CORRELATION OF STUDY HABITS AND ATTITUDES WITH REFERENCETOACADEMIC ACHIEVEMENT AMONG CLASS IX STUDENTS OF NAGALAND

THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY (Ph.D.) IN EDUCATION



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SUPERVISORS' CERTIFICATE

This is to certify that Thejano Meru bearing Regn. No. 744/2017, Ph.D. Scholar of the Department of Education, Nagaland University, Kohima Campus, Meriema, Nagaland has worked under our joint supervision. Her study entitled "Correlation of Study Habits and Attitudes with reference to Academic Achievement among Class IX Students of Nagaland" is her genuine work. The data collected by her is original. It is also certified that this work has not been submitted for any degree either in part or in full to this University or any other institution. The thesis is ready and fit for submission and may be placed before the examiners for consideration of award of the Degree of Doctor of Philosophy (Ph.D.) in Education of this University.

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DECLARATION

I, Thejano Meru, do hereby declare that the thesis entitled "Correlational of Study Habits and Attitudes with reference to Academic Achievement among Class IX Students of Nagaland" is a research work done by me under the valuable guidance and supervision of Professor Lungsang Zeliang and Co-Supervisor Dr. M. Rajendra Nath Babu Department of Education, Nagaland University for the award of Degree of Doctor of Philosophy in Education. Data have been collected by me personally and is genuine. This thesis has not been submitted earlier either to this University or to any other University or Institute for the award of any other Degree.

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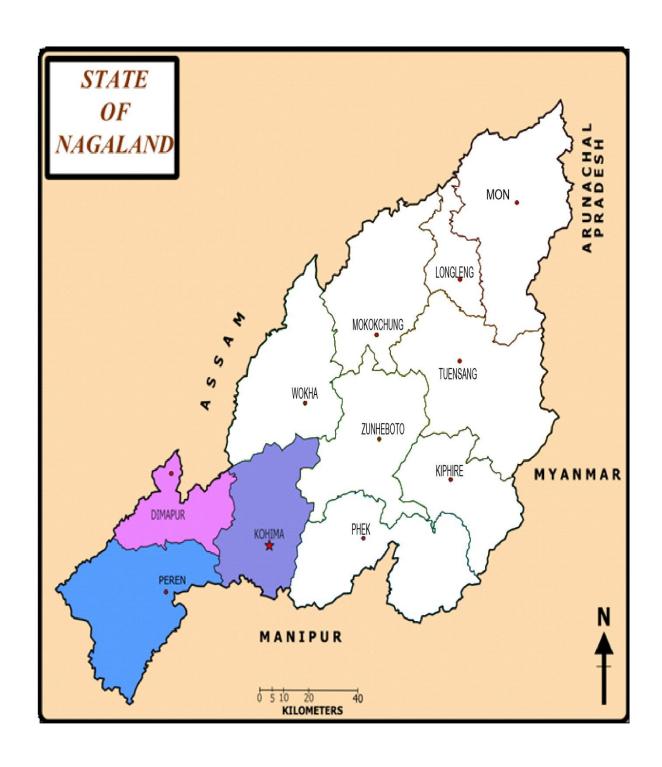
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CHAPTER - 1

INTRODUCTION

1.1 INTRODUCTION

Educational development is one of the single most important indicators of rapidly developing countries. Secondary education exposes students to the differential role of science, humanities and social science. For a large majority of students, secondary education is a terminal stage of formal education. Education, from time immemorial, has been a means towards the achievement of desired end. In school, a student's progress or failure are mostly influenced by several factors like good study habits, positive attitudes, concentration, motivation to learn, reading habits which will determine their academic achievement and which is a major factors of students' future life. On the other hand, if they are properly trained in the schools, they will be able to occupy their rightful places in the society. Positive reading is one of the factors to cultivate study habits. Reading is a complex process. It is a composite of many skills, habits and attitudes. A good reader should possess all these qualities which contribute greatly to academic achievement. Education is a powerful tool used by the society to shape and mould the next generation. Of all the stages of education, secondary education plays an important and crucial role in the development of a child. It equips them with necessary abilities and skills to face the challenges of future life. It prepares them for entry into the world of work or to pursue for higher learning. Efficient study habits are the key to academic success. In order to improve academic achievement of students, it is essential to improve their study habits and attitudes without which desired outcomes cannot be achieved.

1.2 BRIEF PROFILE OF NAGALAND

Nagaland came into being on 1st December, 1963, as the sixteenth State of the Indian Union with Kohima as her capital. A land engulfed in mystery, inhabited by vibrant people zealously guarding their culture, dancers, warriors, head-hunters, mountains, valleys, forests - all these form the portrait of Nagaland. It consists of twelve districts namely- Kohima, Mokokchung, Tuensang, Mon, Phek, Wokha, Zunhebeto, Dimapur, Kiphire, Longleng, Peren and the newly

upgraded district of Noklak. There are sixteen tribes that constitute the Naga people, besides a number of sub-tribes.

1.3 BRIEF HISTORY OF EDUCATION IN NAGALAND

Education in Nagaland in the Pre-Literacy Period has started in 1878 like other states of North East India. The first formal school was started in 1878 at Molungyimsen in Mokokchung district by Mrs. Mary Mead Clark. Before the Second World War the Christian missions controlled most of the primary schools in the Government took over most of the schools started by the missionaries in different places. After Independence, the Government put great stress on the spread of education amongst the backward and hill tribes. The social life of the Nagas has brought about tremendous changes with close contact of the American Baptist Mission. The Naga youths were trained by the Christian schools in the rudiments of modern education, the main elements of which were reading, writing and arithmetic. All these developments are the result of education and of economic development of the state. Economic development of the State has opened a wide variety of job opportunities in both rural and urban areas. All these developments are the result of educational and economic development of the State.

1.4 EDUCATIONAL STRUCTURE IN NAGALAND

The Department of Education in Nagaland consists of Directorate of School Education, State Council of Educational Research and Training (SCERT) and Nagaland Board of School Education (NBSE) is headed by the Minister of Education with the Principal Secretary as the administrative Head of the Department. The Directorate of School Education and the SCERT each function as separate directorates and NBSE as an autonomous body under its Chairman.

1.5 SECONDARY EDUCATION IN INDIA

The origin of Secondary Education can be traced back to the efforts of Christian Missionaries. By 1902 there were about 5124 schools with an enrolment of 6, 22,868 students. The number of secondary or high schools and intermediate colleges increased tremendously as a result of the Calcutta University Commission of 1917. Keeping in view the changing development context and as a logical extension of the policy of Universal Elementary Education (UEE), the central government shifted its policy emphasis, to some extent, toward development of secondary education during the Tenth Five-Year Plan. Further in 2005, the Central Advisory Board of Education (CABE) accordingly emphasized the provision of high quality secondary education to

all Indian adolescents up to the age of 16 years by 2015 and up to 18 years by 2020 (i.e.Universalisation of secondary and higher secondary education). Samagra Shiksha Abhiyan is a sector development programme which subsumes the then existing Centrally Sponsored Schemes of Sarva Shikhsa Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education (TE) to help harmonising the implementation mechanisms and transaction costs at all levels, particularly in using states, district and sub-district level systems and resources, besides envisaging one comprehensive strategic plan for the development of school education at the district level.

1.6 NATIONAL EDUCATION POLICY, 2020 ON SECONDARY EDUCATION

Education plays a vital role in building and strengthening the base of foundation of every individual from early childhood. The NEP 2020 envisages to contribute to an equitable and vibrant knowledge society, by providing high-quality education to all. The New Education Policy (NEP) 2020 is a challenging yet promising step for the future to reinstate the core learning goals of every curriculum and to discourage rote learning.

The curricular and pedagogical structure of school education was reconfigured to make it responsive and relevant to the developmental needs and interest of learners at different stages of their development. The New Education Policy envisages that the extent 10+2 structure in school education will be modified with a new pedagogical and curricular restructuring of 5+3+3+4 covering ages 3-18.

1.7 NEED AND SIGNIFICANCE OF THE STUDY

The importance of study habits and attitudes in student's life plays a major role in their achievement. It is well known fact that all students can never attain the same level of academic achievement and it has been realized that the number of failure is increasing. This poses a serious problem for all those concerned with education and teaching. The problem of failure in various examinations is because the students possess ineffective study habits and negative attitudes. To be able to compete in various examination and future careers, good grades are the key to one's success. Nagaland has a uniform curriculum and syllabus for students of class IX prescribed by Nagaland Board of School Education. With the implementation of Non-Detention Policy (NDP) under the Right to Education (RTE) Act in 2011, the State witnessed a staggering indication of deteriorating education. When the students face board examinations in class IX it becomes a big

task for them to read the whole text book and they fail to get through. It is a matter of great concern for parents, teachers and students. Therefore, serious planning and a positive attitude towards one's study habits should be encouraged among the students to ensure good academic performance. At present, there is a lot of pressure on the students to attain good marks in examinations as it is further essential for taking admission in higher educational institutions.

1.8 CONCEPT OF STUDY HABITS

The concept of study habits comprises the concept of study attitude, study technique and study skill. The first Study Habits Inventory (SHI) was prepared in 1933 by Waren, with a view to survey this feature among students. To develop good study habits, parents and teachers can help the child in adopting appropriate method based on their individuality. The art of studying effectively can be acquired only with regular practice. So it is important that the efficiency in study is increased based upon a plan or purpose. The teenage period in one's life is extremely important in the development of habits, which will lead either to success or mediocrity. During this period most people develop the habits, which rule their later life. It is during the teens that good study habits should developed.

1.8.1 DEVELOPING GOOD STUDY HABITS

Effective study habits don't come easily or naturally and each student has to prepare each day's lesson by going through it rapidly in order to prepare for a test or examination and get good results. Following are some points in developing effective or good study habits.

- 1. Plan and create a daily study routine using one's time and mind, set target and be one's own guide. Try to master all one can, concerning the particular situation, object or procedure.
- 2. Avoid social media, web browsing, game playing, texting etc during study hour and focus on academic website instead.
- 3. Being organized and working on homework, assignments and revision, studying for a test helps students to develop good study habits.
- 4. Cultivate good study habits like self-discipline, concentration, memorization, organization and effort that will enable to succeed in education.

5. Need a good study environment, this includes study tools like notebooks, pens, pencils, computer, dictionary etc without these basic ingredients, studying can be a loss.

1.8.2 IMPORTANCE OF STUDY HABITS IN ACADEMIC ACHIEVEMENT

In the present days, study habits are an important factor in the academic achievement of the students. If good study habits are inculcated, nurtured and promoted at the young age the students will possess scholastic achievement in the later stage. From the beginning of one's life, habits and achievement creates a challenge for every student at all levels of education. The students of primary school, high school, secondary school or student in University, often have ineffective study habits which leads to failure in academic achievement. Students should be helped to acquire good study habits and give proper guidance thereby improve their study habits which will lead them to live with confidence.

1.9 CONCEPT OF ATTITUDE

In the psychosocial discipline, the concept of attitude received its first attention from Darwin in 1872. Derived from the Latin word "Aptus" meaning fitted or fit, or connotes a subjective or mental state of preparation for action. An attitude is an emotional reaction towards a person or thing. It is a personal reaction to an object, developed through experience which can be characterized as favorable or unfavorable. Attitudes are also learned through modeling, which involves the acquisition of attitudes through the observation and imitation of another person. Since attitudes influence and determine most of the individual's behavior and personality it is an important responsibility of the school to develop wholesome attitudes among students, and to understand the attitudes they have already developed.

1.9.1 DEVELOPMENT OF ATTITUDES

The entire personality and development of the child is influenced by the nature of his attitude. It is pertinent to inquire when attitudes change and develop, when they shift, what conditions and principles are responsible, what factors facilitate and what inhibit changes in attitude. An attitude at any stage is essentially a product of the interaction of one's self with one's environment. In school, factors like teachers and their behavior, class mates or school mates and their behavior, teaching methods, curriculum and discipline of the institution all contribute towards attitudes. In

developing and facilitating attitudes, students should be encourage and helped to study and work better and harder to achieve desirable goals in life.

1.9.2 CORRELATION BETWEEN ATTITUDE AND ACADEMIC ACHIEVEMENT

The attitude of students play an important role in the academic achievement. The better achievement of the students depends on better adjustment with home environment, attitude towards teachers and attitude towards education. The attitude of the student towards school, teachers and different subjects of the studies incline to exhibit a positive association with their scholastic achievement. Since attitudes and achievement go side by side with each other, cultivation of favorable attitudes toward study should be encouraged and helped among the secondary students in order to achieve desirable academic performance. Thus, hard work which the students possesses and exhibit, sets the limit of success or failure.

1.10 CONCEPT OF ACHIEVEMENT

The basic human need for achievement and striving was first discussed by Henry Murray's (1938). Achievement is important and tends to be important throughout life, whether it be work or school. Today, the most important question in education is- what do we want students to learn? If all students are to develop advanced intellectual capabilities through their schooling, then we must understand and act upon the nature of desired achievement. The concept of Achievement has been developed by McClelland, Atkinson, Clark and Lowell (1953). Thus, a good number of variables such as study habits of the learners, attitude towards studies, school environment etc influence achievement in different degrees. The goal of every educationist, teachers, educational administrators and parents is to improve the quality of performance. The student achieve when they acquire the knowledge, skills, attitudes and setting clear objectives will help them focus better on their own progress and will prepare them in mastering challenging and difficult tasks.

1.10.1 TESTS OF ACHIEVEMENT

Achievement of individual in a specific fields or areas of accomplishment are employed for measuring the amount of success by using achievement test. In school situations an achievement test is used as a tool for measuring the nature and extent of students' learning in a particular subject or a group of subjects. Tests of achievement measure the present performance in relation to a skill or knowledge which has acquired as a result of training. Most tests used in school are

achievement tests. Achievement tests are helpful in determining individual or group status in academic learning and the scores are used in placing, advancing, or retaining students at a particular grade levels. From another point of view the tests may be of two types- teacher made and standardized tests which are usually prepared by the teacher, and are applicable only in schools.

1.10.2 FACTORS DETERMINIG ACADEMIC ACHIEVEMENT

Academic achievement may be the starting point where wide variations occur from the point of non-performance to the point of outstanding achievement. When one considers a group of students, some students are found to be above achievers, some low achievers and a few number of students always appear as average achievers. The question arises, when the school provides more or less uniform instructional and environmental facilities why such difference in achievement appears? Are these differences due to study habits? Do these differences depend upon the attitude? Or is there a single factor or a host of factors which account for all differences in academic achievement? Does student fail due to poor understanding of school courses? Do behavioral problems at home as well as in school affect the study habits, attitude and academic achievement targets? Academic achievement of students has become an issue of standards and quality in education as judged from the performance of students in board examinations. Academic achievement may be defined as the extent to which a student is profiting from instruction in a given area of learning and his ability to apply what he has learnt.

1.11 JUSTIFICATION OF THE STUDY

The primary reason is that under the present educational system, examination is the only accepted criterion in terms of which the student's proficiency is evaluated. A student is promoted from one class to the next upon passing the end term written examination. All that is required is to pass two terms a year; so that the only time a student studies hard is a week or two before and during examination. The number of failures of students in the field of education is a serious concern in Nagaland. Ever since the implementation of Non-Detention Policy (NDP) up to class VIII, a lackadaisical attitude is developed in the students. The above average students who could do much better are discouraged as they are aware that those students who are not up to the mark are pushed forward through promotion to the next higher class. It is believed by many that the culprit is the Non-Detention Policy brought in under RTE, which ensures that no student can be failed before Class IX. The policy of not failing students till class VIII is resulting in a decline in

education standards. The students have become too relaxed, in competent and are unable to cope with the pressure in class IX. "In 2013, 32273 students appeared in class IX Promotion Examination, out of which 11,436 failed. In 2017, 34,755 students appeared in class IX Promotion Examination, out of which 13,937 failed".

(Source: Nagaland Board of School Education).

When the students reach Class IX the classroom environment changes from the casual attitude of 'everybody will pass' to 'board examination' at the end of the academic year. The need to understand, learn and write the exam becomes a big issue. The leap from class VIII to class IX is also a jump from primary to secondary section. This gives a feeling of growing up to a teenager and it brings a spirit of adventure, rebellion and a sense of uncertainty. Class IX is also the gateway to the streams in which the student will study in future. The career of the student will be decided in their ability to cope up with the pressure of a good study habit and the right attitude which plays a major role in their academic achievement. The study is likely to enable the teachers and students to understand the nature of study habits and attitudes. The study may also be helpful for the parents to give proper guidance to their children. However, it cannot be claimed that after knowing the study habits the students will become more genius but the aim is to enable them to use their potential and capabilities and evolve an effective method of study habits which will improve their achievements. The Gender wise data of Class IX Students of Nagaland Promotion Examination from 2011 to 2019 are found in Annexure II.

1.12 STATEMENT OF THE PROBLEM

Education is one of the main development activities in the State. Nagaland has a uniform curriculum, syllabus and same text books for students of Class IX prescribed by the Nagaland Board of School Education. With the implementation of Non-Detention Policy (NDP) under the Right to Education (RTE) Act in 2011, the State witnessed a staggering indication of deteriorating education. The study has been undertaken with a felt need to indentify the factors affecting students study habits, attitudes and academic achievement. Attempt has also been made to find out in a general way what factors affect the study habits, attitudes and low score in academic achievement, and to suggest remedial measures for improvement throughout the State thereby suggesting methods for reducing the number of failures.

The present study is entitled "Correlation of Study Habits and Attitudes with reference to Academic Achievement among Class IX Students of Nagaland".

1.13 OPERATIONAL DEFINITION OF THE TERMS USED

- (i) Study Habits: Is defined as the devotion of time and attention to acquire information or knowledge from books, news papers, magazine, and journals.
- (ii) Attitude: Is defined as an emotional reaction towards a person or thing. It serves as an index of how we think and feel about studying.
- (iii) Academic Achievement: Is defined as the performance of the students in the subjects they study in the school. Academic achievement will be measured through marks scored by the students in the Board Examination conducted by NBSE.
- (iv) Students: It refers to boys and girls, studying in Class IX in private and government schools in Nagaland.

1. 14 OBJECTIVES OF THE STUDY

The objectives of the study are as follows-

- 1. To find out the level of Academic Achievement of Class IX students of Nagaland.
- 2. To find out the level of Study Habits and Attitudes of Class IX students of Nagaland.
- 3. To find out the Academic Achievement of Class IX students of Nagaland in total and in terms of gender, locale, and type of school management.
- 4. To find out the Study Habits and Attitudes of Class IX students of Nagaland in total and in terms of gender, locale, and type of school management.
- 5. To find out the correlation between Study Habits and Attitudes of Class IX students of Nagaland and Academic achievement in terms of gender, locale and type of school management.

1.15 HYPOTHESES OF THE STUDY

The following are the hypotheses formulated for the study.

- 1. There will be no significant difference in Academic Achievement of Class IX students with reference to gender.
- 2. There will be no significant difference in Academic Achievement of Class IX students with reference to locale.
- 3. There will be no significant difference in Academic Achievement and study habits of Class IX students with reference to type of school management.
- 4. There will be no significant difference in Study Habits and Attitudes of Class IX students with reference to gender.
- 5. There will be no significant difference in Study Habits and Attitudes of Class IX students with reference to locale.
- 6. There will be no significant difference in Study Habits and Attitudes of Class IX students with reference to type of school management.
- 7. There will be no significant correlation between study habits and attitudes of Class IX students of Nagaland and their academic achievement with reference to gender.
- 8. There will be no significant correlation between study habits and attitudes of Class IX students of Nagaland and their academic achievement with reference to locale.
- 9. There will be no significant correlation between study habits and attitudes of Class IX students of Nagaland and their academic achievement with reference to type of school management.
- 10. There will be no significant correlation between study habits, attitudes and achievement of Class IX students of Nagaland.

1.16 DELTMITATIONS OF THE STUDY

Following are the delimitations of the study

- 1. The study was delimited to only Private and State Government run Secondary Schools.
- 2. The study was delimited to Class IX students of secondary schools of Kohima, Dimapur and Peren Districts.

3. For finding out	the academic	achievement of	of students	the total	average	marks	of Class	IX
board examination	marks were ta	aken.						

CHAPTER - 2

REVIEW OF LITERATURE

2.1 INTRODUCTION

A review of literature is an essential aspect of investigation. The review of literature is a valuable guide in defining the problem, recognizing its significance, suggesting data gathering, devices, appropriate study designed and sources of data. In the review of literature researchers details like author name, year, methodology of the study, tools, findings are included.

The review of related literature is divided under the following headings

- i. Studies conducted in India
- ii. Studies conducted Abroad

2.2 Review of Literature

Review of literature is an essential aspect of a research project. It helps in providing valuable ideas, theories and explanation of the problems. Reviewing the literature provides one with the aspiration for undertaking the study and lays a sound foundation for one's entire investigation.

2.3 Studies Done In India

Khuprenglin, N. Kom (1984) conducted a study on Study Habits of Naga Children of Class X in some schools of Kohima Town of Nagaland. 1. To decide the nature of Students of Class X grade of Naga children. 2. To determine the style of study habits of Class X grade of Naga children. 3. To compare the study habits of male and female students. The findings were: 1. The female students were more intended to study their lesson regularly as compared to male students. 2. The female students study under pressure in comparison with the male students. 3. A good proportion of female students opined that they used to practice self recitation by themselves in comparison with the male students. 4. Majority of male Class X students could not pay attention to their lesson when it was taught as compared to the female students. 5. The female students were devoted and revised their notes they have taken in the class as compared to the male students.

Reddy, Ramachandra and Nagaraju (2001) conducted a study on Influence of Sex and Locality of Study Habits of Class X Pupils. The objectives were 1. The study were to identify the difference in the study habits between boys and girls. 2. To study the difference in the urban and rural school pupils study habits. The findings of the study revealed that 1. The urban pupils differed from the rural pupils in their study habits. 2. No

significant impact of sex on the study habits. 3. The study habits has no effect on sex and locality. Study habits of high school students need to be improved.

Sirohi, V,(2004) conducted a study on A study of Under-achievement in Relation to Study Habits and Attitude. The General Mental Ability Test was administered on 1000 students followed by achievement tests in Hindi, Mathematics, Social Studies and Environmental Sciences. On the basis of raw scores, stanines of both intelligence and achievement for each student were compared to identify as an underachiever. The study found that the underachievers need guidance for improving the achievement of the students to utilize their potentialities.

Pazhanivel.G.(2006) conducted a study on The Impact Of Modular Approach on Achievement, Study Habits and Attitude of Students in Tamil Grammar at Higher Secondary Level. The study was to survey the effectiveness of the Modular Approach materials in terms of achievement of the students of class IX. 2.To study the habits of students. The findings of the study revealed that control group and experimental group students differ in their achievement and study habits. The findings reveal significant relationship between achievement and study habits. In enhancing the academic achievement and study habits, the Modular Approach was found to be effective.

Sutherman, S. and Vasanthi A. (2011) conducted a study on Study Habits and Academic Achievement of XI Standard Students in Palani Educational Districtor. The tools used to collect the data were Simple Survey Method, Study Habits Scale developed and standardized by M.Mukopadhyaya-1982 and the Achievement Marks of the students were collected from the school records. The objectives were to find out the higher secondary students study habits and academic achievement. From the study it was observed that girls study habits and their academic achievement are more than boys. The rural students are higher in study habits when compared to urban students. But rural students fare poorly in academic achievement when compared to urban students. The reason may be attributed to better facilities available for urban students.

Chaudhari, Aravind N. (2013) conducted a study on Study Habits of Higher Secondary School Students in Relation to Their Academic Achievement. A sample of 80 higher secondary school students studying in different government schools of Banaskantha district of Gujarat was drawn with the help of simple random sampling technique. A Study Habits Inventory by P.P.Patel was used to measure the study habits of higher secondary school students. The objectives were: 1. To study the higher secondary school students study habits and achievement. 2. To study the significant differences between high and low academic achievement students on study habits. The findings and conclusions revealed that as whole and dimension wise there is a significant positive correlation between study habits and academic achievement of higher secondary school students. The study also found a significant difference between high and low academic achievement on study habits.

Sangtam, T.Yolila (2014) conducted a study on A Study of Academic Achievement, Study Involvement and Emotional Maturity of Secondary School Tribal Students of Nagaland. A sample of 1000 tribal students from government and private schools were chosen giving representation to sex by using simple random method for drawing the sample. The purpose was to find out the differences in the background variables such as sex, type of school management, locality, on academic achievement of secondary school tribal students. The study found no significant difference in academic achievement of tribal boys and girls, but a significant difference was found among the students studying in government and private schools.

Fanai, Lallainzuali and Lalrinngheti, Esther (2016) conducted a study on Study Habits and Attitudes of the student of B.Ed of Aizawl City, Mizoram, India. The objectives were: 1. To study the level of Study Habits and Attitudes of the B.Ed students of Aizawl City. 2. To compare the level of Study Habits and Attitudes among B.Ed students of Aizawl City. The sample of the study consisted of 50 B.Ed students who were randomly selected. The investigators used Standardized test 'Test of Study Habits and Attitudes developed by Dr.C.P.Mathur. The conclusions and discussions were: 1. The study revealed that less than 50% of the B.Ed Students have satisfactory Study Habits and Attitudes. 2. There is a need for improving the Study Habits and Attitudes among the B.Ed Students as a whole in order to improve their academic achievement. 3. Most of the students residing permanently within the city are active members of the society and the church which leave them with a very limited time for their study. This may account for the poor Study Habits among the B.Ed Students. 4. No significant differences between male and female B.Ed Students. In a Mizo society, the difference in the status of man and woman are considered to be minimal.

Gogoi, Nitul (2017) conducted a study on A Study of Gender Difference and Academic Achievement of Secondary School Students in Assam. Descriptive Survey method was used to conduct the study. Academic Achievement score was the marks obtained by the students in the Board Examination of Class X. The aims of the study were 1. To investigate the difference of gender on academic achievement of secondary school students.

2. To investigate the difference of location on academic achievement between (i) rural male and female (ii) urban male and female. The findings revealed that 1. The study found significant difference between male and female students. Comparatively, female students have higher achievement score than their counterparts. Thus, there is a significant influence on academic achievement of secondary school students. 2. The study found no significant difference between rural male and female students on academic achievement. 3. That urban male and female students do differ in performance level.

Singh, Rajinder (2018) conducted a study on Study habits of secondary school students in relation to their gender and locality. The study examined the difference in study habits, gender and locality wise of senior secondary school students. The findings of the study were 1. The senior secondary students male and female, urban and rural have no significant difference in their overall study habits. 2. It was found than urban schools showed negative study habits as compared to rural school students in study sets areas. 4. The study revealed that teachers should give more attention to the students and parents as far as study habits are concerned.

2.4 STUDIES DONE ABROAD

Shepps, P Florence, Shepps, R Roland (1971) conducted a study on Relationship of study habits and school attitudes to achievement in mathematics and reading. The Survey of Study Habits and Attitudes (SSHA) was used to examine the relationship of sixth grade study habits and school attitude to achievement in mathematics and reading. Only the attitudes subtest appeared predictive for the group as a whole, using the reading criterion. More precise analysis of data was accomplished through the use of a moderator variable procedure involving the grouping of pupils gender. The analysis revealed that in the case of the boys only, the total SSHA score and the attitudes subtest predicted reading achievement. In the case of the girls, neither of these predicted the criterion, although the attitudes subtest did predict a different criterion, mathematics achievement. The implications of the findings were examined with respect to the early diagnosis of school difficulties as well as from the point of view of further development of the SSHA as a research instrument.

Sawar Muhammad, Bashir Muhammad, Alam Muhamad (2010) conducted a study on Study Attitude and Academic Achievement at Secondary Level in Pakistan. The aims of the study were 1. To explore the relationship between study attitudes and achievement. 2. To find out the significant difference between study attitudes of rural and urban student 3. To find out any significant difference between study attitudes of female and male students? All secondary school students of the Gujranwala district constituted the population of the study. One thousand two hundred and twenty seven 9th grade students participated in the study. Among them, 721 were girls and 506 were boys. Moreover, 680 were rural and 547 were urban. All the students were taken from Government schools. A Liker t-type scale consisting of 31 items ranging from 1 (strongly disagree) to 5 (strongly agree) was used as an instrument to measure the study attitude. The items were further divided into educational acceptance and teacher approval. The scale was scored positively, which means that a higher score shows a more positive attitude. Similarly, a higher score on educational acceptance shows more acceptance of education and a Cronbach Alpha reliability of the instrument was 889.

The conclusions were 1. That attitudes and achievement go side by side with each other. If the attitude is positive, the achievement is greater, which means that the better the attitudes, the better marks and learning. If the attitude

to study is negative, the marks and learning are low; so, the development of a positive attitude to study is essential. 2. The rural students have better attitudes about studying than the urban students. The reasons for the positive attitude to study among rural students are yet to explored. The achievements of rural and urban students are vital indicators of their attitudes. 3. The attitude of female students to study at the secondary school level is more positive than for boys. The comparative study of marks obtained by girls and boys vividly display that female students get better devotion and sense of commitment than boys, simply because of the positive study attitudes of the girls. 4. Positive attitude to study can be developed, improved and polished. Guidance and counseling can play a vital role. 5. An interesting curriculum can be very effective in order to activate a positive attitude to study. Moreover, the friendly behavior of teacher to students can go a long way in connection with the development of a positive attitude.

Aquino Baquiran Luisa (2011) conducted a study on Study Habits and Attitudes of Freshmen Students. Implications for Academic Intervention Programs. The study was to investigate the favorable and unfavorable study habits and study attitudes of the freshmen students. In this study Stratified random sampling was used to determine the student participants, representing the different freshmen students taking different courses. The findings of the study were 1. The study found that 18 students are high achievers and low achievers are 295. On all subcategories the high achievers have better scores towards teachers, education, study habits, study attitudes, delay avoidance and work method. 2. The high achievers scored average high on study habits while the low achievers on below average. 3. The study attitudes of both high and low achievers do not show good implication as their scores of average are low and below average low level respectively. 4. Poor study habits and attitudes were mostly avoidance, work methods and teachers approval. 5. Poor study habits of low achievers were under delay avoidance, sometimes quitting or studying only the easier parts of the lesson, sometimes distracted about daydreaming and future plans, wasting too much time talking, reading magazines, listening to the radio, watching TV, going to the movies etc 6. The low achievers think their teachers like to exercise their authority too much, feel that teachers are too rigid and narrow-minded, believe that their teachers fail to give sufficient explanation, feel that teachers are arrogant and many others.

Sarwar Muhammad (2012) conducted a study on Study Habits, Attitude and Achievement. A Study of Secondary School Students in Pakistan. 1. To study the secondary school students study habits and attitudes of low and high achievers. 2. To identify habits and attitudes which are responsible for high achievement. 3. To compare the study habits and attitudes of male and female secondary school students. 4. To compare secondary school students study habits and attitudes of urban and rural. A questionnaire on study habits and attitude was developed on the lines of Brown and Holtzman (1967), Ansari (1983) and Ansari and Chowdhury (1990). A questionnaire containing 103 items was developed keeping in view the relevance and suitability for Pakistani students and their practices in Pakistani Educational institutions. For sampling, population was divided into eight strata. They were, rural high achievers girls, urban high achievers girls, rural high achiever boys, urban high

achiever boys, rural low achievers girls, urban low achiever girls, rural achiever boys, urban low achiever boys, 28 subject were randomly selected from each stratum. The study was conducted on 224 secondary school students among them 112 were high achievers and 112 low achievers. The findings were: 1. High academic achievers have better study habits and more positive study attitude than low achievers. The study found highly significant on study habits, study orientation, study attitude, delay avoidance, work method, attitude towards teacher and attitude toward education. 2. It was hypothesized that there will be no significant difference in study habits and study attitude of girls and boys. 3. There will be no difference in study habits and study attitude of rural and urban students.

