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APPENDIX- A

LIST OF SAMPLE COLLEGES

SL. NO	NAME OF COLLEGES
1	Auxillium College
2	Bhergaon College
3	Dimakuchi College
4	Kalaguru Bishnu Rabha Degree College
5	Khoirabari College
6	Mazbat College
7	Paneri College
8	Rowta Degree College
9	Tangla College
10	Udalguri College

APPENDIX- B



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(Prof.) Dr. Madhu Gupta (Rohtak)
Ms. Dimple Mehtani (Rohtak)

Consumable Booklet
of

PSS-GMMD

(English Version)

Please fill in the following informations :

Date

Name _____ Father's Name _____

Date of Birth Gender : Male Female

Semester: _____ Stream : Arts Commerce Science Technical

College: _____ Place _____

Type of Institute : Govt. Aided Private Area : Urban Rural

INSTRUCTIONS

On the following pages 44 statements about your relationship with your parents and thinking about them have been given. For each statement, Five response alternative, viz., *Always, Often, Sometimes, Rarely* and *Never* have been given.

Please read each statement carefully and decide your answer on one of the alter response which represents your thinking in the best way and put a tick mark in the corresponding appropriate cell. Please do reply to all 44 statements.

Be rest assured, Your answers will be kept confidential.

Scoring Table

Sr. No.	Parenting Style	Raw Score	z-Score	Grade	Level of Parenting Style
I.	Democratic				
II.	Autocratic				
III.	Permissive				
IV.	Uninvolved				

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Sr. No.	STATEMENTS	Always	Often	Some-times	Rarely	Never	SCORE
1.	I am encouraged to talk about my problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
2.	I am expected to obey my parents without asking any question.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
3.	I am allowed to take decisions without any guidance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
4.	My parents enjoy listening to my routine without caring how and what it is ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
5.	I am praised when I do something good.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
6.	I am warned for not developing bad habits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
7.	My parents accept my behaviour whether it is good or bad.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
8.	My opinion is respected if it is logical.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
9.	I am commanded how I should spend my leisure time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
10.	My wishes and requests are fulfilled whether they are right or wrong.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
11.	My parents behave as if I do not exist there.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
12.	I am treated gently and with kindness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
13.	I'm afraid to go home with a failing mark.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
14.	My parents feel bad to refuse me for anything.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

Area	I				II				III				IV	
Item No.	1	5	8	12	2	6	9	13	4	7	10	14	3	11
Raw Score														
Total														


Sr. No.	STATEMENTS	Always	Often	Some-times	Rarely	Never	SCORE
15.	My parents do not care about my needs and requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	I am helped when I am teased by peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	I am expected to perform better than others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.	My parents do not enquire even if I return late to home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	My parents keep forgetting important things which are supposed to do for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.	I am appreciated when I do something independently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21.	I am punished without any justification.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.	I am given freedom to buy anything without permission.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23.	My parents are too busy to respond to my questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24.	I am expected to tell whenever I feel any rule as unfair.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25.	My parents yell at me when I misbehave.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26.	My parents cannot think of punishing me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27.	My parents hardly know about the grades I get.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28.	My parents like to spend free time with me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29.	My parents force me to obey the rules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30.	My parents find it difficult to discipline me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Area	I				II				III				IV			
Item No.	16	20	24	28	17	21	25	29	18	22	26	30	15	19	23	27
Raw Score																
Total																

Sr. No.	STATEMENTS	Always	Often	Some-times	Rarely	Never	SCORE
31.	I am not checked on whether I did my home work or not.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
32.	I am allowed to give suggestions in family decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
33.	I talk to my parents after judging their mood.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
34.	My parents allow me to set my own rules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
35.	My parents do not care about my friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
36.	My parents points out my mistakes in the manner that I understand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
37.	My parents enforce me to be systematic in my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
38.	My parents fulfil all my needs happily.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
39.	My parents are always busy and do not have idea about me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
40.	My parents discuss the merits and demerits of my learning topics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
41.	My parents make it clear to me that they are the boss.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
42.	I am allowed to do whatever I like.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
43.	I feel that I am ignored.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
44.	My parents take care of my likes and dislikes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

Area	I				II			III			IV			
Item No.	32	36	40	44	33	37	41	34	38	42	31	35	39	43
Raw Score														
Total														

APPENDIX- C

 Sunil Kumar Upadhyay (Kanpur) Alka Saxena (Kanpur)	Consumable Booklet of <h2 style="margin: 0;">SESS-US</h2> (English Version)
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Please fill in the following informations : *Date*

Name _____

Father's Name _____

Age **Sex : Male** **Female**

Semester: _____ **HS Percentage :** _____

College Name: _____

Name of previous educational institution: _____

INSTRUCTIONS

1. This scale will be used only for research purpose and it will be kept confidential. Every Student is supposed to read the booklet attentively and respond correctly.
2. Wheresoever two or more than two options are given, put a tick mark on the correct option.
3. Fill up the right answer in the space provided.
4. If the student find any difficulty make it clarified with the help of the invigilator.

Scoring Table

	Raw Score			Total	Socio-Economic Status
Page	2	3	4		
Score					
Total					

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Br.No.	STATEMENTS	Score
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A. Personal Information :

- Which category do you belong to :
 - (i) Open or Unreserved
 - (ii) Other backward class
 - (iii) SC/ST
- You are the domicile of :
 - (i) Urban
 - (ii) Semi Urban
 - (iii) Rural
 If your domicile is urban the duration of stay.

B. Family :

- The kind of family you belong to : (i) Joint (ii) Single
- Is your mother alive ? (i) Yes (ii) No
- Is your father alive ? (i) Yes (ii) No
- Do you have any brother/Sister ? (i) Yes (ii) No

C. Education :

- Is your mother educated ? (i) Yes (ii) No
 If yes, what is her higher state of education
- Is your father educated ? (i) Yes (ii) No
 If yes, what is his higher state of education
- Are your brothers and sisters getting education ?
 - (i) Yes (ii) No
 If yes, state their class of study.
 - (i) Class
 - (ii) Class
 - (iii) Class
- The school in which you study is :
 - (i) Private
 - (ii) Government or aided by Government
 - (iii) Convent/Public
- Medium of your education is : (i) Assamese (ii) English


Sr.No.	STATEMENTS	Score
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E. Others :

1. Do you reside at your own house ? (i) yes (ii) No
2. If you are residing at your own house. How many rooms are there ?
3. If you are residing at a rented house, what is its monthly rent ?
4. Do you have separate study room ? (i) Yes (ii) No
5. What does your family possess from the following ?
 - (i) Bicycle
 - (ii) Scooter or Motor Cycle
 - (iii) Jeep or Car
6. How many servants/maids do you have in your house hold ?
7. Where do your family members usually go to avail medical help ?
 - (i) Private Doctor
 - (ii) Government Hospital
 - (iii) Any Doctor available in near by approach
8. Does any of your family member take part in social, cultural activities ? (i) Yes (ii) No
9. Does any one of your family is a member of Social or Political organization ? (i) Yes (ii) No
10. What do you possess in your house from the following :
 - (i) Computer (ii) Refrigerator
 - (iii) Washing Machine (iv) Generator
 - (v) Telephone (vi) Mobile
 - (vii) Television
11. Do you get pocket money ? (i) Yes (ii) No
 If yes, how much monthly ?

