047</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>29,484</td>
</tr>
<tr>
<td>Other</td>
<td>Persons</td>
<td>43,614</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>23,731</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>19,883</td>
</tr>
</tbody>
</table>

Figure-1.1 Percentage of Handicapped Persons in Chhattisgarh
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Categories Of Handicapped Children -

According to the person with handicap the following major categories are studied in this piece of work.

(a) Blind
(b) Crippled
(c) Deaf & Dumb

Educational Options (Age Range) -

- Early intervention (0-3yrs) → No school
- Pre School (3-6Yrs) → Home Based Training (NGOS)
- Pri School (6-14) yrs
  - Special school (14-18yrs) → Regular school
  - Special classes' regular school
    - Vocational training
    - Vocational training
- Regular school
  - Vocational training
    - Nationals open school system
The Problem

1.3 Study Habit -

Study is an art and it differs from individual to individual. A method of study which may suit one individual may not suit other-whatever one study there are certain general principles which one should know, and that should enable one to work out their own personal effective methods and schemes of study.

Ability

Success In Study           Hard Work

Effective Method Of Study

Some students can do more work in a given time than others and do it more effectively because of ability. But ability by no means is the only factor, many highly intelligent students fail because they do insufficient work, or they do not know the art of study. Webster describes Study as an art or process of acquiring by one's own effort knowledge of some subject, whereas according to Thomas Risk Study is a planned effort on the part of the learner is solving a problem, in getting knowledge or understanding, or in acquiring certain abilities. According to Sorenson Effective methods of study consist basically in applying those fundamental principles which underline efficiency is study. According to William H. Armstrong, study is the total of all the habits, determined purpose and enforced practices that the individual uses in order to learn that study is hard work. No easy substitute is available. In total study habits means, the pupils way of studying, whether systematic or unsystematic, efficient or inefficient. We can say the 'Study habit' is the settle tendency of academic knowledge that is hard to give up. It is the prime purpose of the teachers to develop good study habits and performance of desirable activities in students. The prime purpose of the teacher to develop study habit and performance of desirable activates in children. The habit of studying can be developed in children by following the steps out lined below.
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(a) Children should be made clearly familiar with the purpose of studying a particular subject.

(b) The place in which children study should be peaceful, the free from obstruction, hindrances and interference.

(c) The time for the children's study should be determined as also the time table or the plan of study.

(d) During study, stress should be laid upon silent reading.

(e) During study, children should be given intervals or rest after short period of study.

(f) Reading should not be encouraged through part method.

(g) While studying, full attention should be paid to alertness.

(h) Students should be encouraged to take notes of what they are studying.

(i) The teacher must clarify and explain the difficulties arising in each lesson.

(j) In the process of study, stress should be laid upon students to make their own efforts to solve difficult question.

(k) Students should be made to develop the habit of preparing summaries of the lesson studies by them.

For the construction of study habits various principles are effective. Among them the following are the important points:

(a) Determination

(b) Activity

(c) Regularity

(d) Practice
The Problem

(e) Good examples

(f) Prize.

If it is clear from the above that we should have firm determination for adapting any habit for doing work. If there is any defect in the study habit of a child then this problem has to be solved following effective factor throw light on the students' ability to study:

(a) Interest in learning

(b) Moral ability

(c) Physical ability

(d) Mental ability

(e) Environment of School

(f) Environment for Study

(g) Family background

(h) Knowledge of the techniques used for studying

Looking to the importance of study habit, question arises what is study habit? A habit literally means a behavior pattern, which has not grown naturally out of the body but has been put on externally. All activities, i.e. mental and physical are subject to the law of habit. Without habits one would not be able to make any progress. The greater the number of desirable habits one possesses the more efficient he will be.

Study Habit could be understood to divide the time proportionately for subjects to be studied and inculcate in oneself a habit of regular work. When a student divides the time requirement for his study and regularly follows it, it could be called study habit
According to Lee there are three main types of study -

(i) **Systematic Controlled study** - The place of this type of study is one room of school, in room the group of students studying under the guidance of the teachers.

(ii) **Independent study** - The place of this type study is any place in the school done by students under the guidance of the teachers. Various works are included in this type such as reading seeing, listening, writing and doing different work by different methods. Berhum states that capable students get advantage by independent study, weak students get advantage by systematic controlled study and average students get advantage by both the method of study.

(iii) **Study while doing home work** - This type of study is generally done at home. The studies done in home are of two types -

(a) Written work

(b) Oral

According to Lee, the study done at home should not consume much time so that the child get much time to develop physically by doing fun, exercise or other work.

A Major factor, which occupies a very important place in education, is habit. The objective of education is the creation of individuals possessing high character and good habits and this is a role which can be fulfilled only when the teacher performs his task the best of his ability because no teacher really wants his students be become individual of low character and the victims of bad habits.

Habits are valuable characteristics they are despicable only when directed in the wrong channels. It should not be left to themselves but should be carefully
selected are as carefully cultivated whenever possible are should form habit to increase mental efficiency but any habit will not serve this purpose. This not only has the added advantage of offering a means of gaining greater efficacy through the formation of useful habits. James describes, habit as a tendency of an organism to behave in the same way it has behaved before.

Donald A Laird, Classifies habit as -

(a) Habits of doing
(b) Sensory habits.
(c) Habits of thinking

In general, habits are divided into two sample categories -

(a) Good Habits
(b) Bad Habits

Some habits are useful for life while -

(a) Self created and externally created habits.
(b) Spontaneous and educational habits.
(c) Good and bad habits.

Effects of Habits Are -

(a) It simplifies movement.
(b) It makes the movement more accurate.
(c) It diminishes fatigue.
(d) It diminishes the conscious attention needed for action.
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The main aim of education is the all round development of the human being with the help of good habit. For constructing this, teacher plays an important role. By constructing study habits among children the following advantage are there.

(a) By this time and power of students are saved.
(b) By this, the children learn to face the society.
(c) By this, there is best development of character.
(d) By this, they will make themselves more efficient and may lead to better scholastic achievement.

1.4 Adjustment -

Adjustment is that condition, a state in which the individual behavior conforms to the demand of the culture or society to which he belongs and he feels that his own needs have been or will be fulfilled. Adjustment involves the gratification of a person's need as governed by the demands of various environmental situations. An individual's adjustment is adequate, wholesome or healthful to the extent that he has established harmonious relationship himself and the conditions. Situations and persons who comprise his physical and social environment. James Drever, describes adjustment as the modification to compensate for or meet special conditions, whereas according to Carter V. Good, adjustment is the process of finding and adopting modes of behavior suitable to the environment of the changes in the environment. The oxford dictionary describes adjustment as to accommodate oneself to or adapt to or to habituate one to. Vanhaller thinks of adjustment as psychological survival in much the same way as the biologist uses the term adaption to describes physiological survival.

The concept of adjustment implies a constant interaction between the person and his environment, each making demands on the other. Sometimes adjustment is
accomplished when the person yields to the person's constructive activities. In most cases adjustment is a compromise between these two extremes and maladjustment is a compromise between these two extremes and maladjustment is a failure to achieve a satisfactory compromise. As, adjustment is the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs. Adjustment, in psychology, is the behavioral process by which humans and other animals maintain equilibrium among their various needs or between the needs and the obstacles of their environments. A sequence of adjustment begins on where a need is felt and ends when it is satisfied. Adjustment in the case of an individual should consist of personal as well as environmental components. These two aspects of adjustment can be further subdivided into smaller aspects of personal and environmental factors. Adjustment, although seeming to be a universal characteristic or quality may have different aspects and dimensions.

Through the numerous efforts at measuring adjustment through inventories and other techniques, these aspects have been identified and various tests have been constructed to assess their dimensions.

(a) Health and physical development.

(b) Finance, living conditions and employment.

(c) Social and recreational activities.

(d) Courtship, sex and marriage.

(e) Social psychological relations.

(f) Personal psychological relations.

(g) Moral and religious.

(h) Home and family.
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(i) Future - Vocational and educational.

(j) Adjustment to school and college work.

(k) Curriculum and teaching.

In this way, adjustment of a person is based on the harmony between his personal characteristics and the demands of the environment of which he is a part. Personal and environmental factors work side by side in bringing about this harmony.