Marie Jean N.Mendezabel (2013) conducted a study on Study Habits and Attitudes. The Road to Academic Success was the title of the study 1. The respondents were graduates in school year 2009-2010 from the different programs of the University which require licensure examination. The study habits and attitudes of the participants were assessed by administering the final year in the University and their performance (overall rating) in the different licensure examinations was generated from the records of the Philippine Professional Regulation Commission. The results of the study were: 1. The respondents do not have favorable study habits and attitudes. 2. The noted unfavorable study habits were inefficient time management, lack of planning and concentration in their studies, poor skills in reading, ineffective test taking techniques, and failure to inform their teachers of their difficulties with school work and ask for their help. 3. The respondents also demonstrate unfavorable attitudes toward teachers' classroom behavior and methods. 4. The study revealed that their performance in licensure examination was quite low. 5. There was a significant relationship between study habits and attitudes and performance in licensure examination were clearly shown. 6. The study revealed that study habits (work methods and time management) of the respondents were correlated with their success in licensure examination while study attitudes (i.e. attitudes towards teachers and educational acceptance) were not significantly related to success in licensure examination. These connotes that students who have favorable study habits will likely pass the licensure examination.

Tek Narayan Poudel (2016) conducted a study on Relationship between Study Habits and Achievements of Grade Ten Students in Nepal. The study was conducted in Kaski, Syangja and Parbat district based on the descriptive research design which described the practices and association between study habits and achievements of class ten students of Nepal. The study had collected the quantitative data by using the structured survey questionnaires. A total of 511 respondents were selected from both the public and private schools using random sampling technique. The conclusions of the study were: 1. The practices of study habit are directly related to the academic achievements. 2. Social background of the students, their family support and the desire of student labor also determine their academic success. 3. The result shows the need of significant improvement in study habit. 4. The teacher and guardians should be aware on the study habit along with the students. 5. So, public and private

both schools' management should plan some orientation and training program for teacher to train on the skill of study habit.

Sikhwar, T.D (2016) conducted a study on Study Habits, Attitudes and Academic Achievement. Comparing Grade 12 learners between Secondary Schools. The objective was to find out the Grade 12 study habits, attitudes and academic achievement between 2 schools in Vhembe District. Simple random sampling was used to select 118 learners in the two schools. Study Habits and Attitudes of the learners were assessed through the Survey of Study Habits and Attitudes (SSHA) questionnaire. The learners' final Matric results were used as a measure of academic achievement. Data were analyzed through IBM Statistical Package for Social Sciences (SPSS)-Version 22. The findings were that the academic achievement of learners who obtained higher scores of study habits and attitudes was higher as compared to that of learners who obtained lower scores. The study concluded that appropriate study habits and positive impact on academic achievement of the learners. However, positive scores on study habits and attitudes were not likely to lead to success in matric examination.

Maxwell D. Eremie, ED.D. (2017) conducted a study on Study Habits of Senior Secondary School Students and Academic Performance in Rivers State. The population consisted of 1500, male and female students from four co-educational schools in Port Harcourt, Urban Areas. The purpose of the study was to investigate study habits of male and female students such as, Time Management, motivation, concentration, interest, class attendance, and note taking. The findings revealed that there was significant difference on the responses of male and female students regarding time management, motivation level, interest level, class attendance, and note-taking behaviors. The following recommendations were made for implementation; School counselors should be able 1.To advice and encourage students to manage their time table of school and home.2. School counselors and teachers should apply the principles of positive reinforcement to increase students' motivational level in their study habits. 3. School counselors should be able to assess students' interest areas in their study habits enhancement. 4. Principals and teachers in secondary school should enforce mandatory class attendance. 5. School counselors and teachers should educate students during orientation to encourage students to improve on their note-taking skills.

Mahwish Rabia, Naima Mubarak, Hira Tallat, Wajiha Nasir (2017) conducted a study on A Study on Study Habits and Academic Performance of Students. The study consisted population of 10,000 taking two colleges, 5000 female students and 5000 male students. A sample of 270 has been drawn using stratified sampling technique. This study investigated the study habits of students in different institute of Saikot. The study revealed a significant relationship between study habits and academic performance of the students.

Tus Jhoselle (2020) conducted a study on 'Influence of Study Attitudes and Study Habits on the Academic Performance of the Students. The purpose of this study was to determine the students' study attitudes, study habits and academic performance. A total of 130 senior high school students in a Catholic School in Bulacan,

Philippines participated in this study. To describe the participants profile in terms of their study attitudes, study habits and academic achievement, Descriptive-correlation research method was utilized. The computed multiple regression analysis results revealed that study attitudes and study habits do not significantly affect senior high school students' academic performance.

2.5 SUMMARY OF REVIEWS

The purpose of this review was to view the trends in composition studies within the past forty years and see how studies on Study Habits, Attitudes and Academic Achievement study changes and which is still changing. The researcher reviewed 60 studies in India and Abroad. In India, many studies have been conducted on study habits and academic achievement and most of the researchers found positive relationship between the study habits and academic achievement which indicate that increase in good study habits will increase the score in achievement. Few researchers have highlighted the need to develop good study habits and academic achievement.

2.6 CONCLUSION

The reviews of literature from 1971 to 2020, revealed that majority of the studies have been conducted on study habits along with academic achievement. The literature showed that students studying with positive attitude have been associated with higher achievement, while negative attitude appears to relate to poor performance. Indian studies showed significant difference of rural and urban students in their study habits, attitudes and academic achievement and that urban students showed better performance than rural. Few studies reported no significant differences of students studying in urban and rural locality. The influence of different type of schools were assessed and many studies showed that students studying in private schools have better attitude towards studies than those in government schools.

Some studies reported no significant difference in the study habits, attitude and achievement of boys and girls. Few studies revealed significant difference in their attitude towards mathematics; chemistry and that boys have better achievement in these subjects than girls. The literature revealed the need to develop study habits, positive attitudes to achieve desirable academic performance. The literature also revealed that students should not be discriminate but encouraged to have a positive attitude towards their teachers which will help to improve study habits.

From the above study of review of literature, the investigator came to know that very few similar studies were conducted on the present topic of study which focuses about study habits and attitudes to academic achievement. However, no study in Nagaland was found to be conducted in the said topic especially in a larger context, and at the PhD level. Therefore, in comparison it is a new area of study and having observed that proper discipline by

parents and teachers can play an important role in child's academic achievement and success by helping them in developing good and effective study habits and positive attitude, the investigator has made an attempt to study this area.

CHAPTER - 3

METHODOLOGY AND PROCEDURE OF THE STUDY

3.1 Introduction

Method is a tool or an instrument employed to gather empirical evidence and to analyses data. It is building of scientific knowledge. The scientific method is based on the assumption that knowledge is based on what is experienced through the senses and that the statement is to be accepted as true and meaningful if it is empirically verifiable. Methods are not used for determining the type of methodology without considering factors relating to its purpose, process, type of analysis and other factors.

3.2 Methodology and Procedure of the Study

The purpose of descriptive survey is to gather detailed information to be used as basis of study. Descriptive research is concerned with hypothesis formulation and testing, the analysis of the relationships between non manipulated variables and the development of generalization. Descriptive studies are more than just a collection of data, they involve measurement, classification, analysis, comparison, and interpretation. It involves events that have taken place and are related to a present condition. It is descriptive variables that exist or have already occurred are selected and observed. It employs careful sampling procedures so that generalizations may be extended to other individuals, groups, items or settings. Descriptive survey is the only means through which opinions, attitudes, suggestions for improvement of educational practices and instruction, and other data can be obtained. The present study employed Descriptive method of research.

3.3 Population of the Study

A population refers to any collection of specified group of human beings or of non-human entities such as objects, educational institutions, time units, geographical areas, etc. A population containing a finite number of individuals, members or unit is called a finite population. John W. Best stated that "A population is any group of individuals that has one or more characteristics in common and that are of interest to the researcher". In the present study, population includes all the Class IX students of Nagaland .

Table 05: Enrolment in Class - IX Students of Nagaland
(as on 1st April 2017)

S.No. District		Gove	Government		Priva	Private		Grand
D.110.	District	Male	Female	Total	Male	Female	Total	Total
1	Kohima	668	787	1455	2097	1896	3993	5448
2	Mokokchung	534	512	1046	607	545	1152	2198
3	Tuensang	592	797	1389	896	724	1620	3009
4	Mon	612	870	1482	879	698	1577	3059
5	Phek	649	755	1404	1068	983	2051	3455
6	Wokha	228	268	496	545	458	1003	1499
7	Zunheboto	396	438	834	670	654	1324	2158
8	Dimapur	1050	1304	2354	4454	4065	8519	10873
9	Kiphire	197	217	414	442	394	836	1250
10	Longleng	190	229	419	174	171	345	764
11	Peren	337	394	731	492	452	944	1675
	Total	5453	6571	12024	12324	11040	23364	35388

(Source: Nagaland Board of School Education)

3.4 Sample of the study

A sample is a small proportion of the population that is selected for observation and analysis. The investigator used the stratified random sampling technique for selecting the sample of the study. The present study does not comprise all schools in Nagaland. The investigator has selected three districts namely Kohima, Dimapur, and Peren in Nagaland in the first stage through convenience sampling. The schools from these districts were again selected randomly keeping in mind that urban, rural, male, female, government and private. In total the sample comprised of 1200 students with 50% of the sample drawn from government and 50% from private schools of Nagaland. These selected schools could, therefore, be viewed as fairly representative of all schools in Nagaland.

The sample for the investigation consisted of 1200 Class IX students in three districts of Nagaland. The stratified random sampling was applied in three stages. In the first stage management of the school i.e. Government and Private high schools, in second stage locality of the students i.e. rural and urban and third stage gender of the students i.e. boys and girls. In total 594 boys and 606 girls are included in this study. It is a 2X2X2 factorial design with 1200 sample subjects.

Table 06: Sample design

Locality	Rural		Url		
Gender \Rightarrow Management $↓$	Boys	Girls	Boys	Girls	Total
Government	257	263	38	42	617
Private	195	183	105	117	583

Locality	Rural		Ur		
Gender \Rightarrow Management $↓$	Boys	Girls	Boys	Girls	Total
Total	580 620		20	1200	

Table 07: The Sample distribution

Name of the	Government School	Male	Female	Total
District				
KOHIMA				
Rural	Govt. Hr. Sec school	10	10	20
Urban	Govt. High school, PWD	11	9	20
Rural	John govt. High school, Viswema	10	10	20
Rural	Govt. Hr. Sec. School, Chiechama	12	8	20
Rural	Govt. High school, Kigwema	12	8	20
Rural	Govt. High school, Zhadima	5	15	20
Rural	Govt. High school, Botsa	10	10	20
Rural	Govt. High school, Jakhama	15	5	20
Rural	Govt.High school, Nerhema	10	10	20
Rural	Govt. High school, Sechü	6	14	20
Rural	Ruzhükhrie Govt. Hr. Sec. School,	10	10	20
	Private School			
Rural	Loyola hr. Sec, school Jakhama	12	8	20
	KOHIMA Rural Urban Rural	Rural Govt. Hr. Sec school Urban Govt. High school, PWD Rural John govt. High school, Viswema Rural Govt. Hr. Sec. School, Chiechama Rural Govt. High school, Kigwema Rural Govt. High school, Zhadima Rural Govt. High school, Botsa Rural Govt. High school, Jakhama Rural Govt. High school, Nerhema Rural Govt. High school, Nerhema Rural Govt. High school, Sechü Rural Rural Govt. Hr. Sec. School, Private School	KOHIMAGovt. Hr. Sec school10UrbanGovt. High school, PWD11RuralJohn govt. High school, Viswema10RuralGovt. Hr. Sec. School, Chiechama12RuralGovt. High school, Kigwema12RuralGovt. High school, Zhadima5RuralGovt. High school, Botsa10RuralGovt. High school, Jakhama15RuralGovt. High school, Nerhema10RuralGovt. High school, Sechü6RuralRuzhükhrie Govt. Hr. Sec. School,10Private School	KOHIMA Rural Govt. Hr. Sec school 10 10 Urban Govt. High school, PWD 11 9 Rural John govt. High school, Viswema 10 10 Rural Govt. Hr. Sec. School, Chiechama 12 8 Rural Govt. High school, Kigwema 12 8 Rural Govt. High school, Kigwema 5 15 Rural Govt. High school, Botsa 10 10 Rural Govt. High school, Botsa 10 10 Rural Govt. High school, Jakhama 15 5 Rural Govt. High school, Nerhema 10 10 Rural Govt. High school, Sechü 6 14 Rural Ruzhükhrie Govt. Hr. Sec. School, 10 10

13.	Rural	St. Paul school, Phesama	13	7	20
14.	Rural	Christian school, Botsa	12	8	20
15.	Urban	Fernwood Hr. Sec school, Kohima	9	11	20
16.	Urban	Mezhür Hr. Sec. School, Kohima	12	8	20
17.	Rural	Baptist school, Botsa	10	10	20
18.	Urban	Dainty Buds, Kohima	9	13	22
19.	Urban	St. Peter's school, Kohima	9	11	20
20.	Urban	St. John school: Merhülietsa	9	11	20
21.	Rural	Regimental school 4 th NAP, Thizama	13	7	20
	Name of the District	Government School	Male	Female	Total
22.	DIMAPUR				
	Rural	Govt. High school, Naga united village	10	10	20
23.	Urban	Govt. High school, Chumukedima	8	12	20
24.	Rural	Govt. High school, Lingrijan	10	10	20
25.	Rural	Govt. Hr. Sec. School, Dimapur	11	9	20
26.	Rural	Govt. High school, Molvom	10	10	20
27.	Urban	Govt. High school, Diphupar 'A'	9	11	20
28.	Urban	Govt. High school, Diphupar 'B'	10	10	20
29.	Rural	Govt. Hr. Sec. School, Medziphema	11	9	20
30.	Rural	Govt. High school, Dhansiripar	11	9	20

31. Rural Go		Govt. High school, Singrijan	11	9	20
		Private School			
32.	Urban	Greenwood Hr. Sec. School, Dimapur	6	14	20
33.	Rural	Christina Memorial Hr. Sec. School, Aoyimti	13	7	20
34.	Rural	King david school, Medziphema	10	10	20
35.	Rural	Rivenburg school, Medziphema	10	10	20
36.	Urban	Lima Aier memorial Hr. Sec. School	11	9	20
37.	Urban	Christian Hr. Sec. School, Dimapur	10	10	20
38.	Urban	St. Edmunds Hr. Sec. School, Dimapur	8	12	20
39.	Urban	St. John's Hr. Sec. School, Diphupar 'B'	9	11	20
40.	Rural	St. Francis de sales Hr. Sec. School, Medziphema	11	9	20
41.	Urban	Patkai Hr. Sec. School, Chumukedima	13	7	20
	Name of the District	Government School	Male	Female	Total
42.	PEREN	Govt. High school, Bongkolong	10	10	20
	Rural				
43.	Rural	Govt. High school, Athibung	5	15	20
44.	Rural	Govt. Hr. Sec. School, Jalukie 'B'	12	8	20
45.	Rural	Govt. High school, Mbaulwa	8	12	20

Rural	Govt. High school, Tening	7	13	20
Rural	Govt. Hr. Sec. School, Jalukie	10	10	20
Rural	Govt. School, Heningkunglwa	14	6	20
Rural	Govt. High school, Dungki	10	10	20
Rural	Govt. High school, Benreu	7	13	20
	Private School			
Rural	All Saints Hr. Sec.school, Jalukie 'B'	10	10	20
Rural	Baptist Hr. Sec. School, Peren	5	15	20
Rural	Barail Valley school, Jalukie	9	11	20
Rural	St. Xavier Hr. Sec. School, Jalukie	11	9	20
Rural	Ibaung Thou memorial school, Jalukie	10	10	20
Rural	Baptist High school, Jalukie	8	12	20
Rural	Baptist High school, Tening	13	7	20
Rural	Baptist High school, Jalukie 'B'	9	9	20
Rural	L.M. High school, Mhainamtsi	6	14	20
Rural	Christian School, Jalukie	10	10	20
	Rural	Rural Govt. Hr. Sec. School, Jalukie Rural Govt. School, Heningkunglwa Rural Govt. High school, Dungki Rural Govt. High school, Benreu Private School Rural All Saints Hr. Sec. school, Jalukie 'B' Rural Baptist Hr. Sec. School, Peren Rural Barail Valley school, Jalukie Rural Ibaung Thou memorial school, Jalukie Rural Baptist High school, Jalukie 'B' Rural L.M. High school, Mhainamtsi	Rural Govt. Hr. Sec. School, Jalukie 10 Rural Govt. School, Heningkunglwa 14 Rural Govt. High school, Dungki 10 Rural Govt. High school, Benreu 7 Private School Rural All Saints Hr. Sec. School, Jalukie 'B' 10 Rural Baptist Hr. Sec. School, Peren 5 Rural Barail Valley school, Jalukie 9 Rural St. Xavier Hr. Sec. School, Jalukie 11 Rural Ibaung Thou memorial school, Jalukie 10 Rural Baptist High school, Jalukie 8 Rural Baptist High school, Jalukie 8 Rural Baptist High school, Jalukie 6 Rural Baptist High school, Mhainamtsi 6	Rural Govt. Hr. Sec. School, Jalukie 10 10 Rural Govt. School, Heningkunglwa 14 6 Rural Govt. High school, Dungki 10 10 Rural Govt. High school, Benreu 7 13 Private School Rural All Saints Hr. Sec. School, Jalukie 'B' 10 10 Rural Baptist Hr. Sec. School, Peren 5 15 Rural Barail Valley school, Jalukie 9 11 Rural St. Xavier Hr. Sec. School, Jalukie 11 9 Rural Ibaung Thou memorial school, Jalukie 10 10 Rural Baptist High school, Jalukie 8 12 Rural Baptist High school, Tening 13 7 Rural Baptist High school, Jalukie 'B' 9 9 Rural L.M. High school, Mhainamtsi 6 14

3.5 Tools Used

a. "Test of Study Habits and Attitudes" which is a standardized tool developed by Dr.C.P Mathur was adopted and used for the present study by the investigator.

1. Use of the Test

This test is intended for use with school, college and university students, ranging from age 13+ years to adulthood. It is meant to measure the Study Habits and Attitudes of students. The Test is suitable for use with both the sexes. It seeks to discriminate between good and poor study techniques of students and is expected to be helpful to the teachers and counselors to know their students' Technique of Study in a scientific way. It is also expected to be helpful to the Psychologists and Guidance Counselors in providing guidance and counseling to students.

2. Description of the Test

This test is based on nine major areas of the study techniques, habits and attitudes, viz, Attitudes towards teachers; Home environment; Attitude towards education; Study habits; Mental conflict; Concentration; Home assignment; Self confidence; and Examination, and contains 60 items.

A high score on this test indicates high order of correct study habits and proper attitudes, while a low score shows poor study techniques.

This test contains 60 items seeking responses in 'Yes', 'Doubtful' and 'No'. Responses are obtained on a separate answer sheet and the test booklet can be used over and again. The test is non-time. Generally 40 minutes have been found sufficient to deliver necessary instructions and obtain the responses.

Table 08: Details of test items in the tool

Sl.	Areas	No. of	Serial No. of Items in	Percent
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No.		Items	the Test	
1.	Attitude Towards Teachers	5	2, 16, 21, 32, 39	8%
2.	Home Environment	4	1, 30, 35, 46	7%
3.	Attitude Towards Education	3	28, 50, 53	5%
4.	Study Habits			
		20	4, 5, 6, 7, 9, 11, 12, 15, 17, 19, 22, 25, 34, 38, 40, 44, 51, 52, 55, 58	33%
5.	Mental Conflict		20, 33, 43, 45	
6.	Concentration	4	8, 13, 18, 24, 26, 36, 41, 47, 49	7%
7.	Home Assignment	9	14, 23, 42, 54	15% 7%
8.	Self Confidence	4	3, 29, 48	5%
9.	Examination	3	10, 27, 31, 37, 56, 57, 59, 60	13%
		8		
	Total	60	Sixty	100%

1. Attitude towards Teachers- This area is concerned with teachers don't understand problems, like to study from favorite teacher (s), likes teachers who gives

less homework, teachers don't help and teachers complain about poor handwriting and wayward answers.

- 2. Home environment- This area is concerned with attention distracting things in the study room, financial problem in the family, likes to study alone and to do many household works.
- 3. Attitude towards Education- This area is concerned with not want to study foreign language, education is wastage of money and that education is only bookish knowledge.
- 4. Study Habits- This area is concerned with homework not in time, study notes without understanding, cramming, no help in homework, stops going to school before exams, no extra studies, memory problem, does not review work checked by teachers, no continuity studies, answers without thinking, studies notes up to entering into exam room, crammed answers, no planning of studies, prefers to study alone, less written work, crammed reading loudly and studies without planning.
- 5. Mental conflict- This area is concerned with study notes without understanding, confused in deciding the answer, wants to leave studies, do service and to help family financially and answers without understanding the questions.
- 6. Concentration- This area is concerned with noise disturbance in studies, day dreaming, noise disturbance, delayed concentration, less interest in studies, cannot concentrate for longer duration, no joy in studies, other activities obstructs in studies and subjects uninteresting.

- 7. Home assignment- This area is concerned with homework not in time and homework in haste.
- 8. Self-confidence- Hesitates in asking question and hesitates in expressing own views.
- 9. Examination- This area is concerned with poor handwriting, laziness while studying, slow writing speed, petty errors in answers, cuttings and corrections in answers, studies without goals and time problem in examination.

3. Instructions for Scoring

A set of TWO Scoring keys is provided for scoring the responses. Scoring key 'A' is meant to score the correct study habits and scoring key 'B' to know the items and corresponding areas in which the student needs guidance.

4. The Sample

This test has been administered for the purpose of standardization to a sample of 2000 students between the age range 13+ to 16 + years, and 1500 of the age group 16+ above, both, male and females. The sample has been drawn from students of humanities, science, commerce, agriculture and teachers' training courses, and representing educational institutions of Urban, Semi-urban and Rural areas of Rajasthan State.

5. The Norms

Since raw scores are no measures for interpretation purposes, the norms have been prepared for the purpose in Z Scores and T Scores.

- (i) Z Scores are popularly known as Standard Scores. It is seven point scale having means as Zero and Standard Deviation one.
- (ii) T Scores are also Standard Scores having Means as 50 and Standard Deviation 10.

6. The Reliability

The reliability of this test was established by test-retest method. It was found to be as follows -

Table 09: Details of Reliability Co-efficient

Sl.	Age Groups	Reliability Co-	
No.		efficient	
1	12 16	0.07	200
1.	13+ to 16	+ 0.87	200
2.	16+ and	+ 0.89	200
	above		

7. Validity

For the purpose of establishing validity, the test has been validated with two tests of study habits as well with Achievement (academic) Scores on a representative sample of 200 students. The coefficients were found as under:-

Table 10: Details of Validity of the test

Sl. No.	Tests	R	N
1.	Survey of Study Habits & Attitudes	+ 0.63	200
1.	Survey of Study Habits & Attitudes	+ 0.03	200
	In English – By C. P. Mathur		
2.	Survey of Study Habits & Attitudes	+ 0.77	200
2.	Survey of Study Fluoris & Fitultudes	1 0.77	200
	(General) By A.R. Purohit		
3.	Academic Achievement Scores	+ 0.65	200
3.	- 100000000 - 100000 V CMCMC 000000	. 3.32	

8. Conversion of Obtained Scores

After obtaining the raw scores, convert them into either 'Z- Scores' or 'T-Scores' with the help of appropriate table based on the age level.

After converting the raw scores into Z/T Scores, determine the category on the basis of the table given after every Norm Table.

b. Academic achievement

Academic Achievement attempts to measure what an individual has learned and present the level of performance. It is helpful in determining individual or group status in academic learning. They are used in diagnosing strengths and weakness and as a basis for awarding prizes, scholarships, or degrees. In research, academic achievement scores are used frequently in evaluating the influences of courses of study, teachers, teaching methods, and other factors considered to be significant in educational practice.

Academic Achievement was measured by the marks obtained by students in Class IX Promotion Board Examination conducted by the Nagaland Board of School Education. The Academic Achievement Scores are found in Annexure III.

3.6 Statistical Techniques Used

Statistical techniques provide an indispensable tool for collecting, organizing, analyzing and interpreting data expressed in numerical terms. By synthesizing the data, these methods can facilitate the derivation of conclusion and formulation of the generalization. In the present study, the Descriptive statistical techniques viz, Mean, Standard Deviation, T test, and Correlation are used.

Mean (M)

The mean of a distribution is commonly understood as the arithmetic average. It is perhaps the most familiar; most frequently used and well understood average. The mean of a set of observation or scores is obtained by dividing the sum of all the values by the total number of values. In the present study, the following formula for calculating Mean of un-grouped data is used:

$$\mathbf{M} = \ \underline{\Sigma} \ \mathbf{X}$$

N

Where,

M = Mean

 $\Sigma = \text{Sum of}$

X = Scores in a distribution

N = total number of scores

Standard Deviation (σ)

The Standard deviation, the square root of the variance, is most frequently used as a measure of spread or dispersion of scores in a distribution. The mean of squares of deviation scores is variance. It is a measure of dispersion in square form. In the words of Walker "The square root of the variance is called the root mean square deviation or the Standard deviation". Hence, Standard deviation is the square root of variance.

In the present study, the following formula is used:

$$\sigma = \sqrt{\frac{\sum x^2}{N}}$$

Where,

 σ = Standard Deviation

 $\Sigma = \text{Sum of}$

 x^2 = square of deviation of the raw score from the mean

N = number of scores of measures

Standard deviation is used when two groups have to be compared in context to homogeneity.

t-test

A statistical examination of two population means a two sample t test examines whether two samples are different and is commonly used when the variance of two normal distributions are unknown and when an experiment uses a small sample size.

Formula,

$$\frac{t = M1 - M_2}{\sigma^{\frac{2}{1}} + \sigma^{\frac{2}{2}}}$$

$$\frac{N_1}{N_2}$$

Where,

 M_1 = Mean of the first group.

 M_2 = Mean of the second group.

 σ_1 = Standard Deviation of the first group.

 σ_2 = Standard Deviation of the second group.

 N_1 = Sample size of the first group.

 N_2 = Sample size of the second group.

Correlation

The technique with the help of the extent, nature and significance of association between the given variables is statistically known as correlation. The relationship between two series when measured quantitatively is known as correlation. Croxton and Cowden "When the relationship is of a quantitative nature, the appropriate statistical tool for discovering and measuring the relationship and expressing it in a brief formula is known as correlation". Correlation is an important technique of statistical analysis and helps to study whether the correlation between variables is significant or not. The correlation coefficient indicates the strength and direction of a linear relationship between two random variables. The types of correlation are

1. Positive Correlation

If the direction of change of two variables is same, correlation is said to be a positive one.

2. Negative Correlation

If the direction of change of two variables is different, correlation is said to be negative.

Formula for co-efficient of correlation is as follows

$$r_{xy} = \frac{\sum (x_i - \bar{x})(y_i - \bar{y})}{\sqrt{\sum (x_i - \bar{x})^2 \sum (y_i - \bar{y})^2}}$$

R=

Where

r= correlation coefficient

X= values of the x-variable in a sample

 \overline{X} = mean of the values of the x-variable

Y= values of the y-variable in a sample

 \overline{Y} = mean of the values of the y-variable

3.7 Data Collection

Data collection refers to purposive gathering of information relevant to the subject matter of study as per the requirement of research. It also depends upon the nature, purpose and scope of enquiry on the one hand and the availability of resource and time on the other hand. For the present study the data to be collected is divided into two categories:

1. Primary Data

2. Secondary Data

For the collection of primary data, the investigator went personally to those selected schools for the sample and explained the purpose of the study to the school Principals. After getting approval, the investigator personally contacted the students and informed them that the responses in questionnaire would in no way influence their academic examination results and assured them that this test is to know their study habits and attitudes and to help in developing correct study techniques, and that their responses would be kept strictly confidential. The copies of the questionnaire were given to students of Class IX and they were asked to read the instruction carefully and give their responses genuinely on all items. After completion of the questionnaire, the investigator checked whether all the entries were filled properly or not. The responses were scored with the help of scoring key given in the manual of the test.

The secondary data was been collected mainly from various internet online journals, thesis, articles, newspaper, comparative studies, books and Nagaland Board of School Education.

3.8 Conclusion

In the present study the investigator discussed the information concerning the method that was used in undertaking this research, the various stages, which includes population, sample, tools, statistical techniques and data collection.

CHAPTER - 4

ANALYSIS AND INTERPRETATION OF THE DATA

4.1 Introduction

The analysis is the ordering of data into constituent parts in order to obtain answers to research questions. The collected data were analyzed by applying appropriate statistical tools and the results of the study were discussed below.

This chapter deals with analysis and interpretation of the data. The data is presented in the form of:

- 1. Frequency Distribution Tables
- 2. 't' Values with respect to the influence of the independent variables, and
- 3. Correlation Analysis

Analysis and Interpretation of Data are presented as per the objectives and the hypotheses formulated for the study.

Objective-1: To find out the level of Academic Achievement of Class IX students of Nagaland

4.2 Levels of Academic Achievement Scores

Frequency distribution table for academic achievement scores are presented in the following pages.

4.2.1 Distribution Characteristics of the academic achievement scores for the Whole group

The distribution characteristics namely Mean (M), Median (Mdn.), Mode (Mo.), Range (R), Quartile Deviation (QD), Standard Deviation (SD), Skewness (S_k) and Kurtosis (K_u) for various divisions of the sample on academic achievement scores have been studied in this investigation. The skewness and kurtosis are computed using moments. For normal distribution the value of skewness is -0.024 and kurtosis is 0.566. The maximum score for the academic achievement is 554 and the minimum score is 0. The frequency distribution of academic achievement scores of the whole

group is shown in Table - 11. The distribution characteristics namely Mean (M), Median (Mdn.), Mode (Mo), Range (R), Quartile Deviation (QD), Standard Deviation (SD), Skewness (S_k), and Kurtosis (K_u) of the whole group are also presented under the **Table** - 11.

Table 11: Frequency distribution of Academic Achievement scores for the whole group

S. No.	Class Interval Midpoint		f	cf
1.	0-49	24.5	16	16
2.	50 – 99	74.5	10	26
3.	100 – 149	124.5	86	112
4.	150 - 199	174.5	133	245
5.	200 - 249	224.5	138	383
6.	250 - 299	274.5 362		745
7.	300 – 349	324.5 227		972
8.	350 – 399	374.5	120	1092
9.	400–449	424.5	58	1150
10.	450 – 499	474.5	33	1183
11.	500 – 549	524.5	14	1197
12.	550 –599	574.5	03	1200
	Total	1200		

$$N = 1200, M = 277.84, Mdn. = 281.00, Mo = 0, R = 554, SD = 92.629,$$

$$S_k = \text{-}0.024, K_u = 0.566$$

It can be observed from Table-11 that the mean academic achievement score for the whole group (N = 1200) is 277.84. The median and mode values are 281.00 and 0. The magnitude of skewness is -0.024 and kurtosis is 0.566. Hence the frequency distribution of academic achievement scores for the whole group is slightly

negatively skewed. It implies that the scores are massed at the high / right end of the scale and are spread out gradually towards the low / left end of the scale and frequency distribution of academic achievement scores for the whole group is lepto kurtic. The distribution is peaked than the normal distribution. On the whole the academic achievement of the school students is good, because mean academic achievement score is greater than 50 percent.

Achievement Scores Mean =277.84 Std. Dev. =92.629 N = 1,200

Figure – 01: Histogram with Normal Probability Curve for the distribution of Academic Achievement scores for the whole group

Achievement Scores

Objective-2: To find out the level of study habits and attitudes of Class IX students of Nagaland

4.3 Levels of Study Habits and Attitudes

Frequency distribution table for Study Habits and Attitudes scores are presented in the following pages.