Total Score Page 4

APPENDIX- D

 <small>T. M. Regd. No. 564838 Copyright Regd. No. © A-73259/2005 Dt. 13.5.05</small>	Consumable Booklet of PSS-GMMD (Assamese Version)
(Prof.) Dr. Madhu Gupta (Rohtak) Ms. Dimple Mehtani (Rohtak)	

Please fill in the following informations : **Date**

Name _____ **Father's Name** _____

Date of Birth **Gender :** Male Female

Semester: _____ **Stream:** Arts Commerce Science Technical

College: _____ **Place** _____

Type of Institute : Govt. Aided Private **Area :** Urban Rural

INSTRUCTIONS

On the following pages 44 statements about your relationship with your parents and thinking about them have been given. For each statement, Five response alternative, viz., *Always, Often, Sometimes, Rarely* and *Never* have been given.

Please read each statement carefully and decide your answer on one of the alter response which represents your thinking in the best way and put a tick mark in the corresponding appropriate cell. Please do reply to all 44 statements.

Be rest assured, Your answers will be kept confidential.

Scoring Table

Sr. No.	Parenting Style	Raw Score	z-Score	Grade	Level of Parenting Style
I.	Democratic				
II.	Autocratic				
III.	Permissive				
IV.	Uninvolved				

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ক্রমিক নং	তথ্য	সদায়	প্রায়	মাজে সময়ে	কেতিয়াবা	নহয়	নম্বৰ
31.	মই মোৰ গৃহ কাৰ্য সম্পূৰ্ণ কৰিলো নে নাই সেয়া কেতিয়াও নিৰীক্ষা নকৰে।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32.	পৰিয়ালৰ সিদ্ধান্ত লোৱাৰ ক্ষেত্ৰত মোক পৰামৰ্শ দিবলৈ অনুমতি দিয়া হয়।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33.	মই পিতৃ মাতৃৰ মেজাজ চালি-জাৰি চাইহে কথা পাতে।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34.	পিতৃ মাতৃয়ে মোক মোৰ নিজা নীতি-নিয়ম সমূহ নিৰ্ধাৰণ কৰাৰ ক্ষেত্ৰত অনুমতি দিয়ে।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35.	মোৰ পিতৃ মাতৃয়ে মোৰ বন্ধু সকলক জ্ঞেপ নকৰে।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36.	মোৰ পিতৃ মাতৃয়ে মোৰ দোষ বোৰ আঙুলিয়াই দিয়ে যাতে মই সেইবোৰ বুজি পাওঁ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37.	মোৰ পিতৃ মাতৃয়ে মোক মোৰ কামবোৰত প্ৰণালীবদ্ধ হোৱাৰ বাবে জোৰ কৰে।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38.	মোৰ পিতৃ মাতৃয়ে মোৰ সকলো প্ৰয়োজন আনন্দৰে পূৰণ কৰে।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39.	মোৰ পিতৃ মাতৃয়ে সকলো সময়তে ব্যস্ত হৈ থাকে আৰু তেওঁলোকৰ মোৰ প্ৰতি ধাৰণা নাই।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40.	মোৰ পিতৃ মাতৃয়ে মই শিকা বিষয় সমূহৰ দোষ আৰু গুণ সম্বন্ধে আলোচনা কৰে।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41.	মোৰ পিতৃ মাতৃয়ে মোক এইটো স্পষ্ট কৰি দিছে যে তেওঁলোকেই মোৰ সৰ্বেসৰ্ব।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42.	মই যি ইচ্ছা কৰো সেয়া কৰাৰ বাবে মই অনুমতি লাভ কৰোঁ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43.	মই অৱহেলিত বুলি অনুভৱ কৰোঁ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44.	মোৰ পিতৃ মাতৃয়ে মোৰ ভালপোৱা আৰু বেয়া-পোৱাৰ প্ৰতি গুৰুত্ব দিয়ে।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Area	I				II			III			IV			
Item No.	32	36	40	44	33	37	41	34	38	42	31	35	39	43
Raw Score														
Total														

ক. ব্যক্তিগত সংবাদঃ

1. কোনটো শ্ৰেণীৰ তুমি অন্তৰ্ভুক্তঃ

ক) মুকলি বা অসংৰক্ষিত খ) অন্যান্য পিছপৰা শ্ৰেণী গ) অনুসূচিত জাতি / জনজাতি

2. তুমি ক'ৰ বাসিন্দা :

ক) চহৰ খ) অৰ্ধ চহৰ গ) গাঁও যদি তুমি চহৰৰ বাসিন্দা, কিমান সময়ৰ পৰা তুমি চহৰৰ বাসিন্দা

খ) পৰিয়াল :

1. তোমাৰ পৰিয়ালৰ প্ৰকৃতি ক) যুগ্ম খ) একক 2. তোমাৰ মাতৃ জীৱিত নে? ক) হয় খ) নহয় 3. তোমাৰ পিতৃ জীৱিত নে? ক) হয় খ) নহয় 4. তোমাৰ ভাতৃ - ভগ্নী আছেনে? ক) হয় খ) নহয়

গ) শিক্ষাঃ

1. তোমাৰ মাতৃ শিক্ষিত নে? ক) হয় খ) নহয় যদি হয় তেখেতৰ সৰ্বোচ্চ শৈক্ষিক স্তৰ কি? 2. তোমাৰ পিতৃ শিক্ষিত নে? ক) হয় খ) নহয় যদি হয় তেখেতৰ সৰ্বোচ্চ শৈক্ষিক স্তৰ কি? 3. তোমাৰ ভাতৃ-ভগ্নী সকলে পঢ়ি আছে নে? ক) হয় খ) নহয় যদি পঢ়ি আছে, কি শ্ৰেণীত পঢ়ি আছে? ক) শ্ৰেণী খ) শ্ৰেণী গ) শ্ৰেণী

4. তুমি পঢ়া বিদ্যালয়খন

ক) ব্যক্তিগত খ) চৰকাৰী বা চৰকাৰৰ দ্বাৰা অনুদান প্ৰাপ্ত ঘ) কনভেণ্ট / ৰাজহুৱা 5. তোমাৰ শিক্ষাৰ মাধ্যম ক) অসমীয়া খ) ইংৰাজী সৰ্বমুঠ নম্বৰ পৃষ্ঠা নং 2.

