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in Hajo Revenue Circle of Kamrup District of Assam**

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12. Socio - Economic Status of Muslim Women – A Study in Hajo Revenue Circle of Kamrup District of Assam

Ashit Kumar Paul

Introduction

According to the Dictionary.com the word woman is a noun referring to adult human beings who are biologically female, that is, capable of bearing offspring. But in this study the author means only married female human beings as women. Women constitute half of the total population of the world. They comprise not only the valuable human resource of the country but their socio-economic development sets the place for sustainable growth of the economy of the particular country or region. They contribute more or less, directly or indirectly in every developmental activities of the society. Though they have been contributed in almost all the developmental activities of the society, still they are discriminated against male in almost all spheres of life. In India, among the women of different social groups, the Muslim women are one of the weakest social group. They are even unconscious about the general concepts for their developments. In case of Assam, the socio-economic condition of Muslim women is not different from that of Indian Muslim women. However in the last few decades, there has been considerable progress in gender equality and women are gradually empowered. In this paper, the author tries to visualize the socio-economic status of Muslim women in terms of the sex ratio, marital status, level of education, social right, employment and earning in Hajo revenue circle of Kamrup district, Assam.

Literature Review

In the Vedic period women were regarded and honoured as mother goddess *Shakti* but since Epic age they are discriminated against male in every spare of life (Women empowerment in India, n.d.). In the Vedic period, they were the co-partner with men in all pleasures and hazards enjoying joy and tolerating sorrow together in their life. In addition they were properly educated in the early Vedic period (Das & Das, 2015). These references are available from the works of Grammarians such as Katyayana and Patanjali. Women also had the freedom to select their husbands. This system was known as *Swayamvar*. In fact during that time, women had

superior position than the men. But during the Epic age, the status and dignity of women in the family as well as in the society gradually become degraded. The status of women in India deteriorated during the medieval period with the entrance of the Mughal (Women empowerment in India, n.d.). Several evil practices such as female infanticide, *sati* and child marriage were practiced during that period. *Purdah* was introduced to the society. Polygamy was also common during that period. Women also excelled in literature, music and arts (Women empowerment in India, n.d.). At that time women were not considered as *ardhangini* (co-partner) but as *pativrata* (follower of husband) and man become master of wife, not the life partner. During the British period, the position of women was improved a little. They tried to eliminating inequalities between men and women in education, employment, social right, and so forth. They also fought for the privileges of women condemning polygamy, child-marriage, enforced widowhood etc. After independence, the constitution of India introduced various important privileges for the women and provides equal status to women with men and increases their empowerment. But till today there have been infinite variations of the status and condition of women differing according to cultural milieu, family background, caste, class, society, education, employment, religion, property right etc. (Das & Das, 2015). Though the socio-economic status of present day women is considered better off than earlier but still women are the most deprived and marginalized section of the society. In India, among the different social groups, the Muslim women are the weakest social group (Kazi, n.d.). After six decades of independence, majority of Muslim women are the most disadvantaged, least literate, economically impoverished and politically marginalized sections of Indian society. Islamic scholars argue that Islam treats both men and women as equals which is also mentioned in the Quran. Despite the claim that Quran bestows equal status and rights on both men and women, the reality is different. In Muslim society the women have lower status than their men and they do not enjoy equal rights both in the family and outside (Mohammad, 2012). Women, at par with men, enjoy all rights under Islamic law. But practically this is not true, it is seen that the Islam denies women of their natural rights (Kazi, n.d.).

The status of women in north-eastern region of India is slightly different in comparison to those living in the rest of the country. The entire region is free from some of the social evils like dowry, *sati pratha*, *purdah* etc. (Deka, 2016). In Assam, the status of women is high in comparison to the women of some other states of India. During Mughal period Mulagabharu and Ahom period Joymoti Kunwari is the unique example of ideal womanhood of Assam (Hatibaruah, n.d.). But in certain aspects like education, employment, social security etc. the position of women is disadvantageous than that in other state of India. The social position of

Muslim women in Assam is not only measurable but they are even unconscious about the general concepts for their developments (Kazi, n.d.).

Objectives

The main objective of this paper is to ascertain the socio-economic status of the Muslim women. With this prime objective the paper tries-

- To assess the level of education, sex ratio, age at marriage etc. of the Muslim women.
- To estimate the labour force and work force participation rate of Muslim women.
- To investigate about the employment and income of the Muslim women.

Study Area

For the purpose of the present study, Hajo revenue circle of Kamrup district, Assam has been selected. Two villages namely Tapabari and No. 2 Velkhar villages, has been select by purposive sampling method for collection of primary data.

Research Methodology

A combination of descriptive, qualitative and analytical research method is used in the present study. Both primary and secondary data is collected for the study. Primary data is collected from the sample villages with the help of random sampling method. 100 sample women from different age group were collected randomly from the sample villages with the help of questionnaire method. After tabular presentation of data, simple statistical tools are used to analysis them.

Analysis and Interpretation of the Data

There are different measures relevant to the socio-economic status of women. According to the United Nation recommendation for population and housing census (UN 1984), sex ratio, marital status, level of education attainment, level of employment and income etc. are some of the derived measured relevant to the situation of women. In this paper the author tries to find out the situation of women with the help of these indicators.

The study was conducted on socio-economic status of Muslim women in Hajo revenue circle areas of Kamrup district in Assam. One hundred Muslim women were purposely selected from two villages of Hajo revenue circle. The information was gathered with the help of questionnaire cum interview technique. Interview questionnaire contained comprehensive questions relate to present study. The data were presented in tabular form and the following information related to the present study is gathered.

Sex ratio is a very important indicator that reflects the status of women in the society. It reflects whether she enjoys those rights to survival, protection and development. In the present

study it is found that the sex ratio of the study area is 934 which is less than the sex ratio of state (958) and district (946) as per 2011 population Census.

In the field of women literacy rate, the study area is not in a better position than Assam and even from Kamrup district. According to the population Census 2011, the female literacy rate in Assam is 66.27 per cent, in Kamrup district it is 60.22 per cent but the literacy rate of the study area is found only 43 per cent. It is also important to note that not only the literacy rate is low but the number of higher educated women is also very low.

Female work participation is another important indicator of women status in the society. The more number of women in paid jobs the better is their status in the society. In the present study it is found that the female work participation is very low in the paid jobs. Only 3 per cent women are engaged in government job. Very few of them are also engaged in private jobs. It is also found that only poor illiterate women are engaged in agricultural and other private paid jobs.

Regarding income of the female in the study area it is found that most of the female are dependent on the income of their husband. Very few of them earn a little money by rearing cow, goat, hen and other domestic animal. Some of the poor women earn their livelihood by doing agricultural activity to other people's field.

From the study it is also tried to gather information regarding child marriage, dowry system, role of women in decision making at their family etc. It is found from the study that though most of the respondent got early marriage but they are now against the system of early marriage. In the same way nobody are ready to pay dowry and ready to finish the dowry system from the society. Regarding decision making in the family it is found that the women are till dependable to their husband. They are also far away from the participation of the political activity.

Problems Effecting to Improve Socio-economic Status of Women

From the study it is found there are different problems which are effecting to improve the socio economic status of women. The problems have been categorized as:

- a) **Socio Personal Problems:** The socio personal problems related to the family are child rearing, male dominance and limited freedom, indifferent attitude of the society, no support from husband, lack of self confidence, lack of risk bearing capacity, fear of social security etc. For these problems the development of women becomes stagnant.
- b) **Financial Problem:** Lack of financial support is another prime factor responsible for backward socio-economic status of women in the study area. Lack of employment opportunities for the female creates finance less to them. Without finance they cannot

start up any business and always become dependable to their husband for any kind of activities. As such their socio-economic status remains unchanged.

- c) **Inadequate Education:** The female literacy rate of the study area is low compare to Assam and the number of female having higher education is also very low. Higher education is very essential for getting job and identifying their personal skill. Highly educated woman is very scarce in the study area for which they are deprived from getting jobs and social status in the society.
- d) **Problem of Skill and Training:** Proper skill development and entrepreneurship training is very much essential to enhance skill of the women in the society. Women of the study area become unemployed due to lack of proper training and skill development facilities. With inadequate skill and knowledge they lag behind in participation of activities outside the household chores.

Suggestions

Education is very essential for improving social status of women in modern time. Proper education will affect their awareness of certain factors affecting their lives such as employment opportunities, family planning, right to information act, domestic violence laws etc. So, necessary steps should be taken by the government to provide quality education to them. Government should provide employment opportunities among the women to become self dependent. It is also suggested that if possible special reservation for job of the women should be provided which will increase female employment rate. Proper skill development and entrepreneurship training facility for women should be provided to enhance skill of the women in the society. Such types of training programmes will help them to increase self confidence, enhance risk bearing capacity and remove fear of social security. Necessary financial support should be provided to the women with the help of which they cannot start up any business and become self dependent. Attitude of the male dominated society should be changed and the husbands should provide necessary supports and equal rights to their wives. Special camp and awareness programmes should be organized among the minority dominated areas to stop child marriage, dowry system and other social evils.

Conclusion

Women constitute half of the total population of any place but till today they are deprived of enjoying equal rights and social status. The status of women in the study area is not exception of that. The literacy rate of the women is less compared to men; the percentage of women employment rate is also very low. There is no economic independence and social security among

women. They are not trained properly for any kind of skill and entrepreneurship. Therefore all kind of support will be needed from the government, social organizations, financial organizations and from the society to solve these problems and encouraging the women in participation to the growth of the economy. In the end it is pertinent to be mentioned that no sphere the society can progress without the active participation of women. It is also hope that each and every woman should also come ahead and take part in the formation of the society.

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RURAL AREAS - PROBLEMS AND OPPORTUNITIES FOR DEVELOPMENT

ASHIT KUMAR PAUL

Principal I/C

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Abstract—The aim of this paper is to study the problems of rural areas and to identify guidelines for overcoming them. The theoretical basis of the problems of rural development in Bulgaria is presented in it. The definitions of concepts "rural area" and "farming area" are given. The differences between the two terms are specified. In the paper are presented the objectives of the National strategic plan for rural development. The main economic indicators of rural development are described. The article outlines and analyzes the typical problems inherent in the rural areas and the ways to resolve them.

