A PROJECT

ON

ACADEMIC ACHIEVEMENT OF CHILDREN IN RELATION TO THEIR HOME ENVIRONMENT AND PLACE OF HABITATION AT THE SECONDARY LEVEL

Submitted By

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CERTIFICATE

A Project on **"Academic Achievement of Children in relation to their home environment and place of habitation at the Secondary Level"** was undertaken by the Final Degree Students of Education Honours under the monitoring and guidance of **Smt. Nibedita Nayak, HOD of Education**. They took two months (March and April 2020) for the completion of the Project.

    The review project work is their independent study and findings.

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CHAPTER-I

THE INTRODUCTION

Human beings are the noblest creation of God. Today's pupils are the future of the country. Proper investment children hold the key to the future development of the country. Hence sincere efforts should be taken by the teacher , parents and pupils whole heartily to achieve high success in life. So for the education of children home plays a very significant role For the overall development of a child domestic circumstances or home environment plays a vital role. The family continues to influence the child throughout his life. To be more clear it may be said that in addition to other facilities the child gets three Important helps from the home They are —

- Affection
- Protection
- Socialization

1.1-**Rationale of the study**

For the upbringing of the child, there is no better institution than his family. So each member of family has an important role to influence the personality and academic excellence of the child. Now a days India is witnessing many changes in its organization. Curricula and teaching process for systematic and up-to-date information on significant correlates of academic achievement .This systematic and up-to-date information on significant correlates of pupil's achievement have been the major concerns of the investigator.

1.2-**Review of related literature**

The review of any researches indicates that in addition to *the* cognitive variables, the non-cognitive variables have greater impact of academic achievement. From among a number of non-cognitive variables to academic achievement the most important are anxiety. achievement motivation, self-concept, level of aspiration. Study

habit and study. environment These are also termed as psycho-social variables,

A detailed review of researches pertaining to the problem entitles the significance of the predicating variables of the present study with the criterion. Review of earlier researches conducted in the are relating to the problem entitle " Academic achievement of children in relation to their home environment and place of habitation at the Secondary Level ". has been made component wife. These researches reviewed in this chapter relate to a particular style of presentation. The style,is mentioned in terms of years of study

Mohanty (1973) conducted a study on level of aspiration as a function of sex. socio-economic status and class performance,. She concludes that level of aspiration related to academic achievement to a considerable degree

Siddique (1979) conducted his study of achievement motivation and personality on academic success. He found out that family background factors had positive relationship with the academic achievement of the students, when the intelligence factor was remain constant

Nagpal (1979) conducted his study on the nonintellectual characteristics of over and under achieving engineering students his finding revealed that family attachment and values among adolescent boys and girls had significant relationship with academic achievement

Rani (1980) conducted his study on self concept and other non-cognitive factors affecting the academic achievements of the scheduled caste students in institution for higher technical education. He indicates that there was no significant relationship between the non-cognitive aspects of personality, viz- self-concept and reflected self-concept of academic performance achievement anxiety, perception of purpose in life and academic achievement.

Readdy (1981) 'conducted study on inter-relationship between organizational climate of secondary schools, perception of rewarding behavior and their academic achievement. His findings reviled that significant relationship exist between academic achievement and socio-economic status of the students.

Banoo (1982) conducted a study to know the parental involvement and their contribution to tt)e education of the child The finding of the study indicate that significant' relationship was observed between the parental involvement and academic achievement after nullifying the effect of socio-economic status and intelligent.

Khandwaila (1986) conducted his study In the impact of environment on creativity fostering factors including academic achievement He found out that. members of the families associates have greater roll to play in the creative talents of the children Even the values of the elites in the society seemed to nurture creativity

Dyk (1990) from the study of "father-child" relationship investigated that the level of parental affection, responsibility and family environment has greater impact on developing the self identity of their children.

