

**Adjustment Pattern of College Students with special
reference to provincialized Degree colleges of Nagaon
District in Assam- An Analytical Study**



Submitted by

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Minor Research Project

Sponsored by

University Grants Commission

North East Regional Office, Guwahati

Acknowledgement

At the very outset, I would like to express my deep sense of gratitude to University Grants Commission, North East Regional Office, Guwahati for selecting my project topic and providing the financial support for conducting the project work. I also acknowledge with honour the kind of support and cooperation I received from Dr. S. U. Ahmed, former principal of A.D.P. College, Nagaon. I am very much indebted to Dr. S. K. Bhagowati, Principal, A. D. P. College for his support and encouragement.

I also express my sincere thanks to all the principals of the colleges for their kind cooperation and providing permission for collection of data. I would like to express my candid thanks to all those college students who showed their interest in the study by participating as the subject. Without their help it might not have been possible for me to complete this work.

I am also very grateful to all my esteemed colleagues of A.D.P. College family for their constructive support, valuable suggestions and help during my project work.

I am glad to appreciate the inspiration and support that I received from my husband during the period of my project work. I am also very much thankful to my son for his support and understanding during the tenure.

Finally, I express my gratitude to all my well wishers and friends who have contributed directly or indirectly, to the success of my project work.

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Preface

Life may be looked upon as a long series of adjustments in which the individual is constantly adjusting himself to the demands of the external environment as well as to the needs of his physiological and mental constitution. A well adjusted individual is one who has come to terms with his environment, that is, who has reached harmony in his relations with his environment. Adjustment of a person may be defined as the characteristic way in which he perceives, reacts to and satisfies the major needs of his life or solve the main problems of his life. Adjustment therefore is directly connected with the needs and problems of life and refers to the behaviour patterns through which those needs are satisfied. Successful adjustment can be measured in terms of three criteria: achievements, satisfaction and personal adjustments as reflected in the individual's personality.

Adjustment, although a universal phenomenon, can be studied through its various dimensions like health adjustments, home adjustments, emotional adjustments, social adjustments and educational adjustments, occupational adjustments etc. Therefore it is necessary to know the various adjustment pattern of individual particularly the college students who are the future product of society. But not so much works has been done on the various adjustment patterns of college students particularly in Assam. This project is an embodiment of such research with significant focus on home, health, social, emotional and educational pattern of provincialized degree college students of Nagaon district.

This project presents studies related to adjustment pattern of college students in the above mentioned five areas. The study also incorporated the stream wise and gender wise adjustment pattern of college students. Apart from that this study also include in which area students are easily adjusted and where they are face difficulties in adjustment.

With these objectives in mind, the project is divided into five chapters. Chapters are framed according to the following pattern-

Chapter-1: The first chapter includes a brief introduction to the broad area of adjustment including areas of adjustment, theories of adjustment, and methods of adjustment, criteria of well adjusted person, adjustment as achievement or as process and so on. A clear statement of problem, significance of study, objectives, delimitations, definition of key terms is also presented in this chapter.

Chapter-II: This chapter reviews important literature related to the study. It consisted of national, international and regional studies.

Chapter-III: This chapter contains the methodology of the study. In this chapter the population, sample, description of tool, statistical techniques are discussed.

Chapter-IV: The fourth chapter deals with analysis and interpretation of collected data.

Chapter-V: The fifth chapter presents findings, suggestions and conclusion of the study.

It is expected that results obtained from the study will help the concerned body to plan proper strategies for better adjustment of the students.

Place: *Nagaw*

Date: *25/7/2018*

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Chapter – I

Introduction

1.1 Introduction

An important aspect of human behaviour is adjustment of individual in different situation and their responses towards these situations. From the nineteenth century onwards, with the advent of the modern era of scientific investigation and thought, psychology began to be defined in terms of the study of behaviour. Adjustment is a process of major interest of psychologist who wants to understand a person through his behaviour. Gates et al. describes adjustment as a continuous process by which a person varies his behaviour to produce a more harmonious relationship between himself and environment. Aspect of adjustment mainly divided into two categories- personal and environment. Therefore, physical and mental health, emotional adjustment and satisfaction of personal need plays vital role for the overall adjustment. Adjustment as a process describes and explains the ways and means of an individual's adaptation to his self and his environment without reference to the quality of such adjustment or its outcome in terms of success or failure. It is an organizational behaviour in life situations at home, at school, at work in growing up and in ageing. It helps one to believe in one's own abilities and to achieve desired goals. Thus adjustment helps for self-initiated growth and development along intellectual, emotional, social, physical and vocational dimensions.

Presently, revolutionary changes are taking place in different fields and to cope up with the changing society one has to make changes in our self or his environment. The word 'adjustment' originates from the French word 'Ajoster' which means 'to approximate'. It is a state of complete equilibrium between an organism and its environment. Man is a social animal. While living as a member of a social group, individual comes into contact with people and situations to which he has sometimes to subdue and on which he has sometimes full control .His

smooth living depends upon how well he can attain degree of inner harmony in his interpersonal and intrapersonal relationships. In qualitative sense the term adjustment refers to adaptation of an individual to a particular environment so that one can lead a pleasant and harmonious life and at the same time ones needs are satisfied in accordance with social demands. The process in fact starts right from the beginning of one's life and through the journey one has to adapt to various changing situations to meet the demands of day-to-day life. Adjustment is a condition or state in which the person belongs and he/she feels that his/her own needs have been or will be fulfilled. Several models and theories are developed time to time from generalized study on various adjustment issues.

1.2 The Concept and Meaning of Adjustment

The concept of 'Adjustment' has its origin right from the time when human race appeared on earth. Systematic emergence of this concept starts from Darwin when the concept was purely biological and he used the term 'Adaptation'. Biologist used the term 'Adaptation' strictly for physical demand of the environment. Psychologists later started using the term 'Adjustment' for varying conditions for social and interpersonal relations in the society. Therefore the concept of adjustment means adaptation to physical environment as well as to social demands. There is action and reaction chain going on between the individual and his environment. The process of adjustment becomes still more complicated when his interaction with one situation comes into conflict with the requirements of the other situation. Early adulthood is a period of adjustment to new patterns of life and new social expectations. (18-40 age). Society consists of several multidimensional complexities, and as a social being every individual must perform some activities which will help them to cope with the social and cultural adjustment.

The term adjustment may be used to imply the process by which a person changes his behaviour to achieve a harmonious relation between himself and his environment. Life may be looked upon as a long series of adjustments in which the individual is constantly adjusting himself to the demands of the external environment as well as to the needs of his physiological and mental constitution. Adjustment is a never ending process. Every living being of the world struggles to adjust in the surrounding atmosphere for survival. Adjustment is related with the

mental set up of the individual, how they think, behave and react to his surrounding environment. The term 'Adjustment' refers generally to the relationship that any organism establishes with respect to its environment. Adjustment may be defined as a process by which the individual maintains a level of physiological and psychological balance between his needs and the circumstances that influence the satisfaction of those needs.

The dictionary meaning of the word 'adjustment' is, to fit, make suitable, adapt, arrange, modify, harmonize or make correspondent. Thus, when we make an adjustment between two things, we adapt or modify one or both of them to correspond to each other. Some psychologists define adjustment as behavior directed to the reduction of tension. This means that adjustment is a matter of interaction between the individual and his environment, how far his capacities can cope with the demands of his environment. Adjustment of a person may be defined as the characteristic way in which he perceives, reacts to and satisfies the major needs of his life or solves the main problems of his life. Adjustment therefore is directly connected with needs and problems of life and refers to the behaviour patterns through which those needs are satisfied or problems are solved habitually. It has been mentioned earlier that the concept of adjustment was originally biological and was concerned with adaptation to physical environment for survival. Adaptation to physical environment is, of course, a person's important concern, but he has also to adjust to social pressures and demands of socialization that are inherent in living interdependently with others.

1.3 Definitions of Adjustment

The term 'Adjustment' has been defined in different ways by many psychologists and scholars in interpreting the meaning and nature of adjustment. The following are some of the definitions.

Carter V. Good (1959) defined adjustment is the process of finding and adopting modes of behaviour suitable to the environment or the changes in the environment.

According to Crow and Crow (1956) an individual's adjustment is adequate, wholesome or healthful to the extent that he has established harmonious relationship between himself and the conditions, situations and persons who comprise his physical and social environment.

Shaffer (1961) states that 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.

In the words of James C Coleman, adjustment is the outcome of the individual's attempts to deal with stress and meet his needs; his efforts to maintain harmonious relationships with the environment.

Traxler observed, occasionally, in the use of the term adjustment we imply that the most desirable state of adjustment is the one in which the individual is perfectly happy and satisfied with all aspects of his life and one in which he has reached the level in all his contacts with his environment that he would be glad to see persist through his life.

From the above definitions of adjustment leads us to the following characteristics:

- Adjustment helps us to keep balance between our needs and the capacity to meet these needs.
- Adjustment brings us happiness and contentment.
- Adjustment implies changes in our thinking and way of life to the demands of the situation.
- Adjustment gives us the ability and strength to bring desirable changes in the state of our environment.
- Adjustment is multidimensional.

1.4 Adjustment as Achievement and as a Process

The term adjustment refers to the extent to which an individual's personality functions effectively in the world of people. A well adjusted personality is well prepared to play the roles which are expected of the status assigned to him within given environment. Psychologists have interpreted adjustment from two important points of view:

- Adjustment as an Achievement
- Adjustment as a Process.

Adjustment as an achievement means how effectively an individual could perform his duties in different situations. If we interpret adjustment as achievement then we will have to set the criteria to judge the Quality of adjustment. When an individual attains success in his examination or the fulfillment of his ambition or predict in his achievement is nothing but the result of his adjustment to his self and his environment.

Adjustment as a process describes and explains the ways and means of an individual's adaptation to his self and his environment without reference to the quality of such adjustment or its outcome in term of success or failure. When a poor child studies under the street light because he has no lighting arrangement at home he is said to be in a process of adjustment.

Piaget (1952) has studied the adjustive process from different angles. He used the term accommodation and assimilation to represent the alternation of oneself or environment as means of adjustment. A person, who carries his values and standard of conduct without any change and maintains these in spite of major changes in the social climate, is called assimilator. The man, who takes his standard from social context and changes his beliefs in accordance with the altered values of the society, is called accommodator.

1.4.1 Adjustment as a psychological process

Adjustment as a process is of major importance for psychologists, teachers & parents to analyze the process we should study the development of an individual longitudinally from his birth onwards. The child at the time of his birth is absolutely dependent on others for the satisfaction of his needs, but gradually with maturity and age he learns to control his needs. His adjustment largely depends on his interaction with the external environment in which he lives.

Generally, there are three broad types of adjustment process in the event of a conflict between a person's internal needs and environmental demands. :

- (a) The person may modify or inhibit the internal impulse.

(b) The person may try to alter the environmental demand in some manner so that he resolves the conflict.

(c) The persons may 'escape' through unconscious resources to mental mechanisms like fantasy, compensation, projection, sublimation etc.

However, none of these modes of adjustment can be regarded as the most superior. Neither any one of them used in isolation, to the exclusion of others, is helpful in adjustment, nor is the excessive use of one of them likely to help in adjustment. Human being in order to reconcile to their needs or the environmental demands must modify or inhabit their own impulses sometimes, modify or alter the environment at other times, and use some mental mechanisms at other times and at times a combination of all the three.

1.5 Areas of adjustment

For an individual, adjustment consists of personal as well as environment 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. For example, Bell (1958) has taken five areas of dimensions in his adjustment inventory, namely, home, health, social, emotional and occupational.

Arkoff (1968) has enumerated the family, school or college, vocation and marriage as the important areas of adjustment.

Joshi and Pandey (1964) in their research study covering school and college students; have given 11 areas of dimensions of an individual's adjustment;

1. Health and physical development.
2. Finance, living conditions and employment.

3. Social and recreational activities.
4. Courtship, sex and marriage.
5. Social psychological relations.
6. Personal psychological relations.
7. Moral and religious
8. Home and family.
9. Future-vocational and educational.
10. Adjustment to school and college work.
11. 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 environment factors work side by side in bringing about this harmony.

1.6 Criteria for Good Adjustment

One should always keep in mind as regards, the criteria of adequacy of adjustment. No universal criteria can be set for all times to come because criteria involve values judgment which differ from culture to culture and from generation to generation within the same culture. Four criteria have been evolved by psychologists to judge to adequacy of adjustment. These are –

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

- **Psychological comfort:** One of the most important facts of adjustment is that individual has no psychological disease as obsession, compulsion, anxiety and depressions etc. These psychological diseases if occur excessively cause to seek professional advice.
- **Work efficiency:** The person, who makes full use of his occupational or social capacities, may be termed as well adjusted in his social set up.
- **Social acceptance:** Everybody wants to be socially accepted by other persons. If a person obeys social norms, beliefs and set of values, we may call him well adjusted but if he satisfies his needs by antisocial means then he is called maladjusted.

1.7 Criteria of well adjusted people

The term 'pattern' means a design or configuration. Adjustment refers to the extent to which an individual's personality functions efficiently in the world of people. There are certain patterns of behaviour that are characteristically associated with well adjusted children and others with poorly adjusted children. Well adjusted children enjoy a kind of inner harmony, in the sense that they are satisfied with themselves. Regardless of occasional setbacks and disappointments, they continue to strive for their goals. If they find these goals are unrealistically high, they are willing to modify them to fit their capacities. In addition to making good personal adjustments, well adjusted children have harmonious relationships with the people with whom they are associated.

Lawton has proposed twenty characteristics which can be used to describe and assess well adjusted people- characteristics that are as important in childhood as in adulthood. These characteristics are varying according to age and ability. Following are the criteria of a well adjusted people –

- Able and willing to assume responsibilities appropriate to their age.
- Participate with pleasure in experiences belonging to each successive trail.
- Willingly accept the responsibilities pertaining to their roles in life.

- Attack problems that require solution.
- Enjoy attacking and eliminating obstacles to happiness.
- Make decisions with a minimum of worry, conflict and advice seeking.
- Abide by a choice they make until convinced it is a wrong choice.
- Get major satisfactions from real rather than imaginary accomplishment.
- Can use thinking as a blueprint for action, not as a device for delaying or escaping action.
- Learn from defeats instead of finding excuses for them.
- Do not magnify successes or apply them to unrelated areas.
- Know how to work when working and to play when playing.
- Can say 'No' to situations harmful to their best interest.
- Can say 'Yes' to situations that will ultimately aid them.
- Can show anger directly when injured or when rights are violated.
- Can show affection directly and appropriate in kind and amount.
- Can endure pain and emotional frustration when necessary.
- Can compromise when they encounter difficulties.
- Can concentrate emerging on a goal that is important for them.
- Accept the fact that life is an endless struggle.

1.8 Theories or models of Adjustment

There are several theories and models describing the pattern of adjustment of the people regarding their adjustment and maladjustment. Some of these models are described below:

(1) The moral model: This represents the oldest view point about adjustment or maladjustment. According to this model, adjustment or maladjustment should be judged in terms of morality i.e. absolute norms of expected behaviour. Those who are following the norms are adjusted and those who violate or do not follow these norms are maladjusted. However, as the medical and biological sciences advanced and scientific reasoning gained a firm footing in the nineteenth century, the moral model was replaced by the medico-biological model.