Keywords: rural areas, economic development, National strategic plan.

INTRODUCTION

Rural areas play a traditionally important role for the Bulgarian economy and maintaining social stability. The development of most of them is entirely dependent on natural resources in the area so that the economy of the rural areas is specialized in a limited number of industries - agriculture, livestock, forestry, fisheries, mining, rural tourism. The number of population in these regions ranged from 200 to 30 000 inhabitants. There are major differences between regions. Every rural area in Bulgaria covers a variety of agricultural lands, forests, farms, small industrial and regional centres. These areas have large natural, cultural and historic resources that are the basis for economic development. Compared with urban residents, people in rural areas have fewer choices in social and economic terms. They are facing many problems such as low income, unemployment, low quality of social services like education and healthcare. Another characteristic of these regions is their remoteness from major urban centres, implying the need for well-developed transport infrastructure to support economic development.

Theoretical basis of rural development The narrow sense of the term "development" is interpreted as increasing the income per capita. In the broader definition of the term is included the social and economical characteristics such as life expectancy, literacy rates, income distribution. Regional development can be seen in two aspects: economic and social. In this paper, more attention will be given to the economic development of rural regions.

Economic development can be defined as those activities that lead to more productive use of resources and provide more opportunities for producers and consumers. Development is a change that is primarily oriented towards a particular purpose. The increase in human welfare is the end product of economic development.

Rural society with its resources - natural, financial, human and management is the object of rural development. The society is subject to the relations of regional development, as rural areas are administrative-territorial units with their own characteristics. The theory of regional development gives following definition of rural development: a change which not only includes certain economic indicators but also to increase the welfare of the rural population so as to solve their basic problems and exploit opportunities for economic growth. Residents of the region itself are both involved in its development and incur consequences. The development involves full use of all resources available to a region. Despite the frequent use of the term rural area, there are not many definitions of it. Most of them consider this concept in terms of its agricultural specialization and therefore harmonize content with the notion of agricultural region. An agricultural area is a territorial unit differentiated under the effects of certain agri-environmental, geographic and economic factors that largely determine the specialization and production relations of the area. The agricultural area is defined as an industry-specific economic area with agricultural specialization and is an integral, complex subject of general economic regions of the country. Agricultural areas are subject to economic regionalization unlike rural areas

– subject to administrative-territorial division. Therefore, the concepts of rural and agricultural areas are not identical. One of the distinguishing features of rural area compared to agriculture area is its subjective origin, especially in legislation. The boundaries of the rural areas are not fixed and depend on economic processes on the territory. Social indicators and production capacity of the rural economy is lower than the national average rates. The agricultural area in turn is formed on the basis of certain geographic and economic factors that largely determine its business specialization and is not established by legislation.

The definition of the term 'rural area' is based on social and economic differences and the criteria for it in each EU Member State is different. Each country has developed its own definition of the concept 'rural area'. In western literature, rural area is regarded as a distinct territorial community with villages and small towns to 30 thousand inhabitants. OECD and EUROSTAT define the rural area to criteria population density per sq. km. According to the OECD certain area is rural with a population density less than 150 inhabitants per square km, while EUROSTAT adopted density below 100 inhabitants per square km, as a criterion. The municipalities are the basic administrative-territorial units so we can consider the territory of municipalities with centres villages or small towns as rural areas. In the group of rural areas are classified almost all Bulgarian municipalities, except those in big cities and district centers. According to the Law for Regional Development of 1999 rural areas are defined as "municipality on whose territory there isn't a city of over 30 thousand residents and population density below 150 inhabitants per square km". Other authors define rural areas as "compact part of the national territory, including villages and small towns with main economic sector agriculture and complementary activities –forestry and fishing, crafts and rural tourism."

Rural areas have the following characteristics:

- Areas on a small scale and poorly developed.
- These areas are remote from major cities. The problem with the distances will be resolved with improved transport infrastructure.

Rural economy is largely dependent on available natural resources. In these areas are developed primarily agriculture, mining, forestry and other activities that constitute the main source of income for people living there. Other features classifying rural areas are: geographical position, natural environment, the number of population, the level of infrastructure development.

The number of population in these regions ranged from 200 to 30 000 inhabitants, and in some villages live only a few elderly people. According to their economic and social characteristics, rural areas are divided into developed and underdeveloped. The second category includes mountainous, hilly and border areas. For classification of rural areas are selected six indicators that form the complex criteria for determining the type of rural area:

Absence of large city with over 30 thousand inhabitants. The share of employees in agriculture and forestry of all employees is more than 20 percent above the national average for last year.

This complex criteria outlines two types of rural areas - developed rural areas and underdeveloped rural areas. As underdeveloped rural areas are classified those municipalities that meet the first three and at least one of the other requirements of complex criteria. In Bulgaria, around 34 rural

areas are determined by this criteria as the backward rural areas. The population of poor rural areas amounted to about 1 million, or 12.2 percent of all population of the country and the total amount of their territory is 27,000 square kilometers.

Remoteness from urban centers is another criterion, which divides the regions. Those close to large cities have greater opportunities for development than the distant of them. Characteristics of rural areas appears to be considered for specific areas.

National plan for rural development Development of agriculture and rural areas in Bulgaria is associated with the need for accurate and coordinated intervention by the government. For the period 2007-2013 is established National Plan for Agriculture and Rural Development. Objectives, priorities and measures of this plan are coordinated with the National Plan for economic development for 2007-2013.

The national plan for development of rural areas is based on three main principles:

1. Development of competitive agriculture and forestry coupled with innovation-based food industry.
2. Preservation of natural resources and environmental protection in rural areas.
3. Promoting employment opportunities and improving social infrastructure and quality of life in rural areas.

The plan is harmonized with the National Strategic Reference Framework for 2007-2013, whose task is to achieve high economic growth through knowledge-based economy in line with the principles of sustainable development. The main objectives of the plan are aimed at improving economic and social conditions in rural areas through a competitiveness, market efficiency and raising living standards of the population.

The first objective is the development of competitive agriculture and forestry. Improving economic conditions in rural areas is directly linked to agriculture because it is the predominant industry in these areas. Investments in farms are priority in Bulgaria, to be Bulgarian agriculture competitive in Europe and meet all EU requirements.

The second goal aims to conserve natural resources and the environment. Implementation of this objective is linked with the National agri-environmental program and the European ecological network Natura 2000.

The main activities in this program are related to the preservation of agricultural lands with high nature value, conservation of biodiversity, maintaining the traditional features of the landscape and the development of organic farming.

The third goal is aimed at promoting employment opportunities and improve living standards in rural areas. These areas have significant resources, enabling them to

achieve development. Currently, the service sector in rural areas is not sufficiently developed, necessitating the need to support the sector in order to prevent the depopulation of them.

Achievement of the objectives of the plan is not possible without the participation of people from the regions and the efforts of local authorities.

Key indicators for rural development

Rural areas can be classified according to different criteria. Indicators of demographic, administrative, infrastructural and social development of the region can be divided into two groups: general and criteria reflecting the problems in rural areas. The general criteria include geographical location, size, number of inhabitants, population density, remoteness from urban centers and indicators characterizing the natural conditions of the area.

The second group of criteria includes indicators which reports socio-economic problems of the region: unemployment, employment, age structure, migration, types of migration, depopulation, level of infrastructure development, development of agricultural and non-agricultural sectors, gross added value per capita, average wage, environmental protection. The most common indicators in this group can be summarized as economic, social and socio-economic. Economic indicators reflects the level and dynamics of production and marketing to the number of inhabitants. Social indicators shows the level of living standard, poverty and access to social services.

Socio-economic indicators are used to measure the economic and social development of the area. They include:

- The level of income as a measure of the living standards.
- Stability of the municipal budget and its ability to respond to economic and social needs of the region.
- Unemployment and Employment rates
- Population of the rural areas - changes in the number of inhabitants and the natural and mechanical population shift.
- Indicators reporting development of transport and social infrastructure.

The indicators have to measure the development and main characteristics of the rural areas. There are many indicators that forms the different groups of rural areas. We need to look for criteria which cover a group of indicators, representing the main features of the condition of rural areas. Such indicators are the source of income, employment and demographic stability. Each region can be assigned to a group of rural, if the value of the indicators are lower than average. Each area designated for rural can be classified in turn to the group of developed and underdeveloped rural areas.

The information for classification of the regions have to be correct and reliable.

Currently, information has several disadvantages, such as slowed information processing, lack of data on private sector and some municipalities.

Source of income is the first indicator for the classification of rural areas. The nature and purpose of the presented development projects by the local authorities are determined by the leading sector in the rural economy. According to the source of income is determined whether the investigated area is rural and what type of rural area is: developed or underdeveloped rural area. Source of income for the rural population may be as agriculture and any other sector for which there are conditions for development - mining, tourism, forestry, or other non-agricultural businesses. A rural area may be defined as a developing countryside if there is well-developed agriculture adequate to the natural resources of the region. In such areas the land is highly productive, markets are relatively close and transport costs are low. In addition, they have developed manufacturing industry and good infrastructure. Underdeveloped rural areas are those without adequate conditions for intensive development of agriculture. This type of rural areas are less attractive to live and have constantly shrinking populations, their infrastructure is underdeveloped. These are mountainous, hilly and border areas.

According to the indicator 'source of income' there are two types of areas - rural areas with the main source of income from farming and rural areas with income mainly from non-agricultural activities.

The second indicator of development is employment rates. This criteria is used in development projects for rural development by the EU. The increase in employment creates conditions for maintaining and increasing population in these areas, therefore the change in employment is given as a criteria for rural development. Increasing employment and population leads not only to revitalizing the area, but also to economic growth. Employment as an indicator for the classification and evaluation of rural areas is preferable and often used because of ease of measurement and greater confidence in relation to information for rural areas. This indicator has drawbacks such as: individual residents in the rural area can work at more than one firm, many workers of the family are considered inactive, but actually work in their own farms; in the employment rate are not included income of profits and rent of land.

The third indicator is demographic sustainability. Migration to and from rural areas and population age structure give an idea of the conditions of working and living in this area. If the population of the area is constant, it is developed and vice versa. This parameter indicates whether employment has reached a constant level in which there is no need to leave the rural community area.