Fine, Patricia and Donnelly (t994) conducted their study on parental perception of child well being relation & to their family structure, parental perception and marital status function, "For both spouses ,Parents in first marriage family reported more positive parent child relationship than the step parents." But step mothers prescribed their step children as flaying better psychological adjustment than did mothers of parental desperation family.

From the above findings the researcher well calculates the significant impact of family and its members upon shaping the destiny of the child. Home as the most powerful informal agency of education plays its specific role in the all round development of any child.

1.3 Statement of the prolem

The proposed investigation will be conducted by the investigator to find out the impact of home environment and place of habitation on the development of academic achievement of children Hence the research is proposed to seek answers to the following issues-

➢ Whether home environment of children affects academic achievement ?

➢ Is the .place of the habitation influence the academic achievement ?

in order to have substantial answer to such questions the investigator desires to state the problem, "academic achievement of children in relation to their home environment and place of habitation at the secondary level".

1.4- Objectives of the study

The objectives of the study are as follows

➢ To determine the home environment of the children .

➢ To determine the place of habitation of children reading in the secondary schools .

➢ To determine the academic achievement of children in the respective standard/ class .

➢ To determine the impact of home environment on the academic achievement of children in rural and urban area.

1.5- Hypothesis of study

Ho_1- There does not exist significant difference in academic achievement of children with reference to their sex.

Ho_2- There does not exist statistically significant difference in the academic achievement of boys and girls at the secondary level_

Ho_3- There does not exist any statistically significant difference in the home environment of secondary school children in relation to their place of habitation.

Ho4 - Place of habitation has not role to play in the development of the academic achievement.

Ho5 The does not exist statistically significant difference in home environment of boys and girls.

1.6- **Operational Definitions:**

Home environment refers to the assessment of children's home environment according to five(5) components as Mohite's home environment inventory It is a child's observation teachings. The components include language stimulation, physical environment and encouragement of social maturity, variety of stimulation and maternal attitude and discipline Place of habitation here refers to the schools established in the rural and urban(municipality) area in the sample district. Academic achievement refers to the average performance in the year end/term end examinations of the sample students at the secondary level,

1.7- **Delimitation of the study**

The present study was delimited to the following conditions as specified

(I) The subjects under study were secondary level students from class **IX** and X.

(ii)The students of class IX and X includes both the sexes

(iii)The schools from both the rural and urban area of Kendrapara district are taken for study

-: CHAPTER-II :-

CHAPTER- II

THE METHODS OF STUDY

The purpose of the study is to find out the impact of home environment on academic achievement of children. Therefore the study design is.preferably a descriptive study of survey type.

Application of historical method of research is not thought to be appropriate for the study in the context of it objectives. The historical method of research is ideally suited for a study which is interested in 'analyzing a phenomenon event or condition in the context of forces and factors which operated in the past. For this its makes use of the external and internal evidence as well as of the primary and secondary sources of information. It is needless fo say that the preset investigation did not aim at tracing the gradual development of investigation phenomenon. It contains its scope for studying the factors such as home environment which influence' the academic achievement of children under the present condition. For such purpose relationship study seems to be more appropriate. As per the rationality of the dimension of non-application of experimental method of research in the present study is concerned, the reasons also needed to be looked into the objectives of an experimental method and the objectives of the present investigation. The objectives of the preset investigation do not show any increase or decrease in the strength of the independent variables. As it is not possible for practices to control the independent variables. Therefore the use of experimental method in this study was not deemed to be proper.

2.2   The sample

The purposive sample for the investigation has been selected by the investigator the students from different secondary schools. The Investigator selected 100 respondents from rural and urban (fifty each) from Kendrapara.

2.3   **The Tools**

Having selected the sample the next step was to choose suitable tools for the collection of data from 100 respondents. fifty from rural and fifty from urban schools. In this investigation the researcher used one standardized tools to realize the objectives. That is -

a. For measuring the home environment of children the investigation was used the Mohitetome Environment Inventory (MHEI) 1983.

b. -For measuring the academic achievement all the final examination marks of the students were taken into consideration and grade point averages were totaled to obtain the score on academic achievement.

