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## Appendix-A

#### SOCIAL SUPPORT ASSESSMENT SCALE

To,

Dear Student,

This research has the potential to significantly impact the academic journey of Surjapuri students. I, Irfanul Haque, a Ph.D. student at the Department. of Education, Tezpur University, Assam. For the partial fulfillment of my Ph.D. degree, I am working on a research topic titled "A Study on the Academic Achievement of the Surjapuri Students in Relation to their Social Support and Achievement Motivation" under the guidance of Dr. Yeasmin Sultana, Assistant Professor, Department. of Education, Tezpur University, Assam. in connection to my Ph.D. a social support assessment scale titled, "Social Support Assessment Scale" to study the social support of the Surjapuri students has been developed by me. I want to administer the same scale to you to know the level of social support you get from parents, teachers, and friends. The scale is a five-point Likert-type scale consisting of 50 items. The scale includes both positive and negative items. The options for the items are always, frequently, sometimes, rarely, and never. It would be best to put a tick mark  $(\sqrt{})$ against each item's scale point/option that you feel is appropriate. A numerical weightage from 4 to 0 for the positive items and the reverse of it for the negative items is given. The total score summarizes all the positive and negative item scores. The minimum score obtained can be 0, and the maximum can be 200.

Your cooperation is invaluable for my research. I want to assure you that the data collected from you will be used only for my research work and not for any other purpose. I understand the importance of confidentiality and want to reassure you that your data will be kept secure and confidential. Your responses will be anonymized, and no individual will be identifiable in the research findings.

Yours faithfully
Irfanul Haque
Research Scholar
Tezpur University, Assam

# **Social Support Assessment Scale**

2.School Name	•••••	
3.Name of the Block		
4. Gender	:	(Male/ Female)
5.Location of the school	:	(Rural/ Urban)
6Socio-Economic status of the	Student:	(APL/BPL)

Sr.No.	Statements	Always	Frequently	Sometimes	Rarely	Never
1.	My parents create a conducive learning environment at home for my study.					
2.	My parents spend enough money on my study.					
3.	My parents have arranged a suitable space/ separate study room for me.					
4.	My parents hardly find someone to go with me when I have to take an exam in the center, far from my home or another city.					
5.	My parents make books or other learning materials available to me as soon as possible for my study.					
6.	My parents prefer to admit me to an accessible school /educational institution.					
7.	My parents keep asking me about my schoolwork/ homework/ assignments and giving me advice for better work.					
8.	My parents help me in selecting courses/ programs of study, etc.					
9.	My parents attend parent-teacher (PTM) meetings at the school and share their experiences/ suggestions with the teachers and other guardians.					
10.	My parents advised me to study the subjects I dislike most.					
11.	My parents provide me with enough space to share my problems with them.					
12.	My parents rarely get time to discuss educational issues with me.					

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13.	My parents are keenly interested in				
10.	getting my education.				
	My parents are emotionally attached to				
14.	me, and for this, they prevent me from				
17.	living in a hostel where I can study				
	more.				
15.	My parents treat my siblings				
13.	fairly/equally.				
	My parents encourage me to get better				
16.	results when my performance is				
	weaker than usual.				
	My parents observe my educational				
17.	activities and give feedback about my				
	progress.				
	My teachers set extra time to teach the				
18.	tough lesson for my proper				
	understanding.				
	My teachers continue teaching until				
19.	the students understand the subject				
	matter correctly.				
20	My teachers explain things in an easy				
20.	language so that I can understand				
	My teachers care and concern for my				
21.	well-being through tangible acts of				
	kindness (e.g., time, resources)				
	My teachers make available what I				
22.	need in the laboratory, library, and				
	playground.				
2.0	My teachers and other school staff are				
23.	available when I need them.				
	My teachers tell me what I need to do				
24.	to improve my academics.				
	My teachers give practical advice/				
25.	suggestions related to study and				
	career.				
	My teachers show less interest in my				
26.	learning.				
	My teacher shows empathy (i.e.,				
27.	shared understanding) for my needs.				
	My teachers make me feel free to				
28.	share problems and listen to them very				
	carefully.				
	My teachers understand/ value me as a				
29.	student.				
_	My teachers motivate me to work on a				
30.	problem until they know I can.				
	My teachers give me negative				
31.	comments/marks, so I get failing				
51.	grades.				
32.	My teachers scold me when I make				
54.	1.1, touchers scold life when I make	<u> </u>	<u>I</u>	<u> </u>	