4.3.1 Distribution Characteristics of the Study Habits and Attitudes scores for the whole group

Table – 12: Frequency distribution of Study habits and Attitudes scores for the whole group

S. No.	Obtained Scores	F	Category	Grade Code
1.	Below 18	21	Extremely Poor	G
2.	19 – 25	111	111 Very Poor	
3.	26 – 32	479	Poor	Е
4.	33 - 41	509	Satisfactory	D
5.	42 - 48	77	Good	С
6.	49 - 55	03	Very Good	В
7.	56 and above	00	Excellent	A

$$N = 1200, M = 32.42, Mdn. = 32.00, Mo = 32, R = 36, SD = 5.931,$$

$$S_k = -0.119, K_u = 0.179$$

It can be observed from Table-12 the mean Study Habits and Attitudes score for the whole group (N=1200) is 32.42, the mean=32.42 and this mode values are 32.00 and 32. The magnitude of Skewness is -0.119 and the Kurtosis are 0.179. Hence, the frequency distribution of Study Habits and Attitudes scores for the whole group is slightly negatively skewed. It implies that Study Habits and Attitudes scores are massed at the high/right end of the scale and are spread out gradually towards the low / left end of the scale. It was observed from the Table-12, out of 1200 class IX

students in Nagaland State, 42% (509) are satisfactory, 40%(479) are poor ,9%(111) are very poor, 6%(77) are good ,2%(21) are extremely poor very and 1% (3) are very good. Further, it can be said that all together of class IX students 49% falls under satisfactory and above level in their Study Habits and Attitudes scores where as 51% falls under poor and below level in their Study Habits and Attitudes scores. It indicates that more than 50% students are poor in their in their Study Habits and Attitudes scores.

Study Habits and Attitudes

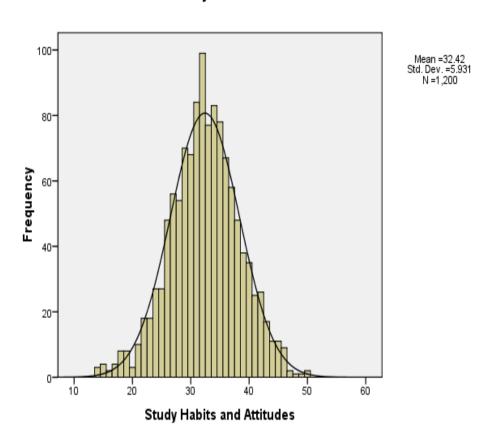


Figure – 02 : Histogram with Normal Probability Curve for the distribution of Study Habits and Attitudes scores for the whole group

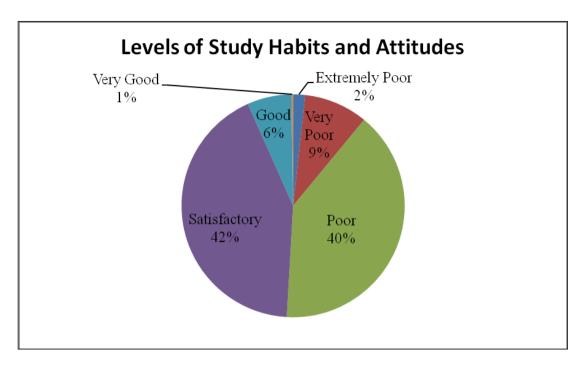


Figure – 03 : Pie Diagram for the levels of Study Habits and Attitudes scores for the whole group

Objective-3: To find out the Academic Achievement of students of Class IX of Nagaland in total and in terms of gender, locale and type of school management

4.4 Influence of Personal and Socio Demographic Variables on Academic Achievement of Class IX Students of Nagaland

The influence of personal and socio-demographic variables on Academic Achievement was studied. The following personal and socio-demographic variables are considered for the present study.

- 1. Gender
- 2. Locality
- 3. Type of School Management

4.4.1 Gender

In the present investigation, on the basis of gender; the School students were divided into two groups. Boys school students formed as Group – I, and Group – II comprised of Girls school students. The influence of 'gender' on the Academic Achievement of Class IX students was investigated. The corresponding Academic Achievement scores of two groups were analyzed accordingly. The influence of 'gender' on Academic Achievement was investigated through 't' - test. The following hypothesis was framed and put to the test.

Hypotheses - 1

There will be no significant difference in Academic Achievement of students of Class IX with reference to gender.

The above hypothesis was tested by employing 't' - test. The results are presented in Table -13.

Table – 13: Influence of 'gender' on the Academic Achievement of Class IX

Students

S. No.	Subject	Gender	N	Mean	Std. Deviation	't' – Values
1.	English	Boys(Group-I)	594	51.97	16.338	
		Girls(Group-II)	606	54.72	18.015	2.772*
2	Mathematics	Boys(Group-I)	594	39.61	17.002	
2.		Girls(Group-II)	606	40.98	17.358	1.384@
2	Science	Boys(Group-I)	594	42.15	16.336	
3.		Girls(Group-II)	606	43.46	17.360	1.345@
4	Social Studies	Boys(Group-I)	594	43.66	17.652	
4.		Girls(Group-II)	606	44.86	18.421	1.151@
_	Mil	Boys(Group-I)	594	51.10	17.738	
5.		Girls(Group-II)	606	52.88	18.375	1.706@
6.	6th	Boys(Group-I)	594	45.68	18.272	

	Bk & Acc,E.E, Home Science, Music,FIT,	Girls(Group-II)	606	44.53	19.776	1.044@
7.	Academic Achievement	Boys(Group-I)	594	274.17	89.112	
7.	Acinevement	Girls(Group-II)	606	281.43	95.888	1.359@

Note: "@": Indicates not significant at 0.05 level,"*": Indicates significant at 0.05 level

Table-13 shows the differences in the mean scores of Academic Achievement among Class IX Students in various subjects of Academic Achievement with regards to gender. It was found that from the Table-13, there was no significant difference found in the subjects such as Mathematics, Science, Social Studies, Modern Indian Language, and 6th subject i,e Book Keeping and Accountancy, Environmental Education, Home Science, Music and Foundation of Information Technology among boys and girls of Class IX students as the calculated t-values were lesser than the table t-value (1.96) for 1198 df at 0.05 level.

Whereas there is a significant difference found in the subject such as English among boys and girls of Class IX students as the calculated t-value was greater than the table t-value (1.96) for 1198 df at 0.05 level.

From the above table, it can be revealed that the mean scores of the overall Academic Achievement of boys and girls of Class IX students are 274.17 and 281.43 with S.D 89.112 and 95.888 respectively. Academic Achievement, calculated t-value (1.359) is lesser than the table-t-value (1.96) for 1198 df at 0.05 level of significance. Hence, the null hypothesis stated that "there will be no significant difference in Academic Achievement of Class IX students with reference to gender" is accepted. Therefore, there is no significant difference in Academic Achievement of Class IX students with reference to gender.

4.4.2 Locality

In the present investigation, on the basis of locality; the School students were divided into two groups. Urban school students formed as Group - I, and Group - II

comprised of rural school students. The influence of 'locality' on the academic achievement of Class IX students was investigated. The corresponding academic achievement scores of two groups were analyzed accordingly. The influence of 'locality' on academic achievement was investigated through 't' - test. The following hypothesis was framed and tested.

Hypotheses - 5

There will be no significant difference in Study Habits and Attitudes of Class IX students with reference to locality.

The above hypothesis was tested by employing 't' - test. The results are presented in **Table –17**.

Table – 17: Influence of 'locality' on the Study Habits and Attitudes of Class IX Students

S. No.	Areas	Gender	N	Mean	S.D	't' – Values
1.	Attitude towards Teachers	Urban(Group-I)	620	2.48	1.132	
		Rural(Group-II)	580	2.41	1.087	1.175@
2.	Home Environment	Urban(Group-I)	620	2.21	.991	
		Rural(Group-II)	580	2.36	1.008	2.555*
3.	Attitude towards Education	Urban(Group-I)	620	2.31	.808	
		Rural(Group-II)	580	2.42	.704	2.498*
4.	Study Habits	Urban(Group-I)	620	10.90	2.641	
		Rural(Group-II)	580	11.11	2.380	1.453@
5.	Mental Conflict	Urban(Group-I)	620	2.00	1.031	
		Rural(Group-II)	580	2.10	1.059	1.684@

6.	Concentration	Urban(Group-I)	620	4.60	1.489	
0.		Rural(Group-II)	580	4.66	1.362	0.793@
7.	Home Assignment	Urban(Group-I)	620	2.21	1.114	
		Rural(Group-II)	580	2.10	1.108	1.632@
8.	Self Confidence	Urban(Group-I)	620	1.31	.957	
		Rural(Group-II)	580	1.31	1.022	0.016@
9.	Examination	Urban(Group-I)	620	4.22	1.375	
		Rural(Group-II)	580	4.11	1.373	1.478@
10.	Study Habits and Attitudes	Urban(Group-I)	620	32.22	6.211	
		Rural(Group-II)	580	32.63	5.613	1.187@

Note: "@": Indicates not significant at 0.05 level, "*": Indicates significant at 0.05 level.

Table-17 shows the differences in the mean scores of Study Habits and Attitudes among Class IX students in various areas of study habits and attitudes with regards to locality. It is found that from the Table-17, that there was no significant difference found in the areas such as Attitudes towards Teachers, Study Habits, Mental Conflict, Concentration, Home Assignment, Self- Confidence and Examination among urban and rural school students as the calculated t-values were found to be lesser than the table t-value (1.96) for 1198 df at 0.05 level.

Whereas there is a significant difference found in the areas such as Home Environment and Attitude towards Education among urban and rural school students as calculated t-values were greater than the table t-value (1.96) for 1198 df at 0.05 level.

Overall, study habits and attitudes, calculated t-value (1.187) is lesser than the table-t-value (1.96) for 1198 df at 0.05 level of significance. Hence, the null hypothesis stated that "there will be no significant difference in Study Habits and Attitudes of Class IX Students with reference to locality" is accepted. Therefore, there

is no significant difference in Study Habits and Attitudes of Class IX students with reference to local.

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Objective-5: To find out the correlation between Study Habits and Attitudes of students of Class IX of Nagaland and Academic achievement in total and in terms of gender, locale and type of school management.

Hypotheses - 7

There will be no significant correlation between study habits – attitudes and academic achievement of Class IX students of Nagaland and their academic achievement with reference to Gender.

The above hypothesis was tested by employing 'correlation' - test. The results are presented in **Table – 19.**

Table – 19: correlation coefficients between Study Habits and Attitudes and Academic Achievement of Class IX students with regards to gender

Variables	Gender	'r' value	'p' value	remarks
Study Habits and Attitudes	Boys	0.104	0.01	Significant at 0.05 level
Vs	Girls	0.05	0.22	Not significant at
Academic Achievement				0.05 level

From the above table-19, it is seen that the correlation coefficients value 0.104 and p < 0.05 is less than the significance level $\alpha = 0.05$, therefore the null hypothesis is rejected. Therefore we can conclude that there is significant relationship between Study Habits – Attitudes and Academic Achievement of Boy students of Class IX

Since p > 0.05 is greater than the significance level $\alpha = 0.05$, the null hypothesis is accepted, and we can conclude that there is no significant relationship

between Study Habits – Attitudes and Academic Achievement of Girl students of Class IX.

Hypotheses - 9

There will be no significant correlation between study habits and attitudes of Class IX students of Nagaland and their academic achievement with reference to type of school Management.

The above hypothesis was tested by employing 'correlation' - test. The results are presented in **Table –21**.

Table –21: Correlation Coefficients between Study Habits and Attitudes and Academic Achievement with regards to management

Variables	Management	'r' value	'p' value	remarks
Study Habits – Attitudes	Government	0.88	0.02	Significant at 0.05 level
Vs	Private	0.117	0.00	Significant at 0.05 level
Academic Achievement				

Since p < 0.05 is less than the significance level $\alpha = 0.05$, the null hypothesis is rejected, and we can conclude that there is significant relationship between Study Habits – Attitudes and Academic Achievement of Government students of Class IX.

Similarly, Since p < 0.05 is less than the significance level $\alpha = 0.05$, the null hypothesis is rejected, and we can conclude that there is significant relationship

between Study Habits – Attitudes and Academic Achievement of private students of Class IX

Hypotheses - 10

There will be no significant correlation between study habits , attitudes and academic achievement of Class IX students of Nagaland

The above hypothesis was tested by employing 'correlation' - test. The results are presented in **Table –22**.

Table – 22: Correlation Coefficients between Study Habits and Attitudes and Academic Achievement of Class IX students

Variables	'r' value	'p' value	remarks
Study Habits – Attitudes	0.076	0.008	Significant at 0.05 level
Vs			0000 20 / 02
Academic Achievement			

From the above table, it is seen that the correlation coefficients value 0.076 and p < 0.05 is less than the significance level $\alpha = 0.05$, therefore the null hypothesis is rejected. Hence the null hypothesis stated that "there will be no significant relationship between Study Habits and Attitudes and Academic Achievement of Class IX students of Nagaland" is rejected. Therefore we can conclude that there is significant relationship between Study Habits – Attitudes and Academic Achievement of Class IX students in Nagaland and also there is a positive and significant relationship between Study Habits – Attitudes and Academic Achievement of Class IX students at Nagaland.

CHAPTER-5

FINDINGS OF THE STUDY AND DISCUSSIONS

On the basis of analysis and interpretation of collected data the findings of the study are presented in this chapter.

5.1 FINDINGS OF THE STUDY

The following are the findings of the study as per the objectives of the study.

- 1. The academic achievement score for the whole group (N=1200), the mean was found to be 277.84. The medium and mode value were 281.00 and 0 respectively.
- 2. There is no significant difference found in the subjects such as Mathematics, Science, Social Studies, Modern Indian Language, and 6th subjects i,e Book Keeping and Accountancy, Environmental Education, Home Science, Music and Foundation of Information Technology among boys and girls of Class students as the calculated t-value were lesser than the table t-value (1.96) for 1198 df at 0.05 level.
- 3. The Study Habits and Attitudes scores ,out of 1200 Class IX students of Nagaland, 42% (509) were found to be satisfactory, 40% (479) are poor, 9% (111) are very poor, 6% (77) are good, 2% (21) were extremely very poor and 1% (3) were very good, 49% fell under satisfactory and above whereas 51% fell under poor and below. It indicates that 50% students are poor in their Study Habits and Attitudes scores.
- 4. There was no significant difference as the mean scores of overall in Study Habits and Attitudes of boys and girls of Class IX students were 32.29 and 32.54 with Standard deviations were 5.986 and 5.879 respectively. Study habits and attitudes, calculated t-value (0.735) was lesser than the t-value (1.96) for 1198 df at 0.05 level of significance. Accordingly, the (H4) was retained.
- 5. There was no significant difference found in the areas such as Attitude towards Teachers, Home Environment, Attitude towards Education, Study Habits, Mental Conflict and Home Assignment among Class IX students studying in government and private schools as the calculated t-values were lesser than the t-value (1.96) df at 0.05 level.
- 6. There was significant correlation between study habits, attitudes and achievement of rural Class IX students since p> 0.05 is less than the significant level a=0.05. Therefore, the Hypotheses (H8) was rejected.
- 7. There was significant correlation between study habits, attitudes and academic achievement of Class IX students of Nagaland as the correlation coeffecient value 0.076 and p < 0.05 was found to be less than the significant level a =0.05. Therefore, the Hypotheses (H10) was rejected.

8. There was positive and significant correlation between Study Habits, Attitudes and Academic Achievement of Class IX students of Nagaland.

5.2 DISCUSSION OF FINDINGS

- 1. The findings reveal that boys and girls of Class IX students showed no significant difference in their Academic Achievement . Firstly, the reason may be that the academic achievement of boys and girls are similar on different subjects or it may be due to the equal opportunities that both boys and girls receive in terms of education, teacher's guidance, educational environment, co-curricular activities, uniform curriculum and using the same text books. Secondly, the reason may be that both boys and girls are getting similar kind of facilities both at school, at home and other facilities that are essential for their academic achievement. The findings of the present study contradicts with the findings of Bitrus Glawala Amuda and Domiya G. Ali (2018) who found that there was a significant relationship between gender and academic performance, and equal opportunity should be given to both male and female in schools and colleges, particularly in terms of placing students into various courses and they should not be discriminated based on their sex. The difference in findings could be due to difference in context.
- 2. The findings reveal that boys and girls of Class IX students studying in urban and rural schools showed no significant difference in their Study Habits and Attitudes. The reason may be due to parental encouragement, positive attitude towards teachers, study regularly, doing home assignment and self confidence. It may also be due to parents' realization about the importance of education to their children and are supported either by teachers or by parents in inculcating good study habits and positive attitude towards education. The finding of this study is consistent with the findings of Muhammad Sarwar (2012) and supported by Singh, Rajinder (2018) who found that in overall study habits of male and female of urban and rural there was no significant difference.
- 3. The findings also revealed that there was significant correlation between study habits, attitudes and academic achievement of Class IX boys of Nagaland. However, there was no significant correlation between study habits, attitudes and academic achievement of Class IX girls. The reason may be the boys have poor study habits, negative attitudes, distracted more quickly and are also engaged in other activities along with their studies like outdoor games and other non-academic activities as compared to girls. It could also be that girls are more dedicated to their studies, are more attentive in class, take better notes, spend more time on homework and show great persistence than boys as many studies have revealed. It may be that parents encourage girls more than boys. The findings of some earlier studies is consistent with the present finding such as Fauzia Khurshid, Afifa Tanveer, Farah Naz Qasmi (2012), Illahi, Bhat Younes, Khandi and

Hemant (2015), who revealed that female students have better study skills, attitudes and better academic achievement than the male students.

- 4. In the present study there was significant correlation between study habits, attitudes and academic achievement of Class IX boys and girls studying in government and private schools of Nagaland. Firstly, the reason may be due to unfavorable study habits and negative attitudes of the students which affect their academic achievement. Secondly, the students may have a genuine drive for better academic achievement which they cannot realize due to some factors such as unfavorable attitude towards teachers, financial problem in the family, studying notes without understanding and answers the questions, inability to concentrate for longer duration, hesitation in expressing and studies without goal. The finding of this study is consistent with the findings of Urmila Malik, Sunita and Parveen (2016) who found that there was a positive and significant correlation between study habits and achievement of government and private high school students.
- 5. In the present study, there was significant correlation between study habits, attitudes and academic achievement of Class IX boys and girls of Nagaland. The syllabus is same for all the schools and examination pattern is also the same for all schools; the reason may be because they cannot develop good study habits and attitude towards studies which affect their academic achievement. It may be due to lack of dedicated teachers, lack of proper educational facilities and passive attitude of parents towards the education of their children. The finding of the study is consistent with the findings of earlier studies Kumod Kumar Jha and Yodida Bhutia (2012), Aravind N. Chaudhari (2013), Ehtesham Anwar (2013), Muniza Malik and Nagima Parveen (2016), Odiri, Onoshapokaiye E (2015), Ebele Uju F and Olofu Paul A (2017), Rabia, Naima Mubarak, Hira Tallat and Wajiha Naser (2017) which reported significant that there exist correlation between study habits, attitudes and academic achievement of students.

The study also found positive and significant correlation between study habits, attitudes and academic achievement of Class IX Students of Nagaland which indicates that increase in study habits and positive attitude towards studies will help the students achieve desirable academic achievement. The present finding is consistent with the findings of Urmila Malik, Sunita and Parveen (2016) who found that there was a positive and significant correlation between study habits and achievement of government and private high school students. Moreover it was supported by Asrat Dagnew (2017) who also found a positive and significant relationship between students' attitude towards values of education and academic achievement of grade 9 students.

5.3 CONCLUSIONS OF THE STUDY

The findings of the present study found that Class IX students of Nagaland study habits, attitudes and academic achievement is not encouraging and needs to be improved . The reason for the low

performing students may be because they neglect their regular studies, not concentrating, lack of self-confidence, memory problem, cramming and procrastination. Another factor is that students depend largely on the notes given by their teachers, peer pressure also effects negatively the habits, attitudes and achievement. The students do not know how to study effectively and fail to make use of their valuable time for studies.

Unexpectedly, the urban boys and girls showed significant correlation in their study habits, attitudes and academic achievement. Today, the urban students are engaged in social activities such as mobile phones, music, addicted to online games, peer pressure etc and often neglect their studies. It is also seen that parental supervision and support may be more difficult in which both parents need to work outside the home and cannot directly support their child's learning. Hence, the parents and teachers should give more personal attention to the study habits and attitudes of urban students.

Nowadays students seldom have proper study habits and do not devote sufficient time for their studies. As the students move from high school to secondary level, they tend to show lesser attitude on studies and their approach towards their studies change. The teaches need to figure out why students are neglecting their studies and talk with them personally and identify where the problem lies. The teacher can have a great impact on helping students to develop good study habits, both in the classroom and at home. The skills and habits will benefit them not only in school, but when they enter the workforce, too .

In this study, positive attitudes of the student and study habits were found to have a significant correlation with their academic achievement. Therefore, it can be concluded that study habits and attitudes on nine major areas consisting of attitude towards teachers, home environment, attitude towards education, study habits, mental conflict, concentration, home assignment, self-confidence and examination have significant correlation on academic achievement. As the study shows that the study habits and attitudes are having positive relationship, the role of the Class IX students of Nagaland should not be ignored, rather students can be assisted to develop better and effective study habits and positive attitudes in order to improve their academic achievement.

5.4 EDUCATIONAL IMPLICATIONS OF THE STUDY

The findings of this study have a significant effect on study habits, attitudes and academic achievement of Class IX students of Nagaland. Hence, basing on the findings of the present study the following are the educational implications for the improvement of study habits, attitudes and academic achievement among the students.

1. This study reveals that boys are less positive about school, work less hard, peer pressure, too much pressure and expectation to perform well and are distracted quickly. Boys would need more encouragement and special attention has to be given for developing good study habits,

positive attitude towards studies and provided with proper guidance on the basis of their abilities and capacities.

- 2. It is the responsibility of the teachers to enable the students to acquire the study techniques, to have positive attitude towards teachers, positive attitude towards education, examination and their mental conflict. The teachers are the next set of people students spend most of their time with after their parents. It is a challenge that teachers need to face.
- 3. Joint effort should be made by the teachers, parents, students and school for inculcating desirable attitude towards study among the students. The home learning environment and the school environment should work together to support the students development.
- 4. The students who are under achievers need to be consistently reassured that they can meet the goals and challenges if they listen and follow the guidance of the teachers and parents. This help and support they will help the students to succeed.
- 5. The relationship between teachers and students can have a permanent impact on the development of a student. Teachers should have a good relationship with their students as this will enable them to easily approach for help and they will have positive attitude, and work better if they felt that their teacher valued and care for them.
- 6. A daily or weekly test may provide specific feedback and is likely to motivate the student on succeeding work. Praise serves as a motivator because it generally acts to encourage achievement, and positive attitude towards learning.
- 7. Most of the students do well in a subject when they have a positive attitude towards the teacher who teaches the subject, but if a student has some unpleasant incident with the teacher they begin to develop negative attitude and dislike the subject. Teachers need to be observant, attentive and through their teaching and personal dealings with the students should provide favorable experiences in which students achieve success and ensure among the students positive attitudes towards the school and its programmes.
- 8. The findings will help the teachers and educators in understanding the problems of students and help them to inculcate good study habits and positive attitudes. Students can be assist to develop better and effective study habits and positive attitudes, where they can bring about an improvement.

5.5 RECOMMENDATIONS OF THE STUDY

Based on the findings of this study, the following recommendations are made-

- 1. A continuous process of giving assignments and homework should be adopted for inculcating proper study habits in Mathematics, Science, Social Sciences, English, Modern Indian Language and 6th subjects.
- 2. Encourage students to read textbooks thoroughly and not to rely on notes given in class only; this will enable them to better identify the important passages that support central themes, concepts and facts. Teach them to develop their problem-solving and decision making skills.
- 3. NEP 2020 suggests imparting early education in mother tongue or local language. Findings of the study revealed poor performance in Modern Indian Language. It is recommended that teachers should encourage students to study Modern Indian Languages with equal dedication as other subjects.
- 4. Home assignment can help students to develop study habits and can foster independent learning and become responsible. It can help students recognize that learning occur at home as well as at school. It also gives parents an opportunity to see what is going on at school and let them express positive attitude towards academic achievement.
- 5. This study highlights urban boys and girls being victims of social media, become irregular in school, and discontinue their studies. It is the need of the hour that parents and educators control and regulate the amount of time spent on the social media, etc and enable them to inculcate positive attitude towards education.
- 6. The Principals, teachers and other members of both government and private schools should make the students more competitive, motivate them by introducing competitive examinations, organizing quiz, extempore speech, essay writing, seminars, painting and various co-curricular activities in order to enhance their study habits of reading magazines, newspapers, journals, periodicals and books to develop right attitude towards education.
- 7. On the basis of this study it was recommended that principals, supervisors, teachers, parents and educational practitioners should investigate the role of non-cognitive variables like interest, attitudes, values and appreciation of teachers, schools and their influence on academic achievement.
- 8. The findings recommend that parents should place time limit on their children's interactive technology use, and that parents and teachers should help children to develop effective time management and self- regulation skills to reduce their reliance on technology.

5.5 SUGGESTIONS FOR FURTHER RESEARCH

1. A study may be conducted on effect of study habits, attitudes and academic achievement among Urban and rural students of Nagaland.

- 2. A comparative study of study habits, attitudes and academic achievement of Government and Private schools of Nagaland.
- 3. A study may be conducted on the use of audio-visual aids, library facilities available in schools as these may have great influence on the development of study habits and academic achievement.

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ANNEXURE - I

MANUAL FOR TEST OF STUDY HABITS AND ATTITUDES

MANUAL

FOR

TEST OF T

STUDY S

HABITS & H

ATTITUDES A

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MANUAL

FOR

TEST OF STUDY HABITS AND ATTITUDES

1. Use of the Test

This test is intended for use with school, college and university students, ranging from age 13 + years to adulthood. It is meant to measure the *Study Habits and Attitudes* of students. The Test is suitable for use with both the sexes. It seeks to discriminate between good and poor study techniques of students and is expected to be helpful to the teachers and counsellors to know their students' Techniques of Study in a scientific way. It is also expected to be helpful to the Psychologists and Guidance Counsellors in providing guidance and counselling to students.

2. Description of Test

This test is based on nine major areas of the study techniques, habits and attitudes, viz., Attitudes towards teachers; Home environment; Attitude towards education; Study habits; Mental conflict; Concentration; Home assignment; Self confidence; and Examination, and contains 60 items. These sixty items have been distributed in these areas as shown in the Table No. 1.

A high score on this test indicates high order of correct study habits and proper attitudes, while a low score shows poor study techniques.

This test contains 60 items seeking responses in 'Yes', 'Doubtful' and 'No'. Responses are obtained on a separate answer sheet and the test booklet can be used over and again.

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The test is non-time. Generally 40 minutes have been found sufficient to deliver necessary instructions and obtain the responses.

TABLE 1

SI. No.	AREAS	No. of Items	Serial No. of Items in the Test	Percent
1.	Attitude Towards Teachers	5	2, 16, 21, 32, 39	8%
2.	Home Environment	4	1, 30, 35, 46	7%
3.	Attitudes Towards Education	3	28, 50, 53	5%
4.	Study Habits	20	4, 5, 6, 7, 9, 11, 12, 15, 17, 19, 22, 25, 34, 38, 40, 44, 51, 52, 55, 58	33%
5.	Mental Conflict	4	20, 33, 43, 45	7%
6.	Concentration	9	8, 13, 18, 24, 26, 36, 41, 47, 49	15%
7.	Home Assignment	4	14, 23, 42, 54	7%
8.	Self Confidence	3	3, 29, 48	5%
9.	Examination	8	10, 27, 31, 37, 56, 57, 59, 60	13%
	Total	60	Sixty	100%

NOTE: Use this table for knowing the areas of deficiency for guidance purposes, after using the Scoring key "B".

- 1. Attitude towards Teachers- This area is concerned with teachers don't understand problems, like to study from favorite teacher (s), likes teachers who gives less homework, teachers don't help and teachers don't complain about poor handwriting and wayward answers.
- 2. Home environment- This area is concerned with attention distracting things in the study room, financial problem in the family, likes to study alone and to do many household works.
- 3. Attitude towards Education- This area is concerned with not want to study foreign language, education is wastage of money and that education is only bookish knowledge.
- 4. Study Habits- This area is concerned with homework not in time, study notes without understanding, cramming, no help in homework, stops going to school before exams, no extra studies, memory problem, does not review work checked by teachers, no continuity studies, answers without thinking, studies notes up to entering into exam room, crammed answers, no planning of studies, prefers to study alone, less written work, crammed reading loudly and studies without planning.
- 5. Mental Conflict- This area is concerned with study notes without understanding, confused in deciding the answer, wants to leave studies, do service and to help family financially and answers without understanding the questions.
- 6. Concentration- This area is concerned with noise disturbance in studies, day dreaming, noise disturbance, delayed concentration, less interest in studies, cannot concentrate for longer duration, no joy in studies, other activities obstructs in studies and subjects uninteresting.
- 7. Home assignment- This area is concerned with homework not in time and homework in haste.
- 8. Self-Confidence- Hesitates in asking question and hesitates in expressing own views.
- 9. Examination- This area is concerned with poor handwriting, laziness while studying, slow writing speed, petty errors in answers, cuttings and corrections in answers, studies without goals and time problem in examination

3. Instructions for Administration

- (1) The individuals taking the test be seated with proper seating arrangement (as usually done for examinations to avoid copying) It would be better if at one time a batch of 30 students is given the test. Try to avoid large batches.
- (2) Indicate the value of the results of this test to the testees. Explain to them that the results on this test would in no way influence their academic examination results or promotion. Assure them that this test is to know their study habits and to help them in developing correct study techniques, and that their responses shall be kept strictly confidential.
- (3) Questions arising about the purpose and use of the test should be answered frankly and honestly.
- (4) Before starting the test, please see that the testees have nothing but only a pen or a pencil with them. Let all the books and note-books be kept inside the desk.
- (5) Make sure that each testee has a pen/pencil with him/her. A wise tester would always be in possession of a few spare pencils for the purpose.
- (6) First destribute the answer sheet to each testee and ask him/her to fill in the required information about him/her. Check that every testee has made the necessary entries on the answer sheet.
- (7) Now, explain how to answer on the given answer sheet.
- (8) Distribute the test booklets, one each to each testee.
- (9) Read the instructions clearly from the booklet aloud, while the testees be asked to read silently simultaneously. Ensure that the instructions have been understood correctly by all the testees.
- (10) Invite doubts and remove them before the groups starts the test.
- (11) Ask if everyone is in readiness to begin.
- (12) Let the group start to answer. Supervise the group and make sure that all are answering in a correct way. Check and correct if someone has not adopted the correct mode of response.

- (13) Make sympathetic enquires from a few testees whether they experience any difficulty in responding to the test items.
- (14) If someone needs to know the meaning of certain words, he/she should be told. However, correct responses have to be decided independently by the testees themselves.
- (15) When the testees have completed the test, collect the test-booklets and answer-sheets and check the number of booklets and answersheets.

4. Instructions for Scoring

A set of TWO Scoring keys is provided for scoring the responses. Scoring key 'A' is ment to score the correct study habits and scoring key 'B' to know the items and corresponding areas in which the student needs guidance.

First score out the correct study habits by using the KEY 'A', and then, by using the KEY 'B' Score out the items corresponding to areas in which help is required.

Use these KEYS in the following way

Take the relevant scoring key and place it on the answer sheet. The Two 'anchoring' point, one above and one below the columns will be found helpful in setting the key accurately, Now count the number of correctly responded items visible through the perforations. This Number as per key 'A' is the obtained score for correct study habits, and through key 'B' the items corresponding to areas in which help is needed which too are to be marked on the key 'B' score-sheet in which items have been presented on the Area-wise category. It will help you in knowing the areas of deficiency in study habits.

Before starting to score, see that to how many items the testee has put $\sqrt{\ }$ in the column (?) count these and if the $\sqrt{\ }$ s in column (?) are more than 3, then categorize the testee according to the following norms:

00 to 03	 Avoid considering
04 to 07	 Indecisive
07 to 12	 Confused and Indecisive
13 and more	 Highly confused and Indecisive.

Look into these items in the Key 'B' score-sheet.

Please make sure before actually starting to score the answers that no item is responded with two or more responses, e.g. both 'yes' and 'no' or even? If there are any such responses, they are to be ignored and not to be scored.

5. The Sample

This test has been administered for the purpose of standardization to a sample of 2,000 students between the age range 13+ to 16+ years, and 1,500 of the age group 16+ above, both, the males and females. The sample has been drawn from students of humanities, science, commerce, agriculture and teachers' training courses, and representing educational institutions of Urban. Semi-urban and Rural areas of Rajasthan State.

6. The Norms

Since raw scores are no measures for interpretation purposes, the norms have been prepared for the purpose in Z Scores and T Scores.