(2) The medico – biological model: This model holds genetic, physiological and biochemical factors responsible for a person being adjusted or maladjusted to his self and his environment. Maladjustment, according to this model is the result of disease in the tissues of the body, especially the brain. In the opinion of Lazarus (1976) the correction of adjustive failures or disorders requires correction of the tissue defect through drugs, surgery and the like.

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

(3) The psychoanalytic model: This model owes its origin to the theory of psychoanalysis propagated by Sigmund Freud (1938) and supported by psychologists like Adler, Jung and other neo Freudians. According to Freud, human mind is consists of there layers, the conscious, the sub-conscious and unconscious. The unconscious hold the key to our behavior. It decides the individual's adjustment and maladjustment to his self and to his environment. Freud postulated the imaginary concepts of 'ID', Ego' and 'Superego' for the adjustive and non-adjustive behaviour pattern of individual. A person's behaviour remains normal and in harmony with self and his environment to the extent that this ego is able to maintain the balance between the evil designs of his id and the moral ethical standard dictated by his superego. In case the ego is not strong enough to exercise people control over one's id and superego, malfunction of behavior would result.

(4) The sociogenic or cultural model: According to this model, the society in general and culture in particular affects one's ways of behaving to such an extent that behavior takes the shape of adaptive or non-adaptive behaviour turning one into an adjusted or maladjusted personality. Individuals behaving in the manner that society desires are labelled as normal and adjusted individuals while deviation from social norms and violation of role expectancy is regarded as the sign of maladjustment and abnormality. Although, society or culture plays a significant role in shaping and influencing human behaviour, yet it should not be regarded as the only factor in the adjustment process.

(5) The sociopsychological or behaviouristic model: Competencies required for successful living are largely acquired or learned through social experience by the individual himself. The environmental influences provided by the culture and social institutions are important but it is the interaction of one's psychological self with one's physical as well as social environment which plays the decisive role in determining adjustive success or failure. Generally, every type of behaviour is learned or acquired as an after effect of its consequences. Not only is normal and abnormal behaviour learned, the labelling of behaviour as normal or abnormal is also learned. Whether or not an individual is considered abnormal or maladjusted for a particular type of behaviour depends upon the observer of the behaviour and also upon the social context of the behaviour.

All the models described above are true to certain extent for providing explanation of one's adjusted or maladjusted behaviour. But none of them is complete or adequate in itself providing satisfactory explanation of adjustment.

1.9 Methods of adjustment

For a healthy, happy and satisfying life one has to learn the various ways of adjustment. To understand these ways one has to look into possible modes, ways and methods used by the individual in his adjustment process. These can be grouped into two categories: Direct methods and indirect methods.

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. The methods include the following:

- (a) Increasing trials or improving efforts:** When one finds it difficult to solve a problem or faces obstacles in the path, to cope with his environment he can attempt with a new zeal by increasing his efforts and improving his behavioural process.

- (b) **Adopting compromising means:** For maintaining harmony between his self and the environment one may adopt some compromising postures. Such as-sometimes individual may change his direction of efforts by changing the original goal or sometimes seek partial substitution of goal for adjustment in the environment.
- (c) **Withdrawal and submissiveness:** One may learn to cope with one's environment by just accepting defeat and surrendering oneself to the powerful forces of environment and circumstances.
- (d) **Making proper choices and decisions:** A person adapts himself to, and seeks harmony with, his environment by making use of his intelligence for the proper choices and wise decisions particularly when faced with conflicting situations and stressful moments.

Indirect methods: 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 imaging that thing would happen according to his wishes. That is why these are called defence or mental mechanism employed in the process of one's adjustment to one's self and the environment. Following are some of the important mental mechanisms:

- (a) **Repression:** Repression is a mechanism in which painful experience, conflicts and unfulfilled desires are pushed down into our unconscious mind. In this way one unconsciously tries to forget the things that might make him anxious or uncomfortable. One tries to get temporary relief from the tension or anxiety by believing that the tension producing situation does not exist.
- (b) **Regression:** Regression means going backward or returning to the past. In this process, an individual tends to regress to his early childhood or infantile responses in order to save himself from mental conflicts and tension.
- (c) **Compensation:** This is a mechanism by which an individual tries to balance or cover up his deficiency in one field by exhibiting his strength in another field.

For example, an unattractive girl who becomes a bookworm to secure a position in the class is making use of such mechanism in order to attract attention which she is unable to do with her looks.

(d) Rationalization: This is a defense mechanism in which a person justifies his otherwise unjustified behaviour by giving socially acceptable reasons for it and thus attempts to defend himself by inventing plausible excuses to explain his conduct. A child makes use of rationalization when he tries to extend lame excuses for his failure. He may blame the teacher or parents or his poor health and thus try to disguise his own weakness and deficiency

(e) Projection: Through projection one tries to see or attribute one's own inferior impulses and traits in other persons or objects. An awkward person sees and criticizes awkwardness in others. Similarly, a student who has been caught in the examination for cheating may satisfy himself by saying that others had also cheated. In this way one tries to overlook or defend one's shortcomings and inadequacies by emphasizing that others are worse than he is.

(f) Identification: This mechanism as individual is found to achieve satisfaction from the success of other people, groups or institutions by identifying himself with them. An artist who has not yet achieved success in his field may identify himself with a well-established artist. One may identify oneself with one's school and feel proud of its fame and reputation. Similarly, hero worship is also a sort of identification where an individual identifies himself with a popular leader or cine actor. He imitates his characteristics, dress and mannerisms and tries to revel in his accomplishments and success.

(g) Seclusiveness or withdrawal: In using this mechanism an individual tends to withdraw himself from the situation that causes frustration or failure. He makes himself feel safe and secure by running away from the problem. For example, a child may refuse to participate in games for fear of failure and deceive himself by believing that he could have done well if he had participated.

(h) Sympathism: Sympathism is a defence mechanism in which an individual tries to get satisfaction by seeking sympathy and pity for his own failures and inadequacies. Such people always magnify the difficulties or obstacles in the path of their success and thus convince others to feel sorry for them. For example, a housewife who is not bringing up her children well may try to evoke others' sympathy by telling them how overworked she is because the members of her family do not cooperate with her or how her family is passing through hard times.

All the foregoing defence mechanisms are used unconsciously by a person to protect himself (although only for the time being), against psychological dangers. They are not permanent cures of the trouble. A defence mechanism may thus be regarded as a temporary defence against anxiety and inadequacies. Moreover, the use of such a mechanism may create new difficulties for the individual who uses it. Therefore, we must keep a close watch on our children to see that they do not make frequent use of such defence mechanisms.

1.10 Significance of the study

Adjustment can be seen from the lowest to the highest species up to man. Students usually find a completely different situation while they move from high school to college level and they need to adjust in many respects starting from emotional aspects to social and academic adjustment. Adjustment is the key factor for success in their life. It helps an individual to shape his personality to play the roles which is assigned to him within a given environment. And if his needs are met by playing such roles, he is said to be a "well-adjusted" person and if not he is maladjusted. Because of one's inability to adjust in such changing situations, he or she may suffer from serious problems like loneliness, anxiety, depression, frustration etc. Particularly in current society the adjustment problem is becoming very complex and conflicting and many times results of such type of maladjustment can be fatal to one's psychological health. These facts highlights the dire necessity of carrying out extensive research work on such burning issues so that we can assure sound psychological health for the young generation. Study of adjustment pattern

thus itself emerges as an important area of research and every individual old and young, great or small etc. is confronted with the problem of adjustment. Studies carried out so far reveal that college students are at risk for failure to graduate because of maladjustment and students who can adjust more in the colleges can produce better academic results. Adjustment is the main factor which determines the personality of an individual to have a happy life. Therefore the proposed study is an ideal one to study the adjustment pattern of college students in Assam. Findings of the study will definitely be a proven guidance for the college students to lead a peaceful and balanced life in future.

1.11 Statement of the problem

Realizing the dire necessity of quality research in the area of adjustment the present problem has been stated as-“Adjustment pattern of college students with special reference to provincialized degree colleges of Nagaon district in Assam- An Analytical Study.

1.12 Objectives of the study

The proposed study has been carried out with the following objectives:

1. To study the adjustment pattern of college students in five areas namely- home, health, social, emotional and educational.
2. To study the gender variation in adjustment pattern of college students in five areas namely- home, health, social, emotional and educational.
3. To study the stream wise variation in adjustment pattern of college students in five areas namely- home, health, social, emotional and educational.
4. To know the area in which the college students have easily adjusted and where they least adjusted

1.13 Delimitations of the study

The study undertaken by the investigator has the following delimitations-

1. The study is confined to the provincialized general degree colleges of Nagaon district.
2. The study is confined to the undergraduate students of the provincialized general degree colleges of 2016-2017 session.

1.14 Operational definition of the terms

For the purpose of clarity and proper understanding some of the concepts adopted in the study have been operationally defined.

Adjustment: It refers to process of adapting behavior to a changed environment. Adjustment may be defined as a process altering behaviour to reach a harmonious relationship with the environment. When people say they are in an "Adjustment Period" they typically mean they are going through of change and are searching some level of balance or acceptance with the environment, others or themselves.

The proposed study mainly considers five areas of adjustment for the college students. These are-

- **Home adjustment:** Home promotes satisfaction and security. Home adjustment is expressed in term of satisfaction or dissatisfaction with home life, appropriate and inappropriate expectations behaviour , trust of family, satisfaction and affection within the family. If one is well adjusted in home, most probably he/she must have been well adjusted socially because the adjustment in different fields of life is related and effective to each other. So the home adjustment of students should be healthy one.
- **Health adjustment:** Health in its broader aspects is essential to its well balanced personality, it dependent to a large degree on ideas and happiness. Sound health is the source of satisfaction and adjustment. Persons who have physical defects or deformities may develop various types of complexes and frustrations and result is maladjustment.
- **Social adjustment:** Area of social adjustment is influenced by social maturity of the person. Maturity in social relationship means to establish good relations with family,

neighbours, playmates, class-fellows, teachers and other members of the society. Socially mature person behaves in accordance with social norms, customs and traditions. He never engages himself in anti-social activities.

- **Emotional adjustment:** A person is emotionally adjusted if he expresses proper emotion in a proper situation in a proper form. An emotionally stable person may be well adjusted and emotionally unstable conditions cause mental disorder and maladjustments.

In brief, adjustment means how an individual reacts to his needs and expectations. When his purpose needs and expectations are satisfied, he is adjusted.

- **Educational adjustment:** Education is a process of development of habits, skills and attitudes which makes individual good citizen. Educational adjustment means how an individual is imparting his duties towards his education and whether he is able to get his goal or not. If an individual is unable to get good marks in the examination, he will face the problems to adjust himself in that educational environment while those students who get good marks in the examination feel better adjusted in their educational setup.

Pattern: The term 'pattern' means a design or configuration.

College students: It refers the undergraduate students of general degree college in Nagaon district.

It is expected that the study will reflect the adjustment pattern of undergraduate students in various areas like- home, health, social, emotional and educational. In the light of the findings and suggestions of the study, it will be possible to create a congenial environment for the students so that they can improve their adjustment pattern for happy and healthy life.

Chapter – II

Review of Related Literature

Review of related literature is an important part of any research work. It helps the investigator to gain better perspective of the problem. It brings to the investigator up-to-date information on the work which others have done and thus helps to study clearly and concisely her own problem. The essentiality of the review of related literature remains in the fact that it provides the researcher with an indication of the direction, update information relating to researcher's own problem, avoids replication of the study. So, review of literature may be instrumental in giving a final shape of the research proposed to be conducted. All available literatures concerning the problem at hand were surveyed by the investigator. Following are some of the reviews both national and international level related to the proposed study done by the investigator.

Goswami Nilima (1980) carried out a study on "Adjustment problem of adolescent girls and the development of an adjustment inventory for their measurement." In this study an attempt has been made to find out problem of adolescent girls and to construct and standardize an adjustment inventory for urban adolescent girl.

Cherian, Varghese, Ipen; Cherian Lily (1998) South Africa undertook a study of "University students adjustment problems." The objectives of the study were to know about the adjustment problems of first year university students. They took a representative sample of 1257 first year student from university of North, South Africa.

Result of their study showed that 33% to 85% of the first year students experienced various types of adjustment problem like academic, emotional, social, cultural etc. Results were obtained through the administration of a questionnaire comprising eleven categories of problems.

Paddoc, A. Irene (2002) studied on “Adjustment problems and coping patterns of first year college students”. Data were gathered from 300 college freshman students. The result of the study indicated that there were indeed adjustment problems encountered by college freshman in the areas of academic, family, finance, personal and social. It was the family area which is the most problematic and the social area is least problematic. These findings were there to both males and females. The college freshman utilized both problem – focused and emotion – focused coping patterns in dealing with adjustment problems they encountered. However they used emotion- focused coping pattern more.

Raju, M.V.R and Rahamtulla, T.K. (2007) made a study on “Adjustment problems among School student”. The variable included for the study apart from adjustment is age, gender, class, type of school etc. The study was conducted on a sample of 461 students (197 boys & 264 girls) randomly selected from the various govt. and private schools from urban and rural areas of Visakhapatnam district. The major findings of the study have shown that adjustment of school children is primarily dependent on the school variable like the class in which they are studying, the medium of instruction and the type of management of the school. Parental education and occupation of the school children also significantly influenced adjustment.

Talukdar, N. Narayan and Talukadar, Mala, Chaliha (2008) made a study on “Adjustment problems of adolescent student.” The result of the study revealed- home, health, social and educational adjustment of male student is found to be average. Male students emotional adjustment is not satisfactory. Most of the students were afraid of telling their problems to teachers and parents.

Home and health adjustment of female students were slightly unsatisfactory. Their social adjustments were average. Their emotional problems are more than their male counterpart. Educational adjustment of female students was found to be unsatisfactory. Overall adjustment of female students is unsatisfactory. Male & female adolescents were having some minor adjustment problem with regard to health.

Abdullah et. Al (2009) in their study of “adjustment among first year student in Malaysian University” tried to investigate the level of adjustment among first year student from six faculties. They gave the student questionnaire that measured academic, social, personal and emotional adjustment and institutional attachment. They found that 70% of the respondents overall adjustment were at the moderate level while only 4% obtained a high level of overall adjustment 26% were found to be in the low category of overall adjustment 42.8% of the respondent were found to be in the low category of emotional adjustment.

Saha Vinita Kumari (2011) made a study on “A study of Emotional Maturity and adjustment of college student”. The purpose of the study was to see the relationship between emotional maturity and adjustment of college student and to see the impact of gender on emotional maturity and adjustment. The study revealed that (1) Level of emotional maturity and adjustment of students were positively corrected. (2) There were significant differences between boys and girls student in terms of their emotional maturity and adjustment viewpoint.