	mistakes.				
	My teachers reward me when I do				
33.	something better in academics.				
	My teachers organize co-curricular				
34.	activities/ cultural programs and				
54.	encourage me to participate.				
	My friends cooperate with me when I				
35.	work with them as a team member.				
	My friends help me write				
36.	assignments/paper due dates in my				
50.	planner/calendar.				
	My friends give me financial support				
37.	when I need it.				
	My friends accompany me to book				
38.	fairs, libraries, educational exhibitions,				
36.	etc.				
	My friends refuse to lend me books/				
39.	notes for a few hours/days.				
	My friends are ready to look after my				
	parents, siblings, and house when I				
40.	have to go out of town to study or take				
	an exam.				
	My friends disturb me when I study				
41.					
	alone/in a separate room.  My friends join me when I prepare for				
42.	exams or entrance tests and advise me				
42.					
	on better preparation.  My senior friends give me suggestions				
43.	on how to deal with the problem.				
	My friends avoid sharing the correct				
44.	information and giving educational				
44.	advice.				
	My friends are not unreliable in giving				
45.	educational information and advice.				
	My friends notice me with nasty				
46.	comments due to my learning				
70.	difficulty in a particular area.				
	My friends comfort me when I am				
47.	upset about my exam results.				
	My friends show interest in what I do				
48.	for better learning.				
	My friends gave me feedback on my				
49.	strengths and weaknesses in studying.				
	My friends asked me to join				
	educational activities organized by the				
50.	school, and I appreciate my				
	participation.				
	para orpanon.	l	<u> </u>	<u> </u>	<u> </u>

## सामाजिक सहायता मूल्यांकन पैमाने (SOCIAL SUPPORT ASSESSMENT SCALE)

Name of the respondent	••••••	• • • • • • • • • • • • • • • • • • • •
2. School Name	•••••	•••••••••••••••••••••••••••••••••••••••
3.Name of the Block		
4. Gender	:	(Male/ Female)
5.Location of the school	:	(Rural/ Urban)
6Socio-Economic status of	the Student:	(APL/BPL)

सुरजापुरी छात्रों को सामाजिक समर्थन (Social Support) के आकलन हेतु डेटा एकत्र करने के लिए शोधकर्ता ने एक पैमाना विकसित किया है। इस पैमाने (Scale) के पहले पृष्ठ पर निर्देश के साथ 50 सकारात्मक और नकारात्मक आइटम शामिल हैं। छात्रों द्वारा प्रतिकियाऐं स्केल फॉर्म में दिया जाना है। परीक्षण पूरा करने के लिए कोई समय सीमा निर्दिष्ट नहीं है, लेकिन परीक्षण 40 मिनट के कक्षोधि में आसानी से प्रशासित किया जा सकता है। सारे प्रश्न बहुविकल्पीय हैं प्रत्येक आइटम के पांच संभावित उत्तर के विकल्प दिए गए हैं, यानि हमेशा, अक्सर, कभी-कभी, शायद ही कभी और कभी नहीं। पांच संभावित उत्तरों में से, छात्रों से अनुरोध है कि वे प्रत्येक प्रश्न का सबसे उपयुक्त उत्तर (√) दें। सकारात्मक कथन (Statement) के प्रतिकिया के लिए क्रमशः 4, 3, 2, 1 और 0 का स्कोर निर्धारित है। और नकारात्मक कथन (Statement) के प्रतिकिया के लिए 0, 1, 2, 3 और 4 का स्कोर निर्धारित है।

कर्मांक	कथन (Statements)	हमेशा	अक्सर	कभी- कभी	कभी- कभार	कभी नहीँ
	मेरे माता-पिता मेरे अध्ययन के लिए घर पर सीखने का			1.411		161
1.	एक अनुकूल माहौल बनाते हैं					
2.	मेरे माता-पिता मेरे अध्ययन पर पर्याप्त पैसा खर्च करते हैं					
3.	मेरे माता-पिता मेरे अध्ययन के लिए घर में उपयुक्त स्थान					
3.	/ अलग अध्ययन कक्ष की व्यवस्था करते हैं					
	जब मुझे अपने घर से दूर या किसी अन्य शहर में परीक्षा					
4.	देने के लिए जाना होता है, तब मेरे माता-पिता को शायद					
	ही मेरे साथ जाने के लिए कोई मिलता है					