A well-adjusted person is supposed to possess the following characteristics:

(a) Awareness of his own strengths and limitations.

(b) Respecting him and others.

(c) An adequate level of aspiration.

(d) Satisfaction of basic needs.

(e) Absence of a critical or fault-finding attitude.

(f) Flexibility in behavior.

(g) The capacity to deal with adverse circumstances.

(h) A realistic perception of the world.

(i) A feeling of ease with his surroundings.

(j) A balanced philosophy of life.

The methods used for keeping and restoring harmony between the individual and his environment can be grouped into two categories, direct methods and indirect methods.

1. Direct Methods- Direct methods are those methods which are employed by the individual intentionally at the conscious level. They are rational and logical
and help in getting permanent solution of the problem faced by the individual in a particular situation. These methods include the following.

(a) Increasing trials or improving efforts.

(b) Adopting compromising means.

(c) Withdrawal and submissiveness.

(d) Making proper choices and decisions.

2. **Indirect methods of achieving adjustment**- Indirect methods are those methods by which a person tries to seek temporary adjustment to protect himself for the time being against a psychological danger. These are purely psychic or mental devices—ways of perceiving situations as he wants to see them and imagining that things would happen according to his wishes.

(a) Repression.

(b) Regression.

(c) Compensation.

(d) Rationalization.

(e) Projection.

(f) Identification.

(g) Seclusiveness or withdrawal.

(h) Sympathism.

We can say adjustment is the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of this needs. Normal adjustment is extremely difficult to evaluate because of its cultural relativity. To the extent than an individual is able in his life time to assimilate the
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historically hard won wisdom of society and the fruits there of, he may be said to be normal, to the extent he fails, he is abnormal.

1.5 Educational Achievement -

Achievement refers to what a person has acquired or achieved after the specific training or instruction has been imported great or heroic deed; something accomplished by valor, boldness or praiseworthy exertion. The act of achieving or performing and obtaining by exertion; successful performance, accomplishment as the achievement of his objective.

Education helps in development of overall performance of the individual in all fields and aspects. Thus, making him intelligent, learned, bold, courageous and of good character. Despite any statement about the aims of education, emphasizing the development of personality of the individual still academic achievement of pupil continue to be prime concern and is regarded as an important goal of education. The main focus of education process is to improve the performance or learning of the students. The learning outcomes of the students are measured with the help of their achievement or performance. Achievement is the end product of all educational endeavors. According to Good, in dictionary of education has defined academic achievement as knowledge attained, skills developed in the school subjects, usually designated by test scores or by works assigned by the teacher or both. Hawes describes, academic performance as successful accomplishment or performance in a class/courses, which is typically summarized in various types of grades, marks, scores or descriptive commentary. Educational achievement is the prime and perennial responsibility of a school or any other educational institution established by the society to promote wholesome scholastic growth and development of a child. Performance assessment is the process of measuring the terminal behavior of the students at the end of instruction.
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It is the job of the teacher to measure whether the students have acquired the component concepts, as on achievement, before proceeding with the instruction which arranges these concepts in proper relationship for the learning of the principles. The achievement is the end product of the instruction usually verbal performance. There are three types of objectives which are emphasized in teaching - learning situation - cognitive, affective and psychomotor but it is the assumption of the educationists and psychologists that cognitive achievement is the best representation of the total behavioral change of students. Achievement provides feedback to the students as well as teachers. The study of Mathur and Sachdeva obtained correlation between the school achievement, intelligence and extra class activities. The main concern of all educational efforts it to see that the learner achieves quality control, quality assurance and, of late, total quality management of achievement have increasingly gained the attention of researches in education. After exploring the concept of achievement in the cognitive, affective and psychomotor aspects of human behavior, researches have probed further and have attempted to understand the 'black box' of achievement. The studies on achievement have brought to light the correlates of achievement and paved the way for control and manipulation of variables for quality management of achievement.

Factors affecting achievement of learners -

I. Learners Characteristics -

(a) Mental maturity/ intellectual abilities.

(b) Physical maturity as related to psychomotor abilities.

(c) Affective characteristic interest, motive, attitude, value, emotional, expression

(d) Health / physique

(e) Self - concept

(f) Perception of situation
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(g) Age
(h) Sex
(i) Mental Health

II. Teachers characteristics -

(a) Knowledge of subject matter
(b) Psychomotor abilities and physical attributes.
(c) Affective characteristics interests, motive, attitude, values, emotional expression.
(d) Health/physique
(e) Self concept
(f) Perception of situation.
(g) Sex
(h) Age
(i) Mental health

III Learner and teacher behavior -

All interaction in teaching learning process cognitive verbalizing psychomotor - doing and affective feelings.

IV. Group characteristics -

(a) Number
(b) Structure
(c) Attitude
(d) Cohesiveness
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V. Physical characteristics -

(a) Space

(b) Duration

(c) Equipment

VI. Outside Forces -

(i) Condition affecting pupils

(a) Home

(b) Neighborhood

(c) Broad aptitude influence.

(ii) Condition affecting entire setting

(a) Other teaching psychologists, supervisors

(b) Administration

(c) Curriculum requirement

(d) Community expectation

Obstacles of Achievement Are -

(a) **Financial constraints** - Lack of resource such as books and other materials required for study proves to be a big obstacle in achievement. Even if the child possesses the abilities he may not achieve more if there is lack of resources.

(b) **Psychological constraints** - Psychological constraints include lack of interest, aptitude and awareness among children towards studies, low intelligence level,
lack of motivation, mental disorders / retardation.

(b) **Social constraints** - Social constraints include myths, social bias, social outlook, gender bias etc. Girls in our society are not given equal status as that of boys we find several kinds of inequalities between male and female. Boys are encouraged more for studies than girls in our society.

(a) **Intelligence**- Some children are bright, others are average and some others are dull. Intelligence is an important factor which affects achievement. Higher the intelligence level higher will be the academic achievement.

(b) **Motivation** - Motivation refers to all those phenomena which are involved in the stimulation of action towards particular objectives.

A motivated child makes continuous efforts to achieve higher and has strong confidence over himself. In fact, he relies on his own potentialities and abilities. Thus, motivation leads to higher achievement.

(c) **Interest** - Interest may refer to the motivating force that impels us to attend to a person, a thing or an activity. If a child shows interest in the subject or any activity his achievement will be more.

(d) **Perception** - Perception is the process of getting to know objects and objective facts by use of senses. Academic achievement of a child depends on his ability to perceive. Higher the child's ability to perceive higher will be the achievement.

(e) **Study habits** - Success in academic study depends not only on ability and hard work but also on effective methods of study. Study habits have significant effect on academic performance.

(f) **Physical and Metal health** - If a child is physically and mentally healthy his academic performance will be more but if a child is physically week and
mentally unfit his performance will be lower.

(g) **Parental involvement** - Parental involvement, monitoring and care in children's education appears to be associated with a range of positive outcomes for school children.

(h) **Family Environment** - Good family environment or home atmosphere promotes higher achievement. If the parents are educated they give more attention on their children.

Type of family i.e. nuclear family & joint family also affects achievement. In joint family system if the parent does not pay attention to children, other members of the family like grandparents give their time to a child which promotes academic achievement.

Achievement of children of non-working mothers is better than that of working mothers.

(i) **Social Environment** - A good social environment also promotes achievement. Social environment includes locality of living, competition between friends, peer group relations etc.

(j) **Teaching competency** - Teaching constitutes one of the major tasks of a teacher. Competency over this task of teaching is the essence of successful educational system. Teaching competency refers to the set of knowledge, abilities and beliefs a teacher possesses and brings to teaching situation. Better the teaching competency higher will be the achievement of students.

1.6 **Chapter Outline**

This Thesis was divided into five chapters including the present one, which deals with the introductory part providing importance of the study and the related
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studies, which refers to the relevant past work done by the researchers in India and abroad.

**Chapter two** highlighted the objectives and hypotheses framed to proceed with the investigation.

Method along with the process and tools were addressed in **chapter three**.

**The fourth** chapter was devoted to the analysis, interpretation and discussion of the findings.

Summary of the whole study was presented, with follow up studies in the **chapter fifth** which was followed by **Bibliography**.

The last portion contained two **appendices**, tools and data were provided in appendix A and appendix B respectively.