2.3.1   -Mohitetome Home Environment Inventory

Mohite (1983) formed a classroom program for primary school children facing learning difficulties, which was effective in terms of gains in the post test scores of the children. The aim was to offset any deprivation or lack in the home environment. The tools can also identify hours with low levels of stimulation and children who are likely to develop learning difficulties or who are facing academic problems.

The tools consisted of 36 items, each score are present or absent i.e.- as "0' or "1". The eight subscales of the modified home were retained. Namely-

> - Stimulation through toys, games and reading materials language stimulation.
> - Physical environment: safe, clean and conducive to develop pride, affection and wormth.
> - Modeling and encouragement of social maturity stimulation of academic behavior.
> - Verity of stimulate
> - Physical punishment.

This item is scored 1 only if the child irritated the exchange and the Mother respond verbally. The item is also scored 1, if the mother addressed to the child twice.

Example- Mother answers child's questions and request verbally. Yes/No. of external consistency.

Thus, though they are different scales, the items of the tools are homogeneous, all making significant contribution to the total score. The inter observer reliability was found to be 0.74, Kuder Richardson reliability was 0.75.

Concurrent validity was established by correlating the total score (on the 24 field items) of representative sample of 32 children with their GWT (Graded Word Test) scores resulting in value of 54, significant at the 0.01 level. Thus the use of the inventory to identify the children with learning problems is valid, for preventive and remedial purposes. Specific areas on lack or strength can be gauged by examining item and subscale scores.

This observation inventory is to be used to asses the level of stimulation children receive in their homes and there by children who were likely to face, or are already facing, learning difficulties in schools. It can be used with children in grades I to IV belonging to any socio-economic status.

Each item to be marked present or absent and gets a score of 1 or 0 respectively. The total scores are obtained by simple stimulation or different levels of stimulation are as follows-

0- 10 — Poor, lacking suitable home environment.

11 — 19 — Moderate home environment.

20- 24 — High home environment

Children from homes falling in the lowest category are likely to face, or may already be facing learning difficulties. Observation should be carried out for at least an hour, after an initial visit for establishing report.

The child is to be observed with the main caretaker, who need not necessarily see the matter. The observer most-judge the time at which interaction may be highest and therefore, during which time of the day observation will be most meaningful.

Specific areas of lack or of strength can be ganged by looking at item and subscale scores, which will be of special relevance in planning home-based programs for the care taker of the children facing learning problems. Some items may be posed as question became they were not observed or because they are directly observable, they are marked with an asterisk.

A copy of the scale along' with its scoring manually has been appended in this report as Appendix-A.

2.4- Techniques of Data Collection

The researchers first selected the schools and contacted the headmasters/headmistress of the concerned schools by post and requested them for their kind cooperation in the matter. Test administration has started from the first week of February 2011.

The researcher herself personally went to these schools and administered the tests and scale. She was assisted by some teachers of the concerned schools and also by some of her friends. The directions of test administration was strictly followed while administering the test.

2.5 INSTRUCTIONS FOR ADMINISTRATION AND SCORING OF HOME ENVIORNMENT INVENTORY

Each item is discussed here to make it meaning clear. However special instance are bound to arise when the observer will have to use his/her judgment and discretion.

> Language Stimulation:
> * This item is to be scored -1 only if the child initiated the exchange and the mother responded verbally

- This item is scored-1 if the mother addressed the child twice duiag the visit and the child responded verbally even if it is only an instruction (e.g. get me a plate from the kitecher)
- If the mother "usually responds verbally rather than with gestures or other non-verbal means at expression, this item is second 1.
- This item requires that the mothers tone not be harsh, for bidding and unpleasant or even monotonous and neutral.
- This item is often not observable, especially of the child was riot present during the initial visit, and it may be posed as a question (e.g. does x know how I am/what I/he covers for)
- This item may not observed if such material is tidied among out of sight or in another room so a question may be asked.
- This supplements item 2 being scored 2 only if there is an actual verbal interchange, not involving instructions or factual question.