- (i) Z Scores are popularly known as Standard Scores. It is seven point scale having means as Zero and Standard Deviation one.
- (ii) T Scores are also Standard Scores having Means as 50 and Standard Deviation 10.

7. The Reliability

The reliability of this test was established by test-retest method. It was found to be-

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TABLE 2

SI. No.	Age Groups	Reliability Co-efficient	N
1.	13+ to 16	+ 0.87	200
2.	16+ and above	+ 0.89	200

8. Validity

For the purpose of establishing validity, the test has been validated with two tests of study habits as well with Achievement (academic) Scores on a representative sample of 200 students.

The coefficients were found as under :-

TABLE 3

SI. No.	Tests	r	N
1.	Survey of Study Habits & Attitudes in English — By C. P. Mathur	+ 0.63	200
2.	Survey of Study Habits & Attitudes (General) <i>By A. R. Purohit</i>	+ 0.77	200
3.	Academic Achievement Scores	+ 0.65	200

9. Conversion of Obtained

After obtaining the raw scores, convert them into either 'Z- Scores' or 'T-Scores' with the help of appropriate table based on the age level.

After converting the raw scores into Z/T Scores, determine the category on the basis of the table given after every Norm Table.

10. Areas of Guidance

With the help of the KEY 'B' you will know the items in which help is needed. To know the areas of these items, look into the Table No. 1 of this manual and find out areas. Then, chalkout a Guidance/Counselling programme on the basis of these areas.

11. Norms Tables

TABLE 4 Z-Scores Age Group 13 to 16 Years (Mean = 37, SD = 09, N = 2000)

RS	Z-Scores	RS	Z-Scores	RS	Z-Scores	RS	Z-Scores
00	-4.11	16	-2.33	31	-0.66	46	+1.00
01	-4.00	17	-2.22	32	-0.55	47	+1.11
02	-3.88	18	-2.11	33	-0.44	48	+1.22
03	-3.77	19	-2.00	34	-0.33	49	+1.33
04	3.66	20	-1.88	35	-0.22	50	+1.44
05	-3.55	21	-1.77	36	-0.11	51	+1.55
06	-3.44	22	-1.66	37	±0.00	52	+1.66
07	-3.33	23	-1 ⋅55	38	+0.11	53	+1.77
08	-3.22	24	-1.44	39	+0.22	54	+1.88
09	–3 ⋅11	25	-1.33	40	+0.33	55	+2.00
10	-3.00	26	-1.22	41	+0.44	56	+2.11
11	-2.88	27	-1.11	42	+0.55	57	+2.22
12	-2.77	28	-1.00	43	+0.66	58	+2.33
13	-2.66	29	-0.88	44	+0.77	59	+2.44
14	-2.55	30	-0.77	45	+0.88	60	+2.55
15	-2.44						

TABLE 5 Interpretation of Z-Scores Age Group 13+ to 16 Years

Obtained Scores	Z-Scores	Category	Grade Code
56 and above	+2.01 and above	Excellent	A.
49 to 55	+1.26 to + 2.00	Very Good	В
42 to 48	+0.51 to +1.25	Good	С
33 to 41	-0.50 to +0.50	Satisfactory	D
26 to 32	-0.51 to -1.25	Poor	E
19 to 25	-1.26 to -2.00	Very Poor	F
00 to 18	-2.01 and below	Extremely Poor	G

TABLE 6
T-Scores
Age Group 13+ to 16 Years

RS	T-Scores	RS	T-Scores	RS	T-Scores	RS	T-Scores
00	08	16	26	31	43	46	60
01	10	17	27	32	44	47	61
02	11	18	28	33	45	48	62
03	12	19	30	34	46	49	63
04	13	20	31	35	47	50	64
05	14	:21	32	36	48	51	65
06	15	22	33	37	50	52	66
07	16	23	34	38	51	53	67
08	17	24	35	39	52	54	68
09	18	25	36	40	53	55	70
10	20	26	37	41	54	56	71
11	21	27	38	42	55	57	72
12	22	28	40	43	56	58	73
13	23	29	41	44	57	59	74
14	24	30	42	45	58	60	75
15	25						

TABLE 7
Interpretation of T-Scores
Age Group 13+ to 16 Years

Obtained Scores	T-Scores	Category	Grade Code
56 and above	71 and above	Excellent	Α
49 to 55	63 to 70	Very Good	В
42 to 48	55 to 62	Good	С
33 to 41	45 to 54	Satisfactory	D
26 to 32	37 to 44	Poor	E
19 to 25	30 to 36	Very Poor	F
00 to 18	08 to 28	Extremely Poor	G

TABLE 8 **Z-Scores** Age Group 16+ and Above (Mean = 38, SD = 08, N = 1500)

RS	Z-Scores	RS	Z-Scores	RS	Z-Scores	RS	Z-Scores
00	-4.75	16	-2.75	31	-0.87	46	+1.00
01	-4.62	17	-2.62	32	-0.75	47	+1.12
02	-4.50	18	-2 ⋅50	33	-0.62	48	+1.25
03	-4.37	19	-2.37	34	-0.50	49	+1.37
04	-4.25	20	-2.25	35	-0.37	50	+1.50
05	-4.12	21	-2.12	36	-0.25	51	+1.62
06	-4.00	22	-2.00	37	-0.12	52	+1.75
07	-3.87	23	-1 ⋅87	38	±0.00	53	+1.87
08	-3.75	24	–1 .75	39	+0.12	54	+2.00
09	-3.62	25	-1.62	40	+0.25	55	+2.12
10	-3.50	26	−1 .50	41	+0.37	56	+2.25
11	-3⋅37	27	-1 ⋅37	42	+0.50	57	+2.37
12	-3.25	28	-1 ⋅25	43	+0.62	58	+2.50
13	-3.12	29	-1.12	44	+0.75	59	+2.62
14	-3.00	30	-1.00	45	+0.87	60	+2.75
15	-2.87						

TABLE 9 Interpretation of Z-Scores Age Group 16+ and above

Obtained Scores	Z-Scores	Category	Grade Code
55 and above	+2.01 and above	Excellent	Α
49 to 54	+1.26 to + 2.00	Very Good	В
43 to 48	+0.51 to +1.25	Good	С
34 to 42	–0.50 to +0.50	Satisfactory	D
28 to 33	–0.51 to –1.25	Poor	E
22 to 27	-1.26 to -2.00	Very Poor	F
00 to 21	-2.01 and below	Extremely Poor	G

TABLE 10 T-Scores Age Group 16+ and above

RS	T-Scores	RS	T-Scores	RS	T-Scores	RS	T-Scores
00	02	16	22	31	41	46	60
01	04	17	24	32	42	47	61
02	05	18	25	33	44	48	63
03	06	19	26	34	45	49	64
04	07	20	27	35	46	50	65
05	09	21	29	36	47	51	66
06	10	22	30	37	49	52	67
07	11	23	31	38	50	53	69
08	12	24	32	39	51	54	70
09	14	25	34	40	53	55	71
10	15	26	35	41	54	56	73
11	16	27	36	42	55	57	74
12	17	28	37	43	56	58	75
13	19	29	38	44	57	59	76
14	20	30	40	45	59	60	77
15	21						

TABLE 11
Interpretation of T-Scores
Age Group 16+ and above

Obtained Scores	T-Scores	Category	Grade Code
55 and above	71 and above	Excellent	Α
49 to 54	64 to 70	Very Good	В
43 to 48	56 to 63	Good	С
34 to 42	45 to 55	Satisfactory	D
28 to 33	37 to 44	Poor	E
22 to 27	30 to 36	Very Poor	F
00 to 21	02 to 29	Extremely Poor	G

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Dr. C. P. Mathur (Alwar)

Reusable Booklet

TSHA-M

(English Version)

INSTRUCTIONS

- 1. Read each statement carefully. Decide how you generally behave and work. Your response should be based on the following:
 - (a) It is not necessary that your study habits or attitudes are always according to the statement. Your answer should be based on how you generally work in that situation.
 - (b) Decide you ar swer on your present study habit/attitude. Your answer should not be based on 'How should I work' but on 'How generally I work at present'.
- 2. Give your answers on the separate answersheet provided. Please do not write or put any mark in this test booklet.

EXAMPLE

Statement: When it is time to submit my homework, I complete it hastily and submit. In this way I more often write wrong answer.

- (i) If you always act likewise then put a √ in the column of Yes.
- (ii) If you sometimes act likewise or you can not say so decisively, then put a √ in the column of?
- (iii) If you never act likewise then put a

 √ in the column of No.

Put the sign $\sqrt{}$ in only one column.

- 3. Please answer to each statement. Do not leave any statement unanswered.
- **4.** Do not waste time in deciding your answers.
- 5. You will finish it in 20 to 25 minutes time.

Please do not turn over untill asked to do so

Estd. 1971

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2 | Reusable Booklet of TSHA

Sr. STATEMENTS)
----------------	---

- 1. I do not keep attention seeking things like Radio, T. V., Film Magazines, Novels, Toys etc. in my study room.
- 2. In my opinion teachers do not try to understand problems of students.
- 3. Whenever I have any doubt in studies I ask my teachers for clarification without thinking what other students will think about me.
- 4. I generally do my homework in the vacant period or extra time or in recess. In this I have more time to study at home.
- **5.** While studying in class, I write down the statements of the teachers without thinking.
- **6.** I can remember well the study material which I write and study than by reading only.
- 7. I seek help of elders in doing my homework.
- 8. Any type of noise does not disturb me in studying.
- **9.** Some days before examinations, I do not go to School/College and study at home.
- **10.** In my opinion writing answers in good handwriting fetch good marks.
- 11. My vocabulary increases by looking into the dictionary.
- 12. Untill and unless I do not repeat the answer of any question two or three times, I do not remember it.
- **13.** While studying in class I am lost in the dreams of the happy future, and it distracts my attention from the subject being taught.
- 14. I like to do my nomework before time of submission.
- 15. In my opinion it is wastage of time to look into the suggestions given by the teacher in the checked homework.
- **16.** I can pass in examination with good marks if I am tought by teachers of my liking.
- 17. I seldom get books issued from library.
- **18.** While studying my concentration is disturbed due to people coming and playing of Radio/T.V. and noise outside my studyroom.
- 19. After contineously studying for some days, I do not have mood to study.
- **20.** While studying I note down unimportant subject matter as well which afterwards prove to be unwanted.

Sr. STATEMENTS

- 1. I do not keep attention seeking things like Radio, T. V., Film Magazines, Novels, Toys etc. in my study room.
- 2. In my opinion teachers do not try to understand problems of students.
- 3. Whenever I have any doubt in studies I ask my teachers for clarification without thinking what other students will think about me.
- 4. I generally do my homework in the vacant period or extra time or in recess. In this I have more time to study at home.
- **5.** While studying in class, I write down the statements of the teachers without thinking.
- 6. I can remember well the study material which I write and study than by reading only.
- 7. I seek help of elders in doing my homework.
- 8. Any type of noise does not disturb me in studying.
- Some days before examinations, I do not go to School/College and study at home.
- 10. In my opinion writing answers in good handwriting fetch good marks.
- 11. My vocabulary increases by looking into the dictionary.
- 12. Untill and unless I do not repeat the answer of any question two or three times, I do not remember it.
- **13.** While studying in class I am lost in the dreams of the happy future, and it distracts my attention from the subject being taught.
- 14. I like to do my nomework before time of submission.
- 15. In my opinion it is wastage of time to look into the suggestions given by the teacher in the checked homework.
- **16.** I can pass in examination with good marks if I am tought by teachers of my liking.
- 17. I seldom get books issued from library.
- **18.** While studying my concentration is disturbed due to people coming and playing of Radio/T.V. and noise outside my studyroom.
- 19. After contineously studying for some days, I do not have mood to study.
- **20.** While studying I note down unimportant subject matter as well which afterwards prove to be unwanted.

4 | Reusable Booklet of TSHA

Sr. No.	STATEMENTS

- 41. It is difficult for me to concentrate in studies when I do not get joy in studies.
- 42. I complete the homework of each subject the same day.
- **43.** I so think that I should leave studies and take up some serive or business so that I can help my family financially.
- **44.** If two students study jointly, then the study is better and there is joy in it.
- **45.** I mostly start answering without reading and understanding the question fully.
- **46.** I have to do many household works at home, therefore, I get less time to study at home.
- **47.** Games, social service, gossiping with friends, visiting cinema and club are hinderances in my studies.
- **48.** I never hesitate to express my view point which I think correct in the class.
- **49.** In the periods of somesubjects which are not interesting, I am bored and I then draw pictures of write letter or lost in dreams.
- 50. In my opinion higher studies are wastage of money, time and labour.
- **51.** When teacher is teaching in class, I do not take notes without thinking.
- 52. The more written work I do, the more I remember.
- **53.** In my opinion knoweldge does not increase by reading books only, but it is necessary to put the earned knowledge to practice.
- 54. I complete my homework only when I have fear of punishment.
- **55.** To remember any subject matter by heart, I read it in loud sound and do this repeatedly In this way I can remember fast.
- **56.** I think that by not expressing thought clearly and systematically in examination is the reason of my securing low marks.
- **57.** I generally do not pay attention towards handwriting and neatness in classwork, homework and in examination.
- **58.** Before sitting for studies, I pre-decide the time limit, content to study and how much work to do.
- 59. I study with objective to just pass in the examination only.
- **60.** Since I am left with no time, I can not revise my answers before handing over the answerbook in the examination.

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Reusable Booklet of Test of Study Habits and Attitudes. (TSHA-w) English Version



ANSWER SHEET

TSHA-M

(English / Hindi Version)

Dr. C. P. Mathur (Alwar)

Please fill up the following informations (कृपया निम्न सूचनाएँ भरिये) :—
Class Roll No. (कक्षा अनुक्रमांक)
Name : Mr./Miss/Mrs. (नाम ः श्री / कु. /श्रीमती)
Class (কধা) Section (বিभाग)
Sex : Male / Female (लिंग : पुरुष / स्त्री)
Father's Name (पिता का नाम)
Date of Birth (जन्म तिथि)
School / College (विद्यालय / कॉलेज)
City (शहर)
Date (दिनांक)

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2 | Answer Sheet of TSHA

⊙ Check															
क्रमांक	हाँ	?	नहीं	क्रमांक	हाँ	?	नहीं	क्रमांक	हाँ	?	नहीं	क्रमांक	हाँ	? .	नहों
1				16				31				46			
2				17				32				47			
3				18				33				48			
4				19				34	100			49			
5				20				35				50			
6				21				36				51			
7				22				37				52			
8				23				38				53			
9				24				39				54			
10				25				40				55			
11				26				41				56			
12				27				42				57			
13				28	*****			43				58			
14				29				44				59		20	
15				30				45				60			

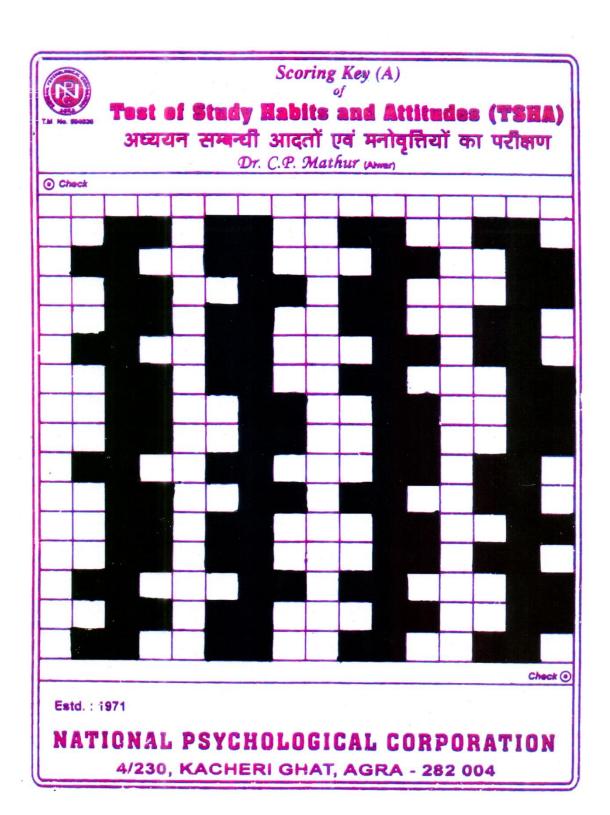
Scoring Key 'A' Based Obtained Sco	ore	Check (G
Converted Z-Score		
Converted T-Score		4 , B
Grade	Category	
Put √ if diagnosed :		
Indecisive		
Confused and Indecisive		
Highly Confused and Indecisive		Signature of Scorer

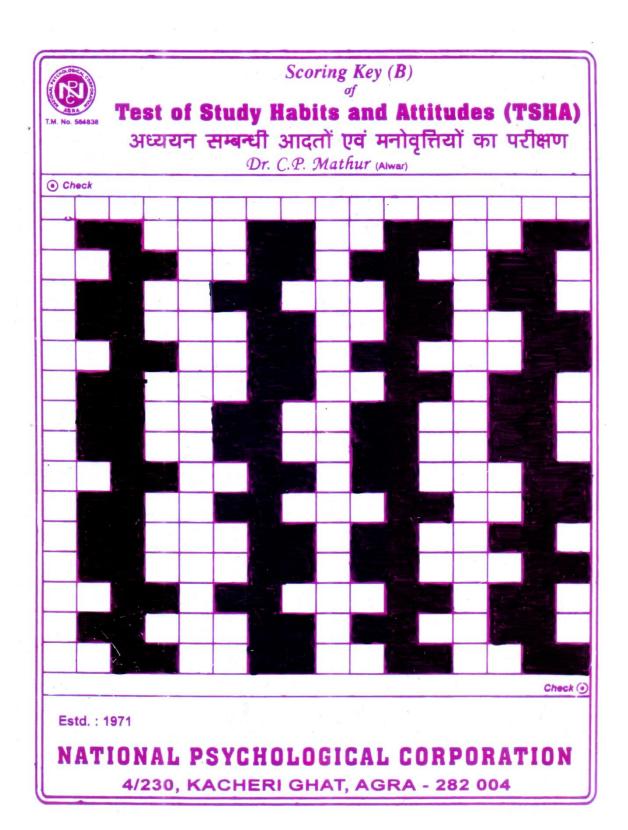
TEST OF STUDY HABITS AND ATTITUDES (TSHA)

AREAS FOR COUNSELLING BASED ON SCORING KEY 'B'

(Put √ on Question Number as per Scoring 'B'

Item No.	AREAS	item No.	AREAS	Item No.	AREAS
1	Attitude Towards Teachers	9	Stops going to school before exams.	18 24	Noise disturbance Delayed concentration
2	Teachers don't understand problems	12	No extra studies Memory problem.	26 36	Less interest in studies Can not concentrate for
16	Like to study from favourite Teacher(s)	13	Does not review work checked by teachers.	41	longer duration No joy in studies
21	Likes Teachers who give less Homework	17 19	No extra studies No continuity in studies	47	Other activities obstructs in studies
32	Teachers don't help. Teachers complain about poor handwriting and wayward	22 25	Cramming Answers without thinking	49	Subjects uninteresting
	answers	34	Studies notes upto entering into the exam. room	7	Home Assignment
2	Home Environment	38	Crammed answers	14 23	Homework not in time Homework not in time
1	Attention distracting things in the study room.	40 44	No planning of studies. Prefers to study alone	42	Homework not in time
30	Financial problem in the family.	51	Study note without under- standing.	54	Homework in haste
35	Likes to study alone.	52	Less written work	(8)	Self-Confidence
46	To do many household works.	55	Crammes reading loudly	3	Hesitates in asking question
3	Attitude Towards Education	58	Studies without planning Mental Conflict	29 48	Hesitates in asking questions Hesitates in expressing own
28	Does not want to study foreign	$\stackrel{\smile}{-}$			views.
50	language Education is wastage of time	20	Study notes without under- standing	9	Examination
53	and money. Education is only bookish	33	Confused in deciding the answer	10	Poorhandwriting
	knowledge.	43	Wants to leave studies, do	27	Laziness while studying
4	Study Habits		service and to help family financially	31	Slow writing speed
\vdash		45	Answers without under-	37	Petty errors in answers
4	Home work not in time.		standing the question	56	Thought not clear in answers
5	Study Notes without under- standing	6	Concentration	57	Cuttings and corrections in answers
6	Cramming	8	Noise disturbance in studies	59	Studies without goals
7	No help in Homework	13	Day Dreaming	60	Time problem in Examination





ANNEXURE – II

GENDER WISE DATE OF CLASS IX STUDENTS OF NAGALAND IN PROMOTION EXAMINATION FROM 2011-2020

(Source: Nagaland Board of School Education)

2011

2011												
Sl.no	District	E	nrolled		Ap	peared		Pa	assed		Pass %	
		Male	Female	Total	Male	Female	Total	Male	Female	Total		
1	Dimapur	4011	3881	7892	3716	3700	7416	2827	2872	5699	72.21	
2	Kohima	2387	2306	4693	2273	2240	4513	1734	1676	3410	72.66	
3	Kiphire	462	503	965	413	455	868	278	301	579	60.00	
4	Longleng	330	373	703	298	355	653	201	228	429	61.02	
5	Mokokchung	1005	1109	2114	908	1061	1969	647	758	1405	66.46	
6	Mon	1123	1133	2256	1052	1084	2136	824	701	1525	67.60	
7	Peren	516	486	1002	462	449	911	300	295	595	59.38	
8	Phek	1098	1059	2157	999	985	1984	696	624	1320	61.20	
9	Tuensang	1086	1047	2133	1001	973	1974	663	563	1226	57.48	
10	Wokha	837	805	1642	785	765	1550	559	544	1103	67.17	
11	Zunheboto	755	876	1631	702	841	1543	537	662	1199	73.51	
	Total	13610	13578	27188	12609	12908	25517	9266	9224	18490	68.01	

Sl.no	District	E	nrolled		Ap	peared		Pa	assed		Pass %
		Male	Female	Total	Male	Female	Total	Male	Female	Total	
1	Dimapur	4288	4273	8561	4025	4113	8138	3033	3103	6136	71.67
2	Kohima	2404	2507	4911	2280	2412	4692	1800	1858	3658	74.49
3	Kiphire	544	483	1027	472	445	917	328	275	603	58.71
4	Longleng	288	371	659	247	354	601	156	221	377	57.21
5	Mokokchung	1075	1112	2187	995	1053	2048	695	749	1444	66.03
6	Mon	1265	1238	2503	1172	1170	2342	917	823	1740	69.52
7	Peren	543	499	1042	509	468	977	380	339	719	69.00
8	Phek	1155	1164	2319	1045	1076	2121	724	723	1447	62.40
9	Tuensang	1127	1158	2285	1008	1056	2064	614	626	1240	54.27
10	Wokha	785	772	1557	739	744	1483	537	556	1093	70.20
11	Zunheboto	864	906	1770	815	867	1682	628	667	1295	73.16
	Total	14338	14483	28821	13307	13758	27065	9812	9940	19752	68.53

Sl.no	District	E	nrolled		2013 Ap	peared		Pa	assed		Pass %
	W. 2000 (2000)	Male	Female	Total	Male	Female	Total	Male	Female	Total	1900/08000 304
1	Dimapur	5210	5154	10364	4808	4881	9689	3222	3320	6542	63.12
2	Kohima	2868	2814	5682	2685	2690	5375	1884	1880	3764	66.24
3	Kiphire	580	648	1228	500	571	1071	312	316	628	51.14
4	Longleng	360	435	795	321	406	727	200	243	443	55.72
5	Mokokchung	1252	1205	2457	1129	1129	2258	691	745	1436	58.45
6	Mon	1596	1575	3171	1495	1502	2997	941	830	1771	55.85
7	Peren	721	674	1395	638	621	1259	394	411	805	57.71
8	Phek	1408	1416	2824	1165	1217	2382	723	725	1448	51.27
9	Tuensang	1474	1624	3098	1307	1483	2790	726	747	1473	47.55
10	Wokha	987	936	1923	901	879	1780	547	530	1077	56.01
11	Zunheboto	1014	1084	2098	907	1038	1945	662	792	1454	69.30
	Total	17470	17565	35035	15856	16417	32273	10302	10539	20841	59.49

Sl.no	District	I	Enrolled		Ap	peared		Pa	ssed		Pass %
		Male	Female	Total	Male	Female	Total	Male	Female	Total	
1	Kohima	2821	2908	5729	2615	2782	5397	1799	1973	3772	65.84
2	Mokokchung	1332	1255	2587	1181	1163	2344	723	784	1507	58.25
3	Tuensang	1647	1681	3328	1433	1511	2944	779	811	1590	47.78
4	Mon	1795	1821	3616	1616	1667	3283	1015	1007	2022	55.92
5	Phek	1442	1397	2839	1201	1230	2431	748	718	1466	51.64
6	Wokha	951	986	1937	849	921	1770	564	585	1149	59.32
7	Zunheboto	1184	1219	2403	1066	1150	2216	713	815	1528	63.59
8	Dimapur	5412	5400	10812	4919	5072	9991	3345	3547	6892	63.74
9	Kiphire	610	668	1278	515	589	1104	285	305	590	46.17
10	Longleng	332	455	787	306	430	736	175	257	432	54.89
11	Peren	801	754	1555	697	697	1394	373	380	753	48.42
	Total	18327	18544	36871	16398	17212	33610	10519	11182	21701	58.86

2013											
Sl.no	District	I	Enrolled		Ap	peared		Pa	ssed		Pass %
		Male	Female	Total	Male	Female	Total	Male	Female	Total	
1	Kohima	2941	2885	5826	2695	2741	5436	1768	1875	3643	62.53
2	Mokokchung	1288	1209	2497	1115	1111	2226	721	804	1525	61.07
3	Tuensang	1612	1611	3223	1416	1457	2873	831	836	1667	51.72
4	Mon	1737	1862	3599	1538	1702	3240	893	962	1855	51.54
5	Phek	1490	1447	2937	1176	1184	2360	691	700	1391	47.36
6	Wokha	939	903	1842	829	836	1665	527	558	1085	58.90
7	Zunheboto	1178	1216	2394	1023	1127	2150	626		1409	58.86
8	Dimapur	5635	5447	11082	5035	5116		3246		6709	60.54
	Kiphire	683	716	1399	538		1128	295		594	
	Longleng	404	476	880	356		796			300000	
	Peren	859	830	1689	734		1477	388			48.73
	Total	18766	18602	37368	16455	17047	33502	10178		21160	

Sl.no	District]	Enrolled		Ap	peared		Pa	ssed		Pass %
		Male	Female	Total	Male	Female	Total	Male	Female	Total	
1	Kohima	2835	2772	5607	2640	2681	5321	1712	1810	3522	62.81
2	Mokokchung	1161	1051	2212	1065	1003	2068	673	678	1351	61.08
3	Tuensang	1471	1539	3010	1313	1439	2752	644	707	1351	44.88
4	Mon	1660	1675	3335	1508	1560	3068	894	848	1742	52.23
5	Phek	1436	1438	2874	1339	1370	2709	641	677	1318	45.86
6	Wokha	858	800	1658	765	693	1458	505	535	1040	62.73
7	Zunheboto	1153	1133	2286	1090	1093	2183	639	683	1322	57.83
8	Dimapur	5654	5516	11170	5271	5309	10580	3323	3620	6943	62.16
9	Kiphire	681	674	1355	645	631	1276	318	314	632	46.64
10	Longleng	392	427	819	373	415	788	225	261	486	59.34
11	Peren	847	834	1681	803	808	1611	356	417	773	45.98
	Total	18148	17859	36007	16812	17002	33814	9930		20480	56.88

_					2017						
Sl.no	District]	Enrolled		Ap	peared		Pa	ssed		Pass %
		Male	Female	Total	Male	Female	Total	Male	Female	Total	
1	Kohima	2767	2688	5455	2765	2687	5452	1769	1858	3627	66.49
2	Mokokchung	1155	1059	2214	1141	1057	2198	663	741	1404	63.41
3	Tuensang	1500	1525	3025	1492	1523	3015	674	735	1409	46.58
4	Mon	1501	1575	3076	1492	1569	3061	867	874	1741	56.60
5	Phek	1381	1400	2781	1381	1400	2781	704	738	1442	51.85
6	Wokha	773	730	1503	773	730	1503	519	519	1038	69.06
7	Zunheboto	1067	1096	2163	1067	1096	2163	622	722	1344	62.14
8	Dimapur	5506		10886	5504	5374	10878	3398		6930	63.66
9	Kiphire	641	611	1252	641	611	1252	303	303	606	48.40
10	Longleng	364	400	764	364	400	764	186		426	55.76
11	Peren	840	850	1690	838	850	1688	403	448	851	50.36
	Total	17495	17314	34809	17458	17297	34755	10108		20818	59.81

Sl.no	District	I	Enrolled		Ap	peared		Pa	ssed		Pass %
		Male	Female	Total	Male	Female	Total	Male	Female	Total	
1	Kohima	2621	2465	5086	2499	2388	4887	1720	1760	3480	68.42
2	Mokokchung	1092	1086	2178	991	1049	2040	672	780	1452	66.67
3	Tuensang	1327	1449	2776	1248	1406	2654	629	818	1447	52.13
4	Mon	1470	1532	3002	1382	1452	2834	862	931	1793	59.73
5	Phek	1223	1300	2523	1049	1180	2229	580	704	1284	50.89
6	Wokha	713	698	1411	668	678	1346	462	512	974	69.03
7	Zunheboto	930	1068	1998	852	1024	1876	557	695	1252	62.66
8	Dimapur	5240	5386	10626	4934	5200	10134	3127	3591	6718	63.22
9	Kiphire	604	618	1222	569	600	1169	289	329	618	50.57
10	Longleng	305	371	676	287	361	648	162	192	354	52.37
11	Peren	768	830	1598	699	794	1493	341	465	806	50.44
	Total	16293	16803	33096	15178	16132	31310	9401	10777	20178	60.97

					2017						
Sl.no	District	I	Enrolled		Ap	peared		Pa	ssed		Pass %
		Male	Female	Total	Male	Female	Total	Male	Female	Total	
1	Kohima	2503	2519	5022	2379	2461	4840	1700	1854	3554	70.77
2	Mokokchung	1048	1044	2092	1002	1014	2016	658	726	1384	66.16
3	Tuensang	1383	1414	2797	1302	1364	2666	646	726	1372	49.05
4	Mon	1486	1529	3015	1352	1463	2815	893	941	1834	60.83
5	Phek	1203	1268	2471	1080	1213	2293	635	750	1385	56.05
6	Wokha	729	665	1394	697	651	1348	477	464	941	67.50
7	Zunheboto	942	1001	1943	833	941	1774	572	701	1273	65.52
8	Dimapur	5226		10396	4932	5005	9937	3148		6524	62.75
9	Kiphire	578		1252	556	659	1215	317	384	701	55.99
10	Longleng	311		678	293	354	647	159		383	56.49
0.00000	Peren	712	743	1455	651	701	1352	366	40.0000	828	56.91
11	Total	16121	16394	32515	15077	15826	30903	9571	10608	20179	62.06

Sl.no	District]	Enrolled		Ap	peared		Pa	ssed		Pass %
		Male	Female	Total	Male	Female	Total	Male	Female	Total	
1	Kohima	2504	2518	5022	2380	2460	4840	1701	1853	3554	70.77
2	Mokokchung	1048	1044	2092	1003	1014	2017	659	726	1385	66.20
3	Tuensang	1383	1414	2797	1302	1365	2667	647	727	1374	49.12
4	Mon	1486	1530	3016	1352	1464	2816	893	942	1835	60.84
5	Phek	1203	1268	2471	1080	1213	2293	636	750	1386	56.09
6	Wokha	730	664	1394	698	652	1350	478	465	943	67.65
7	Zunheboto	942	1001	1943	833	941	1774	572	701	1273	65.52
8	Dimapur	5226	5171	10397	4942	5017	9959	3156	3386	6542	62.92
9	Kiphire	578	675	1253	556	659	1215	317	384	701	55.95
10	Longleng	311	366	677	293	353	646	159	223	382	56.43
11	Peren	713	745	1458	650	702	1352	365	463	828	56.79
	Total	16124	16396	32520	15089	15840	30929	9583	10620	20203	62.12