Problems in development of rural areas

In rural areas are outlined several typical problems.

Low income and employment are among the main problems inherent in the rural areas. They emerge in several aspects: problems with the labour force, low labor productivity, lower prices of agricultural products.

Typical feature of the rural areas is the surplus of labour force due to fewer jobs that are opened. Most new jobs are for unskilled workers, so the wages and nature of the work are unattractive. Workers with higher qualification migrates to the cities. In rural areas remains peoples mostly in retirement age. These problems can be solved by creating more employment opportunities and extra income for the people of these regions. Problems of the laborforce are the most serious and difficult to solve because they affects people with their skills, initiatives and opportunities. Besides unemployment, another problem is the depopulation of the rural areas and strong aging. In rural areas there is also low labor productivity, which may be increased by introducing more modern technology, upgrading skills of workers, providing better working conditions.

One of the reasons for lower income of the people in rural areas are the low prices of agricultural products. Thanks to market forces demand for basic goods grows up more slowly than that of luxury goods and services. Sometimes purchase prices are maintained intentionally low, when there is only one buyer (or group of purchasers) in agricultural production. To solve this problem at least partially, many farmers are trying to increase their income by processing the raw material and production of finished products, i.e. closing the production cycle. In many regions is not developed cooperation of farmers.

Second group of problems are associated with poor working and living conditions in the rural areas due to underdeveloped infrastructure and public services. In the state of infrastructure - roads, water supply and sewerage, electrical and communications networks, is more than poor. This situation, together with the low quality of health and education, is the main reason for migration and depopulation of rural areas. Solving these problems is possible through close cooperation with local government authorities which make efficient the use of opportunities provided by EU for regional development.

Another problem is economic insecurity generated by the realization of agricultural production. The market economy mechanisms increases the role of supply and demand as factors that dictates the prices of agricultural production. The adverse natural conditions are also a factor for inconsistency in people's incomes.

State of the environment further reduces the quality of life in rural areas. Much of the agricultural land in Bulgaria are polluted with pesticides or by industrial plants, making it difficult to produce quality and healthy products. However, Bulgaria also have many beautiful places with preserved

natural environment, a prerequisite for development of ecological and rural tourism.

Possible ways of solving the problems of rural areas

There are different methods and approaches to solving the problems of rural areas.

A fundamental principle of the EU is implementing approaches that will achieve and ensure long-term sustainable development of rural communities without continuing to depend on external intervention of the state.

There are three different approaches for solving existing problems in rural areas.

At first the state is supposed to be inefficient trying to solve problems. The market forces have to solve the problems without governmental intervention. The second is the approach of government intervention which has to solve the problems because it is considered that this is beyond the powers of local authorities and the problems could not be solved through market forces.

Supporters of the third approach consider that attention should be directed to the city, which is the center of the municipality and its development will have an impact on the whole rural area. Most suitable approach would be that combines neither state intervention and promoting the potential of local people to resolve problems in a way that would create sustainable development.

There are several measures that would help solving existing problems in rural areas.

One of them is the adoption of complex programs reducing economic disparities among the rural areas. They are caused by natural circumstances or underdeveloped infrastructure of the different regions mostly mountainous and hilly areas.

Diversification of activities in farms would be applied by several initiatives that would encourage farmers to start with new activities in addition to traditional agriculture - natural producing food with specific taste, growing herbs and production of ecological and healthy foods, creating a small scale industry firms, development of services and trade.

Another way is development of integrated local economies. In this case the needs will be satisfied within the local economy as production and processing units remain within the region. For example, development of rural tourism can be attractive and winning many local manufactured products and goods, which in turn will help their producers. Better services, information and development of advanced technologies will enable people to live and work away from the city. That will also improve the competitiveness of existing businesses.

Another means of solving the problems of rural areas is increasing professional knowledge and adopting new which will lead to retraining and provide additional income to

people. In this case it is particularly important public policy support and advices to farmers, entrepreneurs and local authorities.

Solving problems related to employment and unemployment requires efforts and resources in the municipalities to focus on generating employment in all sectors - agriculture, development of small and medium business, attracting investors, expanding the public and private sectors. Municipal governments should develop and implement measures for increasing the economic activity of population, providing better adaptability of businesses and the workforce to changing conditions.

After restitution of the land in 90th years it was divided to many owners, leading to fragmentation and impossibility to apply modern farming practices.

It is necessary to carry out consolidation of existing parcels and ensure development of the land market in Bulgaria. It has been shown in practice that larger farms have lower cost of production and higher returns on capital investments. The state should conduct policy of support for family farms to be able to resist the increasing market competition.

It is also needed protection and tax preferential policy lending (granting interest-free and low-interest loans) to farmers. Lending to agriculture is hampered by high inflation, high interest rates, lower purchase prices of production. For these reasons, the financing of projects in agriculture is difficult, but the motivation for investment is very low. Should be increased macroeconomic stability by reducing inflation and interest rates. This will create real prerequisites for the development of profitable agriculture and to encourage investments in the sector.

Another key initiative for rural development is stimulating entrepreneurship. It has to be created conditions helping people to start new businesses.

During the years of transition to market economy a significant part of the Bulgarian rural areas was depopulated. This created conditions for a waste of valuable resources of the country. Developing a special program for absorption of uncultivated land is closely linked to achieving the main objectives of the National Plan for Rural Development. It is unacceptable to leave uncropped fields. Special attention should be devoted to programs for the development of border areas.

CONCLUSION

Rural areas occupy 81% of the territory and 42 percent of the population. Total 231 municipalities in Bulgaria have been classified for rural areas. There live approximately 3.2 million people. Welfare of a considerable part of the Bulgarians depends of development of rural areas. The country has fertile soils and favorable climatic conditions for growing different crops which on suitable farming practices can produce higher yields. Much of the Bulgarian nature is preserved and allows the development of alternative and rural tourism. These natural resources are found as option for appropriate measures by the state and initiative by the people living in rural areas to achieve the desired social and economic development.

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History of Neo-Assamese Muslims of Assam and their contribution to the state

Ashit Kumar Paul*

Dominic Meyieho**

Abstract

Assam is known as Pragjyotisha in the ancient times and Kamrupa in the medieval times. From the ancient times, Assam has been a melting-pot of various cultural communities and races. It is often described as the Anthropologist Paradise in the academic circle. The society of Assam consists of different social groups having diverse religion, culture, language and ways of life. The Neo-Assamese Muslims are the latest component of Assamese society. Most of this category of people came to Assam from different parts of undivided India during the second half of nineteenth century and the first half of twentieth century. This study makes an attempt to find out the history of Neo-Assamese Muslims and their contributions for the economic development of the state Assam.

KEYWORDS: Assam, Muslims, Neo-Assamese

Introduction

Assam is known by different names in the Epic - *Puranas* and the early historical literature. It is mentioned as Pragjyotisha or the place of Eastern astronomy in the Epics - the *Ramayana* and the *Mahabharata* (Baruah, 2014). In most of the *Puranas* namely Padma Purana, Bishnu Purana, Varaha Purana, Skanda Purana, Kalika Purana etc., this place is mentioned as Kamrupa. Markandeya Purana stated this place as Udayacala; Brahma Purana stated this place as Udaigiri. The first epigraphic record which mentioned this place as Kamrupa is in the Allahabad pillar inscription of Samudra Gupta (4th Century A.D) (Barua, 2014). It is termed as Asams by the local tribes in the 13th century. The territory is called as Asham in the Ain-I-Akbari (Assam, n.d.). In the year 1663 AD, in a treaty between Ahom Army and the Mogul general Mir-Jumla, the word Assam was used

(Baruah, 2015). The Europeans first used the name of the country as *Asham* in the later part of sixteenth century, which was later on changed to *Asam* by the British who eventually adopted the final spelling as 'Assam' for the name (Baruah, n.d.). The government of Assam adopted a resolution on December 16, 2006, which resolved to change the name of the state from Assam to 'Asom' (Talukdar, 2006; Gogoi, 2007).

Assam is situated between 89°49' to 97° 26' East Longitude and 24°10' to 27°58' North Latitude. The state has an area of 78438 sq km. (78440sq km after "India-Bangladesh sign pact on border demarcation on 6th June/15) which is 2.39 per cent of the total land area of India. Assam is located about 79.5m above the sea level (Assam Geography, n.d.). It has a sub-tropical monsoon climate with an average rainfall of around 1,500 mm per year. The daytime temperature in summer, rises to around 35°C and in winter cools to 25°C with a night time minimum of around 10°C (Assam Climate, n.d.).

From the ancient times, Assam has been a melting-pot of various cultural communities and races. It is often described in the academic circle as an 'Anthropologist's Paradise' (Hasnain, 1983, p. 7). Assamese is a composite whole of people belonging to different racial classes who settled in this region. The society of Assam consists of different social groups having diverse religion, culture, language and ways of life. According to 2011 population Census there are 31,169,272 people in Assam where 61.5 per cent Hindu, 34.2 per cent Muslim, 3.70 per cent Christian, 0.08 per cent Sikh, 0.19 per cent Buddhist, 0.09 per cent and 0.13 per cent other religion people in Assam.

A Brief History of Muslim in India

Islam first came to the Western coast of India with Arab traders in the pre-Islamic era. Since then a large Muslim society got developed in Malabar Coast of India (Laskar, 2013). The historian Elliot and Dowson in their book *The History of India* said that the first ship bearing Muslim travelers were seen on the Indian coast as early as 630 AD (Islam, n.d.). Arab trade with Bengal flourished

since the 9th century (Bengali Muslim, n.d.). Sultan Mahmud of Gazni invaded India about seventeen times during 1000-1026 A.D. during these invasions India received a few Muslims. Mohammad Ghori, the king of Slave dynasty occupied and ruled different parts of India (Ucch, Sindh, Multan, Bihar and Bengal) for a long period (1175-1206 A.D.) and spread Islam. After Slave Dynasty, Khiliji Dynasty ruled India from 1290-1320 AD, Tughlok dynasty ruled India from 1320-1440 AD, Sayyid dynasty ruled from 1440-1451 AD, Lodhi dynasty ruled India for the period 1451-1526 AD and Mughal dynasty ruled India till 1757. During this long period of Islamic dynasty, Islam spread all over India (Laskar, 2013).