_	मेरे माता-पिता मेरे अध्ययन के लिए जितनी जल्दी हो सके	
5.	किताबें या अन्य शिक्षण सामग्री उपलब्ध कराते हैं	
	मेरे माता-पिता मुझे एक नज़दीकी स्कूल / शैक्षणिक	
6.	संस्थान में भर्ती कराना पसंद करते हैं	
	मेरे माता-पिता मुझसे मेरे स्कूलवर्क / होमवर्क / असाइनमेंट	
7.	के बारे में पूछते रहते हैं और बेहतर काम के लिए सलाह	
	देते रहते हैं	
	मेरे माता-पिता मुझे अध्ययन के पाठ्यक्रम / कार्यक्रमों के	
8.	चयन आदि के लिए सुझाव देते हैं।	
	मेरे माता-पिता स्कूल के Parents-Teachers Meeting	
9.	(PTM) की बैठकों में भाग लेते हैं और शिक्षकों व अन्य	
	अभिभावकों के साथ अपने अनुभव / सुझाव साझा करते हैं	
40	मेरे माता-पिता मुझे उन विषयों का अध्ययन करने की	
10.	सलाह देते हैं जिन्हें मैं कम पसंद करता हूं।	
44	मेरे माता-पिता मुझे अपनी व्यक्तिगत समस्याओं को उनके	
11.	साथ साझा करने के लिए पर्याप्त अवसर प्रदान करते हैं	
12.	मेरे माता-पिता को शायद ही कभी मेरे साथ शैक्षिक मुद्दों	
12.	पर चर्चा करने का समय मिलता है	
13.	मेरे माता-पिता मेरी शिक्षा प्राप्त करने में गहरी रुचि रखते	
13.	·   हैं	
	मेरे माता-पिता भावनात्मक रूप से मुझसे जुड़े हुए हैं और	
14.	. इसके लिए वे मुझे हॉस्टल में रहने से रोकते हैं जहां मैं	
	अधिक अध्ययन कर सकता हूं।	
15.	मेरे माता-पिता मेरे भाई-बहनों के साथ उचित /समान	
13.	व्यवहार करते हैं	
16.	मेरे माता-पिता मुझे बेहतर परिणाम के लिए प्रोत्साहित	
10.	करते हैं जब मेरा प्रदर्शन सामान्य से कम होता है	
17.	मेरे माता-पिता मेरी शैक्षिक गतिविधियों का समीक्षा करते	
17.	हैं और मेरी प्रगति के बारे में प्रतिक्रिया देते हैं	
18.	मेरे शिक्षक द्वारा कठिन पाठ पढाने के लिए अतिरिक्त समय	
10.	दीया जाता है ताकि मैं अच्छे से समझ और सिख सकूं	
19.	मेरे शिक्षक तब तक पढ़ाना जारी रखते हैं जब तक कि छात्र	
13.	विषय वस्तु को ठीक से समझ नहीं लेते।	