ANNEXURE – III

ACADEMIC ACHIEVEMENT SCORES OF CLASS IX STUDENTS OF NAGALAND

(Source: Nagaland Board of School Education)

KOHIMA DISTRICT

SI. No	Gen der	Manag ement	E (E)	E (I)	MA (E)	MA (I)	Scien ce (E)	Scien ce (I)	SS (E)	SS (I)	MIL (E)	MIL (I)	6th Subject (E)	6th Subject (I)	Result
1	2	1	45	15	17	14	32	12	3	15	41	12	32	16	Q
2	2	1	53	16	13	14	32	11	32	12	51	10	32	15	Q
3	2	1	39	15	32	16	35	16	35	14	45	15	13	8	Q
4	2	1	32	15	40	17	47	16	36	15	32	12	33	16	Q
5	2	1	36	16	8	12	22	14	33	15	23	12	11	14	NQ
6	2	1	37	16	32	14	21	14	32	15	53	14	32	14	Q
7	2	1	47	14	12	14	32	11	43	16	48	14	32	13	Q
8	2	1	33	14	14	14	23	12	33	15	26	13	19	12	NQ
9	2	1	48	14	7	14	32	12	45	16	48	13	32	14	Q
10	2	1	36	12	9	12	34	13	34	14	32	8	32	13	Q
11	1	1	41	12	32	16	18	10	32	12	32	12	32	14	Q
12	1	1	42	12	18	14	32	14	35	13	54	16	32	14	Q
13	1	1	33	12	10	14	14	12	15	10	16	9	15	12	NQ
14	1	1	32	12	11	14	6	12	9	12	33	12	9	12	NQ
15	1	1	40	12	12	14	13	11	18	10	25	9	32	15	NQ
16	1	1	32	13	20	15	13	12	16	10	57	16	17	12	NQ
17	1	1	42	15	25	16	44	16	43	15	40	10	47	16	Q
18	1	1	32	12	8	12	13	10	10	10	19	9	15	15	NQ
19	1	1	36	14	32	16	34	15	17	10	61	16	32	16	Q
20	1	1	45	12	35	16	32	15	45	16	69	17	37	16	Q
21	1	1	41	15	7	10	32	8	32	10	32	8	32	14	Q
22	1	1	33	14	9	9	32	14	32	10	32	15	32	12	Q
23	1	1	37	15	3	8	14	10	18	8	33	15	27	12	NQ
24	1	1	32	15	1	9	32	8	32	8	32	15	32	8	Q
25	1	1	33	14	2	10	32	8	32	8	32	8	32	8	Q
26	1	1	36	15	6	9	20	10	22	8	26	13	19	11	NQ
27	1	1	34	15	5	8	18	12	13	8	18	12	16	10	NQ
28	1	1	32	14	1	8	32	8	32	8	32	15	32	8	Q
29	1	1	34	15	4	8	32	12	32	8	39	16	32	12	Q
30	1	1	34	15	11	10	11	8	7	8	18	11	13	10	NQ
31	2	1	46	16	5	9	32	8	32	9	32	8	32	8	Q
32	2	1	36	14	5	9	13	10	17	8	23	11	12	10	NQ
33	2	1	36	15	10	9	33	13	32	8	32	8	32	8	Q
34	2	1	38	16	12	12	22	12	11	8	17	11	7	10	NQ
35	2	1	25	13	8	9	25	10	15	8	24	12	4	10	NQ
36	2	1	32	8	8	10	32	12	32	8	35	14	34	15	Q
37	2	1	51	16	12	12	35	13	32	11	38	16	32	8	Q
38	2	1	52	17	25	15	39	14	43	15	39	16	36	14	Q
39	2	1	36	14	5	8	20	10	25	9	32	8	19	10	NQ
40	2	1	47	16	5	10	40	10	47	15	53	17	38	16	Q
41	2	1	27	14	21	11	15	8	15	8	35	14	17	8	NQ

SI. No	Gen der	Manag ement	E (E)	E (I)	MA (E)	MA (I)	Scien ce (E)	Scien ce (I)	SS (E)	SS (I)	MIL (E)	MIL (I)	6th Subject (E)	6th Subject (I)	Result
42	2	1	25	9	17	10	16	8	15	8	8	5	10	8	NQ
43	2	1	21	11	18	15	17	8	12	10	10	4	9	8	NQ
44	2	1	15	8	17	15	12	8	6	10	40	14	14	8	NQ
45	2	1	44	15	32	15	50	18	32	15	52	15	32	13	Q
46	2	1	11	8	3	3	3	8	4	8	32	13	10	8	NQ
47	2	1	28	9	2	3	6	8	3	8	7	2	12	8	NQ
48	2	1	23	10	11	8	14	16	25	11	14	4	17	13	NQ
49	2	1	33	12	9	15	5	10	5	10	44	16	7	10	NQ
50	2	1	40	12	7	7	4	8	3	9	18	7	8	8	NQ
51	2	1	7	8	22	15	4	9	4	8	17	12	6	10	NQ
52	2	1	39	13	32	12	32	10	32	11	32	8	32	10	Q
53	2	1	32	11	32	13	32	14	32	11	49	16	32	10	Q
54	2	1	32	12	32	14	32	10	32	10	51	14	32	8	Q
55	2	1	39	13	32	16	32	8	32	11	32	9	32	8	Q
56	2	1	32	12	32	16	32	8	32	10	35	12	32	8	Q
57	2	1	51	14	32	15	32	12	32	12	32	12	32	10	Q
58	2	1	15	9	19	13	3	10	7	8	26	8	20	8	NQ
59	2	1	44	12	32	15	37	18	33	13	32	15	32	10	Q
60	2	1	16	10	23	14	11	8	11	9	29	13	12	8	NQ
61	1	1	19	12	9	12	10	14	18	11	25	12	13	9	NQ
62	1	1	46	15	32	12	32	11	33	14	42	13	32	11	Q
63	1	1	15	10	7	12	13	14	17	8	33	13	12	9	NQ
64	1	1	17	12	6	12	6	12	16	8	33	13	14	11	NQ
65	1	1	45	15	32	14	34	18	43	17	45	14	39	14	Q
66	1	1	21	11	3	10	9	13	10	12	40	17	10	8	NQ
67	1	1	26	12	8	12	7	14	15	12	55	19	11	8	NQ
68	1	1	43	14	8	12	32	16	22	12	0	10	36	15	NQ
69	1	1	13	10	6	12	6	11	7	13	33	13	8	9	NQ
70	1	1	32	12	32	10	32	14	32	14	43	18	35	16	Q
71	1	1	21	12	9	12	10	14	13	11	42	18	18	10	NQ
72	1	1	20	12	4	12	7	13	10	11	45	18	16	10	NQ
73	1	1	32	12	32	12	32	12	32	13	38	16	35	16	Q
74	1	1	32	12	32	14	32	15	32	14	47	18	33	14	Q
75	1	1	0	0	0	0	0	0	0	0	0	0	0	0	NQ
76	1	1	37	14	34	12	32	16	34	16	53	19	33	13	Q
77	1	1	32	11	32	12	32	13	32	13	33	13	32	10	Q
78	1	1	32	12	32	12	32	14	32	14	32	11	32	9	Q
79	1	1	32	12	32	12	32	14	33	16	35	15	32	12	Q
80	1	1	32	12	32	12	32	13	32	14	33	13	33	14	Q
81	2	1	47	17	32	15	32	16	32	14	32	13	39	18	Q
82	2	1	46	12	8	12	6	17	10	13	49	14	20	15	NQ
83	2	1	47	18	32	18	32	16	36	15	46	15	33	18	Q
84	2	1	0	0	0	0	0	0	0	0	0	0	0	0	NQ
85	2	1	51	16	6	12	20	16	16	12	14	9	20	15	NQ
86	2	1	9	16	5	14	6	15	9	12	44	15	15	15	NQ
87	2	1	58	17	53	17	39	19	50	16	56	17	56	20	Q

SI. No	Gen der	Manag ement	E (E)	E (I)	MA (E)	MA (I)	Scien ce (E)	Scien ce (I)	SS (E)	SS (I)	MIL (E)	MIL (I)	6th Subject (E)	6th Subject (I)	Result
88	2	1	39	15	10	11	7	16	15	13	35	14	11	15	NQ
89	2	1	36	16	32	14	32	16	32	13	36	15	35	18	Q
90	2	1	51	16	15	15	9	15	19	12	43	16	8	16	NQ
91	2	1	56	17	32	15	32	16	32	15	43	16	34	18	Q
92	2	1	0	0	0	0	0	0	0	0	0	0	0	0	NQ
93	2	1	33	16	10	13	9	16	7	12	21	10	11	15	NQ
94	2	1	32	17	19	12	7	17	8	12	42	17	12	17	NQ
95	1	1	32	17	10	15	12	17	8	12	14	8	17	16	NQ
96	1	1	38	16	21	15	15	16	14	12	0	11	26	17	NQ
97	1	1	45	16	32	17	32	16	32	12	35	15	34	18	Q
98	1	1	42	15	32	13	32	18	33	15	33	14	32	17	Q
99	1	1	32	15	32	12	32	16	32	15	45	16	42	18	Q
100	1	1	36	16	10	14	21	16	16	13	28	10	26	17	NQ
101	1	1	41	13	32	19	32	15	34	17	70	18	52	13	Q
102	1	1	41	12	32	16	32	15	32	16	55	18	48	17	Q
103	1	1	32	11	32	15	32	12	32	15	42	13	50	15	Q
104	1	1	34	12	32	18	32	15	32	15	32	11	32	8	Q
105	1	1	32	13	32	17	40	15	32	15	46	15	36	16	Q
106	1	1	32	11	34	16	32	12	32	15	32	12	37	17	Q
107	1	1	37	13	34	19	32	15	32	15	51	14	42	18	Q
108	1	1	34	10	35	19	32	12	32	16	51	16	32	18	Q
109	1	1	35	15	40	18	32	15	32	14	57	16	38	18	Q
110	1	1	44	13	32	18	32	12	32	14	52	13	32	12	Q
111	2	1	32	18	32	17	32	12	32	15	51	18	32	18	Q
112	2	1	32	15	32	19	46	15	32	15	47	16	32	17	Q
113	2	1	36	17	32	16	32	12	32	14	45	18	32	13	Q
114	2	1	34	18	35	19	32	15	32	12	50	16	34	18	Q
115	2	1	32	9	32	16	32	15	32	14	43	12	33	20	Q
116	2	1	32	14	32	18	32	15	32	15	47	16	34	17	Q
117	2	1	35	17	34	18	32	15	36	17	52	18	37	16	Q
118	2	1	32	15	32	16	32	12	32	14	37	16	32	18	Q
119	2	1	32	12	32	16	32	12	32	15	45	12	32	13	Q
120	2	1	32	15	32	16	32	12	32	15	47	16	32	16	Q
121	2	1	41	14	32	10	32	16	51	18	33	16	40	15	Q
122	1	1	17	8	10	8	13	13	22	13	24	8	9	9	NQ
123	2	1	32	10	32	12	33	16	37	18	32	9	32	13	Q
124	2	1	32	10	10	8	17	10	32	13	23	9	18	10	Q
125	2	1	37	12	32	8	32	10	42	15	43	15	32	9	Q
126	1	1	16	8	5	8	12	10	37	17	33	15	19	10	NQ
127	1	1	0	8	0	8	0	8	0	9	0	8	0	8	NQ
128	1	1	32	10	32	10	32	10	45	13	32	15	32	10	Q
129	1	1	38	12	32	8	32	10	37	13	32	10	32	9	Q
130	2	1	34	11	32	8	32	14	38	17	42	12	32	9	Q
131	2	1	32	10	32	8	32	10	36	17	34	17	35	9	Q
132	1	1	62	19	32	13	32	15	59	17	62	12	40	13	Q
133	2	1	37	12	32	13	33	16	49	19	49	18	36	13	Q

SI. No	Gen der	Manag ement	E (E)	E (I)	MA (E)	MA (I)	Scien ce (E)	Scien ce (I)	SS (E)	SS (I)	MIL (E)	MIL (I)	6th Subject (E)	6th Subject (I)	Result
134	1	1	21	8	11	12	9	14	37	16	39	13	32	13	NQ
135	2	1	32	8	7	8	15	14	25	15	28	8	18	10	NQ
136	1	1	50	15	32	16	33	17	32	16	32	18	39	16	Q
137	1	1	46	13	33	13	21	15	34	16	33	17	32	14	Q
138	1	1	32	10	32	13	32	15	34	16	32	17	33	14	Q
139	1	1	51	17	32	16	33	17	38	18	37	19	46	17	Q
140	2	1	26	13	6	14	9	14	3	14	28	18	8	14	NQ
141	1	1	43	16	32	11	32	9	32	12	35	15	34	14	Q
142	1	1	32	11	33	11	32	14	35	13	32	14	37	13	Q
143	1	1	32	10	33	9	32	8	32	10	50	18	32	8	Q
144	1	1	32	10	5	12	13	12	17	12	25	8	15	14	NQ
145	1	1	38	12	15	14	18	12	10	10	58	16	26	16	Q
146	2	1	45	12	35	16	32	15	45	16	69	17	37	16	Q
147	2	1	33	14	12	14	12	10	7	12	16	10	21	14	NQ
148	2	1	20	8	8	14	6	10	10	10	45	14	14	12	NQ
149	2	1	25	8	12	14	12	12	20	12	58	16	34	16	NQ
150	2	1	32	9	32	11	32	8	32	12	50	17	32	10	Q
151	2	1	32	9	32	12	32	8	32	9	53	18	32	12	Q
152	2	1	32	13	32	10	32	10	32	10	59	18	33	12	Q
153	2	1	32	9	33	10	32	8	32	10	46	15	33	10	Q
154	1	1	57	15	12	11	34	15	44	16	50	15	32	12	Q
155	1	1	45	13	8	9	32	8	34	14	52	15	33	12	Q
156	1	1	63	17	44	15	62	16	68	17	54	16	67	14	Q
157	1	1	44	14	16	11	32	9	33	13	40	13	32	8	Q
158	1	1	36	12	12	9	32	8	33	13	35	13	32	8	Q
159	1	1	36	15	14	12	33	13	50	16	48	14	50	12	Q
160	1	1	32	13	13	10	32	8	32	8	39	14	32	10	Q
161	2	1	32	12	6	10	32	10	32	14	43	14	32	11	Q
162	2	1	35	12	10	10	33	14	42	15	41	14	33	13	Q
163	2	1	52	16	5	9	41	15	43	15	48	16	47	14	Q
164	2	1	33	12	12	9	32	11	32	13	47	15	32	9	Q
165	2	1	55	15	7	12	34	15	43	15	46	15	43	12	Q
166	2	1	41	14	10	12	32	13	32	8	43	15	32	13	Q
167	1	1	22	13	14	11	10	13	14	10	40	14	8	9	NQ
168	1	1	29	13	10	8	6	10	12	8	36	16	17	10	NQ
169	1	1	34	14	32	12	32	11	32	10	48	16	32	10	Q
170	1	1	49	16	32	10	49	17	34	10	43	16	46	16	Q
171	2	1	44	14	33	12	32	14	32	14	32	15	32	11	Q
172	2	1	60	17	35	16	42	18	32	12	33	16	32	15	Q
173	2	1	16	13	5	8	7	10	4	7	24	14	7	9	NQ
174	1	1	9	13	16	11	0	10	8	11	20	13	6	9	NQ
175	1	1	21	14	11	10	4	10	21	9	30	14	14	10	NQ
176	2	1	24	14	11	10	6	13	14	9	43	16	13	10	NQ
177	1	1	22	13	15	11	16	14	26	14	38	15	16	10	NQ
178	2	1	28	14	14	11	16	12	5	12	26	15	13	10	NQ
179	1	1	33	14	2	10	32	8	32	8	32	8	32	8	Q

SI. No	Gen der	Manag ement	E (E)	E (I)	MA (E)	MA (I)	Scien ce (E)	Scien ce (I)	SS (E)	SS (I)	MIL (E)	MIL (I)	6th Subject (E)	6th Subject (I)	Result
180	1	1	42	15	10	14	32	8	36	15	32	8	20	21	Q
181	1	1	32	8	16	12	32	8	32	8	47	14	32	14	Q
182	1	1	35	11	16	12	32	8	32	12	32	8	34	15	Q
183	1	1	7	8	5	10	16	14	8	9	13	8	15	37	NQ
184	1	1	32	8	20	14	33	15	32	16	32	8	37	15	Q
185	1	1	37	12	9	8	32	8	51	14	32	8	42	16	Q
186	1	1	36	14	15	10	32	8	39	14	48	20	43	16	Q
187	1	1	26	12	7	8	12	8	25	14	20	8	34	15	NQ
188	1	1	36	12	25	12	46	16	35	12	52	20	35	15	Q
189	1	1	20	8	7	8	8	8	16	12	34	8	14	14	NQ
190	1	1	50	16	19	12	32	8	43	14	57	18	23	26	Q
191	2	1	32	9	32	8	10	14	32	8	32	8	20	38	Q
192	2	1	34	10	8	12	32	8	32	14	32	8	27	40	Q
193	2	1	34	11	7	12	32	8	32	8	32	8	21	38	Q
194	2	1	53	16	36	16	38	16	41	16	48	17	20	26	Q
195	2	1	16	8	14	12	16	14	18	12	8	8	35	14	NQ
196	2	1	28	8	15	12	22	14	14	12	32	8	7	12	NQ
197	2	1	12	8	5	12	8	14	14	12	16	14	6	12	NQ
198	2	1	42	12	7	9	32	8	32	8	33	12	28	18	Q
199	2	1	32	14	16	11	40	17	43	14	32	8	29	40	Q
200	2	1	12	12	5	8	4	8	10	9	14	8	8	12	NQ
201	1	2	47	16	33	13	32	11	40	14	44	14	34	25	Q
202	1	2	31	11	5	12	4	12	15	12	41	14	14	25	NQ
203	1	2	32	9	11	11	32	13	32	8	51	16	28	12	Q
204	1	2	50	14	8	12	32	8	32	8	35	10	28	12	Q
205	1	2	33	12	32	13	19	11	32	8	56	16	28	12	Q
206	1	2	42	12	32	8	32	8	13	11	45	16	28	12	Q
207	1	2	66	16	55	17	51	18	67	18	64	18	57	29	Q
208	1	2	42	13	15	12	32	8	32	8	38	10	32	12	Q
209	1	2	54	16	33	13	57	18	38	17	48	14	44	29	Q
210	1	2	48	13	32	13	32	16	29	12	52	16	29	12	Q
211	1	2	41	13	15	12	32	8	32	8	33	10	28	12	Q
212	1	2	50	14	24	11	32	8	33	12	67	18	37	26	Q
213	1	2	37	12	11	11	32	8	32	8	32	10	28	12	Q
214	2	2	53	14	6	10	32	8	35	14	48	14	28	24	Q
215	2	2	53	17	34	13	34	16	45	17	54	16	36	29	Q
216	2	2	48	16	32	10	32	9	32	8	50	14	13	26	Q
217	2	2	51	17	37	13	28	15	38	17	53	16	39	19	Q
218	2	2	45	14	32	8	32	16	21	12	45	16	29	27	Q
219	2	2	55	16	33	10	10	13	38	15	52	16	30	27	Q
220	2	2	53	15	32	10	10	20	34	15	59	18	32	20	Q
221	1	2	57	17	47	16	34	14	34	15	55	16	28	27	Q
222	1	2	50	16	46	16	11	14	32	15	50	17	28	25	Q
223	1	2	44	15	4	14	4	10	21	14	45	16	16	26	NQ
224	1	2	40	15	34	15	32	12	32	15	34	15	29	25	Q
225	1	2	44	16	34	15	15	14	33	14	40	16	31	28	Q

SI. No	Gen der	Manag ement	E (E)	E (I)	MA (E)	MA (I)	Scien ce (E)	Scien ce (I)	SS (E)	SS (I)	MIL (E)	MIL (I)	6th Subject (E)	6th Subject (I)	Result
226	1	1	60	16	35	16	19	11	40	15	53	17	38	27	Q
227	1	1	49	16	34	15	32	15	48	15	45	15	29	22	Q
228	1	1	49	17	33	16	19	10	48	15	40	16	30	22	Q
229	1	1	44	17	33	15	19	15	33	15	45	17	29	27	Q
230	2	1	52	14	32	14	32	13	54	16	47	17	32	27	Q
231	2	1	59	15	33	14	15	11	38	16	41	17	28	24	Q
232	2	1	48	15	34	16	15	13	45	16	44	16	28	28	Q
233	2	1	66	17	33	15	34	12	66	16	63	18	31	22	Q
234	2	1	53	15	32	15	33	12	45	16	60	18	33	25	Q
235	2	1	56	17	33	15	16	12	35	16	48	17	31	28	Q
236	2	1	59	15	33	15	26	12	58	16	65	18	44	26	Q
237	2	1	63	19	32	15	32	12	56	17	65	19	34	27	Q
238	2	1	46	17	33	15	17	12	36	14	34	16	28	22	Q
239	2	1	44	17	33	15	17	10	33	15	52	17	29	29	Q
240	2	1	49	16	34	15	32	10	34	16	34	16	0	0	Q
241	1	1	57	18	33	15	37	15	28	17	60	18	37	18	Q
242	1	1	33	16	13	11	17	14	17	14	28	16	50	13	NQ
243	1	1	43	17	33	15	13	14	32	15	36	17	32	15	Q
244	1	1	37	16	32	15	38	16	11	17	50	17	42	17	Q
245	1	1	58	19	42	17	56	18	34	18	62	18	56	14	Q
246	1	1	36	16	18	11	32	15	32	14	51	16	32	13	Q
247	2	1	57	18	24	14	32	13	32	16	74	19	34	17	Q
248	1	1	40	16	21	13	22	13	16	14	23	15	39	15	NQ
249	2	1	48	17	28	16	32	13	32	14	59	16	32	15	Q
250	2	1	15	14	11	10	6	12	7	12	16	15	13	11	NQ
251	2	2	51	18	35	16	32	14	20	15	60	18	41	16	Q
252	2	2	40	17	16	10	11	12	8	14	34	14	24	14	NQ
253	1	2	51	18	40	16	37	16	21	17	44	18	45	17	Q
254	1	2	35	16	32	14	32	15	10	14	57	16	35	15	Q
255	2	2	27	14	15	10	14	13	7	13	16	15	20	14	NQ
256	1	2	42	17	20	15	32	15	32	15	52	16	35	15	Q
257	2	2	25	14	13	10	8	13	4	15	40	15	15	15	NQ
258	2	2	37	16	27	14	32	13	32	14	43	13	32	16	Q
259	1	2	40	16	25	14	32	14	32	14	51	15	36	15	Q
260	1	2	38	15	19	13	22	14	14	14	55	17	23	13	NQ
261	1	2	71	14	70	16	74	18	71	18	62	16	49	46	Q
262	1	2	58	14	60	15	52	13	32	14	38	16	28	46	Q
263	2	2	64	16	35	16	32	11	40	18	54	18	26	45	Q
264	2	2	74	19	54	18	65	19	66	18	66	18	45	48	Q
265	1	2	59	16	30	10	36	15	43	18	54	18	29	45	Q
266	1	2	70	18	46	15	65	17	65	18	72	19	52	30	Q
267	2	2	70	18	54	12	49	12	55	18	65	16	39	48	Q
268	2	2	62	16	49	18	44	18	49	18	58	18	61	19	Q
269	2	2	57	16	53	13	32	14	36	18	61	18	36	27	Q
270	2	2	62	14	47	16	38	16	37	18	51	18	52	19	Q
271	2	2	63	17	64	19	69	19	45	18	47	16	54	30	Q

SI. No	Gen der	Manag ement	E (E)	E (I)	MA (E)	MA (I)	Scien ce (E)	Scien ce (I)	SS (E)	SS (I)	MIL (E)	MIL (I)	6th Subject (E)	6th Subject (I)	Result
272	2	2	66	14	38	14	32	15	50	18	49	17	42	27	Q
273	1	2	47	14	34	16	24	12	32	18	33	15	23	45	Q
274	1	2	62	14	38	15	40	16	65	18	53	16	37	46	Q
275	1	2	71	17	55	15	63	18	63	18	55	18	72	19	Q
276	2	2	66	16	72	19	77	19	67	18	75	20	46	48	Q
277	2	2	68	18	48	16	47	17	63	18	60	18	40	46	Q
278	1	2	70	18	49	14	63	16	69	18	62	16	38	46	Q
279	2	2	75	20	65	18	59	18	69	18	65	18	37	46	Q
280	1	2	75	20	53	19	61	18	68	18	69	18	45	48	Q
281	1	2	53	18	52	19	28	15	42	17	60	18	29	22	Q
282	2	2	50	18	64	20	63	20	55	19	67	20	39	26	Q
283	2	2	57	18	39	16	55	19	60	19	60	18	42	28	Q
284	1	2	57	18	33	15	44	17	51	17	53	18	35	26	Q
285	1	2	32	15	32	15	32	15	39	16	50	18	28	18	Q
286	2	2	40	16	35	16	22	15	32	16	35	18	28	20	Q
287	1	2	50	18	34	15	48	17	46	17	58	18	36	24	Q
288	2	2	53	18	38	16	39	16	48	18	62	20	34	27	Q
289	2	2	54	18	37	16	28	15	36	17	53	19	33	25	Q
290	2	2	50	15	32	15	35	16	33	16	64	19	35	26	Q
291	1	2	67	19	77	20	71	20	77	20	73	20	57	30	Q
292	1	2	51	18	42	17	36	16	58	18	51	19	34	27	Q
293	1	2	65	19	57	19	58	18	70	20	71	20	55	30	Q
294	2	2	47	18	32	14	36	16	33	17	48	19	22	20	Q
295	2	2	42	18	34	15	49	18	46	18	64	19	36	27	Q
296	1	2	41	15	32	14	32	15	32	14	34	17	28	18	Q
297	2	2	60	20	70	20	71	20	79	20	71	20	61	30	Q
298	2	2	57	17	32	14	44	17	52	18	53	18	29	25	Q
299	1	2	59	18	69	20	58	19	68	19	70	19	54	30	Q
300	2	2	66	20	43	17	57	19	55	19	70	20	47	30	Q
301	2	2	53	19	15	13	44	16	56	18	48	16	51	16	Q
302	2	2	52	18	32	15	27	16	33	14	61	18	40	14	Q
303	2	2	33	14	32	8	46	14	51	18	63	17	68	18	Q
304	1	2	32	8	7	8	32	8	32	8	39	11	33	10	Q
305	1	2	39	16	32	8	9	14	32	12	57	17	32	12	Q
306	2	2	37	19	8	9	32	8	32	8	64	16	32	10	Q
307	2	2	57	19	32	15	42	14	33	14	69	18	55	16	Q
308	1	2	0	0	0	0	0	0	0	0	0	0	0	0	NQ
309	1	2	57	19	55	17	60	18	54	18	53	16	60	20	Q
310	2	2	48	15	8	12	32	8	32	10	61	13	33	14	Q
311	1	2	23	12	5	8	5	11	7	8	14	12	15	10	NQ
312	1	2	32	8	32	15	32	15	33	14	21	15	42	16	Q
313	1	2	34	15	5	12	32	8	43	17	46	15	52	14	Q
314	1	2	54	17	6	14	38	14	57	19	56	15	69	16	Q
315	1	2	41	18	32	8	37	15	33	15	37	15	56	18	Q
316	1	2	11	12	9	8	14	13	8	8	35	15	10	10	NQ
317	1	2	34	16	7	9	32	8	32	8	47	11	32	8	Q

SI. No	Gen der	Manag ement	E (E)	E (I)	MA (E)	MA (I)	Scien ce (E)	Scien ce (I)	SS (E)	SS (I)	MIL (E)	MIL (I)	6th Subject (E)	6th Subject (I)	Result
318	1	2	18	12	3	9	7	10	7	8	29	12	13	12	NQ
319	1	2	49	16	14	12	44	11	45	16	55	17	63	14	Q
320	2	2	33	14	32	8	6	10	32	8	43	15	32	8	Q
321	1	2	49	14	14	12	17	14	43	18	72	20	15	15	Q
322	1	2	61	15	32	14	54	20	55	19	52	18	58	20	Q
323	1	2	43	14	32	15	24	15	33	16	40	12	32	16	Q
324	1	2	54	15	32	16	39	16	42	18	48	15	39	20	Q
325	2	2	49	13	9	11	15	12	12	15	37	12	19	16	NQ
326	1	2	65	16	53	19	42	20	62	19	67	18	70	20	Q
327	1	2	63	15	51	18	52	19	57	19	64	18	62	20	Q
328	1	2	51	15	14	13	44	16	54	19	34	13	47	20	Q
329	1	2	32	12	8	10	9	10	22	15	35	16	12	15	NQ
330	1	2	48	12	32	14	35	16	44	17	32	13	11	15	Q
331	1	2	54	13	13	41	17	40	17	48	17	46	32	19	Q
332	1	2	47	13	14	13	32	17	40	18	41	14	33	19	Q
333	2	2	60	14	48	17	38	19	49	18	51	16	36	20	Q
334	2	2	59	13	32	16	48	20	58	19	66	19	28	20	Q
335	2	2	42	14	26	14	15	15	26	17	25	14	22	18	NQ
336	2	2	44	14	9	11	12	14	28	16	34	12	19	16	NQ
337	2	2	59	15	48	16	38	19	44	18	73	20	42	20	Q
338	2	2	48	13	32	13	32	17	39	18	55	19	11	15	Q
339	2	2	58	14	44	16	66	20	55	19	55	16	55	20	Q
340	2	2	56	14	9	11	32	17	33	17	43	12	32	18	Q
341	2	2	52	17	36	15	34	15	32	15	53	16	33	16	Q
342	1	2	51	16	32	15	35	16	32	17	43	17	32	16	Q
343	2	2	60	17	46	17	57	18	53	19	65	18	58	16	Q
344	2	2	51	16	48	17	33	16	33	16	32	15	33	16	Q
345	1	2	52	16	35	16	36	17	36	17	56	17	59	16	Q
346	1	2	51	16	32	14	37	17	35	16	48	16	55	15	Q
347	2	2	62	17	32	14	32	14	33	16	52	16	32	14	Q
348	1	2	41	16	33	15	34	13	32	18	44	17	40	15	Q
349	1	2	49	16	32	16	33	15	33	15	40	15	44	16	Q
350	2	2	47	16	40	17	33	12	33	16	45	16	37	13	Q
351	2	2	52	17	40	17	34	16	34	17	52	17	46	16	Q
352	1	2	45	16	32	16	34	14	37	14	57	17	43	16	Q
353	2	2	48	16	32	12	36	16	33	12	36	16	34	16	Q
354	2	2	51	17	48	17	43	17	42	17	63	17	49	15	Q
355	1	2	51	17	33	16	34	16	46	17	55	16	57	16	Q
356	1	2	35	12	27	16	46	8	32	8	34	12	42	8	Q
357	1	2	41	12	32	15	37	8	16	10	38	13	32	8	Q
358	1	2	41	14	22	15	42	11	34	11	47	14	44	9	Q
359	1	2	42	12	14	14	36	8	32	8	41	13	45	8	Q
360	1	2	40	11	25	14	51	9	32	8	34	11	38	9	Q
361	1	2	62	15	41	18	61	15	50	11	53	15	57	11	Q
362	1	2	47	13	26	15	48	12	32	8	34	13	38	8	Q
363	1	2	45	13	32	14	53	14	38	11	41	13	52	11	Q