Devi Nirmala (2011) conducted a study on “A study of Adjustment of students in relation to personality and achievement motivation”. For the study sample consisted of 699 students studying in high school classes in the state of Haryana. From the study it was found that achievement motivation has no effect on the adjustment. Extraversion has positive effect on social, educational and general adjustment and Neuroticism has negative effect on the emotional, social, education and general adjustments. Effect of other secondary aspects on adjustment like sex and social location are also analyzed and found that rural students proved better than the urban students on social, educational and general adjustment.

Sharma Bharati (2012) Department of psychiatry, Sri Krishna Hospital, Karmsad, Gujarat made a study on “Adjustment and emotional maturity among first year college students. The study compared College adjustment processes and emotional maturity between first and final year female students enrolled in different undergraduate courses offered by college affiliated

with university of Rajasthan in Jaipur city. Results indicated that the first year undergraduate students were less emotionally mature and had difficulty in adjustment emotionally and faced more academic difficulty as compared to final year students. The final year students were more socially adjusted and more integrated into the social fabric of the college.

Chirag Sangeeta (2012) makes a study titled “A study of Adjustment problems of college students in relation to gender, socio-economic status and academic achievement.” The main objective of the study was to identify the adjustment problem among undergraduate college students and its relationships with academic achievements. Results indicate that college students have a satisfactory level of adjustment and there is a significant relationship between academic achievement and adjustment of college students. The study revealed significant differences in the college adjustment in relation to gender and socio-economic status.

Kaur Jasraj (2012) undertook a study on “Adjustment among college students”. The findings of the study reveal that majority of college students have good adjustment because majority of college students had adjustment scores higher than mean records. Adjustment of male and female college student did not differ significantly. Adjustment of rural and urban college students differ significantly.

Baroowa Anuradha (2012) undertook a study titled “A study of the Social, Emotional and Educational problems of adolescents in relation to their personality factors”. Results showed that 66% of students were in unsatisfactory category in respect of social adjustment area which indicates that adolescent have social problems. Girls has more in number than boys. Regarding emotional adjustment it was found that 40% of the students are in the good category of adjustment which indicates adolescents are emotionally more or less stable. Girls are more emotionally stable than boys. In case of emotional adjustment highest percentage i.e. 39% was found in unsatisfactory category. In this category difference between boys and girls are negligible. Result shows personality factors do not have any impact on social, emotional and educational adjustment problems of adolescents.

Boiger, M., Mesquita, B., Trai A.Y. and Markus, H. (2012) made a study on “Influencing and adjusting in daily emotional situation: A comparison of European and Asian American action styles”. Study found that European- American and Asian American college students reported their action style during emotional episodes four times a day during a week. Asian-Americans adjusted more than European – Americans, where as both used influence to a similar extent. These cultural differences in action style varied across types of emotion experienced. Moreover, influencing was associated with life satisfaction for European-Americans, but not for Asian Americans.

Sharma, P and Saini, N. (2013) undertook a study on “Health, social and emotional problems of college students “. The study was conducted on the students of two colleges – one urban and on rural of Jammu region. The main objective of the study was to identify the adjustment problems among college going students. The three dimensions of the adjustment i.e. Health, Social and Emotional were studied across two sexes i.e. boys and girls. The findings of the study revealed that girls are average in the dimensions of health and social adjustment and unsatisfied in emotional area. Boys are average in the dimensions of social adjustment and unsatisfied in health and emotional area. There is no significant difference between health, social and emotional adjustment of girls and Boys. There is a significant difference between health and emotional adjustment of urban and rural college students but they do not differ significantly in social adjustment.

Das, J and Deb, A. (2013) undertook a study on “A comparative study on social adjustment among Tribal and Non-Tribal students”. The aim of the study is investigate the social adjustment level among tribal male and female students, to find out the social adjustment among non-tribal male and female student. After interpreting the collecting data it is found that there is a significant difference of social adjustment pattern found among Tribal and Non-Tribal students.

Rajeswari, S and Jeryda, J. O. (2013) conducted a study on Emotional adjustment of the adolescent school students and suggests suitable life skill measures to enhance emotional stability and positive development. The researcher has used descriptive method. 200 adolescent students were taken as sample by using disproportionate sampling method. The findings of the study revealed that there exists low level of emotional adjustment ability among the adolescent school students.

Devika R. (2014) studied on a comparative study of adjustment of secondary school students. The investigator here aims to make a comparative study of the adjustment of secondary school students. The study was conducted using survey method. A total of 275 students of which 151 were boys and 124 girls constituted the sample for the study. The analysis revealed that level of adjustment of secondary school students is average. It was also found that significant difference exists in the emotional adjustment of boys and girls and no significance difference was found between male and female secondary school students with regard to family, social, educational and financial adjustment.

Kusam Lata (2014) studied on Social Adjustment of Adolescents in Relation to their family Structure in Sangrur District of Punjab. The study describes the social adjustment of adolescents belonging the nuclear and joint families of Sangrur district divided into two groups of 50 each. The result reveals that there is a significant difference in social adjustment of adolescents belonging to nuclear and joint families.

Joymalya, P, Saha. B and Mondal B.C. (2014) studies on “Adjustment of secondary school students with respect to Gender and Residence”. The sample consists of 471 Class X students with 234 boys and 237 girls which were drawn randomly from different schools of Purulia district. The study revealed that there is no significant difference between adjustments of students residing either at urban or rural area. But mean adjustment score of girls is higher than those from boys which indicate that the girls are better adjusted as compared to their boys counterpart.

Kales, Z. N. (2014) undertook a study on “A study of adjustment pattern of High School students of Sunderbani Tehsil of District Rajouri (J & K)”. From the study it observed that the students living in the border areas are better prepared to face any problematic situation of life related to adjustment. Studies also showed that the students living in border area is significantly better in life managing skills and other desirable abilities to enjoy successful life.

Darji, B and Thapa, G. (2014) made a study on “A study of the adjustment of B.Ed students”. The study was conducted to the batch of the B.Ed students of the M.S. University, Baroda in the year 2009-2010. 60 students was selected using cluster sampling. Findings revealed that regarding home adjustment majority students are good in home adjustment. In case of Health adjustment most of the students are highly well adjusted in this area. Study showed that most of the students have problems when they were asked to speak in public and having less experience quality of leadership in social adjustment. In case of emotional adjustment ups and down of mood, useless thoughts in mind, sleeplessness, inferiority are generally found in this area.

Gill, S. (2014) made a study on “Emotional, social and educational adjustment of Visually Handicapped students of special Schools students.” Sampling was selected through random sampling techniques from two special blind schools in and around Faridabad division of Haryana state. By the application of mean, SD and ‘t’ lest indicated that there is no significant difference between the educational, social and emotional adjustments of special school students belonging to boys and girls.

Kundu, M., Saha, B. & Mondal. C (2015) undertook a study titled “Adjustment pattern of Undergraduate students in Relation to their Social intelligence.” The study was focus on adjustment ability among undergraduate students in relation to gender, stream of the study and social intelligence. The sample consists of 300 students (150 boys and 150 girls) which were selected randomly from different colleges under the Sidho-Kanho-Birsha University, Purulia. Adjustment inventory and Social intelligence inventory are used to collect the data from the students. The study revealed that male and female as well as science and humanities students of

undergraduate students did not differ significantly with regards to their adjustment ability, however, differ significantly with differently social intelligent persons.

Nidhi and Karmane, M.M. (2015) made a study on “adjustment problems of college students in relation to Gender, socio-economic status and academic achievements”. This study investigates the adjustment problems of the college students in relation to gender, socio-economic status and academic achievement. The sample consists of 80 college students (40 boys and 40 girls) from Dehradun district of Uttarakhand. Findings include that college students have average adjustment; there was no significant difference in the adjustment problems of male and female college students. The students having low socio-economic status have more adjustment problems than that of high socio-economic college students. There exists a negative relationship between adjustment problems and academic achievement.

Nema, S, Suvidha and Bansal, I. (2015) studied on “Adjustment among M.Tech students of Banashali University”. The sample 67 girls were selected from Banasthali Hostel. Findings of the study revealed that the significant positive correlation between all variables.

Asthana, S., Asthana, M and Ojha, S. (2016) studies on “Personality and adjustment of college students”. The main objective of the study was to examine and compare various dimensions of adjustments among boys and girls student and to find out impact of gender and personality on adjustment. The sample was consisted of 500 students (250 boys and 250 girls) from different colleges of Varanasi city. Study was found that boys are significantly better adjusted than girls. Gender and personality has also significant impact on adjustment.

Bhagat Pooja (2016) made a study on comparative study of adjustment among secondary school boys and girls. The study was conducted with the purpose to compare adjustment of secondary school boys and girls. The study was conducted on a sample of 200 students of 9th

class studying in government and private Schools of Samba district of Jammu division. The result of the study showed that overall adjustments of girls are greater than boys. Girls are found emotionally and educationally more adjusted than their counterpart. Boys are found socially more adjusted.

Kalita, P and Barua, W.K. (2016) made a study on “Emotional adjustments of Adolescent female students of Dibrugarh district with reference to their localities”. For the study 200 students (100 rural and 100 urban) from class XI were selected from 20 institutions of Higher Secondary level. Result revealed that majority of female students scored low in the Adolescent Emotional Adjustment Inventory (AEAI) irrespective of their locality. It indicates that they have good emotional adjustment level irrespective of their locality. So low scores means better emotional adjustment.

Sekar, J.M.A. and Lawrence, A.S.A (2016) made a study on “Emotional, Social, Educational Adjustment of Higher Secondary school students in relation to academic achievement”. In this survey study, the investigators used stratified random sampling techniques for selecting the sample. The findings show that, there is a significant relationship between emotional, social, educational adjustment of higher secondary school students in relation to academic achievement.

Agarwal, P. and Puri, P. (2017) undertook a study on “A Comparative Study of Adjustment and Happiness between Girls and Boys”. The main objective of the study was to see the difference in adjustment and happiness of higher secondary school boys and girls. The sample consisted 60 students (30 boys and 30 girls). Results revealed that the girls have a better adjustment than boys. There is significant relationship between total School adjustment of girls and boys.

Jain Paras (2017) undertook a study on “Adjustment among college students”. The study was done on 300 college students randomly selected from each degree year. Study revealed that

majority of UG college students has good adjustment. Adjustment value is highest for 3rd year students. College boys of UG classes have high adjustment rather than girls.

Surya, P and Mahendran , S. (2017) made a study on “Adjustment problems and its impact on achievement in Mathematics among secondary school students”. The investigators adopted survey method for study. 300 secondary school students have taken sample by using simple random sampling technique. The findings reveal that there is a significant mean score difference in adjustment problems and its impact on academic achievement in mathematics among secondary school students.

Miles, A.D. (2017) submitted a thesis titled “Psychological distress and adjustment in college students”. The study sought to understand the multi dimensional impact of mental health concerns on students’ academic adjustment. Undergraduate students from a northeast public university completed an online survey that comprised of demographic information and two Likert type scales that measured psychological distress and academic adjustment. Results indicated that depression, generalized anxiety, social anxiety etc. significantly impacted academic adjustment of students.

Adjustment is very important as it is a process by which an individual learns certain ways of behavior to cope with situation. Only an adjustable person can make his life successful. From the reviews it has been observed that different researchers have explored many issues related to adjustment aspect of students’ right from the school stage to university level. But to the knowledge of the investigator very few works are carried out on adjustment pattern of college students particularly in Assam. Therefore it seems quite appropriate on the part of the investigator to study on the topic **“Adjustment pattern of College students with special reference to provincialized degree colleges of Nagaon district in Assam- An analytical study”** for a more realistic approach, specifically for the state of Assam.

Chapter – III

Methodology

3.1 Research Method

Research is a systematic study which demands a clearly chalk out methodology. Research methods may be understood as all those methods or techniques that are used for conducting the research. In other words, research methods are of utmost importance in research process. They describe the various steps needed for having a research problem, the definition of the terms and the choice of subjects for investigation, the validation of data gathering tools , the collection of data, analysis and interpretation of data and drawing out inferences and generalizations.

All the educational research methods can be classified into three basic categories. Considering that all studies in the field of education fall under one or a combination of these three methods. These are – Historical method, Descriptive method and Experimental method.

The present study falls under “Descriptive Survey Method”. This is the most widely used research method in education. Descriptive research describes and interprets “What is”. It is concerned with conditions or relationship that exists; practices that prevails; beliefs, attitudes that are held, effects that are being felt; or trends that are developing. A descriptive research is carried out with specific objectives and hence it results in definite conclusion. Descriptive research includes surveys and fact-finding enquires of different kinds. The main purpose of descriptive research is description of the state of affairs as it exists present.

3.2 Research Design

Research design can be said to be the plan of action, the strategy and the structure of the overall procedure by which we intend to inculcate more knowledge of a specific problem or specific aspect of the society. In fact, the research design is the conceptual structure within which research is conducted, it constitutes the blueprint for the collection, measurement and analysis of data. Research design is needed because it facilitates the smooth sailing of the various research operations, hereby making research as efficient as possible yielding maximal information with

minimal expenditure of effort, time and money. Research design, in fact, has a great bearing on the reliability of the results arrived at and such constitutes the firm foundation of the entire edifice of the research work.

In the present study the population of the study represents all the provincialized degree colleges of Nagaon district in Assam. Investigator has visited all the selected sample colleges for obtaining data pertaining to the study. Students are selected on the basis of random sampling method under probability sampling. For the study individual opinion of the students were collected through standardized questionnaires that are related to the objectives of the study.

3.3. Population of the study

In order to make a proper understanding of any research work, it is highly necessary to define properly the population of the study. If population of the research work is well defined the adoption of proper sampling procedure and selection of representative sample becomes quite easy. The population of the present study includes all the students of provincialized degree colleges under Nagaon district. There are twenty one (21) provincialized degree colleges under Nagaon District. (Source DHE, Assam, Kahilipara, Ghy-19) List of 21 provincialized degree colleges under Nagaon district are given in Appendix – 1.

3.4 Sample

After defining the population, the researcher is to draw an appropriate representative sample from the population which is indispensable. Sampling comes to the research's aid by enabling her to study a portion of the population rather than the entire population.

The sampling plan can be classified into probability sampling plan and non- probability sampling plan. In probability sampling plan each unit of the population has a probability of being selected as a unit of the sample. In non-probability sampling there may be instances that certain units of the population will have zero probability of selection, because judgement, biases and convenience of the interviewers are considered to be the criterion for the selection of sample units of such sampling. In the present study sampling has been done in case of selection of provincialized degree Colleges in Nagaon district (ref. DHE, Assam 2016). As mentioned earlier that there are 21 provincialized degree colleges in Nagaon district, therefore 30% of total

colleges' i.e 6 colleges has been selected as sample for the study. Regarding selection of students 5% of total students in the session 2016-17 in each college has been selected as sample by adopting simple random sampling method under probability sampling plan.

Sample structure of the students in each sample college is presented in table -1.