  (For example - where is your Tiffin box?)

> Physical Environment:
  - This item gets a score of 1 if the light is sufficient for the activities going on and if it can be increased   (when the light is observed as dim). For example, if the child is studying in dim light the item is scored 0:
  - The air should not be stuffy and state; there should be at least one window.
  - This item gets scored 1 if there is any object that the child may use to play with, not necessary conventional toys. These should be age appropriate
  - The area within the house should have a somewhat permanent organization with a specific area to eat in. another to study in. etc

> Encouragement of social maturity:
  - This includes any chores in the home, from putting away the newspapers to sweeping the floor, filling water, etc.
  - This ,includes the ability to take care of any child younger than the subject. If the mother asks but the child does not or is not able to do tilts, the item is scored as 0.

> Variety of stimulation:

- This implies active involvement of the mother. If the child goes for tuitions every day but the mother tastes no interest and does not give encouragement. thus is scored as 0.
- This item requires that the child tells the mother about what happens in school, not only about the home work given or the tests to be held.
- For this item the mother should be telling the child a story at least once in two weeks, from whatever source (mythology), story books etc)
- This item is scored 1 if the child has been out of his /her neighborhood to visit relatives/friends, go to the Bazar, etc.
- This item is scored 1 if the child has been taken to some place of special interest to children, e.g. Zoo, ' Park, Fair, Magic, show, Planetarium etc.
- This means that there are timings followed (e.g. lunch at 11.30 A.M .home work form 7 P.M. to 8 P.M and that the household dos not run haphazardly (e.g. dinner at 7.30 P.M. or 9 P.M depending on if it is read)·

> Maternal attitude and discipline:

- This item is scored 0 if the mother scolds or punishes harshly, or if she threatens to do so in measure out of proportion with the child s misdemeanor.
- This requires that the child is not over-indulged and spoilt, that the mother is able to say 'No' firmly and stick by her decision.
- This means that the mother does not talk about the child in a manner that. will hurt or embarrass 'him/her (e.g. discuss his / her bed wetting problem with the observer while the child is present)
- For this item to be scored 1 the mother should believe that the child is capable of doing better at school, being better behaved, being less disruptive, etc and not make statements like, She is rude and naughty and does not listen to me. so what else can she do but fail in school.

- This item is scored 1 it the mother praises the child to the observer spontaneously, with a degree of pride and worth.

Guide Lines:

1. The investigator established good rapport during administration of the Home Environment Inventory. Investigator also was being non- threatening and non-judgmental or critical.

2. The investigator used his judgment and discretion in scoring. For example when some areas of caretaking were in between the mother and the father, that were taken into account.

3. During questioning, the investigator strictly followed the period of observation so as not to sensitize the mother to the issues involved.

-: CHAPTER-III :-

CHAPTER—III

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of result from the data collected for the purpose. First of all the study of score aistnbution of the sample has been done in relation to the variables like place of habitation ; Home environment towards the criterion measure of academic achievement . Then differential analysis have been made in terms of significant difference between mean value of contracting sub-sample. the corresponding hypothesis have *been* interpreted as . per result_ For establishment of relationship between the criterion measure of academic achievement and home environment .