SI. No	Gen der	Manag ement	E (E)	E (I)	MA (E)	MA (I)	Scien ce (E)	Scien ce (I)	SS (E)	SS (I)	MIL (E)	MIL (I)	6th Subject	6th Subject	Result
364	1	2	43	13	26	14	51	8	32	11	32	10	(E) 50	(I) 10	Q
365	1	2	45	12	15	10	49	8	32	8	33	11	43	8	Q
366	1	2	38	13	21	15	50	9	32	8	38	13	42	10	Q
367	2	2	55	15	24	16	55	11	39	10	60	15	47	11	Q
368	2	2	57	16	32	14	46	16	32	11	44	17	47	11	Q
369	2	2	54	13	39	15	58	13	28	10	44	13	40	12	Q
370	2	2	45	13	26	13	57	15	49	10	44	14	39	10	Q
371	1	2	46	11	14	15	49	11	32	8	40	11	49	11	Q
372	2	2	36	13	27	14	43	12	32	8	32	13	37	10	Q
373	2	2	56	14	10	16	50	16	32	8	55	14	39	9	Q
374	2	2	66	16	46	18	72	18	62	14	65	15	68	15	Q
375	2	2	56	16	36	16	48	16	32	10	40	16	59	10	Q
376	1	2	52	12	63	20	48	19	44	18	46	11	50	20	Q
377	1	2	51	13	32	14	35	17	51	18	44	11	48	20	Q
378	1	2	53	14	35	15	41	17	55	19	69	19	53	19	Q
379	1	2	49	14	19	13	24	15	36	17	32	15	8	14	NT
380	1	2	26	13	11	11	10	11	7	15	14	10	8	15	NT
381	1	2	45	11	31	13	13	12	22	16	46	17	18	18	NQ
382	1	2	53	11	10	11	21	14	39	17	38	10	21	16	NQ
383	1	2	48	14	32	14	32	15	36	17	41	15	32	19	Q
384	1	2	65	16	52	19	49	20	67	19	55	16	28	16	Q
385	1	2	45	15	332	15	20	17	48	18	56	17	28	17	Q
386	1	2	40	12	32	15	32	14	33	16	32	13	158	16	Q
387	1	2	44	13	17	12	11	14	26	16	32	12	11	16	NQ
388	2	2	60	16	51	19	48	20	56	19	53	17	28	20	Q
389	2	2	61	13	20	13	32	14	28	17	42	14	32	18	Q
390	2	2	54	13	24	15	32	14	38	17	42	14	32	18	Q
391	2	2	60	14	32	15	36	17	51	19	64	18	17	18	Q
392	2	2	57	14	43	17	35	19	44	18	47	17	11	15	Q
393	2	2	48	12	40	16	35	19	51	19	52	17	39	19	Q
394	2	2	59	14	41	15	35	18	47	18	61	19	32	20	Q
395	2	2	59	15	37	16	47	20	65	19	64	18	61	20	Q
396	2	2	58	14	36	17	38	17	48	18	50	13	43	20	Q
397	2	2	47	13	32	14	16	14	46	18	32	16	32	19	Q
398	2	2	54	14	32	14	25	17	51	19	48	16	32	19	Q
399	2	2	56	13	18	12	32	15	40	17	47	14	32	19	Q
400	2	2	62	12	35	16	32	19	58	19	47	13	38	20	Q

DIMAPUR DISTRICT

SI.	Gen der	Manage ment	E (E)	E (I)	MA (E)	MA (I)	SC (E)	SC (I)	SS (E)	SS (I)	MIL (E)	MIL (I)	6th Subject	6th Subject	Result
1	1	1	18	8	21	8	9	10	16	9	34	8	(E) 34	(I) 8	NQ
2	1	1	37	12	32	8	32	8	32	8	32	12	54	12	NQ
3	1	1	32	9	32	8	32	8	32	8	32	8	32	8	Q
4	1	1	32	10	32	8	32	8	32	8	32	12	33	8	Q
5	1	1	42	14	32	8	39	10	38	12	47	15	56	14	Q
6	1	1	32	9	32	8	32	8	32	8	32	10	35	10	Q
7	1	1	32	10	32	8	32	8	32	8	32	12	34	9	Q
8	1	1	34	12	32	8	32	10	35	15	32	12	46	9	Q
9	1	1	14	8	16	8	4	8	10	8	34	13	19	10	NQ
10	1	1	34	12	32	8	32	8	35	10	44	15	33	11	Q
11	2	1	38	14	32	8	32	8	32	8	38	13	53	9	Q
12	2	1	15	8	14	8	4	8	12	8	23	9	29	10	NQ
13	2	1	40	15	32	8	32	8	32	9	35	14	32	8	Q
14	2	1	20	9	17	8	1	8	6	8	20	9	13	8	NQ
15	2	1	32	10	32	8	32	8	32	8	32	12	32	8	Q
16	2	1	32	9	32	8	32	8	32	8	32	9	37	8	Q
17	2	1	32	11	32	8	32	8	32	8	32	10	45	11	Q
18	2	1	34	14	32	8	32	8	32	8	32	12	45	11	Q
19	2	1	60	17	32	8	33	10	32	8	36	12	55	11	Q
20	2	1	15	9	13	8	9	8	5	9	15	9	10	9	NQ
21	2	1	56	18	32	15	18	17	32	14	65	16	55	14	Q
22	1	1	32	14	32	11	32	17	8	8	32	13	32	14	Q
23	2	1	58	18	4	11	38	18	35	15	35	15	58	19	Q
24	1	1	48	18	32	15	32	17	12	10	50	18	50	15	Q
25	2	1	35	16	32	10	32	16	7	8	32	15	32	16	Q
26	1	1	42	18	35	15	38	18	18	10	33	11	32	16	Q
27	1	1	43	17	32	9	35	16	9	8	33	13	32	16	NQ
28	2	1	52	18	32	13	16	16	32	13	55	19	51	15	Q
29	2	1	42	17	32	12	19	17	32	8	43	16	32	16	Q
30	2	1	38	17	32	9	32	17	8	8	32	14	32	15	Q
31	2	1	45	17	35	13	33	17	17	10	32	14	45	16	Q
32	1	1	32	16	7	10	34	16	33	8	32	13	36	14	Q
33	1	1	43	16	19	13	47	18	34	10	44	16	62	15	Q
34	1	1	32	16	34	11	34	17	15	8	33	12	32	15	Q
35	2	1	45	18	8	10	40	18	32	14	45	17	61	15	Q
36	1	1	47	17	18	12	33	18	32	10	36	15	32	15	Q
37	1	1	52	18	32	13	42	18	24	13	37	13	62	15	Q
38	2	1	32	15	32	9	5	16	32	8	32	14	33	15	Q
39	2	1	0	0	0	0	0	0	0	0	0	0	0	0	NQ
40	2	1	32	15	8	10	32	17	32	8	32	13	32	14	Q
70			02	15	5	10	52	17	JZ		52	13	52	17	ď

SI. No.	Gen der	Manage ment	E (E)	E (I)	MA (E)	MA (I)	SC (E)	SC (I)	SS (E)	SS (I)	MIL (E)	MIL (I)	6th Subject (E)	6th Subject (I)	Result
41	1	1	32	16	16	13	32	14	33	13	56	18	34	12	Q
42	1	1	34	12	3	12	33	12	32	9	32	9	32	10	Q
43	1	1	24	12	11	13	13	10	8	10	18	8	23	12	NQ
44	1	1	32	14	26	14	32	10	32	12	33	8	32	10	Q
45	1	1	21	12	3	13	24	12	8	8	25	13	10	10	NQ
46	1	1	6	8	1	12	3	10	7	8	9	8	3	8	NQ
47	1	1	32	15	20	14	32	12	33	12	33	11	32	10	Q
48	2	1	45	15	3	13	32	13	32	9	40	14	32	13	Q
49	2	1	43	17	4	12	41	17	40	15	46	17	38	17	Q
50	2	1	32	13	16	13	33	16	32	10	32	15	34	10	Q
51	2	1	7	8	3	13	3	10	7	8	14	11	5	8	NQ
52	2	1	14	9	12	13	9	10	9	9	19	9	7	9	NQ
53	2	1	14	15	3	13	5	10	6	8	15	9	7	9	NQ
54	2	1	24	11	2	13	7	10	5	9	18	8	6	9	NQ
55	2	1	34	18	4	12	34	17	37	12	34	16	35	15	Q
56	2	1	32	14	8	12	13	10	15	11	13	11	25	12	NQ
57	2	1	47	14	17	14	32	16	32	12	33	13	40	15	Q
58	1	1	32	14	15	13	32	14	32	13	32	15	33	12	Q
59	1	1	32	13	19	14	32	12	33	12	33	14	32	12	Q
60	1	1	32	8	20	14	32	12	32	9	32	10	32	8	Q
61	1	1	38	9	38	11	32	9	32	10	32	9	45	26	Q
62	1	1	34	15	32	15	32	8	32	11	34	12	44	22	Q
63	1	1	18	8	6	8	4	8	5	11	11	5	44	22	NQ
64	1	1	32	8	32	12	32	8	32	10	32	8	44	20	Q
65	2	1	55	16	46	17	55	16	53	15	58	19	43	27	Q
66	2	1	58	16	32	17	56	15	56	15	53	18	45	22	Q
67	2	1	21	9	8	10	9	8	9	10	17	8	41	29	NQ
68	1	1	49	15	32	8	36	15	32	8	33	17	0	0	Q
69	2	1	36	14	32	11	32	14	29	13	39	12	53	20	Q
70	2	1	16	9	1	8	2	10	6	10	11	14	8	25	NQ
71	2	1	33	12	32	8	32	8	32	8	32	8	20	20	Q
72	2	1	32	10	32	9	32	9	32	9	32	8	43	27	Q
73	1	1	34	11	32	10	32	14	32	8	33	10	30	30	Q
74	1	1	22	9	6	8	6	10	12	12	17	13	8	30	NQ
75	1	1	32	8	3	9	8	3	10	4	16	10	23	30	NQ
76	1	1	33	12	32	8	32	8	34	15	36	14	20	25	Q
77	1	1	21	10	10	8	4	10	6	10	8	10	20	44	NQ
78	2	1	43	15	32	8	32	8	40	15	32	16	45	20	Q
79	2	1	39	10	32	10	22	12	45	13	49	13	28	20	Q
80	1	1	11	8	6	8	5	10	8	10	11	8	6	15	NQ
81	2	1	35	14	32	12	32	12	32	10	40	15	32	12	Q
82	1	1	37	13	35	15	32	12	32	12	35	10	32	12	Q
83	1	1	44	17	32	15	32	13	32	10	47	14	39	15	Q
84	1	1	36	13	21	10	16	10	8	9	20	10	8	8	NQ
85	1	1	42	14	32	12	36	12	32	12	39	15	32	13	Q
86	1	1	36	16	32	10	32	12	32	10	34	14	32	12	Q

SI. No.	Gen der	Manage ment	E (E)	E (I)	MA (E)	MA (I)	SC (E)	SC (I)	SS (E)	SS (I)	MIL (E)	MIL (I)	6th Subject (E)	6th Subject (I)	Result
87	1	1	41	17	32	14	44	16	32	13	54	15	32	14	Q
88	1	1	35	14	17	10	20	8	16	9	22	10	19	12	NQ
89	1	1	48	17	32	10	34	11	32	15	35	15	37	14	Q
90	1	1	46	17	32	12	32	12	32	14	47	14	32	12	Q
91	2	1	32	14	32	10	40	15	32	11	32	12	40	16	Q
92	2	1	39	17	32	12	34	14	32	15	41	15	37	14	Q
93	1	1	39	16	32	12	38	13	32	12	37	15	32	12	Q
94	2	1	39	13	32	12	32	13	32	9	36	15	32	10	Q
95	2	1	37	14	32	12	32	13	32	11	41	15	33	13	Q
96	2	1	39	17	32	12	34	14	32	15	41	15	37	14	Q
97	1	1	46	13	32	12	32	12	32	9	50	18	32	12	Q
98	2	1	33	13	32	10	32	12	32	8	32	12	32	10	Q
99	2	1	42	15	32	14	50	17	32	12	32	15	35	13	Q
100	2	1	37	14	32	12	39	13	32	10	32	15	32	12	Q
101	1	1	32	11	38	9	34	11	32	11	34	11	33	12	Q
102	2	1	32	11	33	11	34	11	39	8	36	9	39	8	Q
103	2	1	33	11	33	12	32	10	37	11	37	9	36	11	Q
104	2	1	32	11	41	12	38	9	33	11	35	12	33	12	NQ
105	2	1	32	11	35	11	32	12	38	12	33	11	33	11	Q
106	2	1	32	11	32	9	36	12	39	11	35	11	33	11	Q
107	2	1	32	11	33	11	39	8	36	11	32	9	35	11	Q
108	1	1	32	11	34	12	32	11	37	11	33	11	37	11	Q
109	1	1	33	11	36	11	34	11	33	12	34	12	36	11	Q
110	2	1	11	9	16	8	16	11	13	9	13	11	21	11	NQ
111	1	1	32	9	32	9	36	11	33	12	33	12	33	16	Q
112	2	1	12	8	17	11	16	11	19	8	12	11	13	8	NQ
113	2	1	32	11	36	12	37	11	33	11	34	11	34	12	Q
114	1	1	32	11	36	11	33	10	39	11	34	11	39	11	Q
115	1	1	32	11	32	12	33	11	32	14	32	11	32	11	Q
116	2	1	32	11	32	9	33	12	37	12	34	12	39	8	Q
117	2	1	45	11	32	12	34	12	34	14	63	12	37	11	Q
118	2	1	32	11	35	11	34	11	32	11	35	11	33	11	Q
119	2	1	17 8	11 8	14	9	18 11	11 9	12 19	11	21 17	12 8	19 19	13 9	NQ
120				_	7					11					NQ
121	1	1	11 32	10 8	32	8	5 32	12 12	15 32	8	32 32	8	0	0	NQ
123	2	1	32	12	32	10	32	10	32	8	32	8	0	0	Q
123	1	1	37	15	32	14	32	8	32	12	40	18	0	0	Q
124	2	1	32	15	32	13	32	12	35	13	32	14	0	0	Q
126	2	1	32	15	32	8	32	14	32	15	32	10	0	0	Q
127	2	1	9	10	8	8	4	12	5	8	10	8	0	0	NQ
128	2	1	33	15	32	14	32	8	32	14	32	12	0	0	Q
129	2	1	32	13	32	13	32	8	32	13	32	8	0	0	Q
130	1	1	23	12	34	8	2	12	22	8	20	10	0	0	NQ
131	2	1	44	16	32	12	32	8	32	8	36	16	0	0	Q
132	2	1	15	13	6	10	6	12	20	10	32	12	0	0	NQ
132		1	13	13	U	10		12	20	10	32	12	U	U	NU

SI. No.	Gen der	Manage ment	E (E)	E (I)	MA (E)	MA (I)	SC (E)	SC (I)	SS (E)	SS (I)	MIL (E)	MIL (I)	6th Subject (E)	6th Subject (I)	Result
133	2	1	42	17	32	8	32	8	32	10	39	18	0	0	Q
134	1	1	34	15	32	8	32	12	32	8	32	11	0	0	Q
135	2	1	34	15	32	8	32	8	32	14	34	18	0	0	Q
136	1	1	46	18	32	8	32	12	32	8	40	15	0	0	NQ
137	1	1	33	14	32	15	32	8	32	8	33	14	0	0	Q
138	2	1	15	14	10	15	7	12	20	15	14	8	0	0	NQ
139	1	1	39	17	32	11	32	12	32	11	38	15	0	0	Q
140	2	1	45	17	33	15	32	8	32	15	33	18	0	0	Q
141	2	1	38	14	35	13	32	12	32	16	53	17	32	15	Q
142	2	1	37	16	33	12	32	13	33	11	32	14	32	12	Q
143	2	1	32	13	21	11	22	13	24	14	36	18	17	15	NQ
144	2	1	40	12	18	10	10	13	24	12	33	8	10	12	NQ
145	2	1	37	12	32	9	32	13	35	15	41	11	32	12	Q
146	1	1	34	16	17	9	18	12	19	12	32	14	8	21	Q
147	1	1	43	15	17	10	22	13	32	14	26	9	11	12	NQ
148	1	1	54	16	33	16	35	13	39	15	32	9	46	15	Q
149	2	1	32	13	22	10	19	13	8	13	35	10	6	12	NQ
150	2	1	44	14	36	17	35	15	49	18	55	18	30	24	Q
151	1	1	0	0	0	0	0	0	0	0	0	0	0	0	NQ
152	1	1	18	11	12	9	10	13	18	12	15	12	8	12	NQ
153	1	1	43	16	33	12	32	12	32	15	32	15	28	22	Q
154	2	1	32	13	36	12	32	13	33	12	32	15	28	21	Q
155	2	1	33	13	21	10	14	13	19	12	15	14	12	21	NQ
156	1	1	28	12	11	9	15	13	24	13	33	9	17	14	NQ
157	1	1	32	13	13	9	18	12	13	12	32	8	4	12	NQ
158	1	1	32	13	35	15	36	13	32	15	39	10	32	12	Q
159	1	1	33	14	33	14	34	14	35	14	33	16	45	15	Q
160	1	1	37	10	33	10	33	13	32	15	32	15	32	12	Q
161	2	1	32	8	32	12	32	13	32	9	32	15	28	16	Q
162	2	1	32	8	38	14	32	13	32	9	38	13	28	14	Q
163	2	1	32	12	42	14	32	15	32	9	32	16	28	16	Q
164	1	1	13	8	32	11	15	12	6	10	16	15	12	14	NQ
165	1	1	32	8	34	11	32	14	32	12	32	15	28	20	Q
166	2		32	11	37	13	33	16	32	14	44	14	32	16	Q
167	1	1	45	15	32	9	33	16	32	12	34	16	28	20	Q
168	1	1	32	13	34	13	32	12	32	10	32	15	28	18	Q
169	2	1	36	11	36	13	33	16	32	10	32	16	28	16	Q
170	1	1	13	8	15	10	14	12	3	10	20	10	6	12	NQ
171	1	1	32	8	33	12	32	15	32	9	32	12	28	18	Q
172	1	1	11	8	20	10	14	12	7	9	12	12	11	12	NQ
173	1	1	33	10	32	12	33	16	32	16	39	14	32	24	Q
174	1	1	45	15	34	12	49	18	32	16	45	16	28	24	Q
175	1	1	12	9	32	12	12	12	4	10	11	11	11	12	NQ
176	2	1	8	11	20	10	17	12	6	9	15	16	3	12	NQ
177	2	1	32	8	42	15	32	15	32	8	32	11	28	14	Q
178	1	1	15	8	7	9	9	12	2	9	22	10	9	12	NQ
170	1.05	'	10	5	,			12				10	,	'2	1100

SI. No.	Gen der	Manage ment	E (E)	E (I)	MA (E)	MA (I)	SC (E)	SC (I)	SS (E)	SS (I)	MIL (E)	MIL (I)	6th Subject (E)	6th Subject (I)	Result
179	2	1	16	10	32	13	19	13	5	8	10	11	10	12	NQ
180	2	1	32	9	32	12	33	16	32	9	32	15	28	18	Q
181	2	1	52	15	32	13	32	14	32	10	32	11	32	10	Q
182	2	1	40	17	32	14	32	11	32	14	32	12	32	15	Q
183	1	1	37	14	32	14	32	9	32	14	40	15	32	10	Q
184	2	1	20	12	32	13	6	9	13	13	17	10	19	14	NQ
185	2	1	49	17	32	12	32	11	32	16	36	14	32	13	Q
186	1	1	32	13	32	14	32	9	32	15	32	16	32	12	Q
187	2	1	40	18	33	12	38	10	35	16	50	15	34	13	Q
188	2	1	17	13	32	13	8	9	9	13	22	9	14	13	NQ
189	2	1	33	16	35	12	32	9	32	14	32	12	32	14	Q
190	1	1	42	15	32	12	32	9	40	13	51	18	32	12	Q
191	1	1	13	14	7	12	6	9	5	15	14	12	5	12	NQ
192	1	1	20	12	3	13	3	9	5	14	10	9	9	15	NQ
193	1	1	22	12	32	11	5	8	13	16	22	12	5	12	NQ
194	1	1	27	15	7	11	9	9	14	13	23	11	5	13	NQ
195	1	1	32	14	34	14	32	9	32	15	32	16	32	12	Q
196	1	1	22	12	7	10	13	9	32	14	24	12	24	12	NQ
197	1	1	43	12	32	9	32	8	32	13	32	10	32	13	Q
198	2	1	47	16	33	12	33	9	35	15	35	13	32	14	Q
199	1	1	39	17	32	13	32	9	35	16	51	16	35	12	Q
200	2	1	41	13	32	13	38	10	32	15	32	10	36	14	Q
201	2	2	66	20	66	20	70	20	61	20	73	20	49	28	Q
202	2	2	39	17	32	8	32	8	14	12	45	20	28	12	NQ
203	2	2	68	20	37	18	49	17	58	20	71	20	45	27	Q
204	1	2	47	16	32	18	32	10	40	18	42	18	30	25	Q
205	1	2	48	16	62	20	56	18	42	18	51	20	28	12	Q
206	1	2	44	16	35	18	37	16	32	13	60	18	28	24	Q
207	1	2	32	8	32	8	32	8	16	11	32	18	28	12	Q
208	1	2	51	13	41	19	32	8	32	8	52	13	28	14	Q
209	2	2	35	17	32	8	32	16	20	12	46	20	28	12	NQ
210	2	2	56	20	61	19	45	17	42	19	58	20	36	26	Q
211	1	2	53	20	32	8	32	8	32	9	50	13	28	12	Q
212	1	2	61	19	40	18	37	16	43	19	62	15	34	26	Q
213	1	2	51	19	36	18	20	12	32	8	34	13	32	25	Q
214	1	2	65	19	32	8	37	16	35	20	60	15	28	24	Q
215	1	2	58	18	32	8	11	15	36	18	50	14	28	24	Q
216	2	2	58	20	39	18	54	18	36	19	49	16	28	24	Q
217	2	2	68	20	32	18	48	17	40	19	70	17	33	25	Q
218	2	2	52	20	32	8	10	10	33	19	39	14	28	16	Q
219	2	2	67	20	32	18	32	16	34	20	54	19	31	26	Q
220	2	2	36	20	32	8	44	17	38	19	49	18	28	15	Q
221	2	2	47	16	32	14	35	18	32	17	45	16	28	25	Q
222	1	2	47	12	8	10	32	13	32	14	35	15	32	14	Q
223	2	2	39	14	14	12	32	14	35	15	38	15	32	14	Q
224	2	2	54	16	32	15	57	19	38	15	57	18	60	19	Q

SI. No.	Gen der	Manage ment	E (E)	E (I)	MA (E)	MA (I)	SC (E)	SC (I)	SS (E)	SS (I)	MIL (E)	MIL (I)	6th Subject (E)	6th Subject (I)	Result
225	1	2	56	14	41	16	53	19	74	16	58	18	47	19	Q
226	1	1	59	18	65	18	76	19	79	18	45	18	50	19	Q
227	1	1	36	14	14	12	32	14	35	14	44	16	34	17	Q
228	1	1	41	12	13	11	32	15	32	14	32	13	28	22	NQ
229	1	1	66	20	32	15	44	19	70	18	68	19	47	28	Q
230	2	1	65	20	38	19	58	20	74	18	71	19	68	19	Q
231	1	1	54	16	11	12	32	16	37	15	40	12	43	16	Q
232	1	1	49	14	32	13	33	18	34	16	41	15	32	15	Q
233	1	1	40	14	20	13	32	16	42	15	41	16	32	15	Q
234	2	1	54	16	32	14	32	18	37	15	44	17	50	19	Q
235	2	1	72	20	32	15	47	18	48	17	62	19	49	19	Q
236	1	1	64	20	50	17	56	20	73	19	72	19	62	19	Q
237	2	1	52	14	35	14	36	18	40	16	46	18	33	28	Q
238	2	1	53	14	32	14	32	17	35	15	44	16	28	28	Q
239	2	1	28	10	8	11	33	17	32	15	32	14	24	24	NQ
240	2	1	58	16	32	13	34	18	32	15	51	17	39	16	Q
241	2	1	27	14	9	13	21	11	16	12	24	15	19	11	NQ
242	1	1	48	18	32	17	36	16	41	18	48	16	45	17	Q
243	2	1	59	17	32	15	41	16	43	19	61	17	42	16	Q
244	2	1	70	20	58	20	48	18	37	19	54	17	43	17	Q
245	1	1	0	0	0	12	0	12	0	10	0	12	0	10	NQ
246	2	1	33	15	8	12	32	10	32	14	33	15	32	13	Q
247	2	1	56	17	22	16	42	15	32	19	57	15	36	15	Q
248	1	1	37	18	42	18	17	14	33	19	44	17	37	15	Q
249	1	1	57	18	38	18	41	17	32	19	54	16	41	16	Q
250	2	1	54	17	38	17	33	17	36	19	52	16	38	16	Q
251	2	2	0	0	0	12	0	12	0	11	0	0	0	12	NQ
252	2	2	51	18	36	17	45	18	32	19	51	18	45	18	Q
253	2	2	40	18	18	13	32	13	32	18	35	17	32	13	Q
254	1	2	56	18	19	17	45	17	40	19	61	10	50	18	Q
255	2	2	35	15	10	14	33	13	32	10	32	15	32	13	Q
256	1	2	35	15	26	15	34	13	32	17	41	12	34	14	Q
257	2	2	35	16	4	13	32	13	32	12	48	16	33	13	Q
258	2	2	42	16	9	15	32	14	32	15	39	16	42	15	Q
259	2	2	44	18	26	16	43	17	44	18	53	17	58	18	Q
260	2	2	37	15	8	12	7	10	7	13	25	14	32	15	NQ
261	1	2	46	13	35	17	38	10	33	15	33	17	32	9	Q
262	2	2	32	12	32	10	41	15	32	16	37	13	32	8	Q
263	2	2	39	12	21	10	41	14	27	15	38	17	17	6	NQ
264	2	2	47	14	32	16	47	12	32	15	43	17	41	11	Q
265	2	2	67	19	33	18	38	16	36	16	32	13	49	17	Q
266	2	2	72	20	63	20	45	18	56	17	37	15	69	19	Q
267	2	2	46	15	34	18	39	14	33	18	35	16	39	14	Q
268	2	2	57	18	32	15	32	10	32	18	37	17	37	12	Q
269	1	2	44	16	32	15	32	13	32	15	32	15	46	14	Q
270	1	2	33	19	34	15	32	11	32	16	37	16	38	14	Q

SI. No.	Gen der	Manage ment	E (E)	E (I)	MA (E)	MA (I)	SC (E)	SC (I)	SS (E)	SS (I)	MIL (E)	MIL (I)	6th Subject (E)	6th Subject (I)	Result
271	1	2	39	10	34	12	32	8	32	12	33	14	32	8	Q
272	1	2	45	16	37	17	32	13	32	20	47	15	32	12	Q
273	1	2	39	14	32	9	32	8	32	16	33	15	35	12	Q
274	2	2	59	18	46	19	40	18	36	17	43	18	57	16	Q
275	2	2	52	18	32	18	40	15	36	17	40	15	47	15	Q
276	1	2	39	14	32	8	32	8	35	12	32	13	32	8	Q
277	1	2	45	16	47	15	37	17	32	20	32	13	32	12	Q
278	1	2	59	19	49	19	35	16	36	16	55	19	56	16	Q
279	1	2	32	12	32	8	32	10	32	14	36	14	32	12	Q
280	1	2	48	11	32	12	32	9	35	12	32	12	36	11	Q
281	1	2	32	9	14	9	32	14	32	14	32	12	32	14	Q
282	1	2	45	15	22	12	32	13	35	17	37	17	32	15	Q
283	1	2	36	12	35	14	32	12	32	17	32	17	15	24	Q
284	2	2	65	18	38	14	47	18	61	19	67	20	48	30	Q
285	2	2	49	13	43	16	18	12	32	15	32	14	28	25	Q
286	2	2	55	17	32	14	37	16	42	18	49	19	41	30	Q
287	1	2	35	12	33	14	15	13	32	14	34	15	32	14	Q
288	1	2	47	15	32	13	32	13	20	16	41	18	32	23	Q
289	2	2	76	20	68	19	76	20	74	19	63	19	67	30	Q
290	2	2	67	18	45	16	46	18	62	19	67	19	49	30	Q
291	1	2	56	16	37	14	32	15	49	18	47	18	25	26	NQ
292	2	2	50	13	32	13	32	15	32	12	36	17	12	12	NQ
293	2	2	60	17	21	16	46	18	53	18	62	19	43	30	Q
294	1	2	49	15	32	14	32	14	38	18	56	16	22	27	Q
295	1	2	32	9	32	12	32	13	11	12	39	18	28	22	Q
296	1	2	36	10	44	16	32	13	32	17	32	13	24	25	Q
297	1	2	36	11	42	16	23	13	32	16	35	13	28	14	Q
298	1	2	27	8	8	8	10	12	12	13	8	11	7	22	NQ
299	1	2	32	11	40	16	34	16	32	17	48	18	33	30	Q
300	1	2	34	11	32	12	19	12	32	16	32	15	32	16	Q
301	2	2	46	13	49	16	45	16	53	15	44	14	31	26	Q
302	1	2	43	13	32	16	32	16	46	15	44	15	34	20	Q
303	1	2	42	15	15	32	14	32	13	38	16	28	28	21	Q
304	1	2	45	14	44	15	51	15	59	18	49	15	35	23	Q
305	2	2	49	16	32	17	35	16	47	17	43	15	28	24	Q
306	2	2	52	16	37	17	38	12	38	15	42	15	30	24	Q
307	1	2	48	14	49	17	40	14	54	17	49	14	35	17	Q
308	2	2	39	14	32	14	32	13	40	12	32	14	28	16	Q
309	1	2	42	13	43	16	32	10	32	13	38	15	30	18	Q
310	1	2	44	14	51	16	43	14	56	18	41	15	40	29	Q
311	1	2	36	12	32	15	32	12	32	14	32	12	28	17	Q
312	2	2	48	15	32	15	35	14	43	13	43	15	28	16	Q
313	1	2	50	16	40	15	52	15	60	17	48	16	38	28	Q
314	2	2	65	17	50	17	67	18	70	19	59	17	0	0	Q
315	2	2	52	15	36	15	45	13	57	16	51	16	33	22	Q
316	2	2	40	15	35	16	32	14	41	16	43	13	28	28	Q
0.0		-	.0				02	1.7			.0				*

SI. No.	Gen der	Manage ment	E (E)	E (I)	MA (E)	MA (I)	SC (E)	SC (I)	SS (E)	SS (I)	MIL (E)	MIL (I)	6th Subject (E)	6th Subject (I)	Result
317	1	2	36	14	32	15	32	12	32	12	33	14	29	16	Q
318	1	2	33	12	32	13	32	1	32	14	32	12	35	20	Q
319	2	2	44	16	35	16	35	14	53	16	46	16	28	22	Q
320	1	2	33	12	34	14	40	13	32	12	37	11	30	27	Q
321	2	2	65	19	33	16	45	18	53	18	64	19	28	25	Q
322	2	2	68	18	36	17	51	19	50	18	70	19	29	25	Q
323	2	2	70	19	35	16	50	19	53	19	64	19	31	26	Q
324	2	2	70	19	46	18	43	19	50	18	61	19	35	27	Q
325	2	2	65	19	46	18	55	19	68	19	45	19	47	27	Q
326	2	2	63	18	42	18	41	19	47	17	60	19	28	22	Q
327	1	2	50	15	32	14	40	17	25	13	49	16	29	17	Q
328	1	2	67	18	34	16	34	18	32	15	48	17	30	13	Q
329	1	2	36	16	35	16	32	17	32	15	33	15	30	14	Q
330	2	2	58	17	36	16	35	17	32	15	59	18	28	22	Q
331	2	2	69	19	45	18	50	19	59	18	66	19	42	27	Q
332	2	2	61	18	32	15	24	17	34	15	46	17	30	12	Q
333	2	2	62	19	43	18	43	19	46	18	60	19	34	27	Q
334	2	2	62	18	38	17	35	17	29	10	45	17	29	17	Q
335	2	2	68	18	33	15	34	18	57	18	57	18	39	26	Q
336	1	2	59	16	54	18	33	17	38	16	47	16	28	22	Q
337	1	2	58	17	40	17	33	18	26	13	42	16	29	12	Q
338	1	2	60	18	35	18	32	18	36	16	5	16	33	15	Q
339	1	2	53	16	46	17	16	18	34	13	45	16	31	14	Q
340	1	2	67	19	45	18	33	17	53	18	66	19	31	24	Q
341	2	2	40	19	32	8	35	16	38	14	32	10	28	19	Q
342	2	2	18	8	2	8	5	10	16	8	14	8	13	20	NQ
343	2	2	65	20	65	20	77	20	76	20	75	19	77	20	Q
344	2	2	42	16	43	18	34	16	46	14	41	15	28	16	Q
345	2	2	47	18	32	17	46	18	58	17	56	11	331	23	Q
346	1	2	58	20	67	19	58	18	58	19	45	13	42	27	Q
347	2	2	37	18	32	8	32	8	32	8	34	8	28	19	Q
348	2	2	54	20	49	18	45	17	51	17	48	12	29	21	Q
349	2	2	65	20	43	18	63	19	67	19	67	15	49	26	Q
350	2	2	36	16	5	8	1	13	15	8	32	10	8	14	NQ
351	1	2	43	15	32	8	32	16	39	10	34	10	34	25	Q
352	1	2	34	17	32	8	32	8	32	8	32	8	28	14	Q
353	1	2	34	10	32	8	32	8	32	8	32	10	32	8	Q
354	1	2	28	10	13	12	8	10	15	8	20	8	10	20	NQ
355	1	2	33	10	32	8	32	8	32	12	34	10	32	8	Q
356	1	2	33	11	8	10	2	10	18	8	22	8	7	12	NQ
357	1	2	34	10	32	8	32	8	32	8	32	8	32	8	Q
358	2	2	42	15	32	8	32	8	32	8	33	12	28	20	Q
359	1	2	45	11	32	8	32	8	32	10	40	12	28	12	Q
360	2	2	32	8	12	13	32	8	32	8	32	8	28	12	Q
361	2	2	36	13	32	13	13	16	33	14	38	13	34	12	Q
362	2	2	21	13	10	12	14	14	14	12	8	10	35	11	NQ
25025554	2770	110-700	2000/150	10,070	00.77	0.000	25 30	45005	15 55	20070	_	0.450		10 10	100000 70 00