Table-1 Sample structure of the students

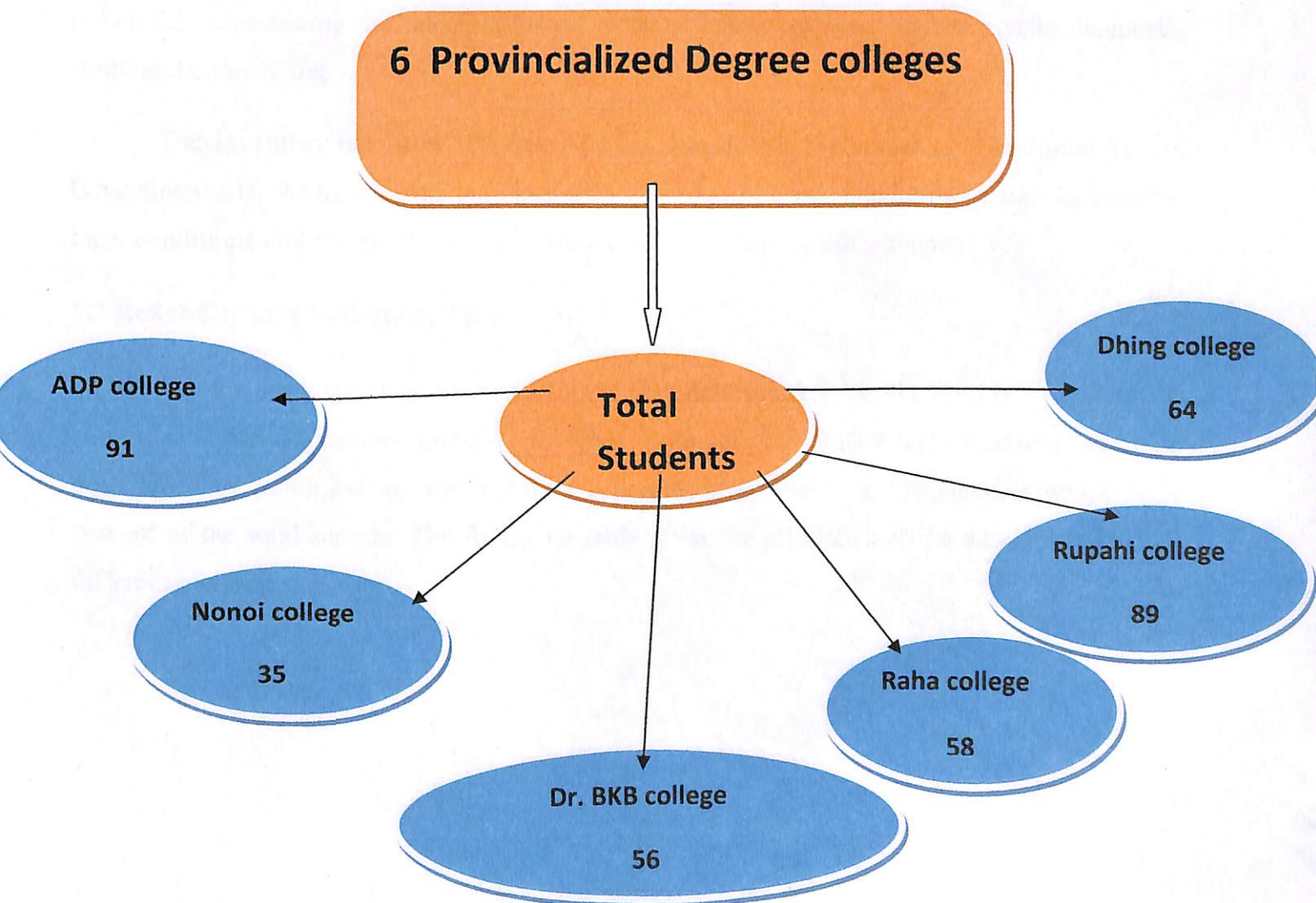
Serial no	Name of the college	Total no of students		5% of total no of students	Boys	Girls	
1	ADP college	1824	Sc.	Boys=383	91	Sc.= 19	10
				Girls=207			
		Arts	Boys=647	Arts= 32		30	
			Girls=587				
2	Nonoi college	691	Arts	Boys=290	35	15	20
				Girls=401			
3	Dr. BKB college	1127	Arts	Boys=520	56	26	30
				Girls=607			
4	Raha college	1169	Sc.	Boys=102	58	Sc.= 5	2
						Girls=42	
			Arts	Boys=528		Arts= 26	25
				Girls=497			
5	Rupahi college	1786	Arts	Boys=964	89	48	41
				Girls=822			

6	Dhing college	1282	Sc.	Boys=286	64	Sc.=	14	6
				Girls=127				
			Arts	Boys=369		Arts=	19	25
				Girls=500				
		7879	7879		393	204	189	

In this way the present study consists of 393 students (204 boys and 189 girls) as final sample for the study.

Pictorial presentation of the sample lay out is shown in chart-I.

Chart-1 Sample lay out



3.5. Tools

For each and every type of research certain instruments are needed to gather new facts or to explore new fields. The instruments thus employed are called tools. The selection of suitable tools is of vital importance for successful research.

For the present study the investigator has to select inquiry forms of tools. Among the inquiry forms a standardized questionnaire is considered as suitable tool for the problem.

3.6 Description of Tool

For the present study the investigator selected a standardized questionnaire namely 'Adjustment Inventory for College Students (AICS)' developed by Prof. A.K.P. Sinha and Prof. R.P. Singh. The adjustment inventory has been designed for use of knowing college students of India. The test seeks to segregate normal from poorly adjusted college students of all grades in respect of five areas of adjustment (Home, Health, Social, Emotional and Educational). The test is helpful in screening the poorly adjusted students who may need further psycho diagnostic study and counselling.

The inventory has been 102 items (Home 16, Health 15, Social 19, Emotional 31 and Educational 21). While constructing items care was taken to formulate items keeping in view the local conditions and the problems facing the student population in this country.

3.7 Reliability and Validity of Tool

For the tool coefficient of reliability was determined by (1) Split-half method (ii) Hoyt's analysis of variance method (iii) K-R Formula -20. Test-retest reliability was also determined by administering the test after a period of 3 weeks on 228 students which is 10 percent of the total sample. The following table gives the reliability coefficient determined by different methods.

Table-2 Reliability Coefficient of the Inventory by using Different Methods of Reliability Coefficients.

Method used	Home	Health	Social	Emotional	Educational	Total
Split half	.87	.83	.96	.95	.97	0.94
Test-retest	.85	.82	.95	.94	.96	0.93
Hoyt's Method	.86	.85	.95	.95	.94	0.94
K-R Formula 20	.84	.82	.92	.94	.93	0.92

Validity

In item analysis, validity coefficient were determined for each item by bi-serial correlation method and only those items were retained which yielded bi-serial correlation with both the criteria (I) total score and (II) area score significant at .001 level. Intercorrelations among the five areas of the inventory were calculated.

3.8 Categorization of students

The students can be classified into five categories in accordance with the raw score obtained by them in the inventory. The five different categories of adjustment are – ‘A’ which stands for excellent, ‘B’ which stands for good, ‘C’ which stands for average, ‘D’ which stands for unsatisfactory and ‘E’ which stands for very unsatisfactory adjustment.

Table-3 presents the classification of adjustment for total scores.

Table -3 Classification of Adjustment in terms of Categories

Categories	Description of Adjustment	Range of scores	
		Male	Female
A	Excellent	12 and below	12 and below
B	Good	13-28	13-27
C	Average	29-45	28-41
D	Unsatisfactory	46-61	42-57
E	Very unsatisfactory	62 and above	58 and above

Similarly in all five areas (Home, Health, Social, Emotional, Educational) of adjustment classification of adjustment also done for males and females separately.

3.9 Procedure for collection of Data

Data are the basic input to any decision making process. Data are of two types primary data and secondary data. The data which are collected from the field under the supervision of an investigator is known as primary data. If data collected from journals, magazines, annual reports etc. then such data are called secondary data.

For the present study the investigator went personally to all the sample colleges. During each visit principal of the college was approached first seeking his/her permission for collecting data from students. Students were provided a Standardized Questionnaire containing various questions related to adjustment pattern of students. Procedures for filling up the Questionnaire were properly explained to them. The filled up Questionnaires were organized sequentially for through analysis. In this was a total of 393 students (204 boys and 189 girls) were taken for the study.

3.10. Statistical Techniques Used

In the present study data have been analyzed Quantitatively using the following methods:

- i) Tabulation of data
- ii) Graphical representation
- iii) Percentage calculation

Table : A table is a systematic method of presenting statistical data in vertical columns and horizontal rows, according to some classification of subject matter. Tables enable the reader to comprehend and interpret masses of data rapidly and to grasp significant details and relationships at a glance.

Figure : A figure is a device that presents statistical data in graphic form. The term figure is applied to a wide variety of graphs, charts, maps, diagrams and drawings. When skillfully used, figures present aspects of data in a visualized form that may be clearly and easily understood. Figures should be intended as substitutes for textual description, but included to emphasize certain relationship.

Diagrammatic and graphical representation: Diagrams and graphs are vital aids that represent the data in simple and readily comprehensible form. They were usually more attractive and impressive than the numerical data. If well drawn, they are usually easier to read and interpret.

For the present study Bar diagram and pie diagram were used to present data on different occasion.

Present study considers data collected from students of degree colleges. Data analysis were performed using appropriate statistical methods such as preparation of appropriate table and interpretation, calculation of percentages and using graphical diagrams for better presentation of observed data. Depending on the objectives of the study, data collected are systematically organized and analyzed so as to make a proper understanding of the research work.

Chapter-IV

Analysis and Interpretation of Data

This chapter consists of analysis and interpretation of data, collected during the course of the study. Data collected from students are organized for obtaining a simplified view of the proposed topic and to analyze the adjustment pattern of college students in five areas. The data has been carefully analyzed in the light of the objectives with the help of tables and figures. Interpretation and analysis of data with respect to various objectives are presented below.

Objective-1: *To study the adjustment pattern of college students in five areas namely- home, health, social, emotional and educational.*

To understand this objective a standardized questionnaire comprising 102 items covering all five areas was given to the undergraduate students. The questionnaire was provided to 204 boys and 189 girls in total of six colleges under Nagaon district.

Interpretation of the scores done on the basis of the score table that are given in the instruction manual of the questionnaire and that table already mentioned in the methodology part. Students are categorized as Excellent, Good, Average, Unsatisfactory and Very unsatisfactory in adjustment on the basis of the raw scores that the each and every respondent gathered through responding of the questions. Raw score is the sum total of scores that the students accumulated in every area of adjustment such as- home, health, social, emotional and educational. In this way the total score counted by adding all the individual score of five areas and students are categorized accordingly.

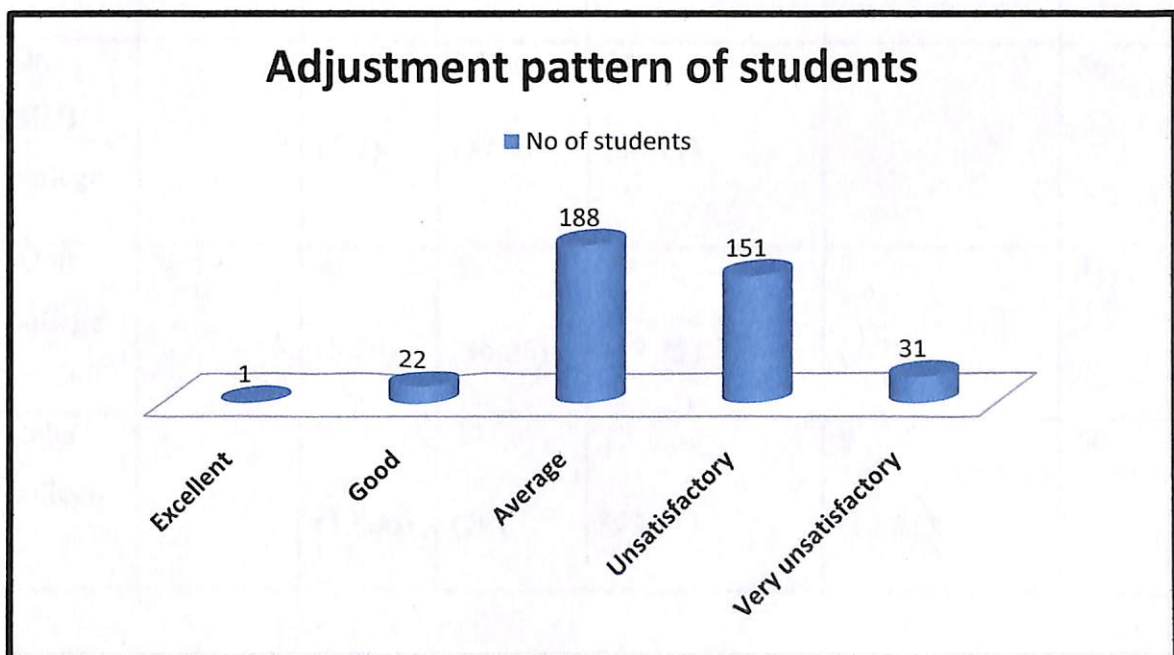
Altogether 393 students responded against the questionnaire. Their responses received are tabulated in Table- 4 below.

Table-4 Adjustment pattern of students

Description of Adjustment	No of students	% of students
Excellent	1	.25
Good	22	5.60
Average	188	47.84
Unsatisfactory	151	38.42
Very unsatisfactory	31	7.89
Total	393	100

For better apprehension, responses of the students are presented through a bar diagram in figure- 1.

Figure-1 Bar projection of the students response.



From the table-4 it has been observed that almost half of students that are 47.48% students are showing their response in **average** adjustment. Only 22 student's i.e. 5.60% students are **good** in adjustment. Percentage of adjustment in **excellent** category is almost negligible. Only .25% students are excellent in adjustment pattern of all the five areas. Again 38.42% students are showing **unsatisfactory** result towards adjustment in all areas. Student's response regarding **very unsatisfactory** category are 7.88%. Therefore it is anticipated that majority of college students are **average** in adjustment of home, health, social, emotional and educational area.

It is known from the above interpretation about the adjustment pattern of the total students. Further it is also necessary to know the college wise adjustment pattern of the student's for better understanding of the data. For this study a total of six (6) colleges are considered. Therefore college wise data for categories of adjustment of students are presented in table-5.