ক্রমিক সংখ্যা	তথ্য	নম্বৰ
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6. তোমাৰ আটাইবোৰ নিৰ্ধাৰিত পাঠ্যপুথি আছে নে? ক) হয় খ) নহয়
7. তোমাৰ শ্ৰেণীৰ নিৰ্দ্ধাৰিত পাঠ্যপুথিৰ বাহিৰেও অন্য কিতাপ আছে নে? ক) হয় খ) নহয়
8. তুমি টিউচন বা কোচিং কৰা নে? ক) হয় খ) নহয়
9. তুমি সদায় বাতৰি কাকত পঢ়ানে? ক) হয় খ) নহয়
10. তুমি তোমাৰ ঘৰৰ বাবে সাহিত্যিক, সাংস্কৃতিক, ধৰ্মীয় কিতাপ / আলোচনী কিনা নে? ক) হয় খ) নহয়

ঘ) আয়:

1. তোমাৰ পৰিয়ালৰ আয়ৰ উপায় সমূহ কি কি? (উদাহৰণ - চাকৰি, ব্যক্তিগত ব্যৱসায়, কৃষি, টিউচন, শ্ৰম আদি)

ক) খ) গ)

2. তোমাৰ পিতৃৰ জীৱন নিৰ্বাহৰ উৎস কি?

বৃত্তি পদবী মাহিলী দৰমহা

যদি তেওঁ খেতি কৰে, তেতিয়া হলে তেওঁৰ কিমান বিঘা মাটি আছে?

যদি তেওঁ ব্যক্তিগত ব্যৱসায় কৰে, তেতিয়া হলে তেওঁৰ অধীনত

কিমান জন কৰ্মচাৰীয়ে কাম কৰে?

3. তোমাৰ মাতৃৰ জীৱন নিৰ্বাহৰ উৎস কি?

বৃত্তি পদবী মাহিলী দৰমহা

যদি তেখেতে কৃষিকৰ্মৰ লগত জড়িত, তেতিয়া হলে তেখেতৰ কিমান বিঘা মাটি আছে?

যদি তেখেতে ব্যক্তিগত ব্যৱসায় কৰে, তেতিয়া হলে তেখেতৰ অধীনত

কিমানজন কৰ্মচাৰীয়ে কাম কৰে।

4. তোমাৰ পৰিয়ালৰ সৰ্বমুঠ মাহিলী আয় কিমান?

সৰ্বমুঠ নম্বৰ পৃষ্ঠা নং 3.

ক্রমিক সংখ্যা	তথ্য	নম্বৰ
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ঙ) অন্যান্য :

- তুমি তোমাৰ নিজৰ ঘৰতেই থাকানে? ক) হয় খ) নহয়
- যদি তুমি তোমাৰ ঘৰত থকা, তেতিয়া হলে তাত কিমানটা কোঠা আছে?
- যদি তুমি ভাড়া ঘৰত থকা, তেতিয়া হলে তাৰ মাহিলী ভাড়া কিমান?
- তোমাৰ বাবে পৃথক পঢ়াৰ কোঠালী আছেনে? ক) হয় খ) নহয়
- তোমাৰ পৰিয়ালত তলত উল্লেখ কৰা বোৰৰ ভিতৰত কোন বোৰ আছে?
 - ক) চাইকেল
 - খ) স্কুটাৰ বা মটৰ চাইকেল
 - গ) গাড়ী
- তোমাৰ ঘৰত কেইজন বনকৰা মানুহ আছে?
- চিকিৎসাৰ বাবে তোমাৰ পৰিয়ালে সাধাৰণতে ক'লে যায়?
 - ক) ব্যক্তিগত চিকিৎসক
 - খ) চৰকাৰী চিকিৎশালৈ
 - গ) তাৎক্ষণিক ভাৱে যিজন চিকিৎসক উপলব্ধ থাকে
- তোমাৰ পৰিয়ালৰ কোনোবা সদস্যই সামাজিক / সাংস্কৃতিক কাৰ্যসূচীত অংশগ্ৰহণ কৰেনে?
 - ক) হয় খ) নহয়
- তোমাৰ পৰিয়ালৰ কোনোবা সদস্য সামাজিক নাই বা বাজনৈতিক অনুষ্ঠানৰ লগত জড়িত নে?
 - ক) হয় খ) নহয়
- তলত দিয়া সামগ্ৰী সমূহৰ ভিতৰত তোমাৰ ঘৰত কোনবোৰ আছে?
 - ক) কম্পিউটাৰ খ) ৰেফ্ৰিজাৰেটৰ
 - গ) ৱাচিং মেচিন ঘ) জেনেৰেটৰ
 - ঙ) টেলিফোন চ) ম'বাইল
 - ছ) টেলিভিছন
- তুমি হাত খৰচ পোৱানে? ক) হয় খ) নহয়
 - যদি পোৱা মাহিলী কিমান পোৱা?

সৰ্বমুঠ নম্বৰ পৃষ্ঠা নং ৩.



ICSSR SPONSORED NATIONAL SEMINAR

ON

National Education Policy 2020: Challenges and Opportunities in Higher Education

Date: 18th & 19th November, 2022

Organised by

Department of Education

Dimoria College, Khetri, Kamrup (Metro)

In collaboration with

Internal Quality Assurance Cell (IQAC), Dimoria College, Khetri, Kamrup (Metro)

CERTIFICATE OF PARTICIPATION

This is to certify that Prof./Dr./Mr./Ms. ANSUMHI BASUMATARY
of BODOLAND UNIVERSITY College/University Participated/
Presented a paper entitled Impact of parenting in determining the Academic
Achievement of students in Higher Education in the ICSSR sponsored National
Seminar held on 18th & 19th November, 2022, Organised by Department of Education in collaboration with
Internal Quality Assurance Cell (IQAC) Dimoria College, Khetri, Kamrup (Metro), Assam-782403.


Dr. Biman Kr. Bhatta
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Department of Economics,
in collaboration with
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Certificate

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Mr./Ms./Dr./Prof.....*Ansumusi Basumatary*.....
of.....*Bodoland University*.....

delivered a lecture/presented a paper

on.....*a study on Relationship between Parents' Socio-Economic status and*.....
.....*academic achievement of Higher Secondary Students*...../participated

in the National Seminar on "Socio-Economic Issues and Regional Development"

held on 12th Feb,2022.

(Dr. Banabina Brahma)
Principal
Kokrajhar Govt.College

12/02/22

(Dr. Kamal Bodosa)
Co-ordinator
Associate Prof. & Head,Economics
Kokrajhar Govt.College

(Mr. P.V.Narzary)
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A STUDY ON THE PERFORMANCE OF HSLC EXAMINATION IN THE DISTRICTS OF BTR

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Abstract

Education is now regarded as a birthright for every citizen and not just a privilege. The primary tool for producing human resources that can lead to the development of a society founded on social justice and equality is education. It is a useful tool for raising people's status and quality of life. A nation's educational system has a crucial role in determining its progress in social, economic, political, technological, and cultural domains. In light of this, one of our educational institutions' only responsibilities is to fully encourage academic accomplishment and greatness. Secondary education fosters social skills and broadens one's knowledge base. At this educational stage, a child might start preparing for life in the future. Examinations have been noted as a crucial instrument for assessing student performance in the teaching and learning process within a formal educational system or defined course of study. The class X board examination, which is administered by the Board of Secondary Education, Assam (SEBA), have an impact on the students' decisions on their future courses of higher education. Students must adequately prepare for the examination because their success in the HSLC examination will have an impact on their future higher education path. The present study is undertaken to study the performance of Districts in BTR in HSLC examination. The study is based on Secondary data collected from different sources like results gazette of HSLC examination by SEBA, books and journals. The findings of the study reveal that the performance of Districts in BTR in HSLC examination is not satisfactory compared to the state level Performance.