SI. No.	Gen der	Manage ment	E (E)	E (I)	MA (E)	MA (I)	SC (E)	SC (I)	SS (E)	SS (I)	MIL (E)	MIL (I)	6th Subject (E)	6th Subject	Result
363	2	2	14	12	4	12	12	10	4	10	5	10	32	(I) 10	NQ
364	2	2	32	13	32	12	11	15	33	14	33	10	32	15	Q
365	1	2	33	14	32	14	20	15	32	14	32	10	34	10	Q
366	1	2	41	16	16	15	32	16	36	15	39	12	41	10	Q
367	1	2	32	13	14	12	33	15	32	16	33	10	32	13	Q
368	1	2	34	14	14	12	32	15	32	15	45	13	35	10	Q
369	1	2	32	14	13	12	32	16	46	16	41	13	38	10	Q
370	1	2	49	17	17	13	41	17	55	16	50	14	64	11	Q
371	1	2	37	14	22	12	32	15	33	14	32	10	38	10	Q
372	1	2	36	15	13	12	40	12	46	13	39	12	45	8	Q
373	1	2	33	12	32	12	32	10	15	11	32	10	38	13	Q
374	1	2	32	13	18	14	32	15	41	16	33	10	38	10	Q
375	2	2	33	12	32	13	33	14	21	12	32	10	41	10	Q
376	2	2	32	13	26	13	32	15	33	12	33	10	46	14	Q
377	2	2	33	13	43	15	29	16	35	16	40	13	39	10	Q
378	2	2	43	16	32	14	23	12	34	11	45	18	28	25	Q
379	2	2	41	16	33	10	17	15	35	12	33	13	38	26	Q
380	2	2	35	15	33	13	32	10	21	14	33	13	32	12	Q
381	2	2	54	18	42	17	34	16	43	19	41	18	38	23	Q
382	1	2	45	16	36	16	32	11	22	14	33	18	28	13	Q
383	2	2	45	17	62	16	41	15	44	19	50	18	18	26	О
384	1	2	45	18	33	14	19	15	50	15	46	14	29	19	О
385	1	2	69	20	70	20	73	19	70	20	72	20	66	30	Q
386	2	2	64	20	76	16	55	20	53	19	63	19	45	30	О
387	1	2	51	18	34	17	32	14	32	19	48	17	25	30	Q
388	1	2	41	15	33	13	18	14	32	12	37	16	28	15	Q
389	1	2	69	18	33	15	48	19	50	19	56	17	38	30	Q
390	1	2	69	20	41	18	45	19	59	18	56	18	42	30	Q
391	2	2	45	16	36	17	32	12	14	10	33	15	28	18	Q
392	1	2	46	16	33	13	32	16	33	18	41	13	36	24	Q
393	1	2	51	16	33	13	40	13	29	15	55	15	28	25	Q
394	1	2	52	18	42	16	38	10	52	16	48	18	29	29	Q
395	1	2	58	17	33	14	39	13	55	19	57	14	15	19	Q
396	2	2	34	16	23	12	8	11	9	11	16	11	16	14	Q
397	2	2	50	15	33	14	35	17	44	17	44	16	29	16	Q
398	2	2	67	19	56	19	41	19	69	19	57	18	37	25	Q
399	1	2	63	19	53	19	50	19	64	19	71	20	54	28	Q
400	1	2	67	18	34	16	34	18	32	15	48	17	30	13	Q

PEREN DISTRICT

SI. No	Gen der	Manage ment	E (E)	E (I)	MA (E)	MA (I)	Scien ce (E)	Scien ce (I)	SS (E)	SS (I)	MIL (E)	MIL (I)	6th Subject (E)	6th Subject (I)	Result
1	2	2	51	13	37	12	32	8	32	10	50	16	31	27	Q
2	1	2	42	15	35	16	32	10	32	18	42	12	31	21	Q
3	1	2	21	10	6	10	7	9	11	10	15	15	11	17	Q
4	2	2	37	14	21	12	20	13	34	6	32	11	24	20	NQ
5	2	2	53	16	32	12	32	11	49	46	57	16	33	21	Q
6	2	2	67	17	32	8	42	15	51	19	60	14	37	22	Q
7	1	2	68	13	32	8	42	16	40	18	48	14	32	21	Q
8	1	2	46	19	44	16	32	12	36	19	47	17	37	27	Q
9	2	2	52	19	32	8	32	15	35	17	41	12	28	17	Q
10	2	2	72	14	32	10	45	16	58	19	74	17	37	27	Q
11	2	2	69	14	44	16	40	16	48	14	74	14	40	29	Q
12	1	2	60	16	32	16	32	15	47	19	59	15	36	27	Q
13	1	2	61	19	43	18	47	18	50	18	56	19	35	27	Q
14	1	2	66	18	74	20	68	18	70	19	73	18	56	30	Q
15	2	2	46	18	35	14	32	15	39	17	46	14	28	20	Q
16	2	2	68	18	63	19	53	15	51	19	71	15	42	29	Q
17	2	2	76	17	59	17	55	17	69	20	76	17	50	26	Q
18	1	2	65	16	32	16	40	16	37	18	47	14	34	27	Q
19	1	2	68	17	56	18	66	18	60	18	62	18	62	30	Q
20	1	2	57	19	38	16	32	15	45	19	50	17	28	20	Q
21	2	2	64	16	52	16	40	15	42	14	65	19	30	20	Q
22	1	2	47	16	39	15	45	15	50	19	53	15	28	23	Q
23	1	2	46	15	32	8	34	10	33	10	35	14	29	20	Q
24	1	2	53	16	39	13	42	15	41	19	50	17	34	18	Q
25	2	2	21	11	12	8	7	9	10	10	27	8	7	14	NQ
26	1	2	42	15	47	15	32	13	35	15	40	13	28	18	Q
27	2	2	46	15	33	10	40	14	45	18	47	14	28	20	Q
28	2	2	41	14	34	12	30	13	14	12	29	16	13	16	NQ
29	2	2	38	14	10	8	12	10	7	10	25	17	3	18	NQ
30	2	2	43	15	44	16	50	16	50	17	38	15	38	19	Q
31	2	2	64	16	42	14	47	15	66	19	60	19	29	22	Q
32	1	2	32	13	25	9	13	10	10	12	21	15	16	21	NQ
33	1	2	41	14	9	8	26	12	12	12	41	15	12	21	NQ
34	1	2	46	14	33	10	33	12	36	16	43	16	29	20	Q
35	1	2	32	10	32	9	33	9	34	13	33	8	29	16	Q
36	1	2	32	8	32	8	35	10	34	12	32	8	28	19	Q
37	1	2	40	15	32	11	33	14	33	17	42	17	31	20	Q
38	2	2	34	14	20	8	13	10	7	10	32	13	13	21	NQ
39	2	2	47	15	37	12	35	14	40	15	52	18	28	13	Q
40	2	2	32	14	32	11	50	16	33	14	34	9	28	21	Q
41	1	1	22	9	12	8	20	10	6	8	19	10	0	0	NQ
42	1	1	36	13	48	17	50	17	48	16	42	16	0	0	Q

SI. No	Gen der	Manage ment	E (E)	E (I)	MA (E)	MA (I)	Scien ce (E)	Scien ce (I)	SS (E)	SS (I)	MIL (E)	MIL (I)	6th Subject (E)	6th Subject (I)	Result
43	1	1	33	10	32	8	32	8	32	9	32	8	0	0	Q
44	1	1	32	11	32	12	39	15	32	10	32	14	0	0	Q
45	1	1	15	7	35	16	35	15	16	8	20	12	0	0	NQ
46	2	1	26	9	12	10	38	15	19	9	29	12	0	0	NQ
47	2	1	21	8	11	10	0	10	14	8	17	10	0	0	NQ
48	2	1	29	9	24	12	20	10	5	8	29	12	0	0	NQ
49	2	1	15	7	11	8	12	10	20	9	22	12	0	0	NQ
50	2	1	23	9	32	14	17	10	9	8	24	12	0	0	NQ
51	2	1	43	15	52	18	43	16	41	15	39	14	0	0	Q
52	2	1	32	8	32	8	36	10	32	8	32	8	0	0	Q
53	2	1	32	9	44	16	36	14	32	9	32	12	0	0	Q
54	2	1	25	9	32	10	32	14	25	9	25	12	0	0	NQ
55	2	1	36	12	32	9	32	8	40	15	32	14	0	0	Q
56	2	1	28	10	12	6	21	10	21	9	23	14	0	0	NQ
57	2	1	12	7	14	9	9	0	12	8	13	10	0	0	NQ
58	2	1	22	9	5	6	27	10	32	10	36	14	0	0	NQ
59	2	1	16	8	4	6	12	10	7	8	15	10	0	0	NQ
60	2	1	24	9	3	7	20	10	17	8	32	14	0	0	NQ
61	2	1	32	15	6	8	26	10	20	9	25	12	12	12	NQ
62	2	1	41	17	32	10	32	11	32	9	38	15	30	13	Q
63	2	1	29	12	8	8	13	8	21	9	24	9	13	12	NQ
64	1	2	37	15	6	8	22	8	19	9	38	15	12	12	NQ
65	2	2	14	16	38	15	53	15	42	15	36	13	30	16	Q
66	2	2	49	17	55	16	56	17	37	14	45	16	45	25	Q
67	2	2	29	12	14	8	13	9	19	9	23	9	16	12	NQ
68	2	2	38	15	9	8	15	8	13	8	34	13	22	14	NQ
69	2	2	40	16	7	8	10	8	22	10	29	10	10	12	NQ
70	1	2	45	17	32	13	55	16	48	15	50	17	46	20	Q
71	2	2	48	17	32	9	32	12	32	10	34	13	30	16	Q
72	2	2	33	14	4	8	25	9	17	9	30	12	16	12	NQ
73	2	2	35	14	32	13	32	9	32	10	32	12	28	14	Q
74	2	2	44	17	44	15	49	15	40	14	39	16	37	20	Q
75	2	2	47	16	41	15	57	17	43	15	40	15	40	20	Q
76	1	2	16	11	7	8	8	8	4	8	15	8	1	12	NQ
77	1	2	32	15	4	8	33	9	32	13	38	15	31	15	Q
78	1	2	42	16	32	8	33	11	34	13	48	16	30	15	Q
79	1	2	37	16	32	12	33	10	39	14	43	16	33	17	Q
80	1	2	41	17	32	12	45	14	34	9	42	16	34	20	Q
81	2	1	38	11	16	10	32	10	32	12	42	10	34	14	Q
82	2	1	22	8	11	9	2	8	9	10	38	8	18	20	NQ
83	2	1	70	17	34	16	47	19	54	18	70	18	38	13	Q
84	2	1	51	16	47	18	41	19	60	16	57	13	33	12	Q
85	2	1	51	15	35	17	32	9	17	14	41	14	35	12	Q
86	2	1	51	14	44	18	25	15	32	16	52	15	45	12	Q
87	2	1	46	14	22	12	32	12	32	12	49	13	32	20	Q
88	1	1	30	10	20	12	8	9	9	10	32	9	19	8	NQ

198	SI. No	Gen der	Manage ment	E (E)	E (I)	MA (E)	MA (I)	Scien ce (E)	Scien ce (I)	SS (E)	SS (I)	MIL (E)	MIL (I)	6th Subject (E)	6th Subject (I)	Result
91	89	2	1	60	17	61	20	_		56	15		15			
92	90	1	1	43	12	6	8	32	12	32	15	35	9	32	10	Q
93	91	1	1	32	12	16	11	16	10	16	12	41	10		20	35
94	92	1	1	34	12	8	8	7	8	11	12	28	8	12	9	NQ
95	93	2	1	58	11	10	9	15	10	14	14	48	12	16	13	NQ
98	94	1	1	41	15	32	16	44	18	41	14	51	11	25	12	Q
97	95	1	1	37	12	13	9	32	9	32	14	33	11	32	10	Q
98	96	2	1	28	10	10	9	11	8	12	10	0	0	0	0	NQ
99	97	2	1	56	16	32	15	25	10	32	12	57	12	32	12	Q
100	98	2	1	42	11	17	11	13	10	15	12	26	10	10	9	NQ
101	99	1	1	45	10	18	10	32	9	32	15	47	11	47	13	Q
102	100	1	1	37	13	32	16	32	15	46	14	48	11	25	12	Q
103	101	1	1	17	9	10	16	8	8	12	9	16	15	5	8	NQ
104	102	1	1	27	11	17	10	8	9	9	11	29	8	18	8	NQ
105	103	1	1	33	10	32	8	32	8	33	10	32	17	32	10	Q
106	104	1	1	36	12	32	15	32	8	32	12	32	17	32	12	Q
107	105	1	1	32	9	32	13	32	10	32	10	32	16	32	10	Q
108	106	1	1	27	16	32	16	11	10	8	12	32	9	19	9	NQ
109	107	1	1	32	9	32	15	32	11	32	12	32	16	32	11	Q
110	108	1	1	32	9	32	12	32	13	32	10	32	14	32	11	Q
1111 2 1 32 9 32 13 32 14 32 13 32 17 32 13 Q 112 2 1 37 12 14 18 32 8 32 12 32 15 Q 113 2 1 35 12 32 12 32 15 53 15 40 18 32 15 Q 114 1 2 57 18 22 15 32 14 32 17 33 15 61 20 Q 115 1 2 44 14 26 14 17 13 17 14 24 12 26 15 NQ 116 1 2 19 14 17 15 15 13 16 12 15 NQ 117 2 2 41 14 3	109	2	1	33	9	32	14	32	9	32	12	32	17	32	10	Q
112	110	2	1	34	10	32	16	36	17	40	14	32	18	32	15	Q
113 2 1 35 12 32 12 32 15 53 15 40 18 32 15 Q 114 1 2 57 18 22 15 32 14 32 17 33 15 61 20 Q 115 1 2 44 14 26 14 17 13 17 14 24 12 26 15 NQ 116 1 2 19 14 17 15 15 13 16 12 15 11 26 15 NQ 117 2 2 41 14 32 16 32 12 10 11 32 14 34 18 Q 118 1 2 34 14 32 16 32 11 7 13 32 12 32 15 Q 119 2 2 34 14 33 16 16 12 14 13 16 15 14 8 NQ 120 1 2 65 15 35 17 6 8 32 14 32 17 32 15 Q 121 1 2 23 12 23 14 3 12 7 13 13 12 9 8 NQ 122 2 2 59 18 41 17 32 12 14 12 36 12 33 18 Q 123 2 2 2 41 14 23 15 19 13 9 14 24 14 34 18 NQ 124 2 2 34 14 32 15 7 8 32 12 32 17 34 18 Q 125 2 2 55 18 46 18 32 12 18 14 36 14 39 18 Q 126 2 2 2 48 15 32 15 39 17 8 14 32 17 32 15 Q 127 2 2 48 15 32 15 39 17 8 14 32 17 32 15 Q 128 1 2 66 18 38 18 43 17 12 12 14 19 15 34 18 NQ 129 2 2 42 15 35 18 8 11 17 12 12 14 19 15 34 18 NQ 129 2 2 42 15 35 18 8 11 12 12 13 32 14 18 NQ 130 1 2 65 18 38 18 43 17 43 18 39 15 61 20 Q 131 1 2 65 18 38 18 43 17 43 18 39 15 61 20 Q 131 1 2 33 14 25 16 16 16 12 18 14 32 13 32 18 Q 133 1 2 33 14 25 16 16 16 17 18 14 32 13 32 18 Q 133 1 2 33 14 25 16 16 16 17 18 14 32 13 32 14 18 NQ 130 1 2 66 18 38 18 43 17 43 18 39 15 61 20 Q 131 1 2 33 14 25 16 16 16 12 13 15 8 13 10 8 NQ	111	2	1	32	9	32	13	32	14	32	13	32	17	32	13	Q
114 1 2 57 18 22 15 32 14 32 17 33 15 61 20 Q 115 1 2 44 14 26 14 17 13 17 14 24 12 26 15 NQ 116 1 2 19 14 17 15 15 13 16 12 15 11 26 15 NQ 117 2 2 41 14 32 16 32 12 10 11 32 14 34 18 Q 118 1 2 34 14 32 16 32 11 7 13 32 12 32 15 Q 119 2 2 34 14 33 16 16 12 14 13 16 15 14 8 NQ	112	2	1	37	12	14	18	32	8	32	12	32	17	32	13	Q
115 1 2 44 14 26 14 17 13 17 14 24 12 26 15 NQ 116 1 2 19 14 17 15 15 13 16 12 15 11 26 15 NQ 117 2 2 41 14 32 16 32 12 10 11 32 14 34 18 Q 118 1 2 34 14 32 16 32 11 7 13 32 12 32 15 Q 119 2 2 34 14 33 16 16 12 14 13 16 15 14 8 NQ 120 1 2 65 15 35 17 6 8 32 14 32 17 32 15 Q 12	113	2	1	35	12	32	12	32	15	53	15	40	18	32	15	Q
116 1 2 19 14 17 15 15 13 16 12 15 11 26 15 NQ 117 2 2 41 14 32 16 32 12 10 11 32 14 34 18 Q 118 1 2 34 14 32 16 32 11 7 13 32 12 32 15 Q 119 2 2 34 14 33 16 16 12 14 13 16 15 14 8 NQ 120 1 2 65 15 35 17 6 8 32 14 32 17 32 15 Q 121 1 2 23 12 23 14 3 12 7 13 13 12 9 8 NQ 122 <td>114</td> <td>1</td> <td>2</td> <td>57</td> <td>18</td> <td>22</td> <td>15</td> <td>32</td> <td>14</td> <td>32</td> <td>17</td> <td>33</td> <td>15</td> <td>61</td> <td>20</td> <td>Q</td>	114	1	2	57	18	22	15	32	14	32	17	33	15	61	20	Q
117 2 2 41 14 32 16 32 12 10 11 32 14 34 18 Q 118 1 2 34 14 32 16 32 11 7 13 32 12 32 15 Q 119 2 2 34 14 33 16 16 12 14 13 16 15 14 8 NQ 120 1 2 65 15 35 17 6 8 32 14 32 17 32 15 Q 121 1 2 23 12 23 14 3 12 7 13 13 12 9 8 NQ 122 2 2 59 18 41 17 32 12 14 12 36 12 33 18 Q 123 <td>115</td> <td>1</td> <td>2</td> <td>44</td> <td>14</td> <td>26</td> <td>14</td> <td>17</td> <td>13</td> <td>17</td> <td>14</td> <td>24</td> <td>12</td> <td>26</td> <td>15</td> <td>NQ</td>	115	1	2	44	14	26	14	17	13	17	14	24	12	26	15	NQ
118 1 2 34 14 32 16 32 11 7 13 32 12 32 15 Q 119 2 2 34 14 33 16 16 12 14 13 16 15 14 8 NQ 120 1 2 65 15 35 17 6 8 32 14 32 17 32 15 Q 121 1 2 23 12 23 14 3 12 7 13 13 12 9 8 NQ 122 2 2 59 18 41 17 32 12 14 12 36 12 33 18 Q 123 2 2 24 14 23 15 19 13 9 14 24 14 34 18 NQ 124 <td>116</td> <td>1</td> <td>2</td> <td>19</td> <td>14</td> <td>17</td> <td>15</td> <td>15</td> <td>13</td> <td>16</td> <td>12</td> <td>15</td> <td>11</td> <td>26</td> <td>15</td> <td>NQ</td>	116	1	2	19	14	17	15	15	13	16	12	15	11	26	15	NQ
119 2 2 34 14 33 16 16 12 14 13 16 15 14 8 NQ 120 1 2 65 15 35 17 6 8 32 14 32 17 32 15 Q 121 1 2 23 12 23 14 3 12 7 13 13 12 9 8 NQ 122 2 2 59 18 41 17 32 12 14 12 36 12 33 18 Q 123 2 2 24 14 23 15 19 13 9 14 24 14 34 18 NQ 124 2 2 34 14 32 15 7 8 32 12 32 17 34 18 Q 125	117	2	2	41	14	32	16	32	12	10	11	32	14	34	18	Q
120 1 2 65 15 35 17 6 8 32 14 32 17 32 15 Q 121 1 2 23 12 23 14 3 12 7 13 13 12 9 8 NQ 122 2 2 59 18 41 17 32 12 14 12 36 12 33 18 Q 123 2 2 24 14 23 15 19 13 9 14 24 14 34 18 NQ 124 2 2 34 14 32 15 7 8 32 12 32 17 34 18 Q 125 2 2 55 18 46 18 32 12 18 14 36 14 39 18 Q 126	118	1	2	34	14	32	16	32	11	7	13	32	12	32	15	Q
121 1 2 23 12 23 14 3 12 7 13 13 12 9 8 NQ 122 2 2 59 18 41 17 32 12 14 12 36 12 33 18 Q 123 2 2 24 14 23 15 19 13 9 14 24 14 34 18 NQ 124 2 2 34 14 32 15 7 8 32 12 32 17 34 18 Q 125 2 2 55 18 46 18 32 12 18 14 36 14 39 18 Q 126 2 2 29 12 35 16 11 13 19 12 14 12 14 8 NQ 127 <td>119</td> <td>2</td> <td>2</td> <td>34</td> <td>14</td> <td>33</td> <td>16</td> <td>16</td> <td>12</td> <td>14</td> <td>13</td> <td>16</td> <td>15</td> <td>14</td> <td>8</td> <td>NQ</td>	119	2	2	34	14	33	16	16	12	14	13	16	15	14	8	NQ
122 2 59 18 41 17 32 12 14 12 36 12 33 18 Q 123 2 2 24 14 23 15 19 13 9 14 24 14 34 18 NQ 124 2 2 34 14 32 15 7 8 32 12 32 17 34 18 Q 125 2 2 55 18 46 18 32 12 18 14 36 14 39 18 Q 126 2 2 29 12 35 16 11 13 19 12 14 12 14 8 NQ 127 2 2 48 15 32 15 39 17 8 14 32 17 32 15 Q 128 1<	120	1	2	65	15	35	17	6	8	32	14	32	17	32	15	Q
123 2 2 14 23 15 19 13 9 14 24 14 34 18 NQ 124 2 2 34 14 32 15 7 8 32 12 32 17 34 18 Q 125 2 2 55 18 46 18 32 12 18 14 36 14 39 18 Q 126 2 2 29 12 35 16 11 13 19 12 14 12 14 8 NQ 127 2 2 48 15 32 15 39 17 8 14 32 17 32 15 Q 128 1 2 26 12 16 14 17 12 12 14 19 15 34 18 NQ 129 2<	121	1	2	23	12	23	14	3	12	7	13	13	12	9	8	NQ
124 2 2 34 14 32 15 7 8 32 12 32 17 34 18 Q 125 2 2 55 18 46 18 32 12 18 14 36 14 39 18 Q 126 2 2 29 12 35 16 11 13 19 12 14 12 14 8 NQ 127 2 2 48 15 32 15 39 17 8 14 32 17 32 15 Q 128 1 2 26 12 16 14 17 12 12 14 19 15 34 18 NQ 129 2 2 42 15 35 18 8 11 12 13 32 14 18 8 NQ 130 1 2 65 18 38 18 43 17 43 18	122	2	2	59	18	41	17	32	12	14	12	36	12	33	18	Q
125 2 2 55 18 46 18 32 12 18 14 36 14 39 18 Q 126 2 2 29 12 35 16 11 13 19 12 14 12 14 8 NQ 127 2 2 48 15 32 15 39 17 8 14 32 17 32 15 Q 128 1 2 26 12 16 14 17 12 12 14 19 15 34 18 NQ 129 2 2 42 15 35 18 8 11 12 13 32 14 18 8 NQ 130 1 2 65 18 38 18 43 17 43 18 39 15 61 20 Q 13	123	2	2	24	14	23	15	19	13	9	14	24	14	34	18	NQ
126 2 2 29 12 35 16 11 13 19 12 14 12 14 8 NQ 127 2 2 48 15 32 15 39 17 8 14 32 17 32 15 Q 128 1 2 26 12 16 14 17 12 12 14 19 15 34 18 NQ 129 2 2 42 15 35 18 8 11 12 13 32 14 18 8 NQ 130 1 2 65 18 38 18 43 17 43 18 39 15 61 20 Q 131 1 2 41 15 43 17 32 12 18 14 32 13 32 18 Q 132 2 2 64 18 61 20 36 16 38 16	124	2	2	34	14	32	15	7	8	32	12	32	17	34	18	Q
127 2 2 48 15 32 15 39 17 8 14 32 17 32 15 Q 128 1 2 26 12 16 14 17 12 12 14 19 15 34 18 NQ 129 2 2 42 15 35 18 8 11 12 13 32 14 18 8 NQ 130 1 2 65 18 38 18 43 17 43 18 39 15 61 20 Q 131 1 2 41 15 43 17 32 12 18 14 32 13 32 18 Q 132 2 2 64 18 61 20 36 16 38 16 40 18 58 20 Q 133 1 2 33 14 25 16 16 12 13 15 8 13 10 8 NQ	125	2	2	55	18	46	18	32	12	18	14	36	14	39	18	Q
128 1 2 26 12 16 14 17 12 12 14 19 15 34 18 NQ 129 2 2 42 15 35 18 8 11 12 13 32 14 18 8 NQ 130 1 2 65 18 38 18 43 17 43 18 39 15 61 20 Q 131 1 2 41 15 43 17 32 12 18 14 32 13 32 18 Q 132 2 2 64 18 61 20 36 16 38 16 40 18 58 20 Q 133 1 2 33 14 25 16 16 12 13 15 8 13 10 8 NQ	126	2	2	29	12	35	16	11	13	19	12	14	12	14	8	NQ
129 2 2 42 15 35 18 8 11 12 13 32 14 18 8 NQ 130 1 2 65 18 38 18 43 17 43 18 39 15 61 20 Q 131 1 2 41 15 43 17 32 12 18 14 32 13 32 18 Q 132 2 2 64 18 61 20 36 16 38 16 40 18 58 20 Q 133 1 2 33 14 25 16 16 12 13 15 8 13 10 8 NQ	127	2	2	48	15	32	15	39	17	8	14	32	17	32	15	Q
130 1 2 65 18 38 18 43 17 43 18 39 15 61 20 Q 131 1 2 41 15 43 17 32 12 18 14 32 13 32 18 Q 132 2 2 64 18 61 20 36 16 38 16 40 18 58 20 Q 133 1 2 33 14 25 16 16 12 13 15 8 13 10 8 NQ	128	1	2	26	12	16	14	17	12	12	14	19	15	34	18	NQ
131 1 2 41 15 43 17 32 12 18 14 32 13 32 18 Q 132 2 2 64 18 61 20 36 16 38 16 40 18 58 20 Q 133 1 2 33 14 25 16 16 12 13 15 8 13 10 8 NQ	129	2	2	42	15	35	18	8	11	12	13	32	14	18	8	NQ
131 1 2 41 15 43 17 32 12 18 14 32 13 32 18 Q 132 2 2 64 18 61 20 36 16 38 16 40 18 58 20 Q 133 1 2 33 14 25 16 16 12 13 15 8 13 10 8 NQ	130	1	2	65	18	38	18	43	17	43	18	39	15	61	20	Q
132 2 2 64 18 61 20 36 16 38 16 40 18 58 20 Q 133 1 2 33 14 25 16 16 12 13 15 8 13 10 8 NQ	131	1		41	15	43	17	32	12	18	14	32	13	32	18	
133 1 2 33 14 25 16 16 12 13 15 8 13 10 8 NQ		2		64	18	61	20		16	38	16	40	18	58	20	Q
134 1 1 37 16 32 16 37 18 32 15 35 13 32 13 Q	133	1	2	33	14	25	16	16	12	13	15	8	13	10	8	NQ
	134	1	1	37	16	32	16	37	18	32	15	35	13	32	13	Q

SI. No	Gen der	Manage ment	E (E)	E (I)	MA (E)	MA (I)	Scien ce (E)	Scien ce (I)	SS (E)	SS (I)	MIL (E)	MIL (I)	6th Subject (E)	6th Subject (I)	Result
135	1	1	61	18	45	18	47	18	5	18	56	19	32	18	Q
136	1	1	0	0	0	0	0	0	0	0	0	0	0	0	NQ
137	1	1	21	13	3	10	6	9	4	10	26	12	6	12	NQ
138	1	1	35	16	32	16	32	15	32	15	35	12	32	9	Q
139	1	1	32	14	32	10	32	15	32	10	40	14	32	16	Q
140	1	1	17	13	4	10	14	12	5	10	38	13	11	12	NQ
141	1	1	26	14	11	12	23	14	10	10	33	13	13	16	NQ
142	1	1	32	14	32	10	32	15	32	12	33	12	32	16	Q
143	1	1	26	14	11	12	6	11	8	10	24	12	6	15	NQ
144	2	1	0	0	0	0	0	0	0	0	0	0	0	0	NQ
145	2	1	0	0	0	0	0	0	0	0	0	0	0	0	NQ
146	2	1	20	12	17	12	11	12	8	10	18	10	7	8	NQ
147	2	1	38	14	32	10	33	18	36	18	54	15	32	16	Q
148	2	1	17	13	9	10	8	11	8	10	16	11	8	11	NQ
149	2	1	33	16	32	12	32	17	32	10	35	13	32	16	Q
150	2	1	14	14	12	11	9	10	3	10	21	10	8	12	NQ
151	2	1	15	12	5	10	6	10	9	10	18	11	5	8	NQ
152	2	1	20	12	11	12	18	13	9	10	19	10	10	10	NQ
153	2	1	35	16	32	12	33	18	32	12	32	12	32	14	Q
154	1	2	58	17	3	12	32	17	57	17	38	18	40	18	Q
155	1	2	35	12	16	14	7	14	19	12	24	12	8	12	NQ
156	1	2	50	18	38	17	32	19	36	16	49	16	32	15	Q
157	1	2	58	17	6	16	32	18	50	16	44	16	32	15	Q
158	1	2	5	12	5	12	7	17	7	11	18	12	10	12	NQ
159	1	2	45	14	6	15	8	15	20	11	25	11	14	12	NQ
160	1	2	43	17	15	14	32	17	36	16	33	12	32	12	Q
161	1	2	39	15	4	10	32	16	40	14	32	14	32	15	Q
162	1	2	59	19	40	16	33	18	54	17	57	18	39	16	Q
163	1	2	12	11	4	9	4	15	1	11	9	10	3	3	NQ
164	2	2	48	16	46	18	13	15	14	15	62	16	8	8	NQ
165	2	2	36	11	12	13	2	15	21	12	20	13	9	9	NQ
166	2	2	39	13	18	15	22	18	20	16	36	15	18	18	NQ
167	1	2	36	13	12	12	11	16	21	11	25	12	8	12	NQ
168	1	2	19	15	24	12	15	16	19	15	22	13	13	12	NQ
169	2	2	50	14	16	16	32	18	32	15	40	14	32	18	Q
170	2	2	0	0	0	0	0	0	0	0	0	0	0	0	NQ
171	1	2	48	16	10	16	32	18	32	13	38	14	32	15	Q
172	2	2	46	14	9	12	9	14	20	11	35	15	8	8	NQ
173	1	2	32	12	10	10	32	9	42	15	32	14	30	20	Q
174	1	2	15	10	10	10	5	8	7	9	16	12	9	12	NQ
175	1	2	44	13	3	9	32	10	33	10	44	11	29	17	Q
176	1	2	48	15	13	10	32	10	32	10	43	11	28	21	Q
177	1	2	39	14	9	9	32	10	32	15	36	8	28	25	Q
178	1	2	35	10	3	9	32	12	32	10	38	8	28	16	Q
179	1	2	32	11	32	10	6	8	32	12	32	13	28	24	Q
180	1	2	47	14	20	12	40	16	36	16	44	10	30	20	Q