**1.7  Related Studies -**

*The competent physician must keep abreast of the latest discoveries in the field of medicine. Obviously the care full student of education, the research worker and investigation should become familiar with location and use of source of educational information.*

- Good Barr & Seates

The development of the entire world research been done of the most important part in the scientific research is such a systematic, controlled, experienced and minute investigation by which the estimated relationship in the natural event and happening are studied with the help of hypothetical and logical statement.

To acquaint with current knowledge in the area of study and to understand the research methodology, the investigator reviewed the related literature it helped the investigator to know the current information of the problem in hand. For this review
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was made through making different references of literature cited in research journals, research reports, research monographs, commission reports, doctoral theses, research abstracts and survey reports of educational research in India and abroad. The related literature for the present study is studied in the following headings,

(i) Studies pertaining to study habit

(ii) Studies pertaining to adjustment

(iii) Studies pertaining to educational achievement

(iv) Studies pertaining to physically handicapped

1.7.1 Studies Pertaining to Study Habit -

(a) Related studies-India

Sutharman (2011) in his study of study habits and academic achievement of XI-standard students in Palani educational district found that there exists significant difference in the mean scores of boys and girls (students) with respect to their study habits. It was observed that the mean scores of girls study habits and their academic achievement are more than boys. This may be due to the hard work and sincerity of girls when compared to boys.

Kale (2011) studied the study habits of the secondary and higher secondary school students and analyzed that the students for secondary school have more favorable study habits than higher secondary school students.

Singh (2010) studied the study habits in relation to academic performance in high school students. This study examine the nature, type and characteristic of study habits in high school children in relation to various orgasmic variables like gender, age class, grade level and scholastic achievement. The results indicated that the girls have better study habits than boys. It is also seen that study habit improve with age and
class a grade level in children the present study high lights the possibility of objectify measuring study habit in high school students using a self rating tools well as using it as predictor for academic performance.

Nimavathi, Gananadevan (2010) studied the developing study habits through multimedia programme and found that there is no significant difference between mean study habits scores of pre list and post list the control group.

Sharma, S (2006) in her investigation of emotional stability of visually disabled in relation to their study habits. Purports to find out the efficiency of emotional stability on the study habits of visually disabled students. The results reveal that children with high emotional stability have better study habits than their counterparts with low emotional stability. These results are quite alarming as the quality of study habits determines the level of educational performance of the children. It is suggested that parents training centers and guidance and counseling centers need to be established where parents, siblings, teachers and other members of the society can be taught the teachers of dealing with visually disabled children. It is very important to make these children learn about management of their emotions.

Sud and Sujata (2006) conducted a study on academic achievement in relation to self-handicapping, test anxiety and study habits of high school children (n=2009) from different schools of Himachal Pradesh. The scales used were self handicapping questionnaire Sujata, (2003) test anxiety inventory (TAT-H, Sud & Sud 1995), study habit inventory (Palsane and Sharma 1989) and academic achievement (school marks were considered). The results revealed that boys were poorer in study habit than girls.

Verma (2001) Studied on the learning styles, study habits and study involvement across academic streams and found that there was no significant difference in the study habits of science and arts groups but both were found to be superior to commerce
group with reference to study habits.

Kumar (1998) studied the distance learner's academic self concept, study habits and attitude towards distance education in relation to academic performance of first degree level and they found that average academic self concept exhibited good study habits, held positive and favorable attitude towards distance education.

Khandai, Das and Mullick (1998) together worked on the developing reading habits in children and found that good reading habits helps in developing good study habits of children.

Sampath and Selvarajanan Guru (1997) studied the study habits of higher secondary commerce students. Study habit inventory of Mukopadhyay and Sansanwal (1983) was used as a tool of the study. The "t" test indicated that there was no significant difference between the study habit of boys and girls.

Verma, B.P (1996) studied the locus of control and academic performance and found that study habit has significant effect on academic performance in Hindi, English and Social Studies.

Verma (1996) studied the effect of study-habit on academic achievement among 500 students of X class. The sample was selected from schools of Delhi by using random cluster sampling technique. Two ways analysis of variance was applied to know the main and interaction effect. The "F" value of 13.45, 6.84 and 5.59 which were significant independent effect of study habit on performance in Hindi, English and Social studies. This result further revealed that students possessing good study habits scored higher than students possessing poor study habits in these courses.

Nagappa (1995) studied the study habits of secondary school students and found that girls had better study habits than boys the type of school being a significant
factor in study habit as students in private school have better study habits than that of the government schools.

Mehta and Malhotra (1993) carried out a study to find out the predictors of academic achievement among 300 arts students. Stepwise regression analysis revealed that study habits and study attitudes were the important predictors of academic achievement.

Mishra (1992) conducted a study on assessing the level of test anxiety self concept, adjustment and study habit in predating academic achievement. The study was conducted on a sample of 88 Oriya male students of IX and X standard in three schools of Bhubaneshwar India. To determine study habits of subjects Wren's (1941) Study Habit inventory was used and total marks obtained in annual examination was used to know the relationship between the independent and the dependent variable. It revealed significant and a positive correlation between study habit and academic achievement.

Ramaswamy (1990) studied the relationship between study habit and academic achievement in high and low achiever boys and girls of XI standard in Madurai district Tamil Nadu, India. The study invetory of Patel (1976) was used to measure the study habit. Product moment correlation was used to find out the relationship between study habit and academic achievement. The correlation analysis revealed significant relationship between the study habit and academic achievement variables.

Patel (1985) investigated the impact of study habits on academic achievement among 76 intellectually backward students in class VIII standard at rural and urban schools in Gujrat. Correlation analysis of result on the study habit inventory by B.V. Patel (1974) and terminal examination grades revealed that study habit were an important determent of school achievement for both boys and girls in rural as well as urban setting. There was a positive correlation between study habits and academic
achievement in all four study groups - urban boys, urban girls, rural boys and rural girls, in addition girls revealed better study habit than boys.

Dekhtawala (1985) conducted a study on study habits and scholastics achievement and found that scholastic achievement largely depends upon the study habits. An average student with right study habit shows achievement level much higher than an intelligent with poor study habit.

Singh (1984) made a survey of the study habit of high, middle and low achieving adolescents in relation to their sex, intelligence and socio economic status and found that study habits of boys and girls differed significantly at different levels of academic achievement.

Tiwari (1978) conducted the research programme on study habits and academic motivation in high school students as a function of sex difference the major finding was that parents now days give equal importance to the education of their sons and daughters.

Palsane (1975) conducted a study on study habit and achievement orientation and observed that students with good study habits show stronger need for achievement than those with poor study habits.

(b) Related studies - Abroad

Aluja and Blanch (2004) studied socialized personality, scholastic aptitude, study habit and academic achievement, the study analyzed that the relationship between personality, scholastic aptitude and academic achievement seemed to be mediated by study habit. Moreover, female obtained higher academic achievement scores than males. These differences could be explained by the fact that females showed a more socialized personality pattern and better study habit.
Harvey (2002) in her review helping children at home and school studied the study habit of children and suggested that many capable children at all grade levels experience frustration and future in school. It’s not because they lack ability, but because they do not have adequate study skills. Good study habit are important for success in school. Knowing how to study effectively foster feelings of competence develops positive attitude and helps children realize they can control how will they do in school and in life.

Malt, Pechersby and Carvanles (1991) examined the influence of high school study habits on achievement in early college the finding suggested that college freshman need to acquire new study habit to be academically successful.

Wolfendin and Pumfrey (1985) reviewed various studies in the field of behavior, study habit, attitudes and academic attainment and strategies of study habits. Research has indicated that there is more likely to be a higher correlation between study habits and academic attainment than between study habit and intellectual abilities. It has been suggested that the more students know about factor such as the state of their own knowledge, their ability to learn and techniques for learning the better they will be able to study.

Christian (1983) administered a study habit inventory and a need achievement test to 79 female and 68 male high school students to investigate the relation ship of need achievement to sex and motivation. Results indicated no significant difference between scores of male and female and a positive correlation of study habit with motivation was found.

**1.7.2 Studies Pertaining to Adjustment -**

(a) Related studies - India

Unnisa, Najma (2011) in her study of academic adjustment in schools, stated that adjustment is adaption to physical environment as well as to social demands.
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is a correlation between adjustment and education. Well adjusted individuals prosper in their educational endeavor and those with adjustment problems bring retardation in their scholastic achievement.