A Study on the Performance of HSLC Examination in the Districts of BTR

Introduction

Human existence is an ongoing process of education. It commences at birth and finishes at death. Education entails gaining information and experience, growing in one's abilities, emotions, attitude, and personality, as well as changing how people behave. It aids in a person's ability to adapt to various social circumstances and lead a worthy life. A person's education encompasses all of their experiences in the home, classroom, and, most importantly, in society. The entire range of human development encompasses mental, physical, ethical, social, intellectual, and spiritual domains. Education is now regarded as a birthright for every citizen and not just a privilege. The primary tool for producing human resources that can lead to the development of a society founded on social justice and equality is education. It is a useful tool for raising people's status and quality of life. A nation's educational system has a crucial role in determining its progress in social, economic, political, technological, and cultural domains. In light of this, one of our educational institutions' only responsibilities is to fully encourage

academic accomplishment and greatness. Eliminating illiteracy has been one of the government's top priorities ever since independence. In the sense that knowledge can be acquired by anyone at any time in life till death, education is both a dynamic and never-ending process of human life. According to Mahatma Gandhi, 'Education is an all-round drawing out of the best in child and man- body, mind and spirit.' According to Pestalozzi, education refers to the natural, harmonious and progressive development of man's innate powers. John Dewey considers education as 'the development of all the capacities in the individual, which will enable him, to control his environment and fulfil his possibilities.' (Das, Goswami & Sarmah; *Principles and Theories of Education*)

Quality is required in all facets of life in the current world. The secret to personal growth and advancement is, in fact, each person's ability to execute well on their assigned job. Academic attainment has emerged as a critical issue for educational policy makers across the board. Like in all other fields, the qualitative advancement of education has emerged as a crucial topic of discussion, with a focus on the implementation of high-quality extracurricular and curricular activities that cater to the interests, needs, and timing of the students. In the modern era, competition is tough. The academic achievements of students determine their future. Based on their performance, students are classified as smart, good, or slow. As a matter of fact, academic success is thought to be one of the fundamental indicators of a person's full potential.

Secondary education fosters social skills and broadens one's knowledge base. At this educational stage, a child might start preparing for life in the future. Students are currently in their adolescent years. The adolescent stage of life is characterised by "storm and stress," according to Stanley Hall. For every child to have a positive outlook on life, proper guidance from educators and parents is crucial. Thus, parents, teachers and educational institutions should be more involved in their education to see more academic success as well as increased productivity and social responsibility. Academic achievement or success is the ability of a student to fulfil either short- or long-term learning objectives. It is an indicator of academic accomplishment. The hierarchy of the formal educational system is determined by the student's academic performance. Based on the academic achievements of their students, the schools strive for the highest levels of success. Thus, a student's academic success represents the school as a whole as well as the student's accomplishment of educational goals. It serves as the primary foundation for getting into classes, getting promoted to higher ones, earning degrees, and finding employment.

Objectives of the study

1. To study the HSLC examination result of Assam from 2020 to 2024.
2. To examine the performance of Districts of BTR in HSLC examination from 2020 to 2024.

Significance of the study

Academic success is regarded as an essential aspect of a child's development. It's possible that kids who don't succeed academically from at least the high school level will have poor success and setbacks. Students who do not have a high school graduation confront numerous difficulties, such as increased unemployment, decreased job satisfaction, and lower income. Therefore, for many students, the high school years are critical. They have to be aware that their future lives will be impacted by their performance in school and at higher education levels. As the foundation of secondary education, elementary education serves as the cornerstone of the educational system, while secondary education serves as the foundation for higher education. The bridge that connects elementary and higher education is secondary education. Secondary education is crucial because it provides access to professional,

vocational and technical programmes as well as general higher education. The secondary school stage of education establishes the future course of study. Examinations have been noted as a crucial instrument for assessing student performance in the teaching and learning process within a formal educational system or defined course of study. Assessing the knowledge that students have learned during the course of their education is one of the main goals of examinations. Therefore, the results of the class X board examination, which is administered by the Board of Secondary Education, Assam (SEBA), have an impact on the students' decisions on their future courses of higher education. After completing ten years of formal education at the primary and secondary levels, students must appear in the HSLC examination, which is the first public exam administered by the Board of Secondary Education, Assam. Students must adequately prepare for the examination because their success in the HSLC examination will have an impact on their future higher education path. It has been observed that the performance of students in HSLC examination in the Districts of BTR has been unsatisfactory during the last few years when compared to other districts in Assam. The current study is focused on comparing the performance of Districts of BTR in HSLC examination. Also it has been observed by the investigator that so far no research has been carried out to study the performance of HSLC examination in BTR. As a result, conducting the current investigation is essential. It is anticipated that the study's conclusions will contribute to improving the performance of HSLC results in BTR Districts.

Review of Related Literature

Agauddin (2023) conducted a study on the higher education system in the Udalguri District and discovered that students rarely receive individual attention from teachers in the classroom, which leads to apathy and frequent absences from class. The majority of these students' guardians are daily wage earners or cultivators, so the students from these families are not provided with adequate resources to continue their education.

Boro (2021) investigated the academic performance of tribal students using the family environment and school adjustment as predictors. It was found that there was a positive correlation between the academic performance of Bodo and Rabha High School students and the family environment and school adjustment. Family environment and school adjustment are strong predictors of academic achievement because they fit the data well.

Basumatary (2015) conducted a thorough investigation into the educational status of schools in the BTAD Districts. The results show how effectively schools in the BTAD performed in HSLC examination. It was found that Chirang district performs the lowest, and Baksa district performs the best during the investigation period. In comparison with other districts in Assam, the overall performance in the BTAD is appalling.

Devi (2015) completed a study regarding the students' performance on the Class X board examination in Bongaigaon District. Findings revealed that the majority of students (46.67 percent) in the Bongaigaon district performed at an average level on the class-X board examination during the research period. This performance was far below the state's average rate of success.

Devi (2020) undertook research on the academic performance of secondary school students in Udalguri District. Overall, the secondary school students in the Udalguri district have achieved an average level of academic success, according to the study's mean value of the students. The standard deviation score indicates a high degree of mark variation among the students.

Chutia (2013) conducted research on the impact of gender on academic achievement in the CBSE 10th class examination. It was reveal that for the reference years 2008, 2009, and 2010, both individually and collectively, it has been found that the pass percentage for girls is higher than that of boys. In addition, both boys and girls have positive perceptions of their study habits, honesty, attitude, motivation, and adjustment, and they believe that these aspects have an impact on their academic success.

Method of the Study

The study is descriptive and analytical in nature which is entirely based on secondary data. The secondary information is collected from different sources like results gazette of HSLC examination by SEBA, books, journals, reports of various government organisations and relevant websites. A simple statistical tool like percentage method is used after processing the data for the purpose of analysis.