3.1- Descriptive measure of the variables—

As it is quite obligator first of all the descriptive measures in term of measures of central tendency. measures of variations and percentile scores have been calculated for each variable and the results have been presented in tabular from an mentioned below-

Measures of central tendency and variable of the respondents on home-environment inventory-

Sample/ Sub-sample	N	Mean	Mdn	Mode	Q1	Q3	Q	SD	P_{10}	P_{90}
Rural	50	11	10.5	9.5	8	25.04	17.04	3.69	2.10	18.90
Urban	50	12.4	11.54	9.7	7.3	15.31	11.3	2.24	2.48	22.32
Total	100	11.54	11	10.8	8.42	14.5	11.5	1.69	2.3	20.76

3.1.1 Descriptive measures on home environment inventory :-

The MHEI was administered over the hundred sample students of class IX and X in rural and urban of Kendrapara district scored and tabulated and ' descriptive measures of mean, median, mode,01,03 and 0 values were computed along with the standard deviation. All these statistical measures have been calculated to ascertain the influence of home environment on academic achievement

Table -3.1

Measures of central tendency and variability of the respondents on home environment inventory.

Sample/ Sub-sample	N	Mean	Mdn	Mode	Q1	Q3	Q	SD	P_{10}	P_{90}
Rural	50	11	10.5	9.5	8.1	25.14	17.04	3.69	2.10	18.90
Urban	50	12.4	11.54	9.7	7.3	15.31	8	2.24	2.48	22.32
Total	100	11.54	11	10.8	8.42	14.5	6.08	1.69	2.3	20.76

On perusal _of the table it is observed that there exits difference In the mean, median, and mode values of urban, rural, and total sample on the home environment scale. Therefore the facial indicators sighing that the mean value of urban, students Is higher than the mean value of rural students on home environment. But this difference can not be established to be significant until and unless the test of significant of difference is calculated. Therefore the investigator has taken unnecessary steps first of to test the scores on home environment towards normally

3.1.2- <u>Differential analysis in home environment in relation to place of habitation..</u>

In this case the text has been further intended to find out the standard error of difference of large independent sample and summary of the result has been presented here with

Table- 3.2

Summary of the result of the test of significance of difference between means of rural and urban on home environment inventory

The 'f' test result of home environment of rural and urban students

Variation	Sub-sample	N	Mean	SD	-SED	"T"
Place of habitation	Rural	50	11	3.69	1.88	0.77
	Urban	50	12.4	2.24		

"t" 0,01 for 499df=2.597 significant at 0.01 level.

From the table no.3.2 no statistically significant difference was found between home environment mean score of rural and urban students (t=0.771) as the calculated value in less than the table value at both 0.01 and 0.05 level of significance ; Although the mean home environment score (m=11) of rural students is less than the home environment mean score (m=12.4) of urban students; yet the difference could not be statistically significant. The difference may have been due to chance. The HO, formulated earlier is acceptable.

Table 3.3

The "t" test result foi difference between academic achievement me.

A.n score of male and female students.

Group	"N"	Mean	SD	SED	"t"
Academic Achievement	100	61.56	12.36		
Home Environment	100	11.54	1.58	0.088	12.13

On perusal of the table it was observed that in case of servivgation it academic achievement of children the calculated 1' value (12.13) is greater than the table value of 1' it in msignificant at 0 01 level. Therefore the newly hypothesis HO. formulated earlier that those dues exit significant difference In academic achievement of children with reference to home environment is rejected. That means there exist significant difference in home environment and academic achievement of children.

Table 3.4

Measures of central tendency and variability of the respondents on academic achievement

Sample	N	Mean	Mdn	Mode	Q_1	Q_2	SD
Boys	50	58.6	59.5	61.3.	45.2	69.5	6.48
Girls	50	57.5	54.6	48.8	45.12	64.62	11.13
Total	100	55.2	57.22	61.62	45.27	56.23	12.45

On perusal of the table it is observed that there exists difference in the mean median

and mode values of boys . girl and total sample an the academic achievement score. Therefore the facial indications signify that the mean value of boy student is higher than the mean value of girl students on academic achievement But this difference can not be established to be significant of difference is calculated. Therefore the investigator has taken unnecessary steps first of to test the some on academic achievement.