	मेरे शिक्षक चीजों को एक आसान भाषा में समझाते हैं
20.	ताकि छात्र समझ सके
21.	मेरे शिक्षक दयालुता के मूर्त कृत्यों (जैसे, समय, संसाधनों) के माध्यम से मेरी देखभाल और भलाई की चिंता करते हैं।
22.	मेरे शिक्षक प्रयोगशाला, पुस्तकालय और खेल के मैदान में
	मुझे जो चाहिए वह उपलब्ध कराते हैं।
23.	मेरे शिक्षक और अन्य स्कूल स्टाफ स्कूल में उपलब्ध रहते हैं
	जब भी मुझे उनकी आवश्यकता होती है
24.	मेरे शिक्षक मुझे बताते हैं कि मुझे पढ़ाई में बेहतर करने के
	लिए क्या करने की जरूरत है
25.	मेरे शिक्षक अध्ययन और कैरियर से संबंधित व्यावहारिक
20.	सलाह / सुझाव देते हैं
26.	मेरे शिक्षक मेरे सीखने में कम रुचि दिखाते हैं
27.	मेरे शिक्षक मेरी जरूरतों के लिए सहानुभूति (साझा समझ)
21.	दिखाते हैं
	मेरे शिक्षक मुझे अपने समस्याओं को साझा करने के लिए
28.	स्वतंत्रता परदान करते हैं और समस्याओं को ध्यान से सुनते
	हैं
00	मेरे शिक्षक मुझे एक छात्र के रूप में समझते हैं / महत्व देते
29.	हैं
	मेरे शिक्षक मुझे किसी भी समस्या को हल करने के लिए
30.	तब तक प्रेरित करते रहते हैं जब तक कि वे सुनिश्चित न हो
	जाए कि मैं यह कर सकता हूं
	मेरे शिक्षक मुझे नकारात्मक टिप्पणियां /अंक देते हैं जिसके
31.	कारण मुझे स्कूल में कम ग्रेड (Low Grade) मिल रहे हैं
32.	जब मैं गलतियां करता हूं तो मेरे शिक्षक मुझे डांटते हैं
	जब मैं पढ़ाई में कुछ बेहतर करता हूं तो मेरे शिक्षक मुझे
33.	पुरस्कृत (Reward) करते हैं
	मेरे शिक्षक सह-पाठ्यचर्या गतिविधियों / सांस्कृतिक
34.	कार्यक्रमों का आयोजन करते हैं और मुझे भाग लेने के लिए
	प्रोत्साहित करते हैं।
	जब मैं टीम के सदस्य के रूप में अपने दोस्त के साथ काम
35.	करता हूं तो वे मेरा सहयोग करते हैं
	8

36.	मेरे दोस्त मेरे योजनाकार / कैलेंडर तिथियों के अनुसर			
	असाइनमेंट / पेपर लिखने में मेरी मदद करते हैं			
37.	मुझे पैसे की आवश्यकता होने पर मेरे दोस्त वित्तीय			
37.	सहायता देते हैं			
20	जब मैं पुस्तक मेला, पुस्तकालय, शैक्षिक प्रदर्शनी आदि			
38.	जाता हूं तो मेरे दोस्त मुझे साथ (Company) देते हैं।			
20	मेरे दोस्तों मुझे कुछ घंटों / दिनों के लिए किताबें / नोट्स			
39.	उधार देने से इनकार करते हैं			
	जब मुझे अध्ययन/परीक्षा के लिए शहर से बाहर जाना			
40.	होता है तो मेरे दोस्त मेरे माता-पिता/भाई-बहनों/घर की			
	देखभाल करने के लिए तैयार होते हैं।			
11	जब मैं अकेले या अलग कमरे में पढ़ता हूं तो मेरे दोस्त मुझे	 		
41.	परेशान (Disturb) करते हैं।			
	जब मैं परीक्षा /प्रवेश परीक्षा की तैयारी करता हूं तो मेरे			
42.	दोस्त मेरे साथ जुड़ते हैं और बेहतर तैयारी के लिए सलाह			
	भी देते हैं।			
43.	मेरे वरिय मित्र मुझे समस्या से निपटने के तरीके के बारे में			
43.	सुझाव देते हैं			
44.	मेरे दोस्त सही जानकारी साझा करने और शैक्षिक सलाह			
44.	देने से परहेज हैं			
45.	मेरे दोस्त शैक्षिक जानकारी और सलाह देने में			
45.	अविश्वसनीय हैं			
46.	मेरे दोस्त मुझे किसी विशेष विषय के सीखने की कठिनाई			
40.	के कारण गलत टिप्पणियाँ करते हैं	 		
47.	जब मैं अपने परीक्षा परिणाम के कारण तनावग्रस्त रहता			
41.	हूं तो मेरे दोस्त मुझे सांत्वना देते हैं			
48.	मैं बेहतर सीखने के लिए जो करता हूं मेरे दोस्त उसमें रुचि			
40.	दिखाते हैं			
49.	मेरे दोस्त मुझे अध्ययन में मेरी सामर्थ्य और कमजोरियों			
+3.	पर प्रतिक्रिया देते हैं			
	मेरे दोस्त मुझे स्कूल द्वारा आयोजित शैक्षिक गतिविधियों			
50.	में शामिल होने के लिए कहते हैं और मेरी भागीदारी की			
	सराहना करते हैं			