Findings and Discussions

The findings of the present study are discussed below:

Objective 1: To study the HSLC examination result of Assam from 2020 to 2024.

The performance of Assam in HSLC examination from 2020 to 2024 are shown below in Table-1.1

Table-1.1

Year	Candidates Appeared	Candidates Passed in Division			Total no. of Pass candidates	Overall Pass Percentage
		1 st	2 nd	3 rd		
2020	3,42,224	48,278	77,850	95,628	2,21,756	64.8%
2021	4,26,553	88,521	1,60,298	1,48,313	3,97,132	93.1%
2022	4,05,582	65,176	99,854	64,101	2,29,131	56.4%
2023	4,15,323	94,912	1,48,573	58,394	3,01,879	72.6%
2024	4,19,078	1,05,873	1,50,745	60,624	3,17,242	75.7%

(Source- SEBA Result booklet from 2020 to 2024)

Discussion:It is reveal from table 1.1 that, in the year 2020 total 3,42,224 candidates appeared the HSLC examination out of which 2,21,756 candidates passed, yielding a pass percentage of 64.8% in Assam. In 2021 the candidates appearing for the examination was 4,26,553 and 3,97,132 candidates cleared the examination and the state pass percentage was 93.1%. In the year 2022 and 2023 total 4,05,582 candidates and 4,15,323 appeared for the examination out of which 2,29,131 candidates and 3,01,879 candidates passed the examination respectively. In 2022 and 2023 the state pass percentages were 56.4% and 72.6% respectively. Again in the year 2024 a total number of 4,19,078 candidates appeared the HSLC examination out of which 3,17,242 candidates cleared the examination, with a state pass percentage of 75.7%. In the last five years the performance of Assam in HSLC examination is showing

gradual progress from the year 2020 to 2024. From 2020 to 2024 the state recorded the highest pass percentage in the year 2021 i.e. 93.1% and the lowest in the year 2022 i.e. 56.4%.

Objective 2: To examine the performance of Districts of BTR in HSLC examination from 2020 to 2024.

Data showing the comparison of HSLC examination results of Baksa, Chirang, Kokrajhar and Udalguri from 2020 to 2024 in Table-1.2

Table-1.2

District	Year	Total Appeared	Total Passed	Overall Pass Percentage
Baksa	2020	11489	8010	69.72%
	2021	14626	14466	98.91%
	2022	13123	8739	66.59%
	2023	13256	11160	84.19%
	2024	13189	11468	86.9%
Average				81.26%
Chirang	2020	5050	3262	64.59%
	2021	8190	7998	97.66%
	2022	8360	2865	34.27%
	2023	5502	4879	88.68%
	2024	6249	5705	91.2%
Average				75.28%
Kokrajhar	2020	11799	6997	59.30%
	2021	16823	15551	92.44%
	2022	14540	6892	47.40%
	2023	15689	10417	66.40%
	2024	15512	10355	66.7%
Average				66.45%
	2020	8748	5067	57.92%

Udalguri	2021	12748	12015	94.25%
	2022	11058	5142	46.50%
	2023	11091	7250	65.37%
	2024	10908	6650	60.9%
Average				64.99%

(Source- SEBA Result booklet from 2020 to 2024)

Discussion: From table 1.2 a clear picture of the performance of four Districts of BTR can be seen from the year 2020 to 2024. It is revealed that the average pass percentage of Baksa District is 81.26% which is highest in last five years compared to other Districts of BTR. Chirang is in the second position with average pass percentage of 75.28%. Kokrajhar and Udalguri showed average pass percentage of 66.45% and 64.99% respectively. Among all the Districts of BTR Baska has shown the best performance during the period 2020 to 2024. In the year 2024 Chirang gave the best performance in HSLC examination with pass percentage 91.2% followed by Baska with pass percentage 86.9%. Kokrajhar and Udalguri gave average performance with 66.7% and 60.9% respectively. Among all the Districts of Assam, Chirang gave the best performance and Udalguri gave the poorest performance and had the lowest pass percentage compared to all the other Districts of Assam in the year 2024. However, overall comparison with other Districts of Assam, the performance of BTR is very low.

Findings of the Study

From the above discussions the following findings can be summarised and concluded:

- The performance and progress of Assam in the HSLC examination during the period 2020 to 2024 is satisfactory. In the year 2024 the overall pass percentage of the state is 75.7%.
- Assam recorded the highest pass percentage of 93.1% in the year 2021 and lowest in the year 2022 yielding a pass percentage of 56.4% during the period 2020 to 2024.
- During the period of 2020 to 2024 Baksa showed the best performance in BTR followed by Chirang with Kokrajhar and Udalguri giving the average performances.
- In the year 2024 Baksa recorded the highest pass percentage in Assam while Udalguri came last compared to other Districts of Assam.
- The overall performance in HSLC examination in the Districts of BTR is not satisfactory compared to other Districts of Assam.

Suggestions and Conclusion

Keeping in view the findings of the present study, following suggestions are put forward with a hope that the educational administrators, teachers and parents could help their children for showing better performance in HSLC examination –

- The education departments need to make an effort to improve the standard of instruction in the schools of BTR and use a balanced approach when working with high school students.

- Teachers need to understand how to make the teaching-learning process more engaging, productive, and successful for students to achieve well.
- Teachers and school administrators should give average and low achiever students extra attention by scheduling extra classes for them and offering coaching and counselling to enhance their performance in examination.
- Healthy and conducive home environment is crucial for children's education. In this regard, parents need to ensure the mental and physical wellbeing of their children at secondary stage. For the purpose of guiding their children at home, parents should be prepared to speak with the school administration about the monthly progress report whenever necessary.
- The school administration can set up regular meetings between parents and teachers to support the academic growth of their students.
- Parents need to foster an environment where their adolescent children feel comfortable sharing their feelings and struggles with them.
- Co-curricular activities should be encouraged in addition to regular classes and study by both parents and teachers.

Conclusion

Future resources for a country are its students. It is their responsibility to lead a country towards progress. Thus, it is critical for students to focus on both their whole personality development and their academic performance. The secondary school students are at the adolescent stage of life. Therefore, it is important to ensure that secondary school students' potential is properly developed. Academic success is crucial to the process of learning and to education in general. The accomplishments of students in a set curriculum or course of study are directly related to their academic progress as a result of the teaching and learning process. Academic achievement is the strongest linkage of the positive outcomes of human beings. The attainment of academic excellence can ensure a prosperous future and success in life. Secondary school academic performance needs to be good because this is the time in life when students are directed towards the proper route. The HSLC examination is an essential factor that can significantly impact students' academic performance and determine their future goals. The current study has shown that secondary students in BTR do not perform satisfactorily on the HSLC examination, and efforts should be made to improve performance in the BTR districts.