182	SI. No	Gen der	Manage ment	E (E)	E (I)	MA (E)	MA (I)	Scien ce (E)	Scien ce (I)	SS (E)	SS (I)	MIL (E)	MIL (I)	6th Subject (E)	6th Subject (I)	Result
183	181	2	2	39	10	9	9	34	14	32	12	40	10	28	18	Q
184	182	1	2	40	13	5	9	32	9	37	12	46	8	28	15	Q
186	183	2	2	42	14	12	10	32	14	59	18	45	15	30	22	Q
186	184	2	2	41	15	8	9	33	14	33	13	32	15	28	15	Q
187	185	1	2	33	11	8	9	32	10	33	12	32	10	29	28	Q
188	186	2	2	36	13	9	9	32	9	35	12	36	8	28	15	Q
189	187	1	2	36	12	11	10	7	8	17	10	32	8	12	22	NQ
190	188	2	2	37	12	5	9	35	14	35	16	32	13	30	20	Q
191 2	189	2	2	22	11	5	9	10	10	9	9	13	10	10	13	NQ
192 2	190	2	2	26	12	7	9	12	9	14	10	28	9	11	18	NQ
193	191	2	2	42	14	58	18	37	15	51	18	49	14	36	20	Q
194	192	2	2	14	10	6	9	6	8	11	8	13	8	5	12	NQ
195	193	1	1	14	9	10	13	3	16	9	10	7	11	9	14	NQ
196	194	1	1	32	10	10	14	9	9	9	12	9	8	7	11	NQ
197 2	195	2	1	35	16	32	15	32	18	32	16	33	17	32	14	Q
198	196	1	1	23	9	32	17	12	17	16	8	33	14	15	15	NQ
199	197	2	1	18	12	11	14	13	15	9	7	9	14	10	15	NQ
200	198	2	1	16	10	8	13	8	10	7	10	12	10	9	4	NQ
201	199	2	1	40	15	32	15	40	19	48	18	53	18	32	15	Q
202 1 1 47 13 32 14 52 18 33 13 44 12 32 16 203 1 1 20 8 10 13 1 14 7 9 7 9 2 12 18 204 2 1 33 12 32 13 32 15 32 10 33 12 8 14 205 2 1 33 13 32 14 32 19 32 12 33 16 32 14 206 1 1 17 10 12 14 7 16 4 10 10 8 7 12 16 207 1 1 34 10 32 18 32 9 33 10 15 14 209 2 1 40 14 32 16	200	1	1	33	13	33	15	32	18	32	12	33	15	32	11	Q
203 1 1 20 8 10 13 1 14 7 9 7 9 2 12 1 204 2 1 33 12 32 13 32 15 32 10 33 12 8 14 205 2 1 33 13 32 14 32 19 32 12 33 16 32 14 206 1 1 17 10 12 14 7 16 4 10 10 8 7 12 16 207 1 1 34 10 32 14 32 18 32 9 33 10 32 11 208 2 1 32 8 32 13 32 18 32 9 33 10 15 14 209 2 1 40 14	201	1	1	19	8	10	16	7	17	13	10	18	8	8	8	NQ
204 2 1 33 12 32 13 32 15 32 10 33 12 8 14 205 2 1 33 13 32 14 32 19 32 12 33 16 32 14 206 1 1 17 10 12 14 7 16 4 10 10 8 7 12 N 207 1 1 34 10 32 14 32 18 32 9 33 10 32 11 208 2 1 32 8 32 13 32 18 32 9 33 10 15 14 209 2 1 40 14 32 16 34 17 33 16 33 17 32 15 210 2 1 32 11 32 <td>202</td> <td>1</td> <td>1</td> <td>47</td> <td>13</td> <td>32</td> <td>14</td> <td>52</td> <td>18</td> <td>33</td> <td>13</td> <td>44</td> <td>12</td> <td>32</td> <td>16</td> <td>Q</td>	202	1	1	47	13	32	14	52	18	33	13	44	12	32	16	Q
205 2 1 33 13 32 14 32 19 32 12 33 16 32 14 206 1 1 17 10 12 14 7 16 4 10 10 8 7 12 N 207 1 1 34 10 32 14 32 18 32 9 33 10 32 11 208 2 1 32 8 32 13 32 18 32 9 33 10 15 14 209 2 1 40 14 32 16 34 17 33 16 33 17 32 15 210 2 1 32 11 32 16 32 18 32 14 32 14 32 17 211 1 1 8 9 13 <td>203</td> <td>1</td> <td>1</td> <td>20</td> <td>8</td> <td>10</td> <td>13</td> <td>1</td> <td>14</td> <td>7</td> <td>9</td> <td>7</td> <td>9</td> <td>2</td> <td>12</td> <td>NQ</td>	203	1	1	20	8	10	13	1	14	7	9	7	9	2	12	NQ
206 1 1 17 10 12 14 7 16 4 10 10 8 7 12 N 207 1 1 34 10 32 14 32 18 32 9 33 10 32 11 208 2 1 32 8 32 13 32 18 32 9 33 10 15 14 209 2 1 40 14 32 16 34 17 33 16 33 17 32 15 210 2 1 32 16 32 18 32 14 32 17 211 1 1 18 8 9 13 4 12 7 9 16 8 8 10 N 212 1 1 6 9 15 18 32 10	204	2	1	33	12	32	13	32	15	32	10	33	12	8	14	Q
207 1 1 34 10 32 14 32 18 32 9 33 10 32 11 208 2 1 32 8 32 13 32 18 32 9 33 10 15 14 209 2 1 40 14 32 16 34 17 33 16 33 17 32 15 210 2 1 32 11 32 16 32 18 32 14 32 17 211 1 1 18 8 9 13 4 12 7 9 16 8 8 10 N 212 1 1 6 9 15 13 9 18 2 10 6 10 3 11 N 213 1 2 61 19 51 18	205	2	1	33	13	32	14	32	19	32	12	33	16	32	14	Q
208 2 1 32 8 32 13 32 18 32 9 33 10 15 14 209 2 1 40 14 32 16 34 17 33 16 33 17 32 15 210 2 1 32 11 32 16 32 18 32 14 32 14 32 17 211 1 1 18 8 9 13 4 12 7 9 16 8 8 10 N 212 1 1 6 9 15 13 9 18 2 10 6 10 3 11 N 213 1 2 61 19 51 18 39 18 53 18 71 18 34 17 214 1 2 27 13	206	1	1	17	10	12	14	7	16	4	10	10	8	7	12	NQ
209 2 1 40 14 32 16 34 17 33 16 33 17 32 15 210 2 1 32 11 32 16 32 18 32 14 32 14 32 17 211 1 1 18 8 9 13 4 12 7 9 16 8 8 10 N 212 1 1 6 9 15 13 9 18 2 10 6 10 3 11 N 213 1 2 61 19 51 18 39 18 53 18 71 18 34 17 214 1 2 27 13 44 16 9 15 14 11 26 10 17 15 N 215 1 2 41	207	1	1	34	10	32	14	32	18	32	9	33	10	32	11	Q
210 2 1 32 11 32 16 32 18 32 14 32 14 32 17 211 1 1 18 8 9 13 4 12 7 9 16 8 8 10 N 212 1 1 6 9 15 13 9 18 2 10 6 10 3 11 N 213 1 2 61 19 51 18 39 18 53 18 71 18 34 17 214 1 2 27 13 44 16 9 15 14 11 26 10 17 15 N 215 1 2 41 13 22 14 33 8 33 17 32 10 32 8 216 2 2 32	208	2	1	32	8	32	13	32	18	32	9	33	10	15	14	Q
211 1 1 18 8 9 13 4 12 7 9 16 8 8 10 N 212 1 1 6 9 15 13 9 18 2 10 6 10 3 11 N 213 1 2 61 19 51 18 39 18 53 18 71 18 34 17 214 1 2 27 13 44 16 9 15 14 11 26 10 17 15 N 215 1 2 41 13 22 14 33 8 33 17 32 10 32 10 216 2 2 32 8 32 8 15 16 33 8 32 10 32 8 217 2 2 44 <t< td=""><td>209</td><td>2</td><td>1</td><td>40</td><td>14</td><td>32</td><td>16</td><td>34</td><td>17</td><td>33</td><td>16</td><td>33</td><td>17</td><td>32</td><td>15</td><td>Q</td></t<>	209	2	1	40	14	32	16	34	17	33	16	33	17	32	15	Q
212 1 1 6 9 15 13 9 18 2 10 6 10 3 11 N 213 1 2 61 19 51 18 39 18 53 18 71 18 34 17 214 1 2 27 13 44 16 9 15 14 11 26 10 17 15 N 215 1 2 41 13 22 14 33 8 33 17 32 10 32 10 216 2 2 32 8 32 8 15 16 33 8 32 10 32 8 217 2 2 44 15 64 18 23 17 32 16 35 15 32 12 218 2 2 51 17	210	2	1	32	11	32	16	32	18	32	14	32	14	32	17	Q
213 1 2 61 19 51 18 39 18 53 18 71 18 34 17 214 1 2 27 13 44 16 9 15 14 11 26 10 17 15 N 215 1 2 41 13 22 14 33 8 33 17 32 10 32 10 216 2 2 32 8 32 8 15 16 33 8 32 10 32 8 217 2 2 44 15 64 18 23 17 32 16 35 15 32 12 218 2 2 51 17 42 15 32 16 34 8 41 14 0 0 219 1 2 41 15 47 <td>211</td> <td>1</td> <td>1</td> <td>18</td> <td>8</td> <td>9</td> <td>13</td> <td>4</td> <td>12</td> <td>7</td> <td>9</td> <td>16</td> <td>8</td> <td>8</td> <td>10</td> <td>NQ</td>	211	1	1	18	8	9	13	4	12	7	9	16	8	8	10	NQ
214 1 2 27 13 44 16 9 15 14 11 26 10 17 15 N 215 1 2 41 13 22 14 33 8 33 17 32 10 32 10 216 2 2 32 8 32 8 15 16 33 8 32 10 32 8 217 2 2 44 15 64 18 23 17 32 16 35 15 32 12 218 2 2 51 17 42 15 32 16 34 8 41 14 0 0 218 2 2 51 17 42 15 32 16 34 8 41 14 0 0 0 219 1 2 41 15	212	1	1	6	9	15	13	9	18	2	10	6	10	3	11	NQ
215 1 2 41 13 22 14 33 8 33 17 32 10 32 10 216 2 2 32 8 32 8 15 16 33 8 32 10 32 8 217 2 2 44 15 64 18 23 17 32 16 35 15 32 12 218 2 2 51 17 42 15 32 16 34 8 41 14 0 0 219 1 2 41 15 47 16 36 17 42 15 46 10 31 17 220 1 2 33 13 34 16 34 8 21 9 32 12 32 8 221 1 2 33 10 32 14	213	1	2	61	19	51	18	39	18	53	18	71	18	34	17	Q
216 2 2 32 8 32 8 15 16 33 8 32 10 32 8 217 2 2 44 15 64 18 23 17 32 16 35 15 32 12 218 2 2 51 17 42 15 32 16 34 8 41 14 0 0 219 1 2 41 15 47 16 36 17 42 15 46 10 31 17 220 1 2 33 13 34 16 34 8 21 9 32 12 32 8 221 1 2 33 10 32 14 33 8 34 8 32 8 16 16 222 1 2 2 15 14 12 6 15 11 8 14 9 12 15 1 223 2 2 36 18 32 8 14 16 35 16 47 13 36 8	214	1	2	27	13	44	16	9	15	14	11	26	10	17	15	NQ
217 2 2 44 15 64 18 23 17 32 16 35 15 32 12 218 2 2 51 17 42 15 32 16 34 8 41 14 0 0 219 1 2 41 15 47 16 36 17 42 15 46 10 31 17 220 1 2 33 13 34 16 34 8 21 9 32 12 32 8 221 1 2 33 10 32 14 33 8 34 8 32 8 16 16 222 1 2 22 15 14 12 6 15 11 8 14 9 12 15 N 223 2 2 36 18 32 8 14 16 35 16 47 13 36 8	215	1	2	41	13	22	14	33	8	33	17	32	10	32	10	Q
218 2 2 51 17 42 15 32 16 34 8 41 14 0 0 219 1 2 41 15 47 16 36 17 42 15 46 10 31 17 220 1 2 33 13 34 16 34 8 21 9 32 12 32 8 221 1 2 33 10 32 14 33 8 34 8 32 8 16 16 222 1 2 22 15 14 12 6 15 11 8 14 9 12 15 N 223 2 2 36 18 32 8 14 16 35 16 47 13 36 8	216	2	2	32	8	32	8	15	16	33	8	32	10	32	8	Q
219 1 2 41 15 47 16 36 17 42 15 46 10 31 17 220 1 2 33 13 34 16 34 8 21 9 32 12 32 8 221 1 2 33 10 32 14 33 8 34 8 32 8 16 16 222 1 2 22 15 14 12 6 15 11 8 14 9 12 15 N 223 2 2 36 18 32 8 14 16 35 16 47 13 36 8	217	2	2	44	15	64	18	23	17	32	16	35	15	32	12	Q
220 1 2 33 13 34 16 34 8 21 9 32 12 32 8 221 1 2 33 10 32 14 33 8 34 8 32 8 16 16 222 1 2 22 15 14 12 6 15 11 8 14 9 12 15 N 223 2 2 36 18 32 8 14 16 35 16 47 13 36 8	218	2	2	51	17	42	15	32	16	34	8	41	14	0	0	Q
220 1 2 33 13 34 16 34 8 21 9 32 12 32 8 221 1 2 33 10 32 14 33 8 34 8 32 8 16 16 222 1 2 22 15 14 12 6 15 11 8 14 9 12 15 N 223 2 2 36 18 32 8 14 16 35 16 47 13 36 8	219	1		41	15	47	16	36	17	42	15	46	10	31	17	Q
221 1 2 33 10 32 14 33 8 34 8 32 8 16 16 222 1 2 22 15 14 12 6 15 11 8 14 9 12 15 N 223 2 2 36 18 32 8 14 16 35 16 47 13 36 8		1		33	13	34	16	34	8	21	9	32	12	32	8	Q
222 1 2 22 15 14 12 6 15 11 8 14 9 12 15 N 223 2 2 36 18 32 8 14 16 35 16 47 13 36 8		1		33	10	32	14	33	8	34	8	32	8	16	16	Q
223 2 2 36 18 32 8 14 16 35 16 47 13 36 8		1		22	15	14	12	6	15	11	8	14	9		15	NQ
50000000 De 14 0000 SONO SONO SONO SONO SONO SONO SONO		2		36	18	32	8	14	16	35	16	47	13	36	8	Q
	500000000000	2		42	18	13	12		-	44	18	45	10	50,000	888	Q
225 2 2 46 18 34 8 21 17 45 18 48 13 40 17		2		46	18	34	8	21	17	45	18	48	13	40	17	Q
200 CO	200000000	13/11/2	1,000	1,000	77.65	132333	17	340034002	9332	32	15	1575.6-5	9,83			Q

SI. No	Gen der	Manage ment	E (E)	E (I)	MA (E)	MA (I)	Scien ce (E)	Scien ce (I)	SS (E)	SS (I)	MIL (E)	MIL (I)	6th Subject (E)	6th Subject (I)	Result
227	1	2	39	16	50	18	47	19	41	16	43	9	32	17	Q
228	1	2	32	15	28	14	16	16	14	11	32	10	19	15	NQ
229	1	2	21	13	32	13	10	15	6	9	11	12	16	13	NQ
230	1	2	44	15	34	14	20	16	32	16	36	12	32	14	Q
231	1	2	58	18	48	17	34	18	55	19	61	16	44	18	Q
232	1	2	33	13	9	8	6	15	13	12	27	8	17	13	NQ
233	1	1	59	17	60	57	10	61	15	54	16	71	18	17	Q
234	1	1	44	13	57	16	41	10	48	13	39	11	53	11	Q
235	2	1	54	17	59	17	32	9	36	12	35	12	32	15	Q
236	2	1	35	15	43	12	39	9	40	13	33	10	52	15	Q
237	2	1	47	14	55	17	32	8	32	10	32	11	18	15	Q
238	2	1	34	16	12	8	18	8	14	8	19	8	29	11	NQ
239	2	1	21	15	5	8	7	8	13	8	11	8	16	13	NQ
240	2	1	38	13	32	12	32	8	32	10	34	10	40	14	Q
241	2	1	33	14	28	12	16	8	26	10	21	8	16	12	NQ
242	2	1	27	11	32	12	22	8	37	12	19	8	32	12	NQ
243	2	1	45	13	17	8	16	8	24	10	30	10	20	12	NQ
244	2	1	21	13	12	8	9	8	20	10	20	8	11	11	NQ
245	2	1	46	13	61	18	37	9	37	12	37	11	43	13	Q
246	2	1	12	13	8	8	5	8	15	8	13	8	14	12	NQ
247	2	1	41	13	32	8	32	9	38	12	32	8	42	11	Q
248	2	1	32	15	17	8	11	8	17	8	18	8	18	11	NQ
249	1	1	45	17	50	16	52	10	53	14	40	12	62	13	Q
250	1	1	48	14	51	17	40	10	44	13	37	11	61	13	Q
251	1	1	27	12	41	12	9	8	33	12	18	8	24	12	NQ
252	1	1	32	14	16	8	12	8	28	10	25	8	43	11	NQ
253	2	2	45	17	32	18	32	18	32	18	36	17	35	24	Q
254	2	2	32	13	32	12	32	11	32	13	32	14	28	22	Q
255	2	2	49	18	34	18	32	18	32	10	32	18	31	25	Q
256	2	2	48	18	47	17	32	19	32	18	34	18	32	25	Q
257	2	2	26	15	19	15	8	18	13	10	11	15	9	24	NQ
258	2	2	0	0	0	0	0	0	0	0	0	0	0	0	NQ
259	1	2	32	15	37	18	8	16	9	10	24	15	15	24	NQ
260	1	2	32	14	34	17	32	17	32	10	32	14	32	20	Q
261	1	2	41	17	39	15	32	17	32	11	32	17	28	26	Q
262	2	2	64	19	39	16	34	19	35	17	45	19	43	28	Q
263	1	2	63	19	51	19	44	19	52	17	63	19	40	23	Q
264	1	2	48	17	35	19	32	19	32	16	39	17	33	26	Q
265	1	2	32	16	32	19	21	16	16	18	13	16	28	25	NQ
266	1	2	4	16	46	19	33	18	33	18	34	16	28	25	Q
267	1	2	49	15	11	17	17	16	11	10	16	15	16	24	NQ
268	1	2	36	16	26	17	16	17	7	10	33	16	13	25	NQ
269	2	2	37	14	20	19	23	19	20	10	33	14	17	24	NQ
270	2	2	40	18	33	17	32	18	32	18	32	18	32	27	Q
271	1	2	36	16	45	17	32	18	32	10	32	16	32	28	Q
272	2	2	51	19	43	16	33	18	35	16	35	19	28	23	Q
		1		I		1							I.		1

SI. No	Gen der	Manage ment	E (E)	E (I)	MA (E)	MA (I)	Scien ce (E)	Scien ce (I)	SS (E)	SS (I)	MIL (E)	MIL (I)	6th Subject (E)	6th Subject (I)	Result
273	2	2	64	16	32	15	50	19	32	20	43	18	30	26	Q
274	2	2	71	16	63	20	63	20	61	20	59	20	52	28	Q
275	1	2	32	9	32	8	32	16	32	11	32	10	28	17	Q
276	1	2	32	13	32	13	35	17	32	9	35	14	28	24	Q
277	1	2	36	13	15	13	39	17	24	19	25	14	20	24	NQ
278	1	2	32	11	32	15	33	8	32	19	34	16	30	24	Q
279	1	2	28	11	32	15	24	16	20	16	25	11	28	21	NQ
280	2	2	38	10	11	10	35	18	21	15	29	12	12	20	NQ
281	2	2	70	18	60	20	66	20	66	20	58	20	46	30	Q
282	2	2	59	16	32	14	32	17	32	18	54	20	30	24	Q
283	1	2	63	17	32	16	34	17	32	17	56	20	40	29	Q
284	1	2	44	13	19	15	43	18	11	17	42	19	20	23	NQ
285	2	2	32	12	32	8	33	10	32	8	32	12	28	14	Q
286	2	2	42	11	21	15	25	16	25	20	34	16	20	20	NQ
287	2	2	67	16	48	17	55	20	49	19	54	20	41	28	Q
288	2	2	35	13	32	13	32	8	32	20	45	19	29	24	Q
289	2	2	36	15	32	12	53	20	34	19	39	16	41	27	Q
290	2	2	51	13	32	16	33	16	32	20	42	18	28	25	Q
291	2	2	57	14	32	16	45	19	42	19	50	19	34	28	Q
292	1	2	53	14	32	15	32	17	32	18	32	14	30	27	Q
293	1	2	42	17	40	18	61	16	62	16	52	16	54	17	Q
294	1	2	48	17	24	10	52	16	38	17	51	16	49	14	Q
295	1	2	48	17	38	12	47	16	52	18	51	16	60	16	Q
296	1	2	55	17	53	20	62	17	55	17	56	16	70	17	Q
297	1	2	64	19	76	20	78	19	70	18	64	17	74	19	Q
298	1	2	65	19	62	20	70	19	62	18	61	17	68	16	Q
299	1	2	29	11	5	14	18	9	28	10	47	16	43	14	NQ
300	1	2	65	19	77	20	69	19	70	18	58	18	72	19	Q
301	1	2	58	18	20	17	54	11	57	17	59	56	56	15	Q
302	2	2	56	18	35	19	47	17	54	16	63	17	63	16	Q
303	2	2	63	17	62	20	58	17	57	17	70	18	65	18	Q
304	2	2	58	18	43	16	55	18	46	16	56	17	67	16	Q
305	2	2	51	17	50	20	55	18	48	17	53	17	62	16	Q
306	2	2	44	17	23	10	32	16	33	14	48	16	41	16	Q
307	2	2	69	19	56	20	61	18	62	18	57	15	65	16	Q
308	2	2	45	13	40	18	58	16	51	17	56	16	72	17	Q
309	2	2	51	13	32	16	38	15	43	16	49	12	50	16	Q
310	2	2	60	17	48	19	58	15	50	16	50	14	60	17	Q
311	2	2	64	19	61	20	74	19	68	19	68	18	71	17	Q
312	1	2	44	12	23	16	32	9	33	11	54	17	46	16	Q
313	1	1	32	10	32	10	32	10	32	11	33	13	34	13	Q
314	1	1	32	9	32	12	32	11	32	8	33	17	32	11	Q
315	1	1	32	10	32	12	32	13	32	10	32	11	32	11	Q
316	2	1	34	11	32	10	32	11	32	12	39	18	32	13	Q
317	2	1	20	9	10	10	7	10	8	10	32	10	8	10	NQ
318	2	1	34	10	32	10	36	136	32	12	33	15	32	11	Q

SI. No	Gen der	Manage ment	E (E)	E (I)	MA (E)	MA (I)	Scien ce (E)	Scien ce (I)	SS (E)	SS (I)	MIL (E)	MIL (I)	6th Subject (E)	6th Subject (I)	Result
319	2	1	47	15	32	13	32	12	32	15	37	15	37	16	Q
320	2	1	38	13	33	15	33	13	32	16	38	16	32	12	Q
321	2	1	32	12	32	10	32	10	32	10	33	14	32	10	Q
322	2	1	40	14	32	10	32	10	32	8	32	13	32	12	Q
323	2	1	38	12	32	13	32	11	32	10	36	16	32	11	Q
324	2	1	32	10	32	14	32	11	32	10	32	15	32	12	Q
325	2	1	37	11	32	10	32	11	32	8	35	16	33	12	Q
326	2	1	39	12	32	10	32	11	32	15	35	16	32	11	Q
327	2	1	33	11	32	14	32	12	33	15	33	17	32	12	Q
328	2	1	28	9	11	10	6	10	7	9	21	11	14	10	NQ
329	1	1	32	9	32	10	32	11	32	8	32	11	32	12	Q
330	1	1	40	13	32	10	32	10	32	12	36	15	32	12	Q
331	1	1	21	8	12	12	4	11	12	15	15	8	11	10	NQ
332	1	1	32	10	32	12	32	12	32	15	34	12	32	12	Q
333	2	1	32	14	32	8	32	8	32	8	32	8	32	8	Q
334	2	1	32	10	9	8	20	8	10	8	15	8	13	8	NQ
335	1	1	32	10	17	12	32	8	15	8	14	8	22	8	NQ
336	1	1	44	15	32	8	32	8	32	8	44	17	32	8	Q
337	1	1	47	16	32	8	32	8	32	8	43	16	39	15	Q
338	1	1	19	8	19	12	15	8	4	8	10	8	7	8	NQ
339	1	1	56	18	32	8	34	16	35	14	58	18	45	18	Q
340	1	1	33	16	32	8	38	17	32	8	35	15	32	8	Q
341	1	1	33	15	32	8	34	16	32	8	36	16	32	8	Q
342	1	1	16	8	16	11	17	8	32	8	32	8	20	8	NQ
343	1	1	20	8	8	8	11	8	6	8	14	8	7	8	NQ
344	1	1	21	8	7	8	20	8	8	8	9	8	23	8	NQ
345	2	1	17	8	5	8	12	8	3	8	14	8	13	8	NQ
346	2	1	23	8	8	8	15	8	6	8	10	8	11	8	NQ
347	2	1	55	17	32	8	42	17	32	8	39	17	40	17	Q
348	2	1	39	14	32	8	32	8	32	8	32	8	32	13	Q
349	2	1	42	15	32	8	43	19	32	8	36	15	32	8	Q
350	2	1	45	15	32	8	42	18	32	8	33	14	32	8	Q
351	2	1	49	16	32	8	32	8	32	8	32	8	32	8	Q
352	2	1	48	15	32	8	33	15	32	8	44	16	32	8	Q
353	1	2	0	8	0	8	0	8	0	8	0	8	0	8	NQ
354	1	2	28	8	18	10	4	12	9	8	26	8	28	9	NQ
355	2	2	16	8	10	8	4	13	4	8	17	10	8	8	NQ
356	1	2	33	18	32	12	33	17	32	15	33	10	48	17	Q
357	1	2	27	8	8	8	3	12	8	8	16	10	20	8	NQ
358	1	2	35	17	32	10	32	16	32	10	33	10	52	18	Q
359	1	2	48	18	32	10	37	17	36	17	58	17	62	19	Q
360	2	2	34	17	45	14	32	15	32	8	34	10	32	8	Q
361	1	2	27	8	15	9	7	12	4	8	9	10	20	8	NQ
362	1	2	24	8	30	10	8	13	14	10	26	8	23	9	NQ
363	2	2	20	8	11	8	3	12	2	8	29	8	33	14	NQ
364	2	2	28	8	24	10	6	14	16	9	42	14	34	14	NQ

SI. No	Gen der	Manage ment	E (E)	E (I)	MA (E)	MA (I)	Scien ce (E)	Scien ce (I)	SS (E)	SS (I)	MIL (E)	MIL (I)	6th Subject (E)	6th Subject (I)	Result
365	2	2	28	8	20	10	6	14	14	8	39	13	32	15	NQ
366	2	2	35	17	32	10	32	16	32	8	38	13	45	16	Q
367	2	2	24	8	8	8	7	16	4	8	22	10	27	10	NQ
368	2	2	35	17	32	10	32	16	32	8	32	10	50	17	Q
369	2	2	34	17	32	11	32	16	32	8	32	10	41	16	Q
370	1	2	32	16	10	10	3	12	11	8	28	8	23	9	NQ
371	1	2	33	17	32	10	32	16	32	12	38	13	50	17	Q
372	2	2	14	8	13	8	8	12	6	8	18	10	15	8	NQ
373	2	1	32	14	32	8	32	8	32	8	32	8	28	16	Q
374	2	1	33	15	36	18	32	16	32	14	42	16	28	21	Q
375	2	1	32	8	33	17	32	8	32	8	33	9	28	20	Q
376	1	1	32	8	32	13	32	8	30	9	32	8	28	20	Q
377	1	1	19	12	15	8	3	9	6	8	14	8	9	18	NQ
378	1	1	18	11	25	12	16	11	11	8	14	8	7	18	NQ
379	1	1	23	11	15	8	4	9	4	8	17	8	12	17	NQ
380	1	1	35	15	32	9	32	16	33	17	38	14	34	22	Q
381	1	1	14	10	5	8	6	8	4	8	2	8	4	17	NQ
382	1	1	34	15	33	16	32	15	32	14	40	15	28	21	Q
383	2	1	38	15	32	15	32	15	32	14	39	10	28	21	Q
384	2	2	44	13	19	15	43	18	11	17	42	19	21	23	NQ
385	2	2	32	12	32	8	33	10	32	8	32	12	28	14	Q
386	2	2	48	17	34	17	32	16	33	17	49	18	33	22	Q
387	1	2	32	10	32	8	32	8	32	8	32	8	28	16	Q
388	2	2	23	12	10	8	12	12	9	8	25	8	15	19	NQ
389	2	2	32	8	32	12	32	8	32	8	32	8	28	16	Q
390	2	2	32	9	32	9	32	8	32	8	32	8	28	19	Q
391	1	2	47	16	32	16	32	17	34	17	47	16	41	23	Q
392	1	2	36	18	32	14	32	16	32	8	32	11	36	21	Q
393	1	2	0	0	0	0	0	0	0	0	0	0	0	0	NQ
394	2	2	27	8	9	8	10	10	9	8	19	11	8	12	NQ
395	1	2	12	11	4	10	10	10	6	8	19	11	7	12	NQ
396	2	2	22	12	9	8	10	10	5	8	25	12	9	12	NQ
397	2	2	50	18	32	8	40	14	38	16	55	18	28	13	Q
398	2	2	0	0	0	0	0	0	0	0	0	0	0	0	NQ
399	2	2	40	17	32	16	37	13	32	15	50	18	36	17	Q
400	1	2	16	10	25	10	11	11	12	9	26	13	23	12	NQ

ANNEXURE-IV

NAGALAND UNIVERSITY (A Central University) Ph.D. Thesis/M.Phil. Dissertation Certificate on Plagiarism Check

Name of Research Scholar/Student	Thejano Meru
Ph.D./M.Phil. Registration Number	Registration No: 744/2017
Title of Ph.D. thesis/M.Phil. dissertation	Correlation of Study Habits and Attitudes with Reference to Academic Achievement Among Class IX Students of Nagaland
Name & Institutional Address of the Supervisor/Joint Supervisor	Nagaland University Kohima Campus: Meriema Head Quarters: Lumami, Nagaland
Name of the Department and School	Department of Education
Date of submission	04-06-2021
Date of plagiarism check	24/07/2021 10:42:00 AM
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Department of Education

Nagaland University

Name & Signature of the Joint Supervisor (if any Kohima, Meriema with seal Nagaland

Dr. M. RAJENDRA NATH BABU
Assistant Professor
Department of Teacher Education
Nagaland University
Kohima Campus, Meriema-797004

ANNEXURE-V (Plagiarism)

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