Sharma and Bala (2011) in their paper social adjustment of physically challenges children, found that most of the children were in the category of well adjusted in school environment. Sociometric analysis revealed that the children had a positive relationship with the peers, but there were few who needed guidance in forming social relationship, as they remained isolated.

Venkat Lakshmi (2009) Studied the Behavior and adjustment of visually impaired children and her findings were, that there was a good emotional adjustment by the visually impaired children at integrated schools in contrast to their counter parts in integrated school and in the area of emotional adjustment the children responded by saying that impairment in them make them to avoid people and to envy their own class mates at times because she/he is able to perform much better than he/him.

Lakshminarayana, Suresh and Kumari (2006) compared the achievers and non achievers in study skills and found that achievers used higher level of study skills than non achievers.

Prabhat SING (1992) studied the adjustment-motivation and self concept of physically handicapped students as compared to normal students and found out that the normal students of standards VIII and IX were better adjusted that the physically handicapped students of standards VIII and IX respectively. The physically handicapped students did not differ significantly as for as aggressiveness and achievement motivation were concerned.

Bala (1985) in her comparative study of the mental make up and educational facilities for physically handicapped and normal children found out that the deaf,
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blind and orthopedically handicapped children differed significantly from normal children in personality traits. The deaf children are less intelligent. The blind children had poor home, health, emotional and education adjustment. The adjustment of deaf children was society, emotionally and educationally less stable. Orthopedically handicapped children were affected by feeling, they were obedient and untidy. Facilities available in institutions for handicapped children were quite inadequate as compared with those provided in the school for normal children.

Pandey (1985) studied the affection deprivation, ego strength and adjustment pattern among visually handicapped children and there rehabilitation the major finding was that blind children emotionally appeared immature and hence there is a need for their rehabilitation.

Pathak (1984) found that the disabled children in normal schools have good emotional and social adjustment in his study of disabled in normal schools.

(b) Related studies - Abroad

Naz and Akhtar (2010) in their study on modes of social adjustment of physically handicapped children, an investigation of parents point of view concluded that many parents fell that it was difficult to obtain information about various services and benefits available for physically handicapped children. It should be made known to the parents through electronic media. Help the people with disability to become productive members of the society. Proper and necessary medical care should be provided to the infants during illness. Earlier diagnosis is necessary for proper medical treatment of the children.

Ayatollah (2010) aimed his study academic hardiness, academic performance and adjustment difficulties to find the relationship between academic hardiness, academic performance and adjustment difficulties of high school students. The result revealed that adjustment difficulties significantly have negative correlation with
academic performance and it has positive correlation with academic hardiness. Moreover the score of adjustment difficulties in girls; significantly were more than boys, where there are no significant difference between boys and girls in academic performance and academic hardiness.

Nichols and Keltner (2005) in American Indian family adjustment to children with disabilities in America explored the community response of how American Indian families adapt to having school age children with disabilities in two diverse American Indian communities. It was found that these families were adjusting with their children with disabilities in two ways, by constructive adjustment or limited adjustment. In the constructive adjustment, American Indian families believe that the child with disability is given to them for a reason. There is a propose for the child being a member of their family because of this American Indian community with disabled children included them in every family activity. These family are healthy and "in harmony". In the limited adjustment, American Indian family become restricted in how they adjust to having a child with disability families may not know how to change with in cased for properly. These families may be "Out of harmony" and need support to adjust.

Colemn and Pullis (1987) while studying the mildly handicapped children's adjustment to main stream provided brief critique of our current research base with regard to the influence of main streaming on the social emotional competence of mildly handicapped children. It underscored the need of special education to produce systematic research that attempts to weave a more complex pattern from the personal, peer, family and school factors that serve to mold children's personal social compliance.

Shindi J (1983) investigated the emotional adjustment of physically handicapped children in comparison with congenital and acquired orthopedic disability, found a marked difference in the adjustment among congenital and
acquired defect group gave no support to the hypothesis. It is found that the congenital 
group experience fewer a adjustment problems than the comparison group with 
acquired defects. The impart of a physically handicapped children on a family may 
be damaging and may sometimes be catastrophe.

Williams (1981) studied the adjustment of the blind and deaf students in 
standards V - VII of special schools in Karnataka and found that the blind students 
are more likely to adjust than the deaf students. This adjustment decreases as the 
standard of the class increases the degree of adjustment of blind & deaf students 
were different. There was positive high correlation between the adjustment of blind 
and deaf students.

Rudolf (1980) in his comparison of hard of hearing and normal hearing 
children in grade V , VI in the study of psychology of physically handicapped found 
that general adjustment in school point to fact that hard of hearing children do not 
feel so well adjusted as do normal hearing children.

Pringle (1964) in his paper emotional and social adjustment of physically 
handicapped children, out lined for professional work's of the emotional needs of 
all types of handicapped children. Problems which are likely to arise from unwise 
handling at different ages and in relation to various handicaps. This is coupled with 
a plea for measures to bring about more favorable parental and community attitude 
towards the disabled.

1.7.3 Studies Pertaining To Educational Achievement -

(a) Related studies - India

Zoreena (2011) in her paper on adjustment problems, time management and 
effect of parents socio economic and educational status on students achievement 
concluded that the social economic factor did not have an effect on the achievement
of the students, but the qualification of father did have an effect on their achievement. There was no significant difference in the time management capacity of the high and low achievers but low achievers did show more adjustment problems than the high achievers.

Vijay Kumari (2010) focused on some correlates of academic achievement of secondary school students in her study and concluded that the main effects of the three variables academic anxiety, achievement motivation and sex on academic achievement as significant and the interaction effect of academic anxiety and sex and well as achievement motivation and sex are significant on academic achievement. The school programmers should foster the needs for achievement among students. Programmers for teachers as well as parents are to be planned and implemented in order to make the classroom as well as home environment appropriate for increasing achievement and decrease anxiety among students.

Narayana (2006) compared the achievers and non achievers in study skills and found that achievers used higher level of study skills than the non achievers.

Sirohi (2004) studied the under achievements in relation to study habits and attitudes and found that 98.7% of the under achieves tend to posses unfavorable attitudes towards teachers 92.5% of under achievers indicated deficiency in school and home environment 24.6% in attitude towards education, 100% in study habits, 72.8% faced mental conflicts, 97.5% had poor concentration, 70.3% problem related to home assignments, 72.8% were low in self confidence and 96.2% lacked proper attitude towards examination.

Aseema and Gakhar (2004) studied the social stress, locality and gender affecting academic achievement and reasoning ability and found that sex was also found to have significant influence on the academic performance.
Verma, B.P (1996) studied the locus of control and academic performance and found that study habit has significant effect on academic performance in Hindi, English and Social Studies.

Mehta and Kumar (1985) reported the relationship of academic achievement with intelligence, personality, adjustment study habits and academic motivation. Result indicated that psychological variables in terms of personality, intelligence, study habits academic motivation and adjustment were not related and were independent of achievement. There was hardly any regularly of relationship among the independent variables.

Kumari (1982) in the study to find out the relationship between intelligence achievement adjustment, socio economic status of different socioeconomic group find out that the different sociometeric groups different significantly on the variable of adjustment and there was a positive correlation between achievement and adjustment of all sociometeric groups.

Mehta etal (1989-90) studied the psychological correlates of academic achievement at school level. The sample comprised of 300 students of IX and X class. Total marks obtained in VIII and IX annual examination were used as measures of academic achievement survey of study habit and attitude by Brown and Holtz man (form C 1964) was used to measure study habit. The study reported a positive and significant correlation between study habit and academic achievement.

(b) Related studies - Abroad

Tazouti (2010) in his study parents beliefs concerning development and educational, family educational practice and children's intellectual and academic performances examine the relationship between parents beliefs relating to development and education, parenting practices and the intellectual and academic performance of children. Data was called from 128 families the results showed that
family educational practices are intermediary variable between parenting belief and child's intellectual and academic performance.

Shaw (2002) in his paper academic achievement of students with disabilities in co-teaching found that the results of the students did not reveal any statistically significant difference in the achievement of the students.