### Appendix-B

### **ACHIEVEMENT MOTIVATION (n-Ach) SCALE**

To,

Dear Student,

I, Irfanul Haque, a Ph.D. student, Deptt. of Education, Tezpur University, Assam. For the partial fulfillment of my Ph.D. degree, I am working on a project titled "A Study on the Academic Achievement of the Surjapuri Students in Relation to their Social Support and Achievement Motivation" under the guidance of Dr. Yeasmin Sultana, Assistant Professor, Department of Education, Tezpur University, Assam. The achievement motivation assessment scale, "Achievement Motivation (n-Ach) Scale developed by Pratibha Deo & Asha Mohan" will be used in the present study to determine the level of achievement motivation of the Surjapuri students. The same scale I want to administer on you to know the level of your achievement motivation. The scale is a five-point Likerttype scale consisting of 50 items. The scale includes both positive and negative items. The options for the items are Always, Frequently, Sometimes, Rarely, and Never. It would help to put a tick mark ( $\sqrt{}$ ) against each item's scale point/option that you feel is appropriate. A numerical weightage from 4 to 0 for the positive items and the reverse of it for the negative items is given. The total score summarizes all the positive and negative item scores. The minimum score obtained can be 0, and the maximum can be 200. Higher scores indicate higher achievement motivation within subjects.

Your cooperation in this regard would be precious for my research work. I assure you that the data collected from you will be used only for my research work and not for any other purpose. I assure you that data you collect will be kept confidential.

Yours faithfully
Irfanul Haque
Research Scholar
Tezpur University, Assam

# ACHIEVEMENT MOTIVATION (n-Ach) SCALE

2. School Name	•••••	•••••••••••••••••••••••••••••••••••••••
3.Name of the Block		
4. Gender	:	(Male/ Female)
5.Location of the school	:	(Rural/ Urban)
6Socio-Economic status o	f the Student:	(APL/BPL)

Sr. No.	Statements	Always	Frequently	Sometimes	Rarely	Never
1.	I would be most pleased if I had to miss the					
	classes for a few days.					
2.	I pay full attention to the work in the class.					
3.	I am okay with arriving late for the class.					
4.	I love to read more and more to find unknown regions of knowledge.					
5.	I love to have a personal library, not counting textbooks.					
6.	I set standards for myself and then strive to achieve them.					
7.	I wish to specialize and become the best in the field of my liking.					
8.	I like to experiment, create new things, and surprise people.					
9.	I work hard for hours together to be successful in whatever I undertake.					
10.	I find solutions to problems and puzzles other people need help with.					
11.	I aspire to get excellent results in all academic competitions.					
12.	I am ready to finish the job and try a new one.					
13.	I get nervous in the examination if one or two questions are outside the syllabus.					
14.	I prefer to attend a party rather than prepare for an examination next week.					
15.	On getting low marks, I feel disappointed and determined to work hard to do better next					
16.	time.					
10.	I find my lessons meaningful and exciting.					

	While studying my mind was done off the		1		
17.	While studying, my mind wanders off the				
	lesson, and I get lost in my imagination.				
18.	It is better to gossip in the canteen than to				
	attend classes.				
	When the teacher is reaching, I like to read				
19.	stories/novels/comics or make cartoons in the				
	class.				
20.	The school/college haunts me, and I want to				
20.	leave it at the very first opportunity.				
21.	It irritates me a lot if I have to stay late for				
21.	some lectures at the school/college.				
22.	I want to go to college/university because				
22.	there are plenty of opportunities to enjoy life.				
23.	Studies, sports, and other activities can go				
23.	together.				
2.4	The present course of my study will help				
24.	make my future life successful.				
2.5	I would be very frustrated if I did not get a				
25.	chance to compete in the field of my choice.				
	I regularly take down notes in class and				
26.	complete my assignments.				
	I plan to study carefully all year round, hoping				
27.	to get good marks in all the subjects and tests.				
28.	I believe in working first and playing later.				
	I prepare a lot at home for the next day's work				
29.	in the class.				
	I like to ask questions regarding all the				
	information given in tables and charts in the				
30.	books rather than leave it as such and read				
	further.				
31.	My teachers are competent in their work.				
31.	I like to create a nuisance in the class and				
32.					
	annoy the teacher.				
33.	I try my utmost to please my teacher through				
2.4	work, not flattery.				
34.	My friends consider me dull and shirker.				
35.	My teachers indeed think of me as a sincere				
ļ	and hardworking student.				
	I feel hurt if others (parents, teachers, and				
36.	friends) criticize me, and I try to improve my				
	weaknesses.				
37.	My parents advise me to take life easy and				
51.	only bother a little with my studies or future				
	· · · · · · · · · · · · · · · · · · ·	1	1	I	L