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PARENTS' SOCIO-ECONOMIC STATUS AND ITS RELATION TO ACADEMIC ACHIEVEMENT

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Abstract

Educational development is necessary for the development of a nation. Academic achievement is an important dimension in measuring educational development. Hence, Academic Achievement occupies a significant place in education. Academic achievement of students is determined by various factors like parents' socio-economic status, parents' education, parenting styles, amount of time parents' spend with children, presence of trained teacher and effects of peer relationships etc. Socio-economic status is one of the factors in determining academic achievement of students. The researcher undertook the present study to find out Parents' Socio-economic status and Academic Achievement of students. This study sought to observe the relationship between Parents' Socio-economic status and Academic Achievement of students. A sample of 220 students was selected from colleges of Udalguri District (Assam) through Stratified Random Sampling Technique. Descriptive survey method was used to collect the data. A scale developed by Sunil Kumar Upadhyay and Alka Saxena on Socio-economic status and percentage of marks obtained by the students in Higher Secondary Final Examination 2020 was used for collecting data. Pearson's coefficient of correlation method and t-test was computed, to find out the relationship between Parents' Socio-Economic Status and Academic Achievement of students. The findings of the study showed that a positive and significant relationship exist between Parents' Socio-economic status and Academic Achievement of students.

Keywords- *Socio-economic status, Academic Achievement.*

INTRODUCTION

The fundamental purpose of education is to foster and promote the fullest individual self realization for all people. Today's world is becoming very much competitive and challenging. The key factor for personal progress is quality of performance in school or colleges. Every parent hopes the best performance of their children. In fact, the whole system of education revolves round the academic performance of the students. Education development is measured by different dimensions Academic Achievement is one of them. At present to measure one's potentialities and capabilities academic achievement is considered as the main criterion. Hence, Academic Achievement occupies a significant place in education. Crow and Crow (1969) defined Academic Achievement "as the extent to which a learner is profiting from instructions in a given area of learning i.e. achievement is reflected by the extent to which skill and knowledge has been imparted to him/her".

Socio-economic status is another significant aspect in determining the academic achievement. The social position or division of an individual or group is called socio-economic status. It refers to individuals or families' economic and social position based on the combination of education, income and occupation. Due to advancement of science and technology and educational progress low economic status of a family



seems to badly affect academic performance of the students. Several researches have shown that students from lower socio-economic status have lower academic achievement as compared to students of higher socio-economic status. Socio-economic status opens the ways for the progress of an individual. Individual's intelligence, attitudes, aptitudes, and even interests are formed based on socio-economic background. Therefore, the purpose of the present paper is to study the Parents' Socio-economic status in relation to Academic Achievement of students.

REVIEWS OF RELATED LITERATURE:

Islam and Khan (2017), "Impact of Socio-economic Status on Academic Achievement among the Senior Secondary School Students". The study reveals that there exists moderately low positive correlation between Socio-economic Status and Academic Achievement of Senior Secondary School students. Further the study showed that no difference exist between male and female Senior Secondary School students in Academic Achievement.

Baruah (2016), "Socio-Economic Status in Relation to Academic Achievement and Occupational Aspiration of Tiwa Students- A Study". The study found that 50% of the Tiwa students have average academic achievement. Again it was found that in HSLC Examination 28.67% students have low and 21.33% students have high academic achievement. The relationship between Socio-economic status and Academic Achievement is found to be positive.

Rather and Sharma (2015), "Impact of socioeconomic status on the academic grades of secondary level students". A close relationship was found to exist between socio economic status and academic grades of students. The male students were found to perform better and also got better academic grades compared to female students. The findings also revealed no significant difference in terms of the achievement of grades between the urban and rural secondary school students in their term end examinations.

Solanke and Narayanaswamy (2015), "Influence of Socio-economic Status on Academic Achievement of Secondary School Students of Bangalore Urban and Rural District". The findings of the study found that a positive relationship exists between academic achievement of Secondary School students and socio-economic status of parents and there is difference in the academic achievement of students belonging to different socio-economic status.

Showkeen and Rehman (2014), "A Study of Academic Performance in Science Stream in Relation to Socio-economic Status at Senior Secondary School Level". The correlation analysis of the results revealed that theselected independent variable i:e socio economic status hadrelationship with academic performance in science stream at senior secondary school level.

Ahmar and Anwar (2013), "Socio Economic Status and its Relation to Academic Achievement of Higher Secondary School Students". The findings revealed that academic achievement is not influence by gender in science at higher secondary school level. The result also showed the difference in academic performance between students of high and low socio-economic status groups. It is revealed from the study that the socio-economic status influenced the academic achievement and students who belonged to high socio-economic status showed better performance academically.

Taj, Haseen, Bhargava, & Mahuh (1999), "Social-Psychological Correlates of Academic Performance". The finding of the study shows that when the academic performance of male and female students was compared they did not differ significantly. The study shows that gender does not influence academic performance.

OBJECTIVES OF THE STUDY

1. To know the level of students socio-economic status.



2. To know the academic achievement of students.
3. To study the relationship between parents' socio-economic status and academic achievement of students.
4. To study the difference between academic achievement of male and female students.

HYPOTHESES OF THE STUDY

HO₁-There exist no significant relationship between parents' socio-economic status and academic achievement of students.

HO₂-There exist no significant differences between the academic achievement of male and female students.

RESEARCH METHOD

The present paper follows the Descriptive Survey Method. In the present study, there are one dependent variable viz. academic achievement and one independent variable viz. socio-economic status. According to these variables data was collected through both **Primary and Secondary sources**.

The primary data were collected from the students by administering a scale developed by Sunil Kumar Upadhyay and Alka Saxena and academic achievement was taken from the percentage of marks obtained by the students in Higher Secondary Final Examination in the year 2020.

The Secondary sources were consulted from journals, online published articles, books, Ph.D. Theses, M.Phil. Dissertations, newspapers, magazines, census reports, Government reports and from different educational websites.

Sample of the study

For the present study 220 students was selected as sample that appeared Higher Secondary final examination in the year, 2020 from Colleges of Udalguri District through Stratified Random Sampling Technique.

Research Tool Used

A scale developed by Sunil Kumar Upadhyay and Alka Saxena on Socio-economic status was administered and academic achievement was taken from the percentage of marks obtained by the students in Higher Secondary Final Examination in the year 2020.

Statistical Techniques Used

Keeping in view the objectives of the study, raw scores were calculated to find out the range for considering the category of socio-economic status. Pearson's coefficient of correlation method was computed to study the relationship between students' academic achievement and socio-economic status. Again, to examine the difference between academic achievement of male and female students t-test was applied.

FINDINGS AND DISCUSSIONS

In order to present the result systematically the collected data was tabulated and analyzed in the light of the objectives framed. The findings are based on the responses provided by the students through the questionnaires.