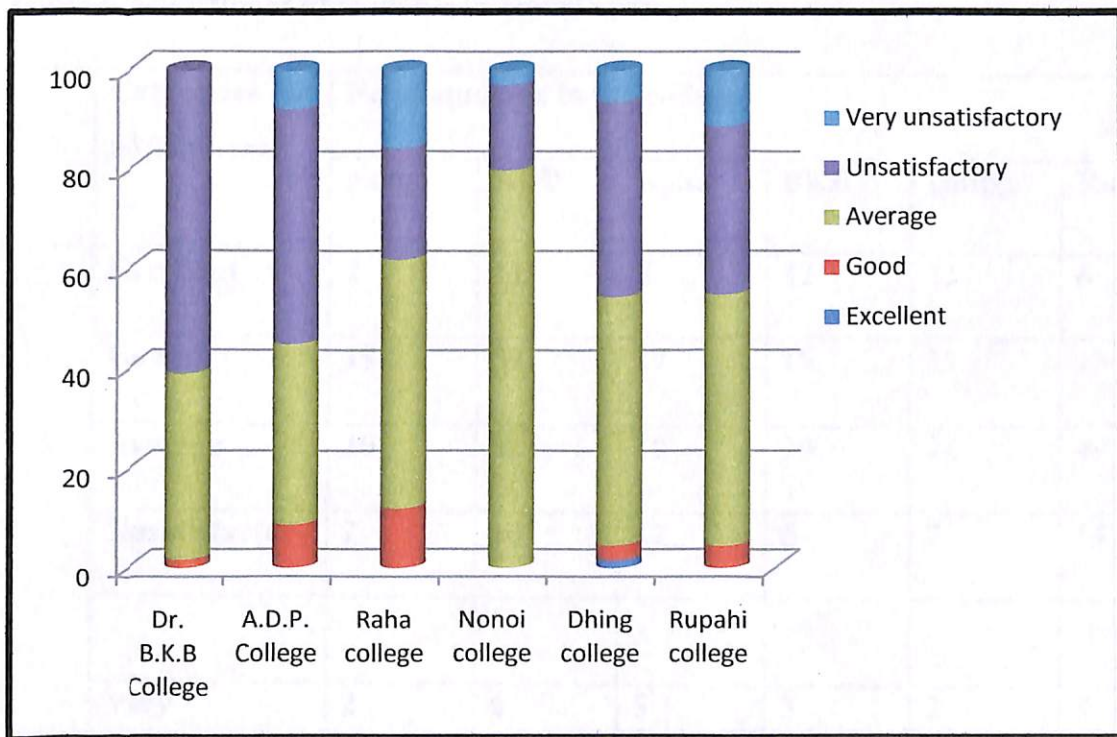
Table-5 College wise categories of adjustment of students

Serial no	Name of the college	College wise categories of adjustment of students with %					Total students
		Excellent	Good	Average	Unsatisfactory	Very unsatisfactory	
1	Dr. BKB college	-	1 (1.7)	21 (37.5)	34 (60.71)	-	56
2	ADP college	-	8 (8.79)	33 (36.26)	43 (47.25)	7 (7.7)	91
3	Raha college	-	7 (12.06)	29 (50)	13 (22.41)	9 (15.51)	58

4	Nonoi college	-	-	28 (80)	6 (17.14)	1 (2.86)	35
5	Dhing college	1 (1.5)	2 (3.12)	32 (50)	25 (39.06)	4 (6.25)	64
6	Rupahi college	-	4 (4.49)	45 (50.56)	30 (33.70)	10 (11.23)	89
		1	22	188	151	31	393

College wise categories of adjustment of students mentioned in table-5 are depicted in the bar diagram shown in figure-2.

Figure-2 College wise categories of adjustment of students



Data presented in Table-5 reveals that among the 6 colleges only one respondent of Dhing College scored in **excellent** category. Remaining colleges the respondents are not able to score in this category. Among the students of Dr. BKB College **60.71%** students scored **unsatisfactory** category of adjustment followed by **37.5%** in **average** and only **1.7%** students scored in **good** category. It shows that the adjustment pattern of majority students of Dr. BKB College is **unsatisfactory**. Similarly **47.25%** students of ADP College are scored in **unsatisfactory** category followed by **36.26%** in **average**, **8.79%** in **good** and **7.7%** in **very unsatisfactory** category of adjustment. Half of the sample students of Raha College are **average** in adjustment in all the five areas. Likewise **80%** students of Nonoi College are **average** in adjustment. The **50%** students of Dhing College and Rupahi College are shows the highest score in the same category i.e **average** adjustment. So, the perusal of the college wise findings shows that two colleges scored high in **unsatisfactory** category and remaining four college's shows highest score of adjustment in **average** category.

Again Area wise (home, health, and social, emotional, educational) data regarding adjustment of students in 6 colleges are provided in table-6.

Table-6 Adjustment of students in Home area

Area	Categories of adjustment	No of students in the college					
		Nonoi	ADP	Raha	BKB	Dhing	Rupahi
Home	Excellent	2	11	5	12	12	6
	Good	19	32	17	16	19	13
	Average	10	32	19	20	24	49
	Unsatisfactory	2	10	12	5	7	14
	Very unsatisfactory	2	6	5	3	2	7

From table-6 it has been observed that the students of Nonoi College scored highest in good categories of home adjustment. Students of ADP College scored highest in both good and average category of home adjustment. But all the remaining students of four colleges such as Raha, BKB, Dhing and Rupahi scored highest in average category regarding home adjustment. So, overall we can assume that the students are average in adjustment in home area.

Adjustment of students in health area, data are provided in table-7 along with the bar projection of the table through figure-3

Table-7 Adjustment of students in Health area

Area	Categories of adjustment	No of students in the college					
		Nonoi	ADP	Raha	BKB	Dhing	Rupahi
Health	Excellent		4	2		2	1
	Good	3	9	17	10	7	7
	Average	24	47	22	31	26	30
	Unsatisfactory	8	24	16	14	24	34
	Very unsatisfactory		7	1	1	5	17

Figure-3 Bar projection of Health adjustment of the students

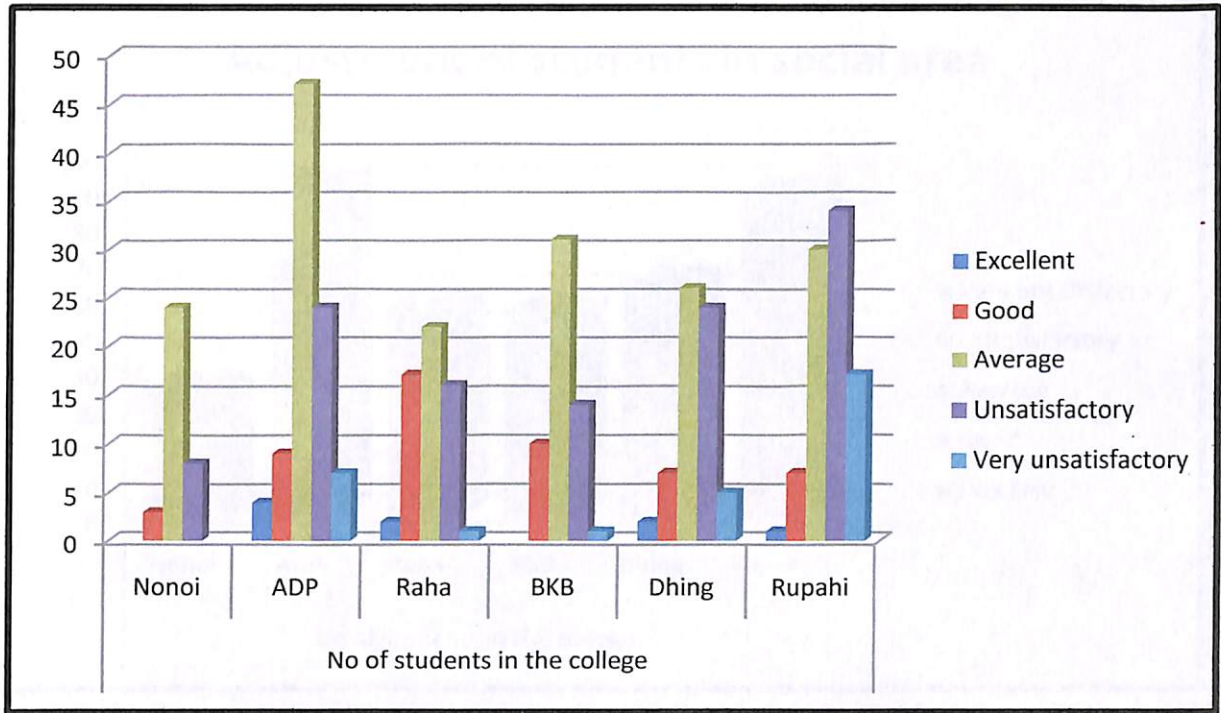
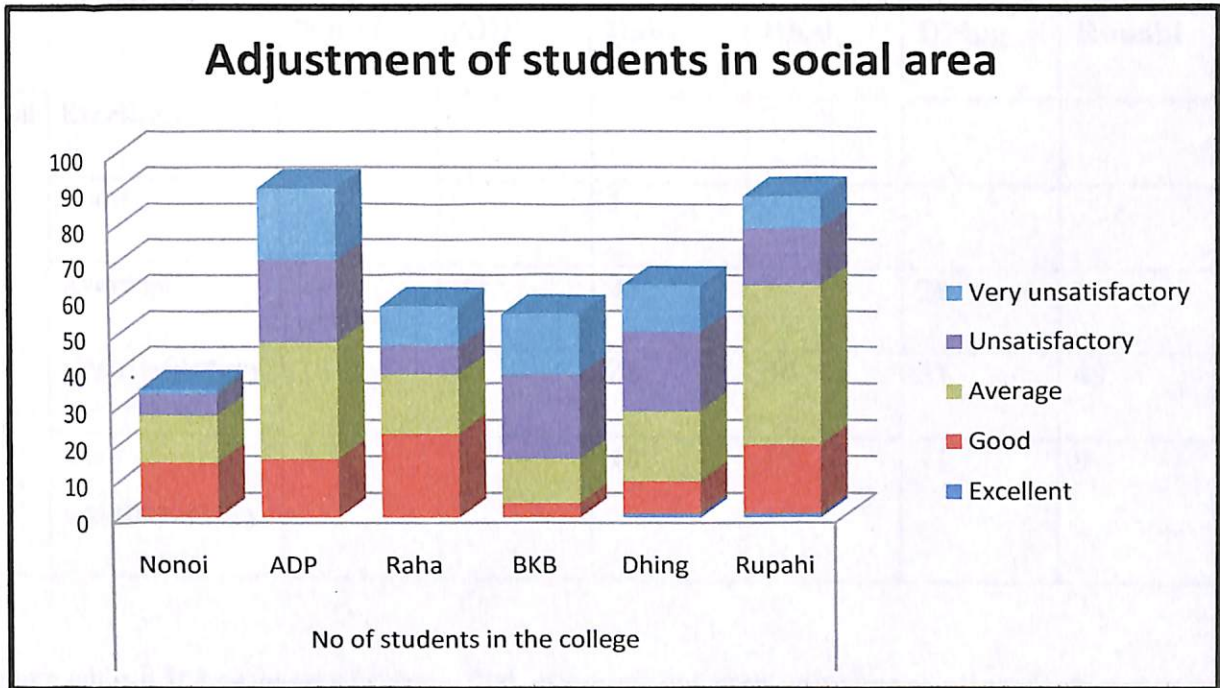


Table-7 reveals that highest number of students of Nonoi College shows their adjustment as **average** in health related issues. Similarly same observation also noticed in case of the students of ADP, Raha, BKB and Dhing college. In these college also maximum no of students are **average** in adjustment of their health area. But in contrast the highest no of students in Rupahi College shows their response in **unsatisfactory** category regarding health area.

Adjustment of the sample students in social area are shown in figure-4

Figure-4 Adjustment of students in social area



From the figure-4 it is seen that students of Nonoi College and Raha College scored highest in the category of **good** in social adjustment. Students of BKB and Dhing College show highest response in **unsatisfactory** nature in social area. Again students of ADP and Rupahi College scored maximum in **average** category in social adjustment.

Adjustment pattern of students in emotional area is also important for their proper personality development. Therefore responses of the students in this area are presented in table-8.

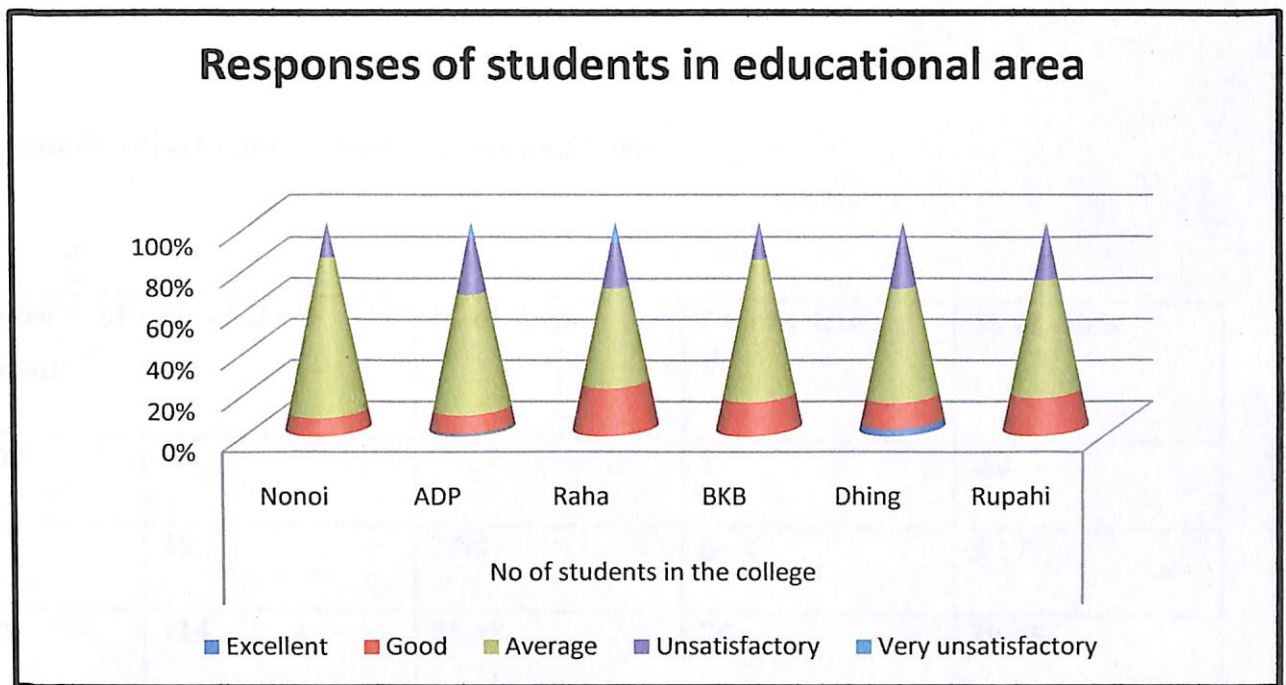
Table-8 Responses of the students in emotional area

Area	Categories of adjustment	No of students in the college					
		Nonoi	ADP	Raha	BKB	Dhing	Rupahi
Emotional	Excellent						
	Good			1		2	
	Average	14	33	25	8	20	31
	Unsatisfactory	18	47	22	30	31	49
	Very unsatisfactory	3	11	10	18	11	9

From table-8 it has been observed that in emotional area adjustment of students are not satisfactory in all the six colleges. It is seen that in **excellent** category, students response shows nil and in **good** category also very less i.e only 3 students out of total 393 students respond it. Except Raha College, the students of other five colleges, mentioned highest score in **unsatisfactory** category of adjustment in emotional area. Therefore it is very essential to provide congenial atmosphere for students so that they can develop their emotional aspect in a proper way for healthy and balanced life.