	life.			
38.	I wish to carry my mission forward inspite of			
	facing much criticism.			
39.	Life is an intellectual challenge.			
40.	I am interested in organizing the activities of a			
	group team/class/committee.			
41.	I try to get associated with the people in the			
41.	field of my choice.			
42.	I love to have some adventure in my leisure			
42.	hours.			
43.	I want to watch a surgical operation being			
45.	performed.			
44.	I like to compete in dramatics.			
45.	Dancing and listening to music are good			
43.	hobbies for students.			
46.	I strongly desire to be a game/sports/athletics			
40.	champion.			
	I have tried to get on the sports team of my			
47.	school or college and represent my team in			
	other states or countries.			
48.	Sports develop initiative, leadership, and			
70.	discipline.			
49.	Hill climbing and mountaineering are			
	welcome challenges that I would like to take.			
	I prefer cycling, swimming, or boating to			
50.	sitting at home without much work on a			
	holiday.			

## उपलब्धि प्रेरणा (ACHIEVEMENT MOTIVATION) SCALE

2. School Name	•••••	
3.Name of the Block	•••••	•••••
4. Gender	:	(Male/ Female)
5.Location of the school	:	(Rural/ Urban)
6Socio-Economic status of the Student	:	(APL/BPL)

प्रतिभा देव एवं आशा मोहन ने छात्रों का उपलब्धि प्रेरणा (Achievement Motivation) जानने के लिए एक स्केल विकसित किआ है! इस पैमाने (Scale) के पहले पृष्ठ पर निर्देश के साथ 50 सकारात्मक और नकारात्मक आइटम शामिल हैं। छात्रों द्वारा प्रतिकियाऐं स्केल फॉर्म में दिया जाना है। परीक्षण पूरा करने के लिए कोई समय सीमा निर्दिष्ट नहीं है, लेकिन परीक्षण 40 मिनट के कक्षोधि में आसानी से प्रशासित किया जा सकता है। सारे प्रश्न बहुविकल्पीय हैं प्रत्येक आइटम के पांच संभावित उत्तर के विकल्प दिए गए हैं, यानि हमेशा, अक्सर, कभी-कभी, शायद ही कभी और कभी नहीं। पांच संभावित उत्तरों में से, छात्रों से अनुरोध है कि वे प्रत्येक प्रश्न का सबसे उपयुक्त उत्तर (√) दें। सकारात्मक कथन (Statement) के प्रतिकिया के लिए क्रमशः 4, 3, 2, 1 और 0 का स्कोर निर्धारित है और नकारात्मक कथन (Statement) के प्रतिकिया के लिए 0, 1, 2, 3 और 4 का स्कोर निर्धारित है।