Based on the first objective, "To know the level of students' socio-economic status" the result is shown below:

Table 1
Distribution of students according to Socio-economic status level

Level of Socio-economic status	Number of Students	Percentage
High (75 or above)	25	11.36%
Above Average (Between 62 to 74)	39	17.73%
Average (Between 49 to 61)	44	20%
Below Average (Between 36 to 48)	57	25.91%
Low (35 or below)	55	25%
Total	220	100%

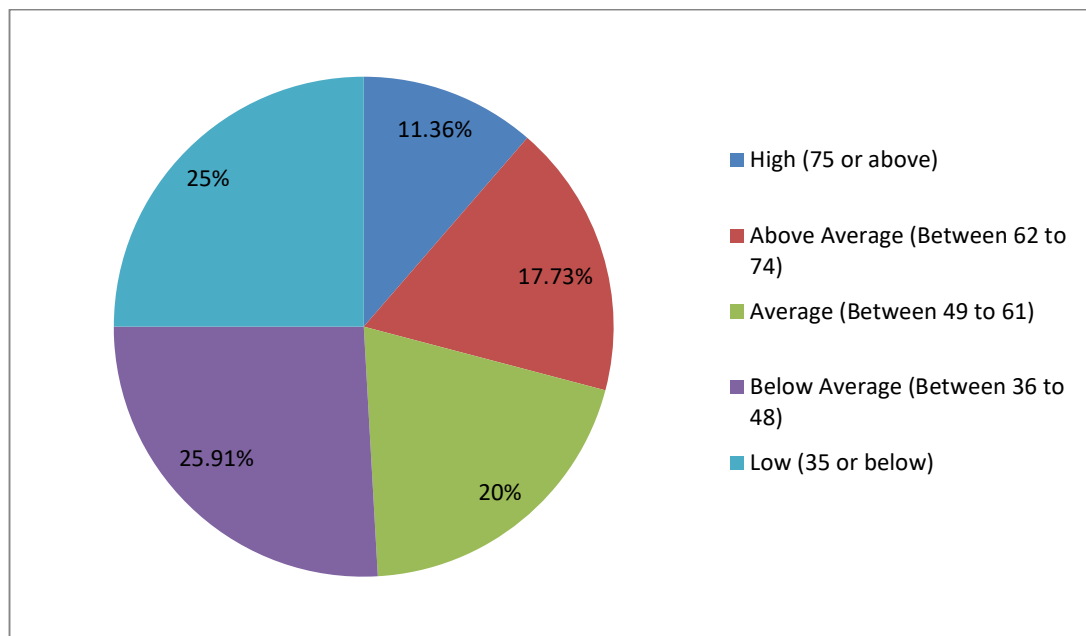


Figure: 1 Percentage of students falling on each Level of Socio-economic status

The above table and figure showed the percentage of students falling on each level of socio-economic status. The study found that 11.36% students had high, 17.73% students had above average, 20% students had average, 25.91% students had below average and 25% students had low socio-economic status. From the finding it can be said that most of the students belong to below average and low socio-economic status, and this might be because most of the parents were farmers, labours, daily wagers, uneducated and very few parents were having government jobs and into private business.

Based on the second objective, “To know the academic achievement of students” the result is shown

in the table provided below:

Table 2
Level of Academic Achievement of students

Levels	Number of Students	Percentage
High Achievers (60% and above)	38	17.27%
Average Achievers (45%-59%)	101	45.91%
Low Achievers (below 45%)	81	36.82%
Total	220	100%

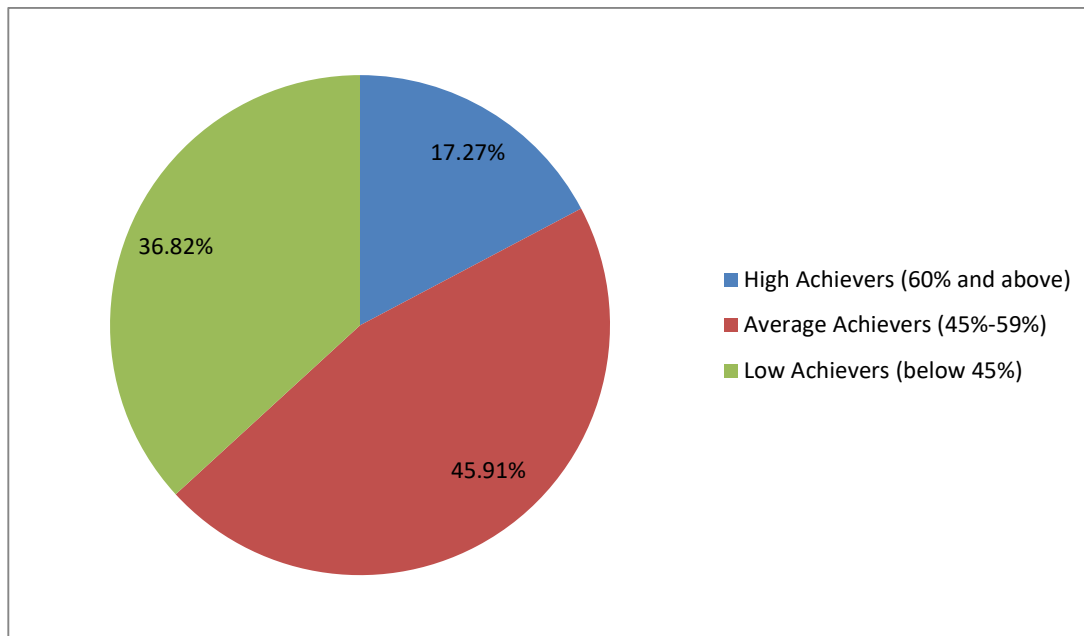


Figure: 2 Percentage of students falling on each level of Academic Achievement

The above table and figure shows that majority of (45.91%) of the total sample are average achievers, 36.82% are low achievers and high achievers are fewer in number which is 17.27% of the total population. The findings indicate that majority of students are average achievers. This result can be interpreted that majority of the student’s academic achievement is a matter of concerned as only 17.27% fall under high achievers, hence there is a need to draw the attention of the school authorities to provide better strategies for students’ better academic achievement.

As per the third objective, the researcher framed the following hypothesis:

HO₁-There exist no significant relationship between Parents’ Socio-Economic status and Academic Achievement of students.

To test **HO₁**- ‘There is no significant relationship between of Parents’ Socio-Economic status and Academic Achievement of students’, Pearson’s Co efficient of Correlation is applied.

Table: 3, Coefficient of Correlation between Parents’ Socio-economic status and Academic Achievement

Variables	N	DF	Coefficient of correlation(r)	Level of Significance
Academic achievement	220	218	0.797562	0.05 level
Socio-economic status	220			