Differential Analysis in Home environment in relation to sex variation In this case the test has been further Intended to find out the standard error of difference of large in depend out sample and summary of result has been presented here with

Table 3.5

Summary of the results of the test of significance of difference between means of boys and girls on home environment inventory

Variation	Sub Sa	N	Mean	SD	SED	T	P.
Sex	Boys	50	16.12	2.235	2.59		S.P < .01
	Girls	50	15.48	3.267			

On perusal of the table it was observed that the calculated I" value (2.51). Hence it is significant at 0.01 level. Therefore the hall hypothesis Hoy formulated earlier that does not exist statistically significant difference in the home environment of children in relation to sex in rejected. That means there exists significant difference in home environment of boys and girls The result is in calamity with earlier studies of researches like Piaget (1932), on the basis of these confirmations, the investigator desirous to conclude that the result obtained in the present study only be considered appropriate.

3.6   Differential Analysis in Academic achievement In relation to place of habitation.

In this case the test has been further extended to find out the standard error of differences of large independent sample summary of result has been presented here with.

Table-3.6

Summary of the latest of significance between means of rural and urban children in relation to the place of habitation,

Variation	Sub sample	N	Mean	SD	SED	t
Place of habitation	Rural	50	56.5	6.7	0.197	2.18
	Urban	50	58.2	7.13		

Oh perusal of the table it was observed that the calculated 1' value 2.18 is less than the table value of 2.59 at 0.05level and greater than at 0 01 level. Therefore the hall hypotheses Ho4 formulated earlier that there does not exist statistically significant difference in academic achievement in relation to their place of habitation is rejected. That means there exists significant difference in the academic of rural and urban students.

-: CHAPTER-IV :-

CHAPTER-IV -

THE SUMMARY AND RECOMMENDATION

Introduction:

Human being are the noblest creation of .God, today's pupils are the future fabrics of the country_ Proper investment holds the key to the future development of the country. Hence sincere efforts should be-taken by the teachers, parents and pupils whole-heartily to achieve high success in life. So far the education of children home plays a very significant role. For the over-all development of a children domestic circumstances or home environment 'plays a vital-role, The family continues to influence the child throughout his life. Tip he more clear, it may be said that in addition to other facilities the child' gets three important helps from the home,.

They are-

- Affection

- Protection

- Socialization

Rationale of the study:

For the upbringing of the child, there is no better institution than his family. So each member of family has an important role to influence the personality and academic excellence of the child. Now a days India is witnessing many changes in its organization, Curricula and teaching process for systematic and up-to-date information on significant correlates of academic achievement. This systematic and up-to-date information on significant correlates of pupil's achievement have been the major concerns of the investigator.

Objectives of the study

The objectives of the study are as follows-

> To determine the home environment of the children ,

> To determine the place of habitation of children reading in the secondary schools .

> To determine the academic achievement of children in the respective standard class.

> To determine the impact of home environment on the academic achievement of children in rural and urban area.

Scope and Limitation of the Study:

The present study was delimited to the following conditions as specified.

The subjects under study were secondary level students from class IX arid X.

The students of class ix and x includes both the sexes.

The schools from both the rural and urban area of Kendrapara district are taken for study.

The Study Design:

The descriptive study design was followed in this research.

Tools:

Having selected the sample the next step was to choose suitable tools for the collection of data from 100 respondents, fifty from rural and fifty from urban schools. In this investigation the researcher used one standardized tools to realize the objectives. That is ,

a. For measuring the home environment of children the investigator was used the °hit home environment inventory (MHEI) 1983.

b. For measuring the academic achievement all the final examination marks of the students were taken into consideration and grade point averages ware totaled to obtain the score on academic achievement.

Techniques:

The researchers first selected the schools and contacted the headmasters/headmistress of the concerned schools by post and requested them for their kind cooperation in the matter. Test administration has started from the first week of February 2011,

The researcher herself personally went to these schools and administered the tests and scale She was assisted by some teachers of the concerned schools and Also by some of her friends_ The directions of test adminstretation was strictly followed while administering the test

MAJOR FINDINGS OF THE STUDY:

After analysing and interpretation of the data, the investigator got some findings. the findings are.