Robert T. Ammesman (1986) in his review psychological adjustment of visually handicapped children and youth examines the difficulty in the psychological functioning of visually handicapped children and youth. The prevalence of maladjustment has been documented, a number of mediating variables appear to influence development in visually impaired including etiology of vision loss extent of impairment and residential setting.

Estes and Richards (1985) administered a study habit inventory to students of grade IX and X to examine the relationship between study habit and academic achievement. The tests of hypothetical relationship between study habit and academic achievement suggested that test performance is monotonically related to study behavior associated with inquisitiveness, practicability particularly for studying a part of homework preparation. Compulsivity is also related to performance but only in the distinction between the students and those receiving other test scores. Distractibility although the most reliable study habit scale was found to bear virtually no relationship to academic achievement.

Christain (1983) studied need achievement and study habits of the pupils of standard X in relation to sex. Study habit inventory of Patel (1976) and TAT test of Mehta were administered on a sample of 79 girls and 68 boys. The analysis of variance revealed that girls and boys had equally good study habits. The study suggested that study habits are one of the important factors which is helpful to achieve more in the promising field.
1.7.4 Studies Pertaining to Physically Handicapped -

(a) Related studies - India

Meenakshi (2011) in her paper professional commitment of special education teaching children with special needs suggested that role of professional commitment in providing better quality of services to children with special needs by special education. Based upon the results obtain it was concluded that overall special education have higher level of professional commitment. Professional commitments found high among special education teaching children with hearing impairment.

Dutta, Rama (2010) Studied the Inclusive Education the role of special educators and found that teachers play a vital role in inclusive education but there is no recipe for becoming an inclusive teacher or an inclusive school. Inclusion is fast good teaching practice that also endeavors to meet needs of children with challenges.

Unnikrishnan, P (2010) in his article inclusive education in India- Challenges and implication for persons with special needs, discussed in detail the paradigm shift in the education for the person with special needs the philosophy behind the inclusive education the current scenarios, challenges of inclusive education that "Education for all" could remain an empty promise on the part of the Govt. of India, if there are not adequate means to operationalize and implement.

Rangaswamy, K (2008) Studied the impact of disability on the family and needs of families of disabled children. The findings, suggests that it is important to understand the impact on the parents and the family, so as to provide needed professional guidance and expert knowledge to them and prevent the mental health consequences on parents. Parental counseling and needed professional and other support would reduce the burden on the parents and family and they would develop effective coping, provide needed services and put forth to mobilize all the resources for the betterment of the affected children.
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Nader (2006) carried out a study to assess the needs of deaf and dumb children of teenage and how there needs must be satisfied that these children will be well adjusted in society. The finding of the study was that the children who received proper attention by their parents and teacher were well adjusted in the society, as they did not hesitate and feel shyness in meeting the strangers. On the other hand those children who did not receive proper attention by their parents and teachers created the problem of most adjustment in the society.

Gupta, Ranjana and Prabha (2000) studied the status of handicapped children in the society and it was concluded in their study that there is a visible change in the views of people belonging to various walks of life with little variations. The efforts which are being made at national and international levels of different organization are making the people to realize that handicapped children should be accepted as normal children.

Khan (1998) studied the personality structure of blind children and its relation to the mental ability and educability. The major finding of the study was that there was a significant difference in the intelligence level among the lower primary, upper primary and secondary level blind children, with regard to intellectual achievement responsibility; the blind children were quite internal with regard to the attribution process.

Lata (1996) studied the impact of parental attitude on social emotional & educational adjustment of normal & handicapped students. The findings were, The parental attitude did not differ for normal and handicapped children. And normal children showed a significant difference form the handicapped children in adjustment.

Sharma (1993) in his thesis integrated education in India: Challenges and prospects reported that attitude of the non disabled are proving to be a major barrier in the social integration of persons with disabilities. The more severe and visible the
deformity; the greater is the fear of contagion. Hence the attitude of segregation towards the disabled is seen.

Panda (1991) studied the attitude of parents and community members towards disabled children and the major finding was that the attitude is dependent upon the sex of the people, whether they are teachers, parents or community members. In general, females showed favorable attitudes towards normal, hearing impaired, visually disabled and severely mentally retarded children.

Lal (1992) studied the personality mutual perception, attitude and vocational preference of the blind and the sighted and found out that blind boys & girls, sighted boys & girls differed significantly on the aspects of vocational interest record and needs.

Sahoo (1991) compared the behavioral characteristics of the blinds, deaf, dumb and the normal children of Orissa. The major finding were, The normal children were showed much better behavior functioning as compared to the blinds, the deaf and dumb children. The blind, deaf and dumb children exhibited low self concept as compared to the normal ones. The blind children differed significantly from the deaf students and normal children with regard to disturbed relationship with peers and he blind, deaf and the dumb children showed more emotional problems as compared to the normal children.

Rai (1991) studied the cooperation based strategies for handicapped and non handicapped children in integrated settings. It has been found from the review that cooperative-learning experiences promote a closer relationship between the handicapped and the non-disabled. When learning situation is structured cooperatively and they work together they interact in positive ways, feel supported and encourage achieving.
The Problem

Mishra (1991) in his studies studied the home environmental effects with disabled children and found that parental aspiration and living conditions of the home environment has a significant effect on the ability of the children. The parent child interaction and mass media has a significant relationship.

Panda (1991) Compared the attitude of parents and community members towards handicapped children. The major findings were, Attitude is dependent upon the sex of the people, whether they are teachers, parents or community members. Parents, teachers and the community members revealed deferential attitude towards. Teachers and community members have negative disposition towards the crippled & EMR. The parents are less negatively disposed towards the handicapped children.

Sharma (1990) compared the personality traits, interests and aspirations of high-creative and low creative physically handicapped students of higher secondary schools and found that poor academic achievement and physical disability were found to be highly related. The physically handicapped should poor relationship with parent's teachers and poor group. The physically handicapped girls felt more insecure than the boys. The physically handicapped boys were more aggressive as compared to girls.

Mathew (1990) in her review literacy for blind and visually impaired school age students analyzed the development of these children and concluded that blind and visually impaired school age students need to develop their maximum potential in reading writing and computation to fulfill their current and future opportunities and responsibilities. The council of Exceptive of American residential school for the visual Handicapped (CEARSVH) defines literacy as mastery and application of reading, writing and application of reading writing and computation to allow an individual to function efficiently now and in future.
Kapoor (1990) compared the cognitive functioning and perspective taking ability of normal and deaf children and found out that deaf children did not differ from normal children in perceptions of parental behaviors and perspective taking ability.

Tangari (1990) studied the social and psychological factors in families with handicapped children. The study attempts to investigate the social and psychological factors in families with handicapped children. The major findings were, Normal children were more sociable emotional, energetic and distractible than handicapped children. Physically handicapped children were found to be more sociable and distractible, but less emotional than the mentally handicapped children, while they didn't differ on the energy characters less. Boys were more energetic, more sociable and distractible than girls in both the handicapped groups and normal girls were more sociable and distractible than the handicapped boys.

Sharma (1988) studied about the main streaming the visually handicapped. The major finding of the study are a loss of sight does not produce any special behavior among the blind & maladjustment in society, family and specially in school and unsociable school setting are the most prominent faction which lead to academic retardation of the visually handicapped.

Uprite (1988) compared the self concept, need pattern and intelligence of normal and orthopadically handicapped children and found that handicapped girls achieved significantly higher mean value on Achievement, difference order and needs than the handicapped boys and their no significant difference existed between the intelligence of handicapped boys and girls.

Banerjee (1988) Investigated into the problems of adjustment of blind students reading in secondary schools of west Bengal. It was found that the group of VH adolescents varies with age of on set of the handicap in their adjustment to the interacting environment.
Mathur, Abha (1985) compared the adjustment problems, level of aspiration, self concept and academic achievement of crippled children and normal children. The main finding was that crippled children differed significantly from normal children in school adjustment emotional adjustment and total adjustment however, when comparison was made separately from boys and girls, it was found that crippled boys differed significantly in social adjustment only while crippled girls differed significantly from normal girls in social adjustment, emotional adjustment and total adjustment.