Similarly educational adjustment is also equally important for the college students as they coming from the school life and enters in a new environment. In this regard, the responses of the students are diagrammatically shown with the help of a figure-5.

Figure-5 Responses of the students in educational area



From figure-5 it clearly shows that the majority students of six colleges showed their highest response in **average** category regarding educational area. Response received from students indicates that there should be some steps taken by the authority of the educational institution for better adjustment of the students.

Objective-2 *To study the gender variation in adjustment pattern of college students in five areas namely- home, health, social, emotional and educational.*

It is important to know the adjustment pattern of boys and girls separately. From that we are able to understand the similarity or difference in adjustment of boys and girls in areas such as-home, health, social, emotional and educational.

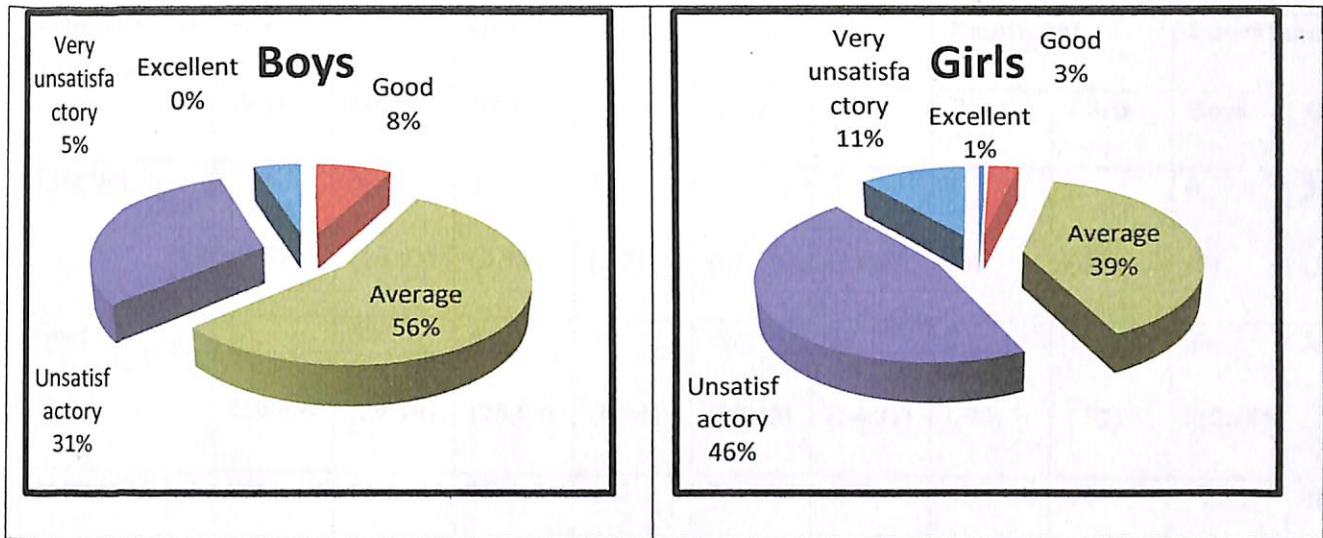
To understand this objective questionnaire was provided to 204 boys and 189 girls students of six colleges. Total 102 items was responded by both boys and girls covering all the five areas. The responses of the students are enumerated in table-9.

Table-9 Adjustment pattern of Boys and Girls

Description of Adjustment	No of Boys	% of Boys	No of Girls	% of Girls
Excellent	-		1	.52
Good	16	7.84	6	3.17
Average	114	55.88	74	39.15
Unsatisfactory	64	31.37	87	46.03
Very unsatisfactory	10	4.90	21	11.11
	204		189	

Response of the boys and girls that are tabulated in table-9 also projected through pie diagram shown in figure-6

Figure-6 Response of the boys and girls in adjustment



From the figure-6 it is clearly seen that there is variation in response of boys and girls regarding adjustment. **55.88%** of boys' adjustment is average while 39.15% of girls are average in adjustment. **46.03%** of girls' adjustment is unsatisfactory and **31.37%** of boys are unsatisfied in adjustment. It is seen that only **7.84%** of boys and **3.17%** of girls are good in adjustment. Again **11.11%** of girls show very unsatisfactory adjustment. On **excellent** category not a single boy respond on the contrary one girl respond in this category. Therefore findings indicate that there is gender variation in response of all the categories of adjustment.

Area wise gender variation is also tried to study by the investigator. Because it is also important to know the variation of boys' and girls' response in respect of the five areas of adjustment. For this the area wise response of the students (boys & girls) of all the six colleges is tabulated in table- 10.

Table-10 Area wise response of boys and girls students with percentage

Categories of Adjustment	Home		Health		Social		Emotional		Educational	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Excellent	16 (7.8)	32 (16.93)	8 (3.92)	1 (.52)	0 (0)	2 (1.05)	0 (0)	0 (0)	0 (0)	3 (1.58)
Good	61 (29.90)	55 (29.10)	41 (20.09)	12 (6.34)	58 (28.43)	28 (14.81)	2 (.98)	1 (.52)	31 (15.19)	26 (13.75)
Average	96 (47.05)	58 (30.68)	67 (32.84)	113 (59.78)	71 (34.80)	65 (34.39)	82 (40.19)	49 (25.92)	117 (57.35)	107 (56.61)
Unsatisfactory	22 (10.78)	26 (13.75)	68 (33.33)	52 (27.51)	45 (22.05)	53 (28.04)	91 (44.60)	106 (56.08)	50 (24.50)	43 (22.75)
Very unsatisfactory	9 (4.41)	18 (9.52)	20 (9.8)	11 (5.8)	30 (14.70)	41 (21.69)	29 (14.21)	33 (17.46)	6 (2.94)	10 (5.2)
	204	189	204	189	204	189	204	189	204	189

Table-10 depicts that there is variation in the response of boys and girls in all the five areas of home, health, social, emotional and educational adjustment. Findings show that in all the five areas of adjustment, response of boys differ from the response of girls in respect of number not so much in category.

Regarding home areas 47.05% boys' adjustment is average while the percentage of girls' is 30.68%. 29% boys and girls shows good in adjustment of home areas. Regarding excellent adjustment in home, 7.8% boys respond but girls respond is 16.93%. 13.75% of girls and 10.78% of boys shows unsatisfactory adjustment in home life. In very unsatisfactory category of

adjustment boys and girls figure is 4.41% and 9.52% respectively. Therefore accept good category all other categories response of boys vary from girls and vice-versa.

In health area also variation is seen from the response of boys and girls. Only .52% of girls are excellent in health adjustment on the contrary boys shows 3.92%. 59.78% of girls and 32.84% of boys mentioned average in health adjustment. 20% boys opined for good adjustment in health area and only 6% girls in favour of that. 9.8% of boys and 5.8% of girls mentioned that their health adjustment is very unsatisfactory. Findings of this area reveal that in health aspect, adjustment of boys and girls are not same.

In excellent category of both social and educational areas the boys response is nil but little response shows by the girls. Again in emotional area both boys and girls respond nil in excellent category.

In social area 28.43% boys show good in societal life whereas girls figure is only 14.81%. 34% boys and girls mentioned average adjustment in social area. Very few boys and girls are good in emotional adjustment. 40% boys 26% girls are average in emotional adjustment. Again 44.60% boys and 56% girls mentioned their emotional adjustment is unsatisfactory. Almost equal number of boys and girls mentioned average adjustment in educational area. 2% boys and 5% girls are expressed very unsatisfactory adjustment in educational area. Therefore findings show that there is gender variation in response of all the five areas of adjustment.

Objective-3 *To study the stream wise variation in adjustment pattern of college students in five areas namely- home, health, social, emotional and educational.*

In an educational institution there are students of various streams like Arts, Science and Commerce in general. Therefore it is also important to find out the stream wise variation in adjustment pattern of the students. For that investigator collected data stream wise from the students of the sample colleges. Investigator considered students of Arts and Science stream for the proposed study. Among the six sample colleges, investigator found only three colleges has

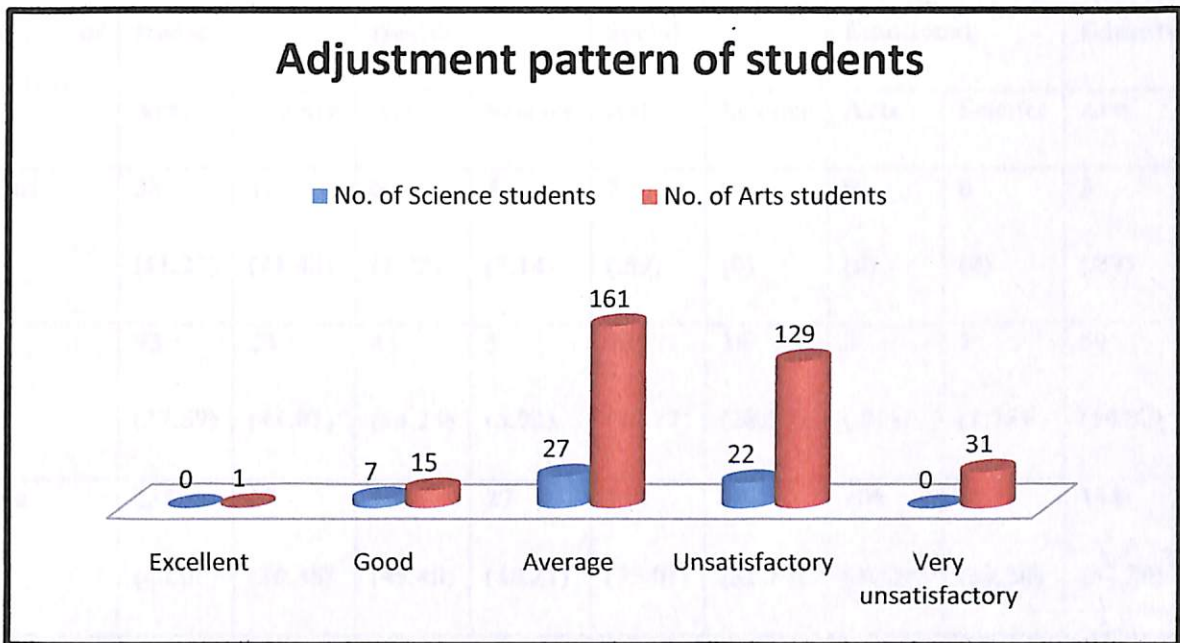
both Arts and Science stream. Therefore stream wise collection of data consists of 56 science students and 337 arts students. Accordingly questionnaire provided to them and their responses are tabulated in table- 11.

Table-11 Adjustment pattern of Arts and Science students

Description of Adjustment	No. of Science students	% of students	No. of Arts students	% of students
Excellent	-	-	1	.29
Good	7	12.5	15	4.45
Average	27	48.21	161	47.77
Unsatisfactory	22	39.28	129	38.27
Very unsatisfactory	-	-	31	9.19
	56		337	

Adjustment pattern of arts and science students mentioned in table-11 are depicted in the bar diagram shown in figure-7.

Figure-7 Adjustment pattern of Arts and Science students



From the table-11 it has been observed that no science students' respond in excellent category of adjustment and only 1 student of arts stream respond to this category. Similarly not a single science student responds towards very unsatisfactory category of adjustment whereas 9.19% of arts students mentioned about this category. 12.5% science students view that they are good in adjustment and only 4.45% arts students expressed that they are good in adjustment in all the five areas. 48% science and 47.77% arts students mentioned that their adjustment is average in all the five areas of home, health, social, emotional and educational. Unsatisfactory adjustment expressed by 39.28% science students and 38.27% arts students.

Investigator also tries to study the response of the arts and science students regarding five areas of adjustment for better apprehension of the problem. Data collected in this regard are presented in table-12.

Table-12 Response of the arts and science students in five areas of adjustment

Categories of Adjustment	Home		Health		Social		Emotional		Educational	
	Arts	Science	Arts	Science	Arts	Science	Arts	Science	Arts	Science
Excellent	38 (11.27)	12 (21.42)	6 (1.78)	4 (7.14)	2 (.59)	0 (0)	0 (0)	0 (0)	3 (.89)	0 (0)
Good	93 (27.59)	23 (41.07)	48 (14.24)	5 (8.92)	70 (20.77)	16 (28.57)	3 (.89)	1 (1.78)	50 (14.83)	7 (12.5)
Average	135 (40.05)	17 (30.35)	153 (45.40)	27 (48.21)	118 (35.01)	18 (32.14)	109 (32.34)	22 (39.28)	194 (57.56)	30 (53.57)
Unsatisfactory	46 (13.64)	4 (7.14)	100 (29.67)	20 (35.71)	84 (24.92)	14 (25)	170 (50.44)	26 (46.42)	77 (22.84)	15 (26.78)
Very unsatisfactory	25 (7.41)	0 (0)	30 (8.90)	0 (0)	63 (18.69)	8 (14.28)	55 (16.32)	7 (12.5)	13 (3.85)	4 (7.14)
	337	56	337		337	56	337	56	337	56

It has been observed from table-12 that there is difference in response of arts and science students in five areas of adjustment. Regarding home area 21% science students expressed their views in excellent category while 11% arts students opined for that category. 41% science students mentioned that their adjustment in home is good but for arts students this figure is 27%. Again 40% arts students mentioned their home adjustment as average but for science students it is 30%. Very unsatisfactory adjustment in home area shows by 7% arts students and in case of science stream it is zero.

In health area also adjustment of science students in excellent category is more than the arts students. 48% science and 45% arts students' views in average adjustment in health area. 8% arts students' views regarding very unsatisfactory adjustment in health and figure of science students is zero in this area. 35.7% science students and 29.6% arts students expressed their view on unsatisfactory adjustment of health. Findings also reveal that 14% arts and 8% science students mentioned good adjustment in health.

Social adjustment is an important area for college students. Here table-12 indicates that 28% science and 20% arts students mentioned good in social adjustment. In excellent category science students response is found to be nil and only .59% arts students respond to it. Regarding other three categories of social adjustment, the response of the arts and science students are almost similar.

In emotional area both arts and science students shows zero response in excellent category. Very few students of both the streams mentioned that they are good in emotional adjustment. Again 39% science and 32% art students' shows average adjustment in emotional area. Findings shows 50% arts students and 46% science students are emotionally unsatisfied.

For college students educational area is also an important area for adjustment. Here also in excellent category the response of science students is found to be zero and for arts students it is only .89%. 14.83% arts and 12.5% science students mentioned good in educational adjustment. Average adjustment in educational area expressed by 57% arts and 53% science students. Result shows that 3.85% arts and 7.14% science students are very unsatisfied in educational area. Overall findings indicate that there is difference in response in all the five areas of adjustment by arts and science students.