A Brief History of Muslim in North-East India

The Muslim communities have a long and rich history in Manipur, dating from the time of Prophet Muhammad. Ahmed (2011), in his exhaustive historical account, traces the arrival of Islam in the North-East region in 615 CE through the Prophet's companion Saad ibn abi Waqqas, an uncle of the Prophet. Muslims of Tripura are the ancient inhabitant of that state. The settlement of Muslims in Assam can be traced back since 8th century CE. It is found from the Assamese *Buranji* (the History of Assam) that Kamrupa kingdom had trade contacts with Chinese, Turks and Central Asian region even before the advent of Muslims. From these countries, many *darvesh*, *sufi*, *fakirs* and *pir* (all religious persons) are believed to have come to the region (Assam) as early as 11th and 12th century (Baruah, 1969). The earliest Muslim ruler attempted to enter Assam forcibly with their invasion of 1205 led by Muhammad Ibn-Bakhtiyar Khilji from Bengal as depicted in the North Guwahati inscription of 1127 Saka Era (Kar, 1990). In the first quarter of 14th century, a bulk of population in Assam was converted as Islam and termed them as Mahmal community (Rahman, 2013). The Ahom Mughal wars also helped Muslim settlement in Assam. The Muslim population of Assam was strengthened especially, during the British colonial rule in the 19th century and early 20th century through migration of Muslim people from East Bengal (Ahmed, 2003).

Definition of Neo-Assamese Muslim People

According to Das (2014), the entire Muslim population of Assam can be classified into four major categories which are: Asamiya Musalman (Assamese Muslims), Na Asamiya Musalman (Neo-Assamese Muslims), the North-Indian Muslims, and the Muslims of Cachar or the Barak valley.

The term *Na-Ahamiya Musalman* (Neo-Assamese Muslim) was first used by Jyotiprasad Agarwala, the great man of Assam. He was impressed by their simplicity and hardworking nature and termed them as *Na-Ahamiya Musalman* (Hussain & Hussain, 2000). The Neo-Assamese Muslims are mainly migrant Muslims who arrived in Assam at different periods of history, many of those who were invited to Assam from Bengal by the Ahom rulers, British administration and the government of Assam for the development of the economy of Assam and especially for the cultivation of vast barren and forest land (Muslims in Assam, n.d). Das (2014), viewed that during the later period of the 19th century and early part of the 20th century a large number of Bengali Muslim peasants had migrated to Assam and settled in the *Char* (river basin) areas in Assam. They are termed as *Na Asamiya Musalman* (Neo-Assamese Muslims) and comparatively new entrants in the emerging Assamese society. Hence the term 'Neo-Assamese Muslims' in this paper refers to the legal Muslim population who migrated to India before 1971.

History of Neo-Assamese Muslim in Assam

It is difficult to say with certainty when the Neo-Assamese Muslims began to migrate to Assam from Bengal due to lack of fool-proof historical evidence. However, it is assumed that this group of people came to the state during 1800-1947 (Rahman, 2012). The Mann rulers killed thousands of Assamese people for which Assam became desert. So, to increase population of Assam, the Ahom King Jyogeswar Singha allowed in-migration from Bengal by allowing no tax on land. This group of Muslim people is assumed as the founder of Neo-Assamese Muslim people in Assam (Ahmed, 1997). Most of

the cultivators of Bengal had no cultivable land and were leading a life of difficulty because of the ill-treatment of the *Zamindars* (landlords) of Bengal. So the poor industrious cultivators came to Assam willingly for their survival from the unbearable treatment of the landlord of Bengal and for a better life of their family, and as such strengthen the Neo-Assamese Muslim (Ahmed, 2014).

After the treaty of Yandaboo in 1826, Assam passed on to the control of the British India. In order to increase revenues and taxes, the British government brought Muslim cultivators for rice and jute cultivation in Assam. This Bengali Muslims are a part of Neo-Assamese Muslim people (Gait, 2003). The settlement of Bengali Muslim peasants in Assam had been intensified since 1905 which drastically changed the topography of Assam. From the historical and geographical point of view, Assam Bengal unification till 1911 made this settlement process more intensified. There is no restriction to settle in any part of Assam. This process helped to increase Muslim settlement in Assam (Ahmed, 2014). The Census report of 1911 was the first document on the extra-ordinary influx of farmers to the *Chars* (river basin) of Goalpara from the Bengal districts of Mymensingh, Pubna, Bogora and Rangpur. It was during the next decades that these Muslims spread to other districts of Lower and Central Assam. The total number of Muslim cultivators was 2,58,000 in 1911. The number of Bengali Muslim cultivators in Assam except Sylhet district had risen from 503670 in 1907 to 1279388 in 1931 and in 1941 it was 1696978 (Kar, 1990).

The Ahom kings brought Muslim people from East Bengal to fulfill their needs. Sometimes they tried to attract Bengali Muslims by allowing no tax on cultivable land (Ahmed, 1997). The British government brought poor Muslim agricultural labourers from East Bengal for agricultural production in Assam (Gait, 2003). High rate of growth of population, poor economic condition, frequent famine, the great earthquake of East Bengal and Assam (in 1897) etc. are also responsible for this huge in-migration of Bengali Muslims to Assam (Shek, 2000). To grow more food Muslim cultivators of East Bengal (present Bangladesh) were invited to Assam by the Assam Government and allowed them to settle at the government wastelands

(Shek, 2000). The *Zamindars* (land lords) of Goalpara too had encouraged hard working Bengali Muslim labour migrations from East Bengal for agricultural production (Shek, 2000). Assam has around 260 km international border with Bangladesh. Among this 260 km international border, about 50 km is riverine border which has no protection. This riverine open border indirectly helps to increase Muslim people in Assam (Choudhury, 2013).

Contributions of Neo-Assamese Muslims for Agricultural Development of Assam

During British period agriculture was the main source of revenue. Therefore, to earn revenue the British government gave priority to increase agricultural production by importing labourers from the then Bengal (Ahmed, 1997). The hard working Neo-Assamese Muslim peasants introduced modern methods of land use and broke the monotony of rural stagnation. They converted many deep jungles into smiling field and produced new varieties of crops. It is this community, which produces the state's vegetables, mustard, sesame and 82 per cent of the total jute of Assam (Muslims in Assam, n.d.). The migrated Muslim cultivators came to Assam with the method of intensive and commercial cultivation. They also create a competitive mind among the local cultivators who also try to produce same variety of crops in their agricultural field (Barman, 2013). It also goes to their credit that extensive areas of *char* (alluvium) lands had been turned into lush green agricultural scene of Assam. These cultivators also eased the labour scarcity in the rural economy of Assam (Bhattacharyya, 2004). According to Ahmed (2014), green revolution started in Assam because of the effort made by this group of people during the last part of 20th century. According to Khangai (2011), since the early decade of 20th century, large number of Muslims migrated to Assam from East Bengal to fulfill the demand of rural wage labour in the agro-economic sector.

Seventy five per cent livestock and poultry production of Assam is in the hand of the Neo-Assamese Muslim people of Assam. They supply milk, meat, leather, egg, fish etc. to Assam and help to develop the economic condition of Assam (Karim, 1997). Pisciculture

(Fish cultivation) in Assam is a very new step included in agriculture of Assam. It is the unique contribution of Neo-Assamese Muslim people of Assam. This group of people started digging fisheries individually and started commercial cultivation of fish (Ahmed, 2014).

Other Contributions

To develop the industrial sector of Assam, the Ahom kings hired technically expert people such as weaver, tailor, carpenter, mason etc. from Bengal (Ahmed, 2014). During the Ahom rule (1228-1826), a good number of Muslim artisans and learned man were brought by the Ahom kings and appointed in various departments of the state. These Muslims were specialists in different crafts like minting coins, painting, embroidery, carpentry, sword-making, gun-casting and manufacture of gun powder (Ahmed, 2003). It is important to note that most of the Neo-Assamese Muslim people form the manual workforce in Assam: rickshaw pullers, house construction workers, house painters, gardeners, field workers, road construction workers, vegetable vendors, etc. Women mostly work as maids. Significantly, these migrants worked willing at odd hours and in the most arduous activities which local Assamese labour are unwilling to do (Goswami, n.d.). Assamese music and folksongs have always fascinated the Muslims. The *Zikirs*, *Jaris*, songs of *Haidar Ghazi*, *Cheradhek* and *Ghazals* are the unique contribution of Muslims to Assamese folk literature (Ahmed, 2003).

Negative effects of in-migration of Muslims into Assam

In-migration to a particular level is helpful for a place but after a point large-scale in-migration has a wide range of short-run as well as long-run negative effects on the society and economy of that place. Assam is not exception of that. The important negative effects are:

- i. Pressure on land: The immigrants came to Assam as poor landless peasants. Most of them occupy fallow government lands or reserve forests or even agricultural land belonging to indigenous people in more remote areas. The traditional

- common property resources of the indigenous communities have been encroached in this process.
- ii. Environmental degradation: Rise of population is one of the main causes of environmental degradation. Creation of slum in and around the city and production of huge wastes has a large scale contribution in environmental degradation is mainly due to large scale population migration.
 - iii. Effect on labor market: The labour market is almost completely captured by the migrated people. They provide service at low wages than the local labour, thus the local poor labours are deprived from earning their livelihood from household work to agricultural field also.
 - iv. Price rise: Due to immigration, the population increases rapidly but the agricultural products are not increasing at that ratio. As a result price of agricultural products and other commodities are increasing day by day in Assam.
 - v. Social problem: Many poor immigrants are involved in unsocial and criminal activities due to struggle for their existence, which directly or indirectly affects society (Gupta, 2016).

Conclusion

In the conclusion it could be said that the Neo-Assamese Muslim people has been residing in Assam since British period and has been contributing in various ways to improve the agro-economic condition of the state of Assam. They have been trying to give a new dimension to Assam's agriculture by developing this sector almost in all ways. These Muslim settlers had made this land their permanent home, assimilated with the local people, adopted Assamese as their mother tongue, and identified themselves as Assamese with the local people, and through this process they have enriched the socio-cultural life of Assam. Although the Neo-Assamese Muslims of Assam is an inseparable and integral part of the contemporary Assamese political and socio-cultural milieu and discourse, due to relentless inflow of migrants, this population in study is confused with the recent influx and doubts are rise against them. Hence, the

Neo-Assamese Muslims in this paper do not refer to nor include the recent influx of Muslims.