Mandal (1985) in his study of physically handicapped in Bihar, evaluated the scholarship scheme of the Govt. of India for the physically handicapped and found that the belief that disability during student life stopped educational development was not supported as one third of the respondent developed their disability at this time but they pursued their studies undisturbed. The disability prevented most of them from participating in sports and extra curricular activities most of the respondent's performance was average. The students found the integrated system of education better than studying in separate schools. Poor awareness of Govt. facilities among the parents of the handicapped children was noticed.

Banerjee, C. and Dutta A (1970) in their study of 100 special children of age 14 to 16 yrs of Calcutta found that the interest pattern of deaf children was different than that of normal children though they were born and brought up in a normal manner.

(b) Related studies - Abroad

Idrissi (2010) in his studies on development of implanted deaf children conversation skills suggested that previous studies of pre-verbal development had highlighted the recurrent difficult tin experience by deaf children in acquiring knowledge of the social rules and social skills pertaining to discourse, the research
excepted their use of verbal language so that their communication skill profile resembled that of younger hearing children. Result corroborated the hypothesis that the overall communication performance of children improved quantitatively and quantitatively.

Tazouti (2010) in his study parents beliefs concerning development and educational, family educational practice and children's intellectual and academic performances examine the relationship between parents beliefs relating to development and education, parenting practices and the intellectual and academic performance of children. Data was called from 128 families the results showed that family educational practices are intermediary variable between parenting belief and child's intellectual and academic performance.

Lueck (1998) in her review incorporating unique learning requirements into the design of instructional strategies for students with visual and multiple impairment; The basis for an expanded core curriculum explained that students with visual impairment may experience the same learning opportunities as sighted peers, but the information they extract from these experience may be more limited. They must master knowledge and skills in more intentional and different ways because incidental learning in natural environment and structured learning in educational setting depend largely on vision.

Fuchs and Douglas (1995) found in his studies that special education helps in the performance of handicapped students. The number of students taking the special education should be limited as teacher students ration should be 1>. This helps in the adjustment of the handicapped students in an easy manner.

Donell (1994) in his paper reports on the multi attribute evaluation techniques for assisting policies and program decision makers in special education in determine program affections and efficiency.
The Problem

Murphy (1989) in his observation on motor development of visually impaired children observed that blind children develop in same sequence as normal sighted children but on starting school they do not perform so will as compared to their sighted peers. Visually impaired children have marked delays in the development of locomotion; self initiated mobility and reacting to sound cues.

Heubuer (1989) in her review shaping educational intervention for blind and visual analyzed the impaired learners in response to social change and lead to the conclusion that what is most likely to occur, based on continuation of present activities and on alternation of present approaches.

Tobin (1989) examines some of the models used to conceptualizing the possible development implication, of blind and severe visual impairment. A central argument is that for psychologists, teachers and educational technologist that the search must be pinpoint to the specific and changing needs of the individual learners.

Lori A Sisson (1987) in his clinical psychology review, psychological approaches with Deaf - Blind persons : Strategies and Issues in research and treatment provided a comprehensive a overview of work done in this area, thus creating on impetus to further consideration of unique and multi fascinated problems presented by this population.

Vincent B. Van Hasselt (1983) in his paper social adaptation in the blind reviews the psychological rehabilitation on social functioning in persons with severe vision impairment. Research and clinical care report reveals a relatively consistent pattern of problems in social adaptation in visually handicapped .Moreover, there are some indications that later impairment in socialization may be associated with inadequately termed attachment.

Hiendert, Joel (1982) in his review some consideration of planning the integration of handicapped children into the main stream suggested that the
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integration of handicapped children into the main stream of education after in seen as a question of administration issues critical to successful integration may not be thoroughly explained without specific plans, a handicapped child may not be ready to integrate nor the recieving teacher willing or able to accommodate the child.

Beakman - Bell, P.J (1981) studied the child related stress in families of handicapped children and found that presence of the handicapped child affects in a negative way some or all of the relationship like marital, sibling, financial etc.

Friedrich and Friedrich (1981) studied the psychosocial aspects of parents of handicapped and non handicapped children and their results suggested that parents of handicapped children receive less social support than do parents with non handicapped children.

Hancok and Cobb (1980) in their article psychological perspective of physically disabled children and adolescents briefly served the research literature describing the social environment experienced by physically disabled youth and that concerned with the relation between personality variable and disability among children and adolescents. Clinical consideration relevant to counseling disabled persons and their families as well as changing attitude among the nondisabled are discussed. It is concluded that future work in these area need to be more systematic, based more on direct observation methods rather than self report and more directed towards clinical utility with the advent of main streaming, issues of the adjustment and social interpretation of the young physically disabled individual have become more crucial than ever.

Coin (1980) in his paper concentrated on the parents of severally handicapped children and their reaction like disbelief, rejection, confusion, sadness, anger, failure, depression, isolation and over protection. In was concluded by observing the trends in the data that depressed did better in the treated group, support from relatives is important.
The Problem

Lee (1980) performed a statistical study on visually handicapped children in Korea on 3930 boys and girls of 15 yrs of age. Habits of reading books or watching T.V. from too short distance, improper illumination when they read the books at home were much more frequently observed in children with visually disabled than the children with no defect.

1.8 Resume of The Review -

The first step in reviewing the related literature is the identification of the material that is to be read and evaluated. The identification can be made through the use of primary and secondary sources available. The review of the literature is carried out to know about the existing practices of treating the variables in the present research and helps to fasten the research process.

In the primary source of information, the author reports his own work directly in the form of research articles, books, monograph, dissertation and thesis. Such sources provide more information about a study than can be found elsewhere. Primary sources give the research bases on which to make his own judgment of the study, though consulting such sources is the time consuming process for a researcher, yet they provide a good source of information on the research method used. In secondary sources, the author complies and summarizes the finding of work done by other and gives interpretation of these findings. In them, author usually attempts to cover all the important studies in an area in the form of encyclopedia of education, index, abstracts, bibliographical, references and quotation sources.

Working with secondary sources is not time consuming because of the amount of reading required. The disadvantage of the secondary sources, however, is that the reader is depending upon some else judgment about the important and significant aspect of the study. The decision of the use of primary or secondary source depends largely on the nature of the research study proposed by the researcher. If it is a study
The Problem

in an area in which much research would be reported. A review of the primary sources would be a logical step. On the other hand, if the study is in an area in which little or no research has been conducted, a check of the secondary is more logical. Source of information, whether primary or secondary are found in library. The research must, therefore developed the expertise to size resources without much loss in time and energy. To aid the researcher in locating, a study guide is provided in relation to their use in educational researcher.

Verma (2001) studied on the learning styles, study habits and study involvement across academic streams and found that there was no significant difference in the study habits of science and arts groups but both were found to be superior to commerce group with reference to study habits. Kale (2011) studied the study habits of the secondary and higher secondary school students and analyzed that the students for secondary school have more favorable study habits than higher secondary school students. Nimavathi, Gananadevan (2010) studied the developing study habits through multimedia programme and found that there is no significant difference between mean study habits scores of pre list and post list the control group.

Verma (1996) studied the locus of control and academic performance and found that study habit has significant effect on academic performance in Hindi, English and Social Studies. Malt, Pechersby and Carvanles(1991) examined the influence of high school study habits on achievement in early college the finding suggested that college fresh man need to acquire new study habit to be academically successful. Patel (1985) investigated the impact of study habits on academic achievement and found that there was a positive correlation between study habits and academic achievement in all four study groups - urban boys, urban girls, rural boys and rural girls, in addition girls revealed better study habit than boys. Nagappa (1995) studied the study habits of secondary school students and found that girls had better study habits than boys.
Estes (1985) research has indicated that there is more likely to be a higher correlation between study habits and academic attainment than between study habit and intellectual abilities. Kumar (1998) studied the distance learner's academic self concept, study habits and attitude towards distance education in relation to academic performance of first degree level and they found that average academic self concept exhibited good study habits, held positive and favorable attitude towards distance education. Dekhtawala (1985) conducted a study on study habits and scholastics achievement and found that scholastic achievement largely depends upon the study habits.

Khandai, Das and Mullick (1998) together worked on the developing reading habits in children and found that good reading habits helps in developing good study habits of children. Christian (1983) study indicated no significant difference between scores of male and female and a positive correlation of study habit with motivation was found. Sharma (2006) in her investigation of emotional stability of visually disabled in relation to their study habits. The results reveal that children with high emotional stability have better study habits than their counterparts with low emotional stability. Ramaswamy (1990) studied the relationship between study habit and academic achievement, product moment correlation was used to find out the relationship between study habit and academic achievement. The correlation analysis revealed significant relationship between the study habit and academic achievement variables.