Significant at 0.05 level

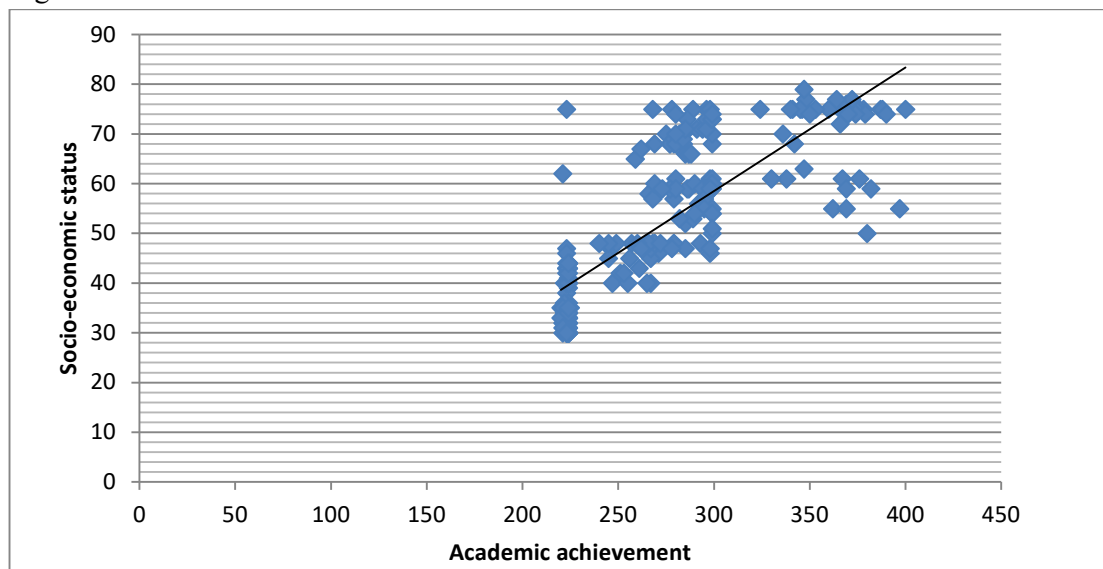


Figure: 3 Scatter diagram representing the correlation between Parents' Socio-economic status and Academic Achievement of students

The above table and figure represents the correlation between parents' socio-economic status and academic achievement of students. The calculated co-efficient of correlation value is found to be positive. Significance of 'r' value has been tested at 0.05 level. The obtained 'r' value 0.797562 is larger than the critical value 0.113 (df = 218) at 0.05 level. This shows positive and significant relationship between parents' socio-economic status and academic achievement of students. Therefore, the stated null hypothesis 'There exist no significant relationship between parents' socio-economic status and academic achievement of students' is **rejected**. This leads to the conclusion that parents' socio-economic status has a high positive relation with the academic achievement of students. The findings of the study reveal that good socio-economic status leads to better academic achievement and low socio-economic status leads to low academic achievement. This result is consistent with the findings of Islam and Khan (2017); Solanke and Narayanaswamy (2015); Showkeen and Rehman (2014) in their studies which also found that socio-economic status have a positive impact on academic achievement of students. In spite of the strong relationship between socio-economic status and academic achievement, only in few exceptional case it is found that students with poor socio-economic status gave better academic performance than those students from good socio-economic status. Hence, it can be concluded that parents' socio-economic status affects the academic achievement of students.

As per the fourth objective, the researcher framed the following hypothesis:

HO₂-There exist no significant differences between the academic achievement of male and female students.

To test **HO₂**- ‘There is no significant differences between the academic achievement of male and female students’, t test is applied.

Table: 4, ‘t’ ratio of academic achievement of male and female students

Gender	N	Mean	S.D	‘t’	df	Significance (two-tailed)	Remarks
Male	98	275.19	53.47	0.76	218	1.97	Not Significant
Female	122	271.74	48.07				

Significant level is at $P < 0.05$

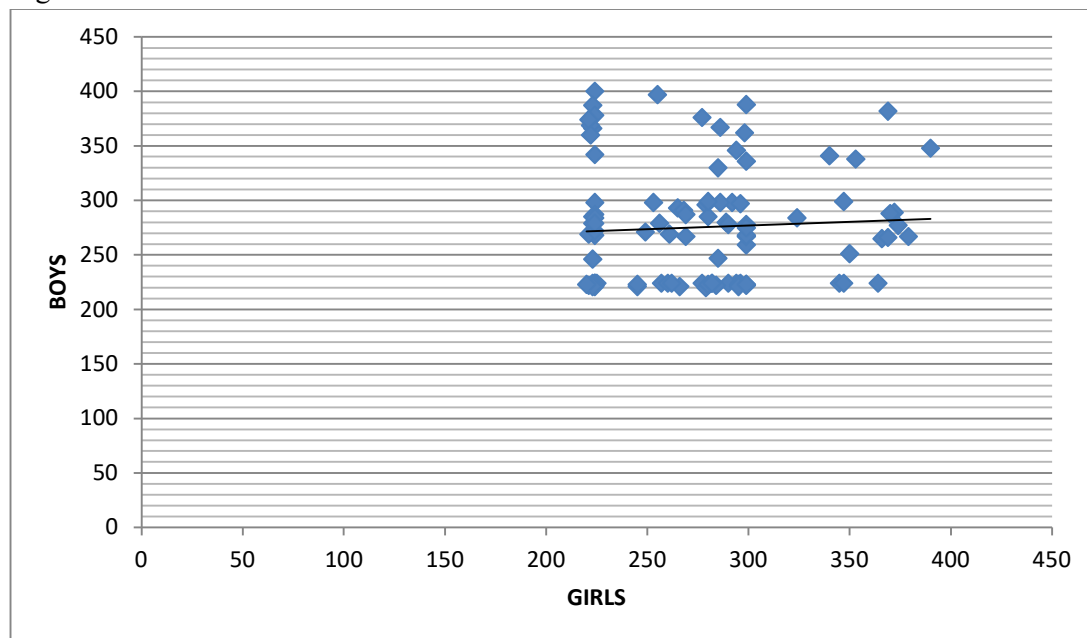


Figure: 4 Scatter diagram representing the difference between Academic Achievement of boys and girls

From the table and figure, it is observed that the mean values of male and female students’ academic achievement are 275.19 and 271.74, and the standard deviations are 53.47 and 48.07 respectively. The result showed that the calculated t-value ($t=0.76$) is smaller than the table value for df of 218 at both 0.05 and 0.01 level of significance. Therefore, the null hypothesis stated “There exist no significant differences between the academic achievement of male and female students” is **accepted**. Thus, it can be concluded that there exist no significant differences between the academic achievement of male and female students. Application of t-test shows that when the academic achievement of students of males and females were compared they did not differ significantly. This study shows that gender does not influence the academic achievement of higher secondary students. The finding of this study is in consonance with findings of Ahmar and Anwar (2013) which also found that gender does not influence the academic achievement.



CONCLUSION

From the present study it has been observed that socio-economic status is a noteworthy factor which highly affects the academic achievement of students. So it can be said that socio-economic status and academic achievement are closely related to each other. Academic achievement of students is highly affected by the parents' socio-economic status. A better socio-economic status is utmost important for good and satisfactory academic achievement of students. So this relationship is the issue that calls for urgent attention of educationist. Keeping in view the findings, it is recommended that financial help may be provided to the students of poor economic background, by providing classroom learning materials, free books, fee concession, free admission, scholarships and free hostel facilities for betterment of performance. Parents of both the rich and the poor students should make contribution to be fully engaged in educating and disciplining their children. This can be done by monitoring the academic work of their children, ensuring all the assignment given in class is done. A better socio-economic status is utmost important for good and satisfactory academic achievement of students. Therefore, the Central and State Government should take initiatives to create more job opportunities to help the people improve their financial condition and Socio-economic status, as it is a vital factor for student's academic success as well.

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