क्र.सं.	कथन (Statements)	हमेशा	अक्सर	कभी-कभी	शायद ही कभी	कभी नहीं
	यदि मुझे कुछ दिन कक्षा में अनुपश्थित रहना पड़े,					
1.	तो मुझे बहुत प्रसन्नता होगी !					
2.	मैं कक्षा में काम पर पूरा ध्यान देता/ देती हूँ !					
2	यदि मैं कक्षा में देर से पहुँचता/ पहुँचती हूँ तो मुझे					
3.	बहुत बुरा लगता है !					
4.	मुझे अज्ञात ज्ञान को खोजने के लिए अधिक से					
4.	अधिक पढ़ना अच्छा लगता है !					
5.	मुझे पाठ्य-पुस्तकों की गिनती न करते एक निजी					
J.	पुस्तकालय रखना अच्छा लगता है !					
	मैं अपने लिए मानक तय करता / करती हूँ और					
6.	फिर उसे हासिल कररने का प्रयास करता / करती					
	हूँ !					
7	मैं विशेषज्ञ बनना चाहता / चाहती हूँ और अपने					
7.	क्षेत्र में सबसे शीर्ष बनना चाहता / चाहती हूँ !					
8.	मुझे प्रयोग करना और नयी वस्तुवओं का सिरजन					
0.	करना और लोगो को आश्चर्यचिकत पसंद आता है !					
	मैं जो कुछ भी करता / करती हूँ उसे सफल बनाने					
9.	के लिए मैं घंटों एक साथ अथक प्रयास करता/					
	करती हूँ !					
	मेरे पास समस्याओं और पहेलियों का समाधान					
10.	खोजने की प्रवृत्ति है जिसमे अन्य लोग असफल					
	होजाते हैं !					
11.	मैं सभी शैक्षणिक प्रतियोगिताओं में उत्कृष्ट					
11.	परिणाम प्राप्त करने का प्रयास करता/ करती हूँ !					
12.	मैं काम को आधा छोड़ने की अपेक्षा और नया					

	प्रयास करता/ करती हूँ !			
13.	एक या दो प्रश्न पाठ्य पुस्तक से नहीं होने पर मैं परीक्षा में घबरा जाता/ जाती हूँ !			
14.	मैं अगले सप्ताह किसी परीक्षा की तैयारी करनी की अपेक्षा किसी पार्टी में जाना पसंद करूँगा/ करुँगी !			
15.	काम अंक प्राप्त करने पर, मैं निराश हो जाता / जाती हूँ और अगली बार बेहतर करने के लिए कठिन परिश्रम करने का दृढ़ संकल्प करता/ करती हूँ !			
16.	मुझे लगता है, मुझेव अपना पाठ सार्थक और रोचक लगते हैं !			
17.	पढ़ते समय मेरा मन पढ़ने से भटक जाता है और मैं कल्पना में खो जाता/ जाती हूँ !			
18.	मुझे कैंटीन में गपशप करना अच्छा लगता है, अपेक्षाकृत कक्षाओं में उपस्थित रहने के !			
19.	जब शिक्षक कक्षा में पढ़ा रहे होते हैं, तो मुझे कहानियाँ/ उपन्यास/ कामिक्स और कार्टून बनाना अच्छा लगता है !			
20.	जब स्कूल/ कॉलेज मुझे परेशान करते हैं तब मैं प्रथम अवसर पर उसे छोड़ना चाहता/ चाहती हूँ !			
21.	अगर मुझे कुछ ब्याख्यानों के लिए स्कूल/ कॉलेज में देर तक रुकना पड़ता है तो यह मुझे बहुत परेशान करता है!			
22.	मैं कॉलेज/ विश्यविद्यालय जाना चाहता हूँ क्योंकि यहा पर जीवन का आनंद लेने का अवसर मुझे प्राप्त हुआ है !			
23.	मैं सोचता/ सोचती हूँ किपढाई, खेल और अन्य			

तिविधियाँ एक साथ चल सकती है !
सहमत है कि मेरे अध्ययन का वर्तमान पाठ्यक्रम
रे भावी जीवन को सफल बनाने में सहायक होगा
दि मुझे अपणी पसंद के छेत्र को पूर्ण करने का
वसर नहीं मिलता है तो मुझे बहुत निराशा होता
!
नियमित रूप से कक्षा मैं नोट्स लेता/ लेती हूँ
था सौपे गए कार्य को पूर्ण करता/ करती हूँ !
सभी कक्षाओं मेंसभी विषयों में अच्छे अंक प्राप्त
रने के प्रयास में पुरे वर्ष ध्यानपूर्वक अध्ययन
रने की योजना बना रहा/ रही हूँ !
पहले काम में विश्वास रखता/ रखती हूँ और बाद
खेलने में !
अगले दिन कक्षा में काम के लिए घर पर बहुत
यारी करता/ करती हूँ !
झे दी गई हर जानकारी के बारे में प्रश्न पूछना
संद है, किताबों में टेबल और चार्ट के बजाय,
न्हें छोड़ना और आगे पढ़ जाना !
झे लगता है कि मेरे शिक्षक अपने कार्य में सक्षम
!
झे कक्षा में उपद्रव करना और शिक्षक को परेशान
रना पसंद है !
अपने शिक्षक को काम के माध्यम से खुश करने
ो पूरी कोशिश करता/ करती हूँ, न कि चापलूसी
माध्यम से !
रे दोस्त मुझे सुस्त और कामचोर समझते हैं !
ह सच है कि मेरे शिक्षक मुझे एक ईमानदार और
हनती छात्र/ छात्रा मानते हैं !