Mishra (1992) conducted a study revealed significant and a positive correlation between study habit and academic achievement. Mehta and Malhotra (1993) carried out a stepwise regression analysis revealed that study habits and study attitudes were the important predictors of academic achievement. Verma (1996) studied the effect of study-habit on academic achievement his result revealed that students possessing good study habits scored higher than students possessing poor study habits in these
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courses. Sampath and Selvarajanan Guru (1997) studied the study habits of higher secondary commerce students. The study revealed that there was no significant difference between the study habit of boys and girls. Tiwari (1978) conducted the research programme on study habits and academic motivation in high school students as a function of sex difference the major finding was that parents now days give equal importance to the education of their sons and daughters.

Palsane (1975) conducted a study on study habit and achievement orientation and observed that students with good study habits show stronger need for achievement than those with poor study habits. Narayana (2006) compare the achievers and non achievers in study skills and found that achievers used higher level of study skills than the non achievers. Sud and Sujata (2006) conducted a study on academic achievement in relation to self-handicapping, test anxiety and study habits of high school children. The results revealed that boys were poorer in study habit than girls. Singh (1984) made a survey of the study habit of high, middle and low achieving adolescents in relation to their sex, intelligence and socio economic status and found that study habits of boys and girls differed significantly at different levels of academic achievement. Sutharman (2011) in his study of study habits and academic achievement found that these exists significant difference in the mean scores of boys and girls (students) will respect to their study habits. It was observed that the mean scores of girls study habits and their academic achievement are more than boys. This may be due to the hard work and sincerity of girls when compared to boys.

Harvey (2002) in her review helping children at home and school studied the study habit of children and suggested that many capable children at all grade levels experience frustration and future in school. Its not because they lack ability, but because they do not have adequate study skills, Good study habit are important for success in school. Knowing how to study effectively foster feelings of competence develops
positive attitude and helps children realize they can control how will they do in school and in life. Singh (2010) studied the study habits in relation to academic performance in high school students. The results indicated that the girls have better study habits than boys. It is also seen that study habit improve with age and class a grade level in children the present study high lights the possibility of objectify measuring study habit in high school students using a self rating tools well as using it as predictor for academic performance. Venkat Lakshmi (2009) Studied the Behavior and adjustment of visually impaired children and her findings were, that there was a good emotional adjustment by the visually impaired children at integrated schools in contrast to their counter parts in integrated school and in the area of emotional adjustment the children responded by saying that impairment in them make them to avoid people and to envy their own class mates at times because she/he is able to perform much better than he/him.

Khan (1998) studied the personality structure of blind children and its relation to the mental ability and educability. The finding of the study was that there was a significant difference in the intelligence level among the lower primary, upper primary and secondary level blind children, with regard to intellectual achievement responsibility; the blind children were quite internal with regard to the attribution process. Panda (1991) studied the attitude of parents and community members towards disabled children were studied by and the major finding was that the attitude is dependent upon the sex of the people, whether they are teachers, parents or community members.

Lal (1992) studied the personality mutual perception, attitude and vocational preference of the blind and the sighted and found out that blind boys & girls, sighted boys & girls differed significantly on the aspects of vocational interest record and needs. Pathak (1984) found that the disabled children in normal schools have good emotional and social adjustment in his study of disabled in normal schools. Williams
The Problem

(1981) studied the adjustment of the blind and deaf students in special schools found that the blind students are more likely to adjust than the deaf students. This adjustment decreases as the standard of the class increases the degree of adjustment of blind & deaf students were different. There was positive high collection between the adjustment of blind and deaf students. Uprite (1988) compared the self concept, need pattern and intelligence of normal and orthopadically handicapped children and found that handicapped girls achieved significantly higher mean value on Achievement, difference order and needs than the handicapped boys and their no significant difference existed between the intelligence of handicapped boys and girls.

Pringle (1964) in his paper emotional and social adjustment of physically handicapped children, out lined for professional work's of the emotional needs of all types of handicapped children. Problems which are likely to arise from unwise handling at different ages and in relation to various handicaps. This is coupled with a plea for measures to bring about more favorable parental and community attitude towards the disabled. Shindi (1983) investigated the emotional adjustment of physically handicapped children in comparison with congenital and acquired orthopedic disability, found a marked difference in the adjustment among congenital and acquired defect group gave no support to the hypothesis. It is found that the congenital group experience fewer an adjustment problems than the comparison group with acquired defects. The impart of a physically handicapped children on a family may be damaging and may sometimes be catastrophe. Colemn and Pullis (1987) while studying the mildly handicapped children's adjustment to main stream provided brief critique of our current research base with regard to the influence of main streaming on the social emotional competence of mildly handicapped children. It underscored the need of special education to produce systematic research that attempts to weave a more complex pattern from the personal, peer, family and school factors that serve to mold children's personal social compliance.
The Problem

Bala (1985) in her comparative study of the mental makeup and educational facilities for physically handicapped and normal children found out that the deaf, blind and orthopedically handicapped children differed significantly from normal children in personality traits. Pandey (1985) studied the affection deprivation, ego strength and adjustment pattern among visually handicapped children and there rehabilitation the major finding was that blind children emotionally appeared immature and hence there is a need for their rehabilitation. Rudolf (1980) in his comparison of hard of hearing and normal hearing children found that general adjustment in school point to fact that hard of hearing children do not feel so well adjusted as do normal hearing children. Naz and Akhtar (2010) in their study on modes of social adjustment of physically handicapped children, an investigation of parents point of view concluded that many parents felt that it was difficult to obtain information about various services and benefits available for physically handicapped children. Sharma and Bala (2011) in their paper social adjustment of physically challenges children, found that most of the children were in the category of well adjusted in school environment. Sociometric analysis revealed that the children had a positive relationship with the peers, but there were few who needed guidance in forming social relationship, as they remained isolated.

Nichols and Keltner (2005) in American Indian family adjustment to children with disabilities found that these families were adjusting with their children with disabilities in two ways, by constructive adjustment or limited adjustment. Christain (1983) studied need achievement and study habits of the pupils in relation to sex. The analysis of variance revealed that girls and boys had equally good study habits. The study suggested that study habits are one of the important factors which are helpful to achieve more in the promising field. Ayatollah (2010) aimed his study academic hardiness, academic performance and home adjustment The result revealed that home adjustment difficulties significantly has negative correlation with academic
The Problem

performance and it has positive correlation with academic hardness. Verma (1996) studied the locus of control and academic performance and found that study habit has significant effect on academic performance.

Vijay Kumari (2010) focused some correlates of academic achievement of secondary school students in her study and concluded that the main effects of the three variables academic anxiety, achievement motivation and sex on academic achievement as significant and the interaction effect of academic anxiety and sex and well as achievement motivation and sex are significant on academic achievement. Aseema and Gakhar (2004) studied the social stress, locality and gender affecting academic achievement and reasoning ability and found that sex was also found to have significant influence on the academic performance. Estes and Richards (1985) administered a study habit inventory to students to examine the relationship between study habit and academic achievement. The tests of hypothetical relationship between study habit and academic achievement suggested that test performance is monotonically related to study behavior associated with inquisitiveness, practicability particularly for studying a part of home work preparation. Mehta and Kumar (1985) reported the relationship of academic achievement with intelligence, personality, adjustment study habits and academic motivation. Result indicated that psychological variables in terms of personality, intelligence, study habits academic motivation and adjustment were not related and were independent of achievement. There was hardly any regularly of relationship among the independent variables.

Robert T. Ammesman (1986) in his review psychological adjustment of visually handicapped children and youth examines the difficulty in the psychological functioning of visually handicapped children and youth. The prevalence of maladjustment has been documents, a number of mediating variables appear to influence development in visually impaired including etiology of vision loss extent of impairment and residential setting. Prabhat sing (1992) studied the adjustment-
motivation and self concept of physically handicapped students as compared to normal
students and found out that the normal students were better adjusted that the physically
handicapped students . Shaw (2002) in his paper academic achievement of students
with disabilities in co teaching found that the results of the students did not reveal any
statically significant difference in the achievement of the students.