(i) The home environment of Urban students is 'better than the home environment of rural students, but the difference is not statistically significant

(ii) The home environment of male students Is better than the home environment of female children but the difference is statistically significant.

(iii) The Urban students show a higher degree of mean score than the rural students. There exits significant difference in the academic achievement of rural and Urban Children.

(iv) There exists significant difference In the home environment and academic achievement of secondary school children

Recommendations:

From the above findings of the present study the investigator comes the conclusion and recommends that most of the secondary students have poor home environment scores a negligible number of students have higher home environment scores. The academic achievement of students significantly influenced by the home environment_ Therefore the teachers deal in the school environment only. it is the responsibility of the parents and other members of the family to establish a better home environment for the betterment of the students. The school authority and teachers to establish the rapport with the parents and guardians to develop the students mind

So riot only the teacher but also the students, parents. Counselors, guidance worker, social workers and other voluntary agencies should take responsibility to create better home environment for better scholastic achievement as well as success in life.

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-: **APPENDICES** :-

MHE1
(English Version)

Home Environment

Please fill up the following information's

Name of the Child...

Age...Sex..

Grade...School...

SESS...

INSTRUCTIONS

Here 24 items are given. Each item is to be marked as present or absent in the cell against each item, by making across (X) . As this inventory is based on child observation technique, the test administrator or investigator has to mark himself either present or absent alternatives

Scoring Table

Sub-Scale	I	II	III	IV	V	Total
Subscales and items						present / Absent

Language stimulation

1 Mother answers child's question and requests verbally _____ _____

2 Mother converses with child at least twice during visit. _____ _____

3, Mother usually responds verbally to child, _____ _____

4 Mother gives instructions in positive tone. _____ _____

5 Mother talks about interviewer to child _____ _____

6.There are some newspapers, books , or magazines

visible in the house. _____ _____

7. Mother has at least one non - instructional verbal

exchange with child _____ _____

Subscale Score

Physical Environment.

8 The interior of the house is not very dark. _____ _____

9. The interior of the house is well ventilated. _____ _____

10.There are some toys, tins, balls dolls siatepen

visible in the house _____ _____

11 There is some space-structure in the house _____ _____

Subscale Score

Encouragement of Social Maturity.

12 Mother asks child to do some house work _____ _____

13 Mother asks child to take care of younger

siblings / neighborhood children _____ _____

Subscale Score

Variety of Stimulation

14 Child is held with academic tasks _____ _____

15 Child tells mother of school activities _____ _____

16 Child is told stories by mother _____ _____

17 Child is taken out at least once a month _____ _____

18 Child has been for outing to zoo / park etc

within last three months _____ _____

19 There is some time structure / routine in

the home. _____ _____

Subscale Score

Maternal Attitude and Disciplining

20 Mother does not threaten to punish/ scold child

during visit _____ _____

21. Mother does not give in to child's tantrums /willfulness_____ _____

22 Mother does not discuss child negatively in front

of him / her _____ _____

23. Mother believes that child's behavior can be
modified changed

24 Mother spontaneously praises child's good
behavior /qualities during visit

Subscale Score $\left\{ \qquad \right\}$

Total Score $\left\{ \qquad \right\}$

Students Participated in the Project work

Academic Achieve (2019 – 20)

Sl no.	Roll no.	Name of the Students.
1.	BA17-003	Bandita Das
2.	BA17-004	Archana Parida
3.	BA17-005	Jashasenj Mallik
4.	BA17-008	Chidananda Mohanty
5.	BA17-009	Mitali Swain
6.	BA17-012	Sarmistha Roudroy
7.	BA17-014	Banita Kap
8.	BA17-015	Gitika Subhadarshini Lenka
9.	BA17-020	Sarojeni Rout
10.	BA17-025	Sachin Das