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36.	यदि माता- पिता, शिक्षक और दोस्त मेरी			
	आलोचना करते हैं तो मुझे दुःख होता है और मैं			
	अपनी कमजोरियों को सुधरने कि कोशिश करता/			
	करती हूँ !			
	मेरे माता- पिता मुझे परामर्श देते हैं कि जीवन को			
37.	सरल बनाएं और कभी भी पढाई के लिए या			
	भविष्य के लिए परेशान न हों !			
20	मैं आलोचना के बाद भी अपने मिशन को आगे			
38.	बढ़ाना चाहता/ चाहती हूँ !			
20	मैं जीवन को एक बौद्धिक चुनौती मानता/ मानती			
39.	हूँ !			
40	मेरी रूचि समूह/ कक्षा/ समिति की गतिविधयों के			
40.	आयोजन में हैं !			
4.4	मैं अपनी पसंद के छेत्र के सबसे शीर्ष व्यक्ति के			
41.	साथ जुड़ने का प्रयास करता/ करती हूँ !			
42.	मुझे अपने खली समय में कुछ रोमांच करना पसंद			
42.	है!			
43.	मैं एक सर्जिकल ऑपरेशन होते हुए देखना चाहता/			
43.	चाहती हूँ !			
44.	मुझे नाटक मैं प्रतिस्पर्धा करना पसंद है !			
4.5	मैं नृत्य और संगीत को छात्र/ छात्रों के लिए अच्छा			
45.	शोक मानता/ मानती हूँ !			
40	मुझे खेलों/ एथलेटिक्स में चैम्पियन बनने की तीब्र			
46.	इच्छा है !			
	अन्य राज्यों और देशों में मेरी टीम का प्रतिनिधित्व			
47.	करने के लिए मेने अपने स्कूल/ कॉलेज की खेल			
	टीम में शामिल होने की कोशिश की है !			
48.	मेरा मन्ना है कि खेल से पहल, नेतृत्व और			
		•		

	अनुशासन का विकास होता है !			
49.	पहाड़ी चढ़ाई और पर्वतरोहण की चुनौती मुझे			
	पसंद है !			
	छुट्टी के दिन मुझे साइकिल चलाना, तैरना या			
50.	नौका विहार अच्छा लगता है अपेक्षाकृत घर पर			
	बिना काम के बैठना !			

## **Appendix-C**

#### LIST OF PUBLICATION

### **Journal Publication (UGC-CARE List):**

Haque, I., and Sultana, Y. (2024). Surjapuri students from Kishanganj district: Academic achievement, social support and achievement motivation. *Inclusive*, 2(25), 1067-1078

#### **International Conference:**

Haque, I., and Sultana, Y. (2024, May 29-30). A study on the achievement motivation among the Surjapuri students in relation to their gender, place of residence and socio-economic status. Paper presented in *International Conference on Multidisciplinary Research* (3.0) organized by Tamil Nadu Teachers Education University, Shree Ramakrishna BT College and Organization of Multidisciplinary Research.

### **International Seminar:**

Haque, I., and Sultana, Y. (2024, September 13). A study on Social Support and Academic Achievement of class Xth Surjapuri Students in Kishanganj District. Paper presented in *One day International Seminar (Blended Mode) on Diversity, Psycho-social aspects and Empowerment: Gender Perspective through an Interdisciplinary Lens* organized by Department of Education, West Bengal State University, Kolkata in collaboration with Department of Education, Rabindra Bharti University, Kolkata, India