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A Study on the Contributions Made By the Neo-Assamese Muslims for The Development of Assam

* Ashit Kumar Paul * * Dominic Meyieho

Abstract- Assam is an important geographic location of North-East India. From the ancient times, it has been a melting-pot of various cultural linguistic tribes and race (Baruah, 2015). Assamese race is a composite whole of people belonging to different racial classes who settled in this region. The society of Assam consists of different social groups having diverse religion, culture, language and ways of life. Assam was a Hindu state since ancient times and the Ahom kings adopted Hinduism and the Hindu way of life since their arrival (Gait, 2003). The Islam started in Assam from the time of Muhammed-bin-Bakhtiar's attack of Kamrup (Assam) in 1206 A.D. (Kar, 1990). The Neo-Assamese Muslims is a category of the Muslims who have been contributing not only for the agricultural development of Assam but for overall development of the state since their arrival to Assam. In this study it is tried to find out whether the above mentioned statement is valid or not.

Key Words- Neo-Assamese Muslims, Agricultural Development, Char Areas

A Brief History of Muslim in Assam: The settlement of Muslims in Assam can be traced back since eighth century CE. Early Muslim settlers of Assam consisted of Turks and Arabs who came here as traders, sailors, saints and travellers who finally chosen this place as permanent resident (Aziz, 1997). Sultan Gyasuddin of Bengal invaded Assam in 1321-22 A.D. and conquered Goalpara, Kamrup and Nowgong district. During his regime large number of Muslim people came to Assam and settled here permanently. In the first quarter of 14th century, a bulk of population in Assam was fisherman by profession who were looked down upon by the upper caste Hindu people as untouched and un-caste. So, a large number of them converted them as Islam (Raman, 2013). In 1616 AD, Mukrran Khan, the Governor of Kuch-Hajo is said to have brought 10,000 to 12000 well-equipped *paik* or foot soldiers under several Mahammadans nobles to settled there in order to ensure the imperial hold permanently over the region (Ahmed, 2014). Large numbers of Mughal armies were taken to the prison by Ahom kings who stayed prison in long time and after their release, they stayed permanently here and become permanent resident of Assam. Muslims in large number from Bengal also

* ** Assam.

found their way into Assam in the wake of Moamaria rebellion. Large number of Muslim cultivators were brought to Assam by British government during in the later part of 19th century and early 20th century to develop agricultural sector of Assam (Ahmed, 2003). According to 2011 population Census total population of Assam was 31,169,272 where Hindu population was 61.5 per cent and Muslim population was 34.2 per cent and other religious people in Assam was only 3.7 per cent.

Neo-Assamese Muslim: According to Das, (2014), the entire Muslim population of Assam can be classified into four major categories. The Neo-Assamese Muslims is one of them. According to him the Muslim peasants who had migrated to Assam and settled in the *char* areas during the later part of the 19th century and early part of the 20th century are termed as Neo-Assamese Muslims. According to Sing & Khan (2001), between 1901 & 1931, thousands of Muslim peasants came from east Bengal, especially from the district of Mymensingh, settled in the riverine tracts of the plains of Assam. Their descendants have adopted Assamese as their first language and identify themselves as Assamese. This group of people is called as Neo-Assamese Muslim. According to Jyotiprasad Agarwala, thousands of Muslim cultivators came to Assam during the first part of 20th century who was very active, hardworking and simple in nature. He was impressed about their simplicity and hard working nature and termed them as Neo-Assamese Muslim (Hussain & Hussain 2000).

From the above definitions it is found that large number of Muslim people came to Assam in the later part of 19th century and the first part of 20th century from different part of India or from the world. They adopted Assamese as their first language and identified themselves as Assamese. They are termed as Neo-Assamese Muslim. However, in this study Neo-Assamese Muslim people refer only those Muslim people who came to Assam on or before the mid-night of 24th March 1971 and were legally recognized as a citizen of Assam (India).

Agricultural Contributions: Agriculture is the backbone of the economy of Assam. During British period, agriculture was the only source of revenue of Assam. So, to earn revenue the British government gave priority to increase agricultural production by importing labourers from Bengal (Ahmed, 1997). They introduced modern methods of land use and broken the monotony of rural stagnation. They helped to converted many deep jungles into smiling field and produced new varieties of crops. It is this community, which produces the state's vegetables, mustard, sesame and 82 per cent of the total jute. This is the main group of peasants who can produce plenty out of small areas of land by producing multi seasonal crops (Muslims in Assam, n.d.). The Neo-Assamese Muslim cultivators came to Assam with the method of intensive and commercial cultivation. These laborious Muslim cultivators cultivated the barren land and produced huge amount of crops like rice, sugarcane,

wheat and various types of vegetables. They also create a competitive mind among the local cultivators who also try to produce same variety of crops in their agricultural field (Barman, 2013).

The Neo-Assamese Muslim cultivators diversified the pattern of land use and began the production of jute for the first time in Assam which occupied an important place in the agricultural economy of the state. It also goes to their credit that extensive areas of *char* lands had been turned into lush green agricultural scene of Assam (Bhattacharyya, 2004). The District Commissioner of Nagaon district commented that during 1921-31 the Bengal origin Muslim peasants cultivated 542000 acre of barren land and within 1931-41, they again cultivated 84300 acres of barren land. It is also mentioned that during 1931-41, 251000 acre of land was bought under double cropping (Ahmed, 1997). Regarding contribution of the Neo-Assamese Muslim people of Assam, Mr. Higgins, the Deputy Commissioner of Nagaon District said:

They do better cultivation than the local people of Assam and as such they are certainly beneficial to the country; since their advent the local people seem to be shaking off their old lethargy and they have created a novel sphere of competition.....(Census of India, 1921).

The Press Report of the Assam Herald 1947 said that *they* (the Neo-Assamese Muslims) have filled the government exchequer and the government income was raised from Rs. forty five lakh to one core and six lakhs within last ten years. This is the contribution of Neo-Assamese Muslim *Kishan* (Rahman, 2013).

The Neo-Assamese Muslim cultivators developed the production of cash crops in Assam. Green revolution was started in Assam because of the effort made by this group of people during the last part of 20th century (Ahmed, 2014). Prior to that period of time, the Assamese cultivators produced that much of production which was sufficient for their family only. But the Neo-Assamese Muslim cultivators of Assam started large scale production for which agricultural trading system started here for the first time. So, the credit for commercialization of agriculture in Assam is directly goes to this group of people (Ahmed, 2014). Assam is famous for tea cultivation. The contribution of Neo-Assamese Muslim people in this field is also important. Initially this group of people came as a tea garden labour, but ultimately they became the owner of large number of tea garden here. It is said that between 1880 to 1900, three tea garden namely Halichabari, Birinajan, and Hirajan tea estates were established by Dost Muhammad a famous cultivator of Assam (Ahmed, 2014).

The report of the Statistical Hand Book of Assam (2009) reported that the contribution of primary sector and net shown area was more in the districts where Muslim population had densely inhabited. It is also seen that the production of food grain, use of high yielding variety seeds, consumption of fertilizers, number of livestock, etc. is more in the districts where majority of

Muslims exist. Not only in primary sector, but in secondary and tertiary sectors, their contributions are also remarkable. Assam Land Revenue Administrative Reports (Census, 1921) mentioned some of the important contributions made by the Neo-Assamese Muslims for the development of Assam's agricultural sector e.g., innovation in agriculture, bought under permanent cultivation of thousands of acres of *char* areas and dense jungle along the southern bank of Brahmaputra valley. The Neo-Assamese Muslims people helped to increase total cultivable area of Assam from 23.01 lakh hectares in 1950-51 to 27.04 lakh hectares in 1970-71 and 27.74 lakh hectares in 2001-02. The total fallow land has declined from 4.65 lakh hectares in 1950-51 to 2.25 lakh hectares in 1970-71 and 1.64 lakh hectares in 2001-02. The total production of food grains of Assam has increased 16.79 lakh tones in 1960-61 to 23.66 lakh tones in 1975-76 and 36.77 lakh tones in 2005-06. The total production of jute of Assam has increased from 813 thousand bales in 1960-61 to 912 thousand bales in 1975-76 and 579 bales in 2005-06 (Dhar, 2005; pp-124-125).

Total livestock population of India has decreased during the 19th Livestock Population Census by 3.33 percent, but during the same period the livestock population of Assam increased by 10.77 per cent (19th Livestock Census, 2012). It is also seen from Statistical Hand Book 2013, that almost all districts having Muslim majority population gets first position in production of milk, eggs, meat fish etc.

Other Contributions:

To develop the industrial sector of Assam, the Ahom kings hired technically expert people from Mughal dynasty. These technically expert people started their livelihood as a weaver, tailor, carpenter, mason, and some other cottage industries. Some of them started their livelihood as embroidery worker for the first time in Assam. Smoking was a common habit of ancient Muslim people, so, they started *bidi* and cigarettes manufacturing industry during Mughal period (Ahmed, 2014).

The Neo-Assamese Muslim people of Assam had also developed the Assamese culture and literature (Rahman, 1997). They have a rich tradition of oral literature. The *zikirs*, *jaris*, songs of Haidar Ghazi, Cheradhek and ghazals are the unique contribution of Muslims to Assamese folk literature. Besides this, a fairly good number of songs of various types like marriage songs, songs of boat race, *mohoho* songs, *lokageets* etc. are widely popular among the people of Assam (Ahmed, 2003).

It is important to note that most of the Neo-Assamese Muslim people forms the manual workforce in Assam: rickshaw pullers, house construction workers, house painters, gardeners, field workers, road construction workers, vegetable vendors, etc. Women mostly work as maids. Significantly, these migrants are willing to work very hard, at odd hours and in the most arduous activities which local Assamese labour are unwilling to do (Goswami, n.d.).

Conclusions: It is seen from the above discussion that the Neo-Assamese Muslims have been contributing not only for the agricultural development of Assam but for overall development of the state since their arrival to Assam. If general problems of agriculture like small size of land holdings, primitive methods of cultivation, lack of irrigation facilities, use of ancient implements, lack of sufficient supply of high yielding seeds and fertilizers, lack of adequate finance, no power supply, no good marketing facility, lack of agricultural education, lack of agricultural research, lack of industrial development, poor socio-economic condition etc. are removed or developed then the speed of development become high which not only help particularly this society but for the whole society of Assam (Dhar, 2007).