Objective-4 *To know the area in which the college students have easily adjusted and where they least adjusted.*

In this study investigator tries to know in which area or areas students easily adjusted and where they failed to do such adjustment effectively. For that purpose response of the total 393

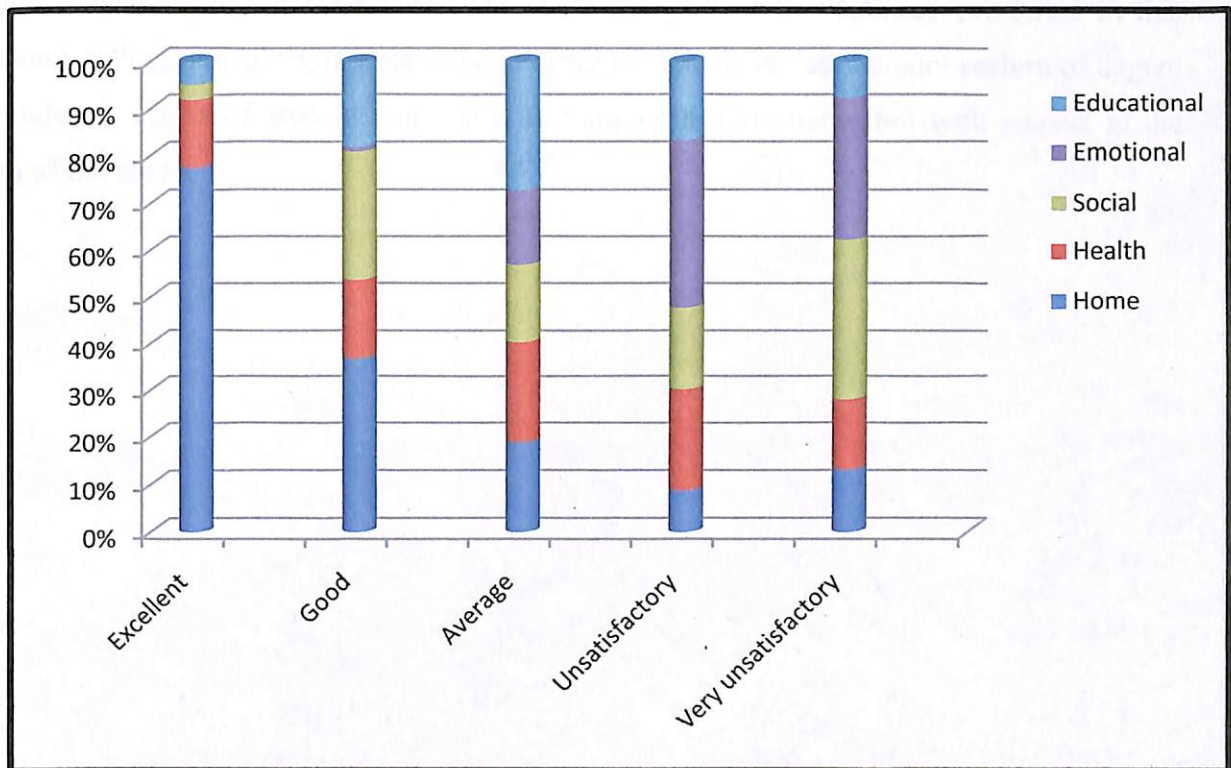
students in five areas- home, health, social, emotional and educational are taken into consideration. The response of the total students is tabulated in table-13.

Table-13 Response of the total students in five areas

Description of adjustment	Home	Health	Social	Emotional	Educational
Excellent	48 (12.21)	9 (2.29)	2 (.50)	0 (0)	3 (.76)
Good	116 (29.51)	53 (13.48)	86 (21.88)	3 (.76)	57 (14.50)
Average	154 (39.18)	180 (45.80)	136 (34.60)	131 (33.33)	224 (56.99)
Unsatisfactory	48 (12.21)	120 (30.53)	98 (24.93)	197 (50.12)	93 (23.66)
Very unsatisfactory	27 (6.87)	31 (7.88)	71 (18.06)	62 (15.77)	16 (4.07)
	393	393	393	393	393

Response of the total students in five areas mentioned in table-13 are depicted in the bar diagram shown in figure-8.

Figure-8 Response of the total students in five areas



From the table-13 it has been observed that in excellent category of adjustment, home area received highest percentage i.e **12.21%** among the other areas of adjustment. In the same way home area also scored high in good category of adjustment. Regarding average category, educational area received highest percentage from the students' i.e **56.99%**. In unsatisfactory category highest percentage found in **emotional area** compared to other areas of adjustment. **50%** students expressed that they are unsatisfied in the adjustment of emotional area. Again in very unsatisfactory category social area received highest score and emotional area received second highest score. Finally from the findings it can be said that in home and educational area the sample students are easily adjusted compared to health, social and emotional area. Again in emotional and social area students' adjustment is not very sound. Especially in emotional area majority students found to be unsatisfied and very unsatisfied in their adjustment of emotional life.

Chapter IV thus incorporates the data collected from the college students for the purpose of the study. Systematic and need based statistical analysis of the data are presented in this chapter along with graphical representations, in order to analyse the adjustment pattern of degree college students. Views of students' are carefully analysed and interpreted with respect to the objectives of the study.

Chapter-v

Findings, suggestions and Conclusion

Findings of the research work obtained after complete analysis of data, are presented in this chapter along with the conclusion drawn from the study. On the basis of the discussion investigator has presented here some suggestions to improve the adjustment pattern of college students and for initiation of further quality research in this area.

5.1 Findings of the study

On the basis of analysis of data the findings related to different objectives of the study are given below:

a) Findings related to the adjustment pattern of college students in five areas namely- home, health, social, emotional and educational

1. The study reveals that majority of the students' adjustment is average in all the five areas of adjustment. Similar findings were reported from the study conducted by Talukdar and Talukdar (2008) and Devika, R (2014).
2. Study indicates that representation of students in excellent category is almost negligible in all the areas of adjustment. Few students are good in adjustment.
3. More than one third students' response is unsatisfactory in all the areas of adjustment.
4. Study found that only one student from Dhing college respond in excellent category. The respondents of other five colleges are not able to respond to this category.
5. Study reflects that majority students of BKB College were found to be unsatisfactory adjustment in all the areas of adjustment.

6. College wise findings of the study reveals that two colleges scored high in unsatisfactory (ADP and BKB college) category and remaining four colleges shows highest score of adjustment in average category (Raha, Nonoi, Rupahi and Dhing).
7. From the analysis it has been observed that the students of Nonoi and ADP College are good in home adjustment but the students of other four colleges namely Raha, BKB, Dhing and Rupahi were found to be average in adjustment in the area of home.
8. Regarding health area accept students of Rupahi College, all other students' shows average adjustment in their health life.
9. It has been observed that in emotional area, the adjustment of students is unsatisfactory in all the sample colleges. Again in social area also students are not so good in adjustment in their societal life.
10. Study shows that the adjustment of students in educational area was found to be average. So there need some steps to be taken by concerned authority for improvement of this area for better future of the students.

b) Findings related to the gender variation in adjustment pattern of college students in five areas namely- home, health, social, emotional and educational.

1. Findings indicate that there is variation in response of boys and girls regarding adjustment in all the areas.
2. Study reveals that in all the five areas of adjustment, response of boys differ from the response of girls in respect of number not so much in category.
3. From the findings investigator observed that in home area, response of boys vary from girls in all other categories except good category.
4. It has been observed from the findings that in health area also response of boys and girls are not same. They differ in every categories of adjustment.

5. Study reveals that in excellent category of both social and educational areas boys' response is nil but little response shows by the girls. Again in emotional area both boys and girls respond nil in excellent category. Very few boys and girls are good in emotional adjustment.
6. Investigator has found that almost equal number of boys and girls mentioned their adjustment in educational area as average.

c) Findings related to the stream wise variation in adjustment pattern of college students in five areas namely- home, health, social, emotional and educational

1. Investigator found that no science students' respond in excellent category of adjustment and only 1 student of arts stream respond to this category. Same way not a single science student responds towards very unsatisfactory category of adjustment whereas few arts students mentioned about this category.
2. Study indicates that no. of science students are more in good category of adjustment compared to the arts students in all the five areas of adjustment.
3. Equal no of science and arts students mentioned that their adjustment is average in all the five areas of home, health, social, emotional and educational.
4. Findings show there is difference in response of arts and science students in five areas of adjustment. Contradictory findings was found in the work of Saha and Mondal (2015)
5. There is variation in response of both the streams regarding home adjustment.
6. Study indicates that in health area, adjustment of science students' in excellent category is more than the arts students.
7. Excellent adjustment in social area, response of science students was found to be nil and very few arts students respond it.

8. In emotional area both arts and science students shows zero response in excellent category. Very few students of both the streams mentioned that they are good in emotional adjustment. Half of the students of both the streams are emotionally unsatisfied.
9. Findings show in excellent category of educational area, response of science students was found to be nil and very few arts students respond it. Result also shows that few students mentioned that they are unsatisfied in educational area.

d) Findings related to the area in which the college students have easily adjusted and where they least adjusted

1. From the findings it can be said that in home and educational area, the sample students are easily adjusted compared to health, social and emotional area.
2. Study also reveals that students' adjustment is not very sound in emotional and social area. Especially in emotional area most of the students mentioned that they are unsatisfied and very unsatisfied in their adjustment of emotional life. Similar conclusion arrived from the work of Abdullah (2009) and Baroowa, A (2012).

5.2 Suggestions

After completing the field study and analysing the data received from students, the following suggestive measure the investigator would like to propose for improvement of student adjustment in home, health, social, emotional and educational aspects:

1. College authorities and parents should pay their due attention to find out the areas where the students find difficulties in adjustment in various aspects. Accordingly they should arrange some appropriate intervention programme for the students so that they get motivated and find some ways to cope up with the challenging situations and hence to adjust with the system.
2. Usually students need encouragement to join various groups and for participating in different activities so that they get entirely associated with the college activities. Therefore, it is very much essential to organize orientation programme for fresh students so that students receive the required guidance to get involve in various college activities and hence to become an active member of the college community.
3. During the study it has been realized that arrangement of motivational speech by renowned resource person is very much essential along with guidance and counselling programme, for adequate emotional and social adjustment of the students. Because, particularly in these areas students are finding much difficulties for adjustment. Proper guidance and counselling service pertaining to all the areas of adjustment should be provided.
4. It is imperative to give emphasis on development of self esteem and self respect for each individual student for better adjustment. At the same time college environment should always be cordial and congenial in all respects. Teachers should treat all the students with love, affection and understanding equally without any bias. College authority should always keep a strong vigil on all this aspects and sufficient extra-curricular activities should be encouraged within the college premise. Apart from that Social service camps NCC/ NSS activities and other outdoor activities are organized. These would develop desirable social qualities and cooperation which in turn help them to adjust effectively.
5. College administration should periodically organize health awareness programme to educate them about the available services within and outside the college campus so that they can explore the benefits of the same according to their need.
6. Problems of maladjustment should be identified, analysed and remedies should be provided accordingly. Further to this, instruction methods should be made student centred which at the same time should be interesting, motivating and innovative. Then and then

only it will be possible to cater the needs of each individual students for better adjustment.

7. In possible cases college authorities can keep an eye on the students financial causes because of which they find difficulties in adjustment and might suggest some corrective measure for the same. It is also imperative to suggest the college authority to periodically interact with the parents to understand their problems. Students' enrichment programmes organized within the college campus also helps in finding ways for improving maladjustment of the students.

5.3 Conclusion

Adjustment is a very important process for each and every individual as it provides guidance to develop ways to cope up with difficult situations. In other words only an adjustable person can make his life successful. In psychological terms, the behavioural process by which humans and other animals maintain a balance among their various needs and the obstacles of their environment is called adjustment. Adjustment is a ongoing process which continues throughout the life span of human and animals.

Therefore, adjustment is a key to success in life. Learning helps an individual to get adjusted to him and to the environment. Adolescence is a time of great change in a person's life. In order to deal with the stress of development, teenagers can either change their behaviour in a positive way, a process called adjustment or in a negative way, which leads to maladaptive behaviours. The process of adjustment starts right from the birth of the child and continues throughout the life. Man, among the living beings, has the highest capacities to adjust to new situations. Man as a social animal not only adapts to physical demands but he also adjusts to social pressures in the society.

There is a paucity of research on assessing the adjustment processes of students in colleges in India, which is yet to be taken up with due importance. From the study it has been observed that for the students, the day student has been enrolled in the college, he or she

has entered into a time that is full of stress and strain and many emotional, educational and psychological issues start interfering into their regular life style. Since, college life is the most crucial time for a student which plays the decisive role in shaping their future goals, therefore, sufficient attention necessarily has to be given to the problems related to their various areas of adjustment. Students usually devote much time, energy and money during this period. A major adjustment difficulty could mean an inability to graduate which in turn can affect their future life perspectives.

Studies carried out during the project work have successfully analyzed various issues related to students' adjustment in colleges with systematic data collected from various colleges covered under the study. Findings of the study reveal many facts regarding the adjustment pattern of college students. It has been observed that the adjustment pattern of the sample students is found to be average and unsatisfactory in all the areas of adjustment. Again gender wise and stream wise response of the students also differs in the areas of adjustment. Study also indicates that the students are easily adjusted in home area but they fail to adjust effectively in emotional and social area. Therefore some guidelines for improving the adjustment pattern of the students in emotional and social area are essential. It has been found that adjustment is the main factor which determines the personality of an individual to have a happy life. In other word, to keep a balance between their needs and demands and situations of their environment, adjustment to adverse situations is very much essential. The study provides an idea of pattern of adjustment among the students living in different circumstances. There is great need in the present scenario to conduct research on various areas of adjustment Pattern.

The study will provide useful knowledge about five areas of adjustment of college students for teachers, parents, counsellors and educational administrators. The findings of the study will definitely provide an idea to the administrators and parents to deal with the students properly for their happy, healthy and adjustable life in future. In this regard special orientation programme, motivational lecture, counselling and interventions should be provided to the students so as to increase the various adjustment patterns and decrease the adjustment problems of the college students.

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APPENDICES

APPENDIX-I

List of the Provincialized Colleges of Nagaon District

Serial no.	Name of the college
1	Nowgong college
2	ADP college
3	Nowgong Girls' college
4	Raha college
5	Kampur college
6	Dhing college
7	Dr. BKB college
8	Khagarijan college
9	Nagaon GNDG Commerce college
10	Rupahi college
11	Hojai college
12	Lumding college
13	Lanka Mahavidyalay
14	Haji Anfar Ali college
15	Kaliabor college
16	Hojai Girls' college
17	Samaguri college
18	Juria college
19	Batadrava SSS college
20	Nonoi college
21	Hatichung college

Source: DHE, Kahilipara. Guwahati, Assam.