Kumari (1982) in the study to find out the relationship between intelligence
achievement adjustment, socio economic status of different socioeconomic group
find out that the different sociometeric groups different significantly on the variable
of adjustment and there was a positive correlation between achievement and
adjustment of all sociometeric groups .Mehta etal (1989-90) studied the
psychological correlates of academic achievement at school level. . The study
reported a positive and significant correlation between study habit and academic
achievement. Zoreena (2011) in her paper on adjustment problems, time management
and effect of parent's socio economic and educational status on student's achievement
concluded that the social economic factor did not have an effect on the achievement
of the students, but the qualification of father did have an effect on their achievement.
Tazouti (2010) in his study parents beliefs concerning development and educational,
family educational practice and children's intellectual and academic performances
examine the relationship between parents beliefs relating to development and
education, parenting practices and the intellectual and academic performance of
children, the results showed that family educational practices are intermediary variable
between parenting belief and child's intellectual and academic performance.

Mathur (1985) compared the adjustment problems, level of aspiration, self
concept and academic achievement of crippled children and normal children. The
main finding was that crippled children differed significantly from normal children in
school adjustment emotional adjustment and total adjustment. Rangaswamy (2008)
studied the impact of disability on the family and needs of families of disabled
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children. The findings, suggests that it is important to understand the impact on the parents and the family, so as to provide needed professional guidance and expert knowledge to them and prevent the mental health consequences on parents. Dutta (2010) studied the Inclusive Education the role of special educators and found that teachers play a vital role in inclusive education Beakman - Bell (1981) studied the child related stress in families of handicapped children and found that presence of the handicapped child affects in a negative way some or all of the relationship like marital, sibling, financial etc. Friedrich and Friedrich (1981) studied the psychosocial aspects of parents of handicapped and non handicapped children and their results suggested that parents of handicapped children receive less social support than do parents with non handicapped children.

Fuchs Doughlas (1995) found in his studies that special education helps in the performance of handicapped students. The number of students taking the special education should be limited as teacher students ration should be 1>. This helps in the adjustment of the handicapped students in an easy manner. Banerjee (1970) in his study found that the interest pattern of deaf children was different than that of normal children though they were born and brought up in a normal manner. Sharma (1993) in his thesis, reported that the attitude of the non disabled are proving to be a major barrier in the social integration of persons with disabilities. The more severe and visible the deformity; the greater is the fear of contagion. Hence the attitude of segregation towards the disabled is seen. Unnikrishnan (2010) in his article inclusive education in India- Challenges and implication for persons with special needs, discussed in detail the paradigm shift in the education for the person with special needs. Mishra (1991) in his studies found that parental aspiration and living conditions of the home environment has a significant effect on the ability of the children. The parent child interaction and mass media has a significant relationship.
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Vincent (1983) in his paper social adaptation in the blind reviews the psychological rehabilitation on social functioning in persons with severe vision impairment. Research and clinical care report reveals a relatively consistent pattern of problems in social adaptation in visually handicapped. Lori (1987) in his clinical psychology review provided a comprehensive overview of work done in this area, thus creating on impetus to further consideration of unique and multi facilitated problems presented by this population. Murphy (1989) in his observation on motor development of visually impaired children observed that blind children develop in same sequence as normal sighted children but on starting school they do not perform so will as compared to their sighted peers. Visually impaired children have marked delays in the development of locomotion; self initiated mobility and reacting to sound cues.

Mandal (1985) in his study of physically handicapped, evaluated the scholarship scheme of the Govt. of India for the physically handicapped .Gupta, Ranjana and Prabha (2000) studied the status of handicapped children in the society and concluded that there is a visible change in the views of people belonging to various walks of life with little variations. Hiendert, Joel (1982) in his review suggested that the integration of handicapped children into the main stream of education after in seen as a question of administration issues critical to successful integration may not be thoroughly explained without specific plans. Donell (1994) in his paper reports on the multi attribute evaluation techniques for assisting polices and program decision makers in special education in determine program affections and efficiency. Meenakshi (2011) in her paper suggested that role of professional commitment in providing better quality of services to children with special needs by special education. Hancock and Cobb (1980) in their article describe the social environment experienced by physically disabled youth and that concerned with the relation between personality variable and disability among children and adolescents.
**The Problem**

Coin (1980) in his paper concentrated on the parents of severally handicapped children and their reaction like disbelief, rejection, confusion, sadness, anger, failure, depression, isolation and over protection. Kapoor (1990) compared the cognitive functioning and perspective taking ability of normal deaf children and found out that deaf children did not differ from normal children in perceptions of parental behaviors and perspective taking ability.

Nader (2006) in his study found out that children who did not receive proper attention by their parents and teachers created the problem of most adjustment in the society. Lee (1980) performed a statistical study on visually handicapped children. Lueck (1998) in her review incorporating unique learning requirements into the design of instructional strategies for students with visual and multiple impairment, Heubuer (1989) in her review the impaired learners in response to social change and lead to the conclusion that what is most likely to occur based on continuation of present activities and on alternation of present approaches. Mathew (1990) in her review analyzed the development of these children and concluded that blind and visually impaired school age students need to develop their maximum potential in reading writing and computation to fulfill their current and future opportunities and responsibilities.

Idrissi (2010) in his studies suggested that previous studies of pre-verbal development had highlighted the recurrent difficult tin experience by deaf children in acquiring knowledge of the social rules and social skills pertaining to discourse, the research excepted their use of verbal language so that their communication skill profile resembled that of younger hearing children. Tazouti (2010) in his study, examine the relationship between parents beliefs relating to development and education, parenting practices and the intellectual and academic performance of children. Tobin (1989) examines some of the models used to conceptualizing the possible development implication, of blind and severe visual impairment.
**The Problem**

The need of selection of this problem was felt to know the impact of the study habit and adjustment on education achievement of physically handicapped students, the main focus of educative process is to improve the performance of the students. The learning outcome of the students is measured with the help of his achievement. Study habit is one of the factors which effect the educational achievement of a student, normal or handicapped. By good study habit bright future of students can be constructed, proper study helps the students of understand and lead them to the path of success. On account of their physical deformity, physically handicapped children have to face many adjustment problems. They are unable to satisfy their interest and to take part in desirable normal activities. As a result they are maladjusted socially, emotionally and educationally.

A profuse amount of research in various aspects of handicapped children is being carried out for their welfare of the handicapped children, which may not be identical with that of the normal children, as it may help them to overcome the difficulties in their desires and maintaining a healthy balance between their desired interests and development. The researcher could not locate any research related to the present study, impact of the study habit and adjustment on educational achievement of physically handicapped students.

1.9 **Rationale For The Selection of Present Study**

Handicap in children is a universal problem to the patient, teacher and all agencies concerning with their welfare, it has expressed in various ways and has numerous causes. One of the major obstacles to the satisfactory sequence in the fact that, many handicapped children represent a combination of emotional, physical, social and mental characteristics. They impose greater or lesser restriction upon the individual range of choice depending upon the degree of handicap. The encounter a disproportional number of frustration and difficulties in their desire and maintain an
unhealthy balance between the two of their parents of society, dependency may complete change their outlook around them self. Generally the handicapped children received different type of treatment from their parents, teacher society as compared to the normal ones. The handicapped child usually becomes fully aware of his handicap and its implication during the early year. Prior to this they have restricted contacts with the normal children. They have little or no choice in selection of activates with a group of children with similar handicap, where much emphasis of the programmers may be designed for the treatment of that handicap. These children are not able to mature socially as they are generally insolated from the normal ones, academy to their age. Thus they became overly evolved in their handicap and became lost in morass of self-pity, self-analyses and evaluation. According to Gandhiji (1947), Any civilized society has a duty and responsibility towards its less privilege citizen handicapped children constitute a sensitive part of a section of the population Government and voluntary organization must ensure that handicapped children get education through the latest technique and are absorb rehabilitated. Such children should feel that society genuinely cares for them. Unfortunately, large number handicapped children are found in India. Our principle goal should be to encourage them, educate them that they are able to merge in the society and mature socially as the other children do not adjust to the environment, which helps in their rehabilitation. The present is devoted to the impact of the study habit and adjustment on educational achievement of physically handicapped students.

In the next chapter the purpose of the study will be taken up.