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**Educational Level of Parents and Their Children's
Educational Aspiration and Academic Performance: A
Correlational Study**

Bijuli Deka
Purabi Baishya

[Abstract: The present study was an attempt to investigate the relationship of educational aspirations and academic performance of children of the weavers with educational level of their weaver parents. A total of 118 children of the weavers were sampled based on purposive sampling technique. Results indicated that majority of children of the weavers have average educational aspiration and academic performance. The children of low educational aspiration and low academic performance were belonged to those weaver parents whose educational level is low. The study concluded that there is significant relationship between educational level of weaver parents and educational aspirations of their children as well as between educational level of weaver parents' and academic performance of their children.

Keywords: Educational level, Aspiration, Weavers, Academic performance]

Introduction

Sualkuchi, the silk village of Assam is known as the "Manchester of North East". It is one of the largest villages in the world with the

well-known identity of the silk industry. Sualkuchi is located 35 k.m. from Guwahati city and 28 k.m. from L.G.B. International airport, Borjhar and situated on the North Bank of the mighty river Brahmaputra. Geographically located in a beautiful landscape, Sualkuchi has become the centre of attraction for the textile lovers. Educational level of parents refers to highest level of achievement in schools or colleges by the parents of the respondent children. Parents' educational achievements are positively and significantly related to perceived parental encouragement, college plans, college attendance, and college graduation for their children. For each category of parents' education, the child's intelligence is associated with educational aspiration and achievement (Sewell & Shah, 1968).

Educational aspiration is the early impression of an individual's own academic caliber and the highest level of education that he/she expects to achieve (Furlong & Cartmel, 1995). Level of aspiration is the level of difficulty of goals which the individual sets for himself. Educational aspiration is a significant factor for the enhancement of the education of a person. It is a crucial aspect of individuals' attaining goals. Level of education of the mother has a significant impact on their children's educational aspiration (Chowdhury, 2018).

Academic performance is the end-product of all educational endeavours. It is the measurement of a learner to see what he achieves. Academic performance whether it may success or failure in education is always related to educational aspiration. Educational aspiration is that how much education a student thinks he or she will attain.

Review of Related Literature

Sewell, William H. and Vimal P. Shah (1968) studied with a purpose to examine the relationship of discrepancy and of consistency in parents' educational achievements to several aspects of educational aspirations and achievements of their children. The study showed that

parents' educational achievements are positively and significantly related to perceived parental encouragement, college plans, and college attendance with or without controlling for children intelligence.

Strawinski, Pawel (2011) compares educational aspiration in the selected region using statistical technique and study the relationship between educational aspiration and socio-economic factors. The study found out a positive relationship between educational level of parents and educational aspiration of the students.

Smoke, Kayla (2013) examined through his research paper on the relationship between parents' education and their children's educational aspiration. The paper revealed that parents' level of education has an impact on their children's educational aspiration.

Rajesh V.R. and Chandrasekaran, Dr. V. (2014) tried to explore the educational aspiration of high school students in relation to certain personal and demographic variables. The result revealed that no significant difference in High school students' educational aspirations with respect to their type of school Management, Educational qualification of father, Educational qualification of mother, occupation of father and family income.

Baishya, Mitali (2016) conducted a study on 100 weavers to know the educational and vocational status of women weaver of Sualkuchi silk industry. The study found out that the educational status of women weavers is not satisfactory. Almost 57 per cent of the weavers have passed primary level education, 24 per cent secondary level and only 5 per cent has attended college education. Among the sample weavers 12 per cent are found illiterate. Most of them deprived of school education due to poor economic condition.

Saikia, Pallabi (2017) investigates the educational aspiration of tribal and non-tribal higher secondary science stream students. The sample of the study consists of 100 students from Sonitpur district of Assam. Survey method was used for collection of data. The result of

aspiration of tribal and non tribal students.

Significance of the Study

Sualkuchi has an outstanding tradition of excellence in production of thousands of weavers and helpers. But more than 98 Per cent weavers of Sualkuchi silk industry are migrants from nearby districts who come as a result of lack of employment opportunity at their place of origin. Most of them deprived of school education due to poor economic condition. The educational status of women weavers of Sualkuchi is low and their social status is also deplorable. The weavers work for 8-10 hours a day with a little break of 2 hours in noon. But sometimes they have to work more than that, particularly before festivals (Baishya, 2016).

The weaver parents spend most of their time in weaving, only a little time they can spend with their children, hence the educational aspiration and academic performance of their children's is considerable one. From the review of literature, no study is found about weavers' children's educational aspiration and academic performance of Sualkuchi. Therefore it seems necessary to study about the relationship of educational level of parents on educational aspiration and academic performance of their children.

Objectives of the Study

1. To study the relationship between educational level of weaver parents and educational aspiration of their children.
2. To study the relationship between educational level of weaver parents' and academic performance of their children.

3. To study the relationship between educational aspiration and academic performance of children of the weavers.

Hypotheses of the Study

1. There exists significant relationship between educational level of weaver parents and educational aspiration of their children.
2. There exists significant relationship between educational level of weaver parents' and academic performance of their children.
3. There exists significant relationship between educational aspiration and academic performance of children of the weavers.

Delimitation of the Study

1. The study is confined only to the secondary schools of Sualkuchi of Kamrup district of Assam.
2. The weavers who are presently engaged in different looms of Sualkuchi village are considered as population for the study.
3. Only 118 children of weavers who appeared H.S.L.C. examination in the session 2016-2017 are taken as sample for the study.
4. The mother weavers of the targeted children are taken as weaver parents for the study.

Methodology

Descriptive survey method was employed for the purpose of survey the population in the study. Due to the unavailability of statistical record regarding weavers' children of secondary school, the investigator has found no scope in providing total population. Hence using purposive sampling technique procedure 118 weavers' children are selected as sample. The mother weavers' of the targeted children are also taken to make inquiries about the relationship between educational aspiration and academic performance of children and educational level of their parents.

Tools

For the present study Level of Educational Aspiration Test (LEAT) scale is used in order to collect the data of educational aspiration of the targeted children. As the targeted children also have to fill up the information sheet where father's education and mother's education is required; on the basis of the information of the respondent children of the weavers the data of educational level of parents are collected by the investigator. The educational level of parents are coded into six categories, namely: (i) Illiterates; (ii) Literates but not completed primary education; (iii) Completed primary education; (iv) Completed high school education; (v) Completed higher secondary education and (vi) Graduation and above.

In order to collect the data regarding academic performance of children, the investigator developed a data sheet and gathered the marks of H.S.L.C. examination of the weavers' children from the office of the schools.

Description of the Scale

Level of Educational Aspiration Test (LEAT) scale developed by Yasmin Ghani Khan has contained 30 items of statements to be responded in 'Yes' or 'No' accords to the respondents' views, experiences and wishes. On the basis of the scores the respondent children of the weavers' of the secondary schools of Sualkuchi village are categorized as high, average and low. The co-efficient of co-relation of the LEAT was calculated to be 0.92.

Statistical Techniques Used

To analysis and interpret the collected data simple percentage and χ^2 is used in the present study. **Analysis and Interpretation of data**

Objective No.1: To study the relationship between educational level of weaver parents and educational aspiration of their children.

H_1 : There exists a significant relationship between educational level of weaver parents and educational aspiration of their children.

Relationship between educational level of weaver parents and educational aspiration of their children is studied by using χ^2 technique of correlation.

Table: 1 Relationship between educational level of parents and educational aspiration of their children

χ^2	df	Level of significance		Significant or non-significant
		At 5 % level	At 1% level	
31.09	10	18.307	23.209	Significant

Table: 1 concluded that there exists significant relationship between educational level of weaver parents and educational aspiration of their children. Smoke (2013) revealed that parents' level of education has an impact on their children's educational aspiration. Rejesh and Chandrasekaran (2014) investigated that no significant difference in High school students' educational aspirations with respect to educational qualification of mother. High educated parents encourage their children, always keep an eye in preparation to school, help them in doing homework and keep the contact with their class teachers and try to understand the improvement of their children. On the other hand all these things are found absent in case of low educated parents.

- To study the relationship between level of education of weaver parents and academic performance of their children.

H_1 : There exists significant relationship between level of education of weaver parents and academic performance of their children.

The relationship between educational level of weavers' parents and academic performance of their children is studied with the help of χ^2 technique.

Table: 2 Relationship between educational level of weaver parents and academic performance of their children

χ^2	df	Level of significance		significant or non-significant
		At 5% level	At 1% level	
39.84	10	18.307	23.209	Significant

The computed value of χ^2 is much greater than the tabulated value at both 5% level of significance and 1% level of significance. So there exists significant relationship between level of education of weaver parents and academic performance of their children. Academic performance of children greatly influence with level of education of their parents. Arumoly and Arumoly (2017) explored that there was a significant relationship between in the performance of the students in respect to their parental involvement. The result implies that the highest the involvement of parents enhances the performance of the students.

- To study the relationship between educational aspiration and academic performance of children of the weavers.

H_1 : There exists significant relationship between educational aspiration and academic performance of children of the weavers.

Table: 3 Percentage of relationship between educational aspiration and academic performance of children of the weavers'

Level of educational aspiration	Academic performance of children of the weavers		
	High	Average	Low
High	20 (9.8%)	28 (30.9%)	
Average	2 (10.2%)	42 (32.2%)	6 (13.56%)
Low	2 (4.1%)	6 (12.9%)	12 (3.1%)

Table: 4 Relationship between level of educational aspiration and academic performance of children of the weavers

χ^2	df	Level of Significance		Significant or non-significant
		At 5% level	At 1% level	
31.09	4	9.488	13.277	Significant

The calculated value of χ^2 is much greater than the critical or tabulated value of both at 5% level of significance and 1% level of significance. So there exists significant relationship between educational aspiration and academic performance of children of the weavers'. Naqvi & Khan (2018) reported that a positive and significant correlation exists between level of educational aspirations and academic achievement of general category students. Khattab (2015) noted in the study that holding high aspirations seems to positively influence school achievement. High aspirations should be reinforced by equipping the students, particularly those coming from poor and disadvantaged families, with the necessary skills, addressing their learning needs and improving the information and the opportunities they receive. These extra steps and interventions (beyond raising aspirations) can lead to higher level of expectations and self-efficacy, which in turn help raising school performance.