Appendix – II

Manual for

Adjustment Inventory For College Students

AICS-ss

Prof. A. K. P. Sinha (Retd.)
Professor & Head
Department of Psychology
Pt. Ravi Shankar Shukla University
RAIPUR

Prof. R. P. Singh (Retd.)
Professor & Head
Department of Education
Patna University
PATNA



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Estd. 1971

☎ 0562-2464926

NATIONAL PSYCHOLOGICAL CORPORATION

BHARGAVA BHAWAN, 4/230, KACHERI GHAT, AGRA-282 004 (INDIA)

• Email-npc_agra@yahoo.com • website : www.npcindia.com

Appendix – III

REUSABLE BOOKLET

OF

AICS-SS

{English Version}

Prof. A. K. P. Sinha (Patna)

Prof. R. P. Singh (Patna)



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Estd. 1971

☎ (0562) 2464926

NATIONAL PSYCHOLOGICAL CORPORATION

4 / 230, KACHERI GHAT, AGRA - 282 004 (U.P.) INDIA

INSTRUCTIONS

- ☞ Do not open or turn any page of this booklet until you are asked to do so.
- ☞ Do not make any mark in this booklet and handle it with care. It is to be reused.
- ☞ You have this booklet in which some statements relating to your personality are given and your answers are to be marked on the separate answer sheet provided to you.
- ☞ You will find two cells against each statement on the answer sheet. Look from your side, left hand cell is indicating **Yes** response, while right hand cells is indicative of **No** response. Out of these two cells, you have to draw a circle around any one cell which is applicable to you. Keep in mind that no item is false or true. What is true concerning you, draw a circle around that only. If the answer of a question is **Yes** about you, draw a circle around on left hand cell and if it is **No** draw a circle on right hand cell .
- ☞ Your responses will be kept completely secret. So answer them without any hesitation.
- ☞ There is no time limit, but try it finish it as early as possible.

Sr. No.

STATEMENTS

- | | | |
|----|---|---|
| 1 | a | Have you ever strongly desired to go home ? |
| 2 | d | Do you often daydream ? |
| 3 | e | Do you feel that many of your friends have better educational background than in many subjects ? |
| 4 | b | Is it difficult for you to sleep sometimes even when there is no noise disturbing you ? |
| 5 | c | Do you avoid meeting your friends in a public place ? |
| 6 | a | Do you feel that true love and affection is lacking in your home ? |
| 7 | b | Do you feel quite tired by the end of the day ? |
| 8 | d | Do you feel difficulty sometimes ? |
| 9 | e | Are you often worried because of your poor memory ? |
| 10 | a | Has your home become full of problems for you, due to lack of money ? |
| 11 | d | Do you get discouraged easily ? |
| 12 | c | Are you of a shy nature ? |
| 13 | d | Do you get excited in debates ? |
| 14 | e | Are you more interested in the cinema actors than in the learned people ? |
| 15 | a | Have your parents interfered or objected to the company of some of your friends with whom you move around ? |
| 16 | b | Have you ever had a major operation ? |
| 17 | a | Does your father or mother get irritated soon ? |
| 18 | c | Do you generally ask the speaker some questions in a meeting ? |
| 19 | d | Do you believe that you are nervous ? |
| 20 | a | Do you often quarrel with your brothers and sisters ? |
| 21 | b | Do you often feel dizzy ? |

Sr. No.	STATEMENTS
22	d Does it displease you when something little is said against you?
23	e Do you forget easily what you have read ?
24	b Do your eyes get exerted when you see ?
25	c Have you ever organized any social function by yourself ?
26	d Are you unable to sleep because of some disturbed thoughts in your mind ?
27	a Do you feel that your parents are more strict with you than they should be ?
28	b Do you feel tired when you get up in the morning ?
29	d Do you worry over an insulting experience for a long time ?
30	e Do you worry over what your future job will be ?
31	d Are you afraid of telling your problems to your teacher ?
32	c Is it difficult for you to speak in public ?
33	d Do you cry easily over simple things ?
34	a Do you get contrary ideas of love and hate towards your family members ?
35	b Do you often have throat troubles ?
36	b Do you often complain about nausea feeling or vomiting feeling?
37	e Do you think that your teachers take side of the other students ?
38	a Has any one of your senior family members made you unhappy by passing comments on your appearance ?
39	c Do you feel loneliness even when you are among the people ?
40	d Do you feel gloomy when you get less marks in the examination?
41	e Do you feel that your friends get better results in the examination because they have better facilities ?
42	b Were you sick for a long time in your childhood ?

Sr. No.

STATEMENTS

- 43 | d | Do you dislike the kind of happiness that makes others happy ?
- 44 | e | Are you afraid of appearing for examinations ?
- 45 | a | Are you happy and satisfied with the presents atmosphere at home ?
- 46 | b | Do you sometimes get strong headache ?
- 47 | d | Do you fear that you might jump when you climb to a high place ?
- 48 | e | Is it difficult for you to grasp the subject-matter taught in the class ?
- 49 | a | Do you get very little help from home ?
- 50 | b | Are you often absent from college due to sickness ?
- 51 | c | Have you ever been unable to answer a question in class because of being afraid of speaking .
- 52 | d | Do you get angry easily ?
- 53 | e | Is it difficult for you to set your mind into studies ?
- 54 | a | Do you feel inferior because your friends home atmosphere is happier than yours ?
- 55 | c | Do you cross the road to avoid meeting a certain individual ?
- 56 | d | Are you unhappy because of inferiority feeling ?
- 57 | e | Is it difficult for you to write notes in the class ?
- 58 | a | Do you feel that your parents are of old ideas ?
- 59 | b | Are you sometimes affected with skin disease ?
- 60 | d | Do you worry about expected problems to come ?
- 61 | e | Do you know how to get ready for examination ?
- 62 | b | Are you always worried because of physical morbidity ?
- 63 | c | Do you make friends easily ?

Sr. No.	STATEMENTS
64 d	Do you feel perplexed that people on the road are looking at you only ?
65 e	Do you feel sleepy in class even after you have had enough of sleep during the night ?
66 a	Do you feel that you are a burden to your parents ?
67 b	Does your health always trouble you ?
68 d	Do you get much disturbed because of criticism ?
69 e	Do you think of leaving the college sometimes ?
70 a	Are you satisfied with the behaviour of your brothers and sisters ?
71 b	Does the idea of being infected with a contagious disease often terrify (frighten) you ?
72 c	Do you get confounded (or baffled) very much when a teacher comes to your home suddenly ?
73 e	Do you have any doubt on the value of things you read ?
74 c	Do you have difficulty starting up a conversation with a stranger?
75 d	Do you get bewildered easily ?
76 c	Do you like to take part in celebrating festivals or other entertainment programmes ?
77 c	Do you hesitate in coming into a room where some people are sitting and talking among themselves ?
78 d	Does your emotional (or sentimental) being rise or fall without any obvious cause ?
79 e	Is it difficult for you to express your ideas in writing ?
80 c	Do you often experience loneliness ?
81 d	Do you get frightened in the darkness when you are alone ?
82 e	Do you think that you get encouragement from your teacher ?
83 c	Are you careful in speaking something that hurts others ?
84 d	Does praise please you more than the work achievement ?
85 c	Do you disregard other sentiments to achieve any important goal (or object) ?

Sr. No.

STATEMENTS

- 86 | e | Do you think that your teacher have no interest in you ?
- 87 | d | Do people take advantage of you sometimes ?
- 88 | e | Does it worry you that your teachers think of you less than you really are ?
- 89 | c | Do you come forward and bring life into a dead party or function ?
- 90 | d | Does your mind sometimes wander or get confused so much that you forget the order of the work that you are doing ?
- 91 | c | Do you like to work in groups ?
- 92 | d | Do you get sometimes pleasing and sometimes sad thoughts one after the other without any reason ?
- 93 | e | Do you think that you have chosen subjects that are most appropriate for you ?
- 94 | e | Is it difficult for you to keep up with the progress in class ?
- 95 | d | Do you think that after you have finished studying, you will not get the kind of job you like ?
- 96 | d | Do you sometimes feel that you should not have been born ?
- 97 | c | Do you have many friends in college in whom you trust ?
- 98 | d | Do you sometimes do some things unknowingly ?
- 99 | d | Do you quarrel with your classmates over little things ?
- 100 | a | Do you have to be often out to have peace at home ?
- 101 | d | Doesn't it grieve you when a teacher praises any other student ?
- 102 | d | Are you often so much lost in thinking that you do not know what is happening around you ?

Appendix - IV



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A. K. P. Sinha (Raipur)
R. P. Singh (Patna)

ANSWER SHEET
of
AICS-SS
(Eng./Hindi Version)

Please fill up the following informations : Date

कृपया निम्न सूचनायें भरिए-

दिनांक

--	--	--	--	--	--	--	--

Name (नाम) _____

Father Name (पिता का नाम) _____

Age (आयु) _____

Sex (लिंग) : Male (पुरुष)

Female (स्त्री)

Father Occupation (पिता का व्यवसाय) _____

Education (शिक्षा) _____

Monthly Income (मासिक आय) _____

SCORING TABLE

(फलांकन तालिका)

Adjustment Area	a	b	c	d	e	Total	Interpretation
समायोजन क्षेत्र	क	ख	ग	घ	च	योग	विवेचना
Score							
प्राप्तांक							

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2 | Answer Sheet of AICS-ss

Check •											
Q.No.	Yes	No.	Q.No.	Yes	No.	Q.No.	Yes	No.	Q.No.	Yes	No.
प्र. सं.	हाँ	नहीं	प्र. सं.	हाँ	नहीं	प्र. सं.	हाँ	नहीं	प्र. सं.	हाँ	नहीं
1	<input type="checkbox"/>	<input type="checkbox"/>	26	<input type="checkbox"/>	<input type="checkbox"/>	51	<input type="checkbox"/>	<input type="checkbox"/>	77	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	27	<input type="checkbox"/>	<input type="checkbox"/>	52	<input type="checkbox"/>	<input type="checkbox"/>	78	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	28	<input type="checkbox"/>	<input type="checkbox"/>	53	<input type="checkbox"/>	<input type="checkbox"/>	79	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	29	<input type="checkbox"/>	<input type="checkbox"/>	54	<input type="checkbox"/>	<input type="checkbox"/>	80	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>	30	<input type="checkbox"/>	<input type="checkbox"/>	55	<input type="checkbox"/>	<input type="checkbox"/>	81	<input type="checkbox"/>	<input type="checkbox"/>
6	<input type="checkbox"/>	<input type="checkbox"/>	31	<input type="checkbox"/>	<input type="checkbox"/>	56	<input type="checkbox"/>	<input type="checkbox"/>	82	<input type="checkbox"/>	<input type="checkbox"/>
7	<input type="checkbox"/>	<input type="checkbox"/>	32	<input type="checkbox"/>	<input type="checkbox"/>	57	<input type="checkbox"/>	<input type="checkbox"/>	83	<input type="checkbox"/>	<input type="checkbox"/>
8	<input type="checkbox"/>	<input type="checkbox"/>	33	<input type="checkbox"/>	<input type="checkbox"/>	58	<input type="checkbox"/>	<input type="checkbox"/>	84	<input type="checkbox"/>	<input type="checkbox"/>
9	<input type="checkbox"/>	<input type="checkbox"/>	34	<input type="checkbox"/>	<input type="checkbox"/>	59	<input type="checkbox"/>	<input type="checkbox"/>	85	<input type="checkbox"/>	<input type="checkbox"/>
10	<input type="checkbox"/>	<input type="checkbox"/>	35	<input type="checkbox"/>	<input type="checkbox"/>	60	<input type="checkbox"/>	<input type="checkbox"/>	86	<input type="checkbox"/>	<input type="checkbox"/>
11	<input type="checkbox"/>	<input type="checkbox"/>	36	<input type="checkbox"/>	<input type="checkbox"/>	61	<input type="checkbox"/>	<input type="checkbox"/>	87	<input type="checkbox"/>	<input type="checkbox"/>
12	<input type="checkbox"/>	<input type="checkbox"/>	37	<input type="checkbox"/>	<input type="checkbox"/>	62	<input type="checkbox"/>	<input type="checkbox"/>	88	<input type="checkbox"/>	<input type="checkbox"/>
13	<input type="checkbox"/>	<input type="checkbox"/>	38	<input type="checkbox"/>	<input type="checkbox"/>	63	<input type="checkbox"/>	<input type="checkbox"/>	89	<input type="checkbox"/>	<input type="checkbox"/>
14	<input type="checkbox"/>	<input type="checkbox"/>	39	<input type="checkbox"/>	<input type="checkbox"/>	64	<input type="checkbox"/>	<input type="checkbox"/>	90	<input type="checkbox"/>	<input type="checkbox"/>
15	<input type="checkbox"/>	<input type="checkbox"/>	40	<input type="checkbox"/>	<input type="checkbox"/>	65	<input type="checkbox"/>	<input type="checkbox"/>	91	<input type="checkbox"/>	<input type="checkbox"/>
16	<input type="checkbox"/>	<input type="checkbox"/>	41	<input type="checkbox"/>	<input type="checkbox"/>	66	<input type="checkbox"/>	<input type="checkbox"/>	92	<input type="checkbox"/>	<input type="checkbox"/>
17	<input type="checkbox"/>	<input type="checkbox"/>	42	<input type="checkbox"/>	<input type="checkbox"/>	67	<input type="checkbox"/>	<input type="checkbox"/>	93	<input type="checkbox"/>	<input type="checkbox"/>
18	<input type="checkbox"/>	<input type="checkbox"/>	43	<input type="checkbox"/>	<input type="checkbox"/>	68	<input type="checkbox"/>	<input type="checkbox"/>	94	<input type="checkbox"/>	<input type="checkbox"/>
19	<input type="checkbox"/>	<input type="checkbox"/>	44	<input type="checkbox"/>	<input type="checkbox"/>	69	<input type="checkbox"/>	<input type="checkbox"/>	95	<input type="checkbox"/>	<input type="checkbox"/>
20	<input type="checkbox"/>	<input type="checkbox"/>	45	<input type="checkbox"/>	<input type="checkbox"/>	70	<input type="checkbox"/>	<input type="checkbox"/>	96	<input type="checkbox"/>	<input type="checkbox"/>
21	<input type="checkbox"/>	<input type="checkbox"/>	46	<input type="checkbox"/>	<input type="checkbox"/>	71	<input type="checkbox"/>	<input type="checkbox"/>	97	<input type="checkbox"/>	<input type="checkbox"/>
22	<input type="checkbox"/>	<input type="checkbox"/>	47	<input type="checkbox"/>	<input type="checkbox"/>	72	<input type="checkbox"/>	<input type="checkbox"/>	98	<input type="checkbox"/>	<input type="checkbox"/>
23	<input type="checkbox"/>	<input type="checkbox"/>	48	<input type="checkbox"/>	<input type="checkbox"/>	73	<input type="checkbox"/>	<input type="checkbox"/>	99	<input type="checkbox"/>	<input type="checkbox"/>
24	<input type="checkbox"/>	<input type="checkbox"/>	49	<input type="checkbox"/>	<input type="checkbox"/>	74	<input type="checkbox"/>	<input type="checkbox"/>	100	<input type="checkbox"/>	<input type="checkbox"/>
25	<input type="checkbox"/>	<input type="checkbox"/>	50	<input type="checkbox"/>	<input type="checkbox"/>	75	<input type="checkbox"/>	<input type="checkbox"/>	101	<input type="checkbox"/>	<input type="checkbox"/>
						76	<input type="checkbox"/>	<input type="checkbox"/>	102	<input type="checkbox"/>	<input type="checkbox"/>

Check •