In the present study children of weavers suffers not only from economical support of the family but also sufficient involvement of the mothers. For that reason the children of the weavers are found in setting of average educational aspiration as well as average in academic performance.

Findings of the Study

In this study the relation of educational level of mother weavers' on educational aspiration and academic performance of their children is examined by the use of χ^2 technique; the findings are summarized as follows-

Conclusion

The present study has lot of significance for parents and adolescents as it deals with the important aspects of adolescents' developmental variable like educational aspiration which is determined by parental involvement. Parental involvements always related with educational level of the parents and the study investigated that educational aspiration and academic performance of children has direct relation to their parents' educational level. The findings of the study give an insight to the parents to develop a positive attitude to their children and provide them emotional security. Weaver parents should try to raise the parental sentiment in their children in such a way that can make children capable to fight against their unfavourable living condition.

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18. Classroom Environment: Role of the Teachers Teaching English Language in the Secondary Schools of Assam: A Case Study on Some Secondary Schools of Barpeta District

Md Shahidul Islam

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Introduction

Teaching English today has been a complex and challenging job. This is because ELT (English Language Teaching) as a discipline has undergone a lot of changes and paradigm shifts over the decades. Changing socio-cultural environment has not only warranted the urgent need for a relook at the redefinition of objectives, priorities and approaches but has also brought in its wake newer problems and complexities that demand equal attention for their redressa

The district Barpeta has 2064 Primary schools,417 Middle English schools,220 High schools, 22High Madrassa,44 Higher Secondary Schools and 3 Junior Colleges (Provincialised) 6 Sanskrit Schools and 12 Senior Madrassa. Nos of educational Circle is 09, as Kalgachia, Barpeta, Sarupeta, Bajali, Baghbor, Bornagar, Chenga, Gomafulbari and Sathebari. Majority of the rural population is dependent on the educational infrastructure within the district . For higher studies economically high classes also avail the education facilities in Guwahati (as per record available with the office of the inspectors of Schools Barpeta District Circle). Through this paper an attempt is made to focus how the well Educational Environment helps the teachers as well as the learners for teaching and learning English easy and comfortable in the Secondary Schools under the study of the district.

Significance of the Study

At the present day in Assam, like other part of India and elsewhere English has come to be widely regarded by students and parents alike as the language of opportunity , opening the door to higher education, a better job, upward social mobility and so on. A better foundation in the language is sure to entitle the learners to all these prospects in the modern world. But English teaching and learning in the vernacular medium Schools in the district remains deplorable on

account of various factors. Result analysis carried out by SEBA in 2015-16 shows that Barpeta district stands lower position in the category of result in English subject in the list of Bottom 15% schools registering 0% pass or 100% fail in English in HSLC Examination of 2014 and all these schools are Assamese Medium schools (as per SEBA result). Another analysis of the result of the HSLC Examination under SEBA for the period from 2010-2016 reveals that 70-80% of unsuccessful students fail in English (as per SEBA yearly result book record).

Objectives of the Study

Thus the broad objectives of the study are –

- To investigate the problems of teaching and learning English in the Vernacular Medium secondary schools in the districts questioned of, Assam.
- To evolve and suggest remedial measures for eradication of the problems as well as improvement of ELT situation in the area under study.
- To identify the Causes which are laggardness of the Students of most of the Assamese Medium Schools.
- To ascertain the extent of the gap in English teaching and learning between the Schools of Southern and Northern part of the Barpeta district.

Classroom Atmosphere

After visiting some secondary schools of remote areas of Barpeta district a clear observation of teachers classroom performance came to the glance which bring out some more significant revelation. Here 58% of the teachers who claimed to have used 50% English in their classroom transaction were found to have used 100% Assamese in their instruction. Only 10.35% were found to have used around 15-20% English in their instructions while the rest were found endeavouring around 4-5% English in the class. But being it was mostly devoid of either grammatically or contextual/ situational appropriateness of English used by these teachers are rare.

Some Common Problems of Teaching Learning English in Remote Areas of Barpeta District

A major problem arises after observation and study of schools of this area's that the gap between students and teachers deep relationship and their neglecting manner of using/speaking English in the English classes. While the study group traced the root came of the problem to the practice of over-independence of the teachers on the old grammar – transaction method and the

non-availability of guidance and materials facing a continuous problem of English teaching and learning amongst the teacher and students. The vernacular medium secondary schools of this area are no exception to reflect this regard as they have been found to reflect this phenomenon as a magnitude that calls for consideration of some early and effective remedial action. In the English classroom the teacher always rely on vernacular medium communication.

i. Problem arises accordingly interpretation of students' questionnaire

The students of the different secondary vernacular medium schools are asked a few questions in order to their deficiency or poor performance in English. Whether they face certain problems in learning English at their respective schools. The following Table shows the response from the students.

Table -1 Problems of learning English identified by students

Total No. of students = 1250

Problems	No. & P.C. of students identifying the problems	
Teachers don't/ can't teach English well	224	17.92%
Syllabus is tough	387	31.08%
Exposure to English is insufficient	735	59.03%
School environment is not satisfactory	648	52.14%
Motivation is not adequate	457	36.70%
Infrastructure facilities are not adequate	790	63.45%
Parental support is not adequate	338	27.07%
Classes are over crowded	645	51.80%
Socio-cultural environment is not suitable	822	66.02%
Student himself/herself lacks aptitude for learning English	422	33.89%
Economic condition of home is not good	455	37.21%

It has been also observed that a large number of students don't enjoy the English class. They don't feel comfortable in English class as they feel that English is a tough subject. Moreover, some students feel nervous and confused with speaking or interacting in English as they suffer from fear of being laughed at while speaking English in the class.

Again in the question indicates that the teachers' use of English speaking/talking in the classroom instruction, the respond has come from the students that less than 10% teachers use English as instruction in the classroom. Almost majority of the teachers make no use of English at all in their classroom teaching. Again students were asked to indicate if their teachers

translated everything in the lesson into Assamese and English while teaching English meaning thereby, whether they use Grammar Translation method, Direct method or Bilingual method. Data available here indicate that as per opinion of 60% of the students, teachers explain everything in the lesson into Assamese while teaching English in the class. Again 38% students opined that the teacher explain everything in both Assamese and English medium in the English class. On the other hand, only 2% students explain their opinion that the teachers use everything in English as instruction in the English class.

So to sum up, the problems of teachings and learning English from the students' point of view are:-

- Tough syllabus
- Inadequate infrastructural facilities of school.
- Teacher incompetence
- Insufficient exposure to English
- Inadequate motivation at school.
- Inadequate parental support.
- Overcrowded classes.
- Poor home background of students.
- Low aptitude to learn English.
- Classroom anxiety unsuitable socio-cultural environment.
- Unsuitable classroom practices.
- Lack of opportunity to use English
- Insufficient remedial teaching.

Recommendations

From the study in the various angles it is seen that it is urgently needed to improve the Teaching learning of English languages in the vernacular medium secondary schools of Assam along with each part of the state. So that English is the window of the world. No one can expect better job and better life opportunity without the development of English. But the platform is the school classroom. In connection of this some probable suggestions put forward are as follows:-

- Number of trained and efficient teachers be increased.
- Training in ELT be provided to the teachers at regular intervals.
- Seminars, workshops etc be arranged from time to time.

- More teaching learning materials be supplied to the schools.
- English be taught well at the lower level.
- Teacher should use English as the instruction in the English class.
- School library be developed with suitable English books for the learners.
- Special recruitment policy be formulated to select specially qualified and competent teachers to teach English.
- Teachers with English method in B.T., B.Ed., TET qualified with major subject of English be appointed for the job of English teaching.
- School environment be developed.
- Syllabus should be centred to the needs of the learners.
- Special English classes, classes on spoken English be arranged.
- Shortage of trained and efficient teachers be removed.
- Guardians/Parents awareness be increased.

List of some Secondary schools under the the study of Barpeta District: (Assamese medium)

1. Padmapara High School
2. Khongra High School
3. Chenga girls' High School.
4. Karaikhaity High School.
5. Azgar Ali Memorial High School
6. Kholabanda High School
7. Kukarpar High School
8. Bagmara Char High Shool
9. Jonia High School
10. Kardaighuri High School
11. Pazarbanga High School
12. Palhazi Girls' High School
13. Uzirar Char High School
14. Khandakar para High School
15. Pub Chenga High School

List of Some Higher Secondary Schools under the Study of Barpeta District: (Assamese medium)

1. Tarabari HS School
2. Dr. Zakir Hussain HS school
3. HS school
4. Baghbar HS school
5. Balikuri HS School
6. Chenga HS School
7. Barbala HS School
8. Barpeta Vidyapeth H.S School
9. Sajani Kanta H.S School
10. Bhella HS School

Conclusion

A suitable environment conducive to learning is very essential in any educational institution. This is as much important for learning in general as for learning English in particular. This is linked to the infrastructure as well as resource status of the school. A good resource status both human and material in a school contributes to the growth of a healthy and effective learning-teaching environment in it with good teachers, good facilities, healthy practice, ample opportunities for learning and using English and plentiful exposure to the target language. As per the survey conducted, it has been seen that 36.79% students lack aptitude for learning English and only 39.72% have claimed mastery in the language skills. Again 59.81% of them can't write English correctly as established by the study. Moreover, 70% teachers and 72% of the Heads of the schools mark them as having low aptitude for learning English for which low aptitude of the students have been a problem of teaching and learning English properly and correctly in the schools

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ACADEMIC PERFORMANCE OF CHILDREN OF THE WEAVERS IN RELATION TO EDUCATIONAL LEVEL OF THEIR PARENTS

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ABSTRACT

Handloom weaving industry occupies a distinct and unique place in the Indian economy. It is also an expression of deeply rooted cultural and social tradition in India. In Assam, the handloom weaving industry has been playing a significant role not only in human life but in the economy of the state also. Weaving industry is one of the major village industries which provide a solid basis for rapid growth of income in the state. Sualkuchi in this context is associated with weaving from time immemorial and the economy of the village is primarily dependent on weaving. Sualkuchi claims a reputation of its own which is unique in so far muga and pat silk fabrics are concerned. More than 80 per cent of the total households in the village is dependent on weaving as their principal source of income. The present study is an attempt to study the academic performance of children of the weavers, the educational level of their parents and the relationship between the academic performance of children and the educational level of their parents. The sample of the study consists of 118 students of class X selected by purposive sampling technique from four selected secondary schools of Sualkuchi. The result of the H.S.L.C. examination is taken as the index of academic performance of the selected students. The study reveals that the academic performance of children of the weavers is average and there exists a significant relationship between academic performance and educational level of their parents.

KEYWORDS: Academic Performance, Children, Weaver

Article History

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INTRODUCTION

India is a powerhouse of silk production. It is notable in producing all four commercially used varieties of silk i.e. mulberry, tussar, eri and muga. The handloom sector occupies a distinct and unique place in the Indian economy. Apart from providing basic necessities of life, it plays a crucial role through its contribution to industrial output, employment generation and export earnings of the country. Assam has embossed an inimitable identity with its Paat and Muga silk which rank the finest in the world. The handloom industry of Assam accentuates the creative mastery of the local weaver and thus representing the splendid cultural heritage and traditional legacy of Assam. In Assam especially in Sualkuchi, handloom weaving is the earning source of the people. Handloom industry has its own significance in the economy. In terms of impact and coverage, handloom weaving stands next only to agriculture particularly in rural areas of Assam. Sualkuchi is a pioneer center in the handloom and weaving industry particularly silk weaving in the state for which the village is also popularly known as the Manchester of Assam. Handloom weaving is a way of life and intensely linked

with Assamese culture and heritage. Handloom industry of Assam is known for its rich tradition of making handloom handcraft products. It also plays a very important role in the socio-economic development of the state.

NEED OF THE STUDY

Sualkuchi is a multi-caste village under Guwahati sub-division of Kamrup district of Assam, situated on the bank of the mighty river Brahmaputra at a distance of 30 km West of Guwahati. The handloom activity of Sualkuchi is a household-based activity. The manufacturing processes are carried on by the family members themselves or by professional weavers. With the help of Handlooms, weavers weave various kind of traditional cloth. Handloom weaving is the life of most of the people of Sualkuchi. So the professional weavers have to satisfy the needs of the master weavers, families and other prominent persons. Although weavers engage most of their time in Handloom weaving activity, they have also their own families with school-going children. The academic performance of their children is also the concern of them. They have the expectation of their children's performance. They also have high aspiration towards the establishment of a goal or attainment of success. Education of parents is a considerable factor in their children's performance. As the weavers are illiterates how their children aspire the result in H.S.L.C. examination is a matter of concern. The study explores that the level of education of the parents affects their children's academic performance. Academic performance and the level of education of the parents have a significant relationship.

STATEMENT OF THE PROBLEM

In view of the studies already done and objectives of the study, the present study has been titled "ACADEMIC PERFORMANCE OF CHILDREN OF THE WEAVERS IN RELATION TO EDUCATIONAL LEVEL OF THEIR PARENTS".

OBJECTIVES OF THE STUDY

The objectives of the present study are

- To find out the academic performance of children of the weavers of Sualkuchi.
- To find out the level of education of father weavers of the children.
- To find out the level of education of mother weavers of the children.
- To study the relationship between the level of education of father weavers and the academic performance of children.
- To study the relationship between the level of education of mother weavers and the academic performance of children.

HYPOTHESES OF THE STUDY

In order to accomplish the objectives, the following hypotheses have been formulated

H₁: The academic performance of children of the weavers of Sualkuchi is high.

H₂: The level of education of father weavers of the children is low.

H₃: The level of education of mother weavers of the children is low.

H₁: There exists a significant relationship between the level of education of father weavers and the academic performance of their children.

H₂: There exists a significant relationship between the level of education of mother weavers and the academic performance of their children.

DELIMITATION OF THE STUDY

- The study is delimited to the weaver parents of the sampled children who presently engaged in different looms in Sualkuchi of Kamrup district, Assam.
- The study is delimited to those children who appeared in H.S.L.C. examination under SEBA for the session 2016-2017.
- The study is delimited to the weavers of Sualkuchi of Kamrup district, Assam.

OPERATIONAL DEFINITION ON THE TERMS USED

Academic Performance

The success met by the students (Weavers' children) in their High School Leaving Certificate (HSLC) examination conducted by Board of Secondary Education, Assam (SEBA) in the session 2016-2017 is denoted by academic performance.

Weaver

A person who weaves at a loom. In Sualkuchi, three types of weavers are seen, they are

- Master weaver: One who does not perform the art of weaving but look after the organization aspects. (Owner of the loom)

Organizer weaver: One who organizes or owner of the looms and weaves also.

Contract weaver: One who weaves at others loom on payment of work.

RELATED LITERATURE

Wingma & Stasiah Mohamed (2004) conducted a study to assess the academic performance, occupational aspirations of students from technical secondary schools. Two hundred forty-three students participated in the study. The findings of the study showed that technical secondary school students have high educational aspirations. Majority of them plan to study for at least a Bachelor degree. About 76% of them plan to enroll in engineering. About 60% of the students have an average general academic ability and about 60% have an average general academic ability in mathematics and sciences. No significant correlations were observed between general academic ability and educational aspirations and occupational aspirations. The majority of the students were planning to go to college for further education, the area of studies and the occupation they aspired for. Students were generally knowledgeable about the field of studies and the occupations they aspired for.

Winga Maureen Adhiambo, Agak John Odwar and Ayere A. Mildred (2011) in their studies on "The Relationship among Schools Adjustment, Gender and Academic Achievement amongst Secondary School Students in Kisumu District Kenya" investigated the levels of school adjustment and its relationship with academic achievement.

There exists a significant relationship between the level of education of father weavers and the academic performance of their children.

There exists a significant relationship between the level of education of mother weavers and the academic performance of their children.

DELIMITATION OF THE STUDY

- The study is delimited to the weaver parents of the sampled children who presently engaged in different looms in Sualkuchi of Kamrup district, Assam.
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OPERATIONAL DEFINITION ON THE TERMS USED

Performance

The success met by the students (Weavers' children) in their High School Leaving Certificate (HSLC) examination conducted by Board of Secondary Education, Assam (SEBA) in the session 2016-2017 is denoted by performance.

A person who weaves at a loom. In Sualkuchi, three types of weavers are seen, they are

- Master weaver: One who does not perform the art of weaving but look after the organization aspects. (Owner of the loom)
- Entrepreneur weaver: One who organizes or owner of the looms and weaves also.
- Wage weaver: One who weaves at others loom on payment of work.

REVIEW OF RELATED LITERATURE

Barkar AB Rahim & Shashiah Mohamed (2004) conducted a study to assess the academic performance, educational and occupational aspirations of students from technical secondary schools. Two hundred forty-three students were involved in the study. The findings of the study showed that technical secondary school students have high educational aspiration. Majority of them plan to study for at least a Bachelor degree. About 76% of them plan to enroll in technical courses, especially in engineering. About 60% of the students have an average general academic ability and about 30% have an average general academic ability in mathematics and sciences. No significant correlations were observed between academic achievement and educational aspirations and occupational aspirations. The majority of the students were confident in obtaining a place for further education, the area of studies and the occupation they aspired for. Students were moderately knowledgeable about the field of studies and the occupations they aspired for.

Winga Maureen Adhiambo, Agak John Odwar and Ayere A. Mildred (2011) in their studies on "The relationship among Schools Adjustment, Gender and Academic Achievement amongst Secondary School Students in Kisumu District Kenya" investigated the levels of school adjustment and its relationship with academic achievement.

Gender differences in school adjustment were also examined. A cross-sectional research design was employed. The population was 4500 students. The sample consisted of 450 secondary school students with a mean age 18.38, S.D. 1.5. The form four classes in the selected schools were used. Questionnaires, as well as official KCSE examination marks were used to collect data in the study.

Data were analyzed using descriptive statistics like the mean, frequency counts and percentages. The inferential statistics that were used were t-test. They found that there were no significant differences between high achievers and low achievers in dedication, engagement, and school adjustment. The study recommends that the study environment of high achievers be further scrutinized.

Hafiz Muhammad Waqas Rafiq, Tehsin Fatima, Malik Muhammad Sohail, Muhammad Safiq, Muhammad Ali Khan (2013) studied to explore the effect of parental involvement in the academic achievement of secondary school children. The research was conducted in Allama Iqbal Town, Lahore city. A total of 150 students (Boys and Girls) in the class of secondary school students (public and private) were taken as respondents. Four schools were selected through random sampling which includes one boy and one girl from each of the public and private schools categories for the better representation of both boy and girl students in the sample frame of the present study. A survey questionnaire was used as a tool for data collection. After the data collection, the study has found that parental involvement has a significant effect on the better academic performance of their children. The study has proved that parental involvement enhanced the academic achievements of their children.

Dash Satya Narayan (1995) aims to highlight the differences, if any, that exists within the handloom industry. Traditionally, the industry is divided on the basis of caste and each caste has specialization both in terms of yarn-count and product. Thus, one of the objectives of the study is to assess the economics of handloom weaving among different caste groups with a view to identifying the process of decline.

The decline of handloom is often associated with increasing competition from the mill sector. It is suggested that the mill sector competes with the handloom in the sphere of superior and fine fabrics.

The present work aims to examine the impact of the mill sector on the economy of handloom, both by studying the structure of demand in the neighborhood for the handloom and non-handloom and by studying the desertion of weaving enterprises. The second objective of the study is to assess the effect of competition on the handloom industry and differences between different caste groups.

Baishya, Prahin (1986) in his study on "Small and Cottage Industries: A case study in Kamrup district of Assam" stated that Assam occupies a unique position in sericulture by producing all the four varieties of silk, viz, Mulberry, Muga, Eri and Tasar. As the most labor intensive agro-based industry covering host plant plantation and rearing and reeling stages, sericulture provides jobs to a large section of the agricultural population on a secondary occupation and generates income to supplement the income from agriculture.

In this study, it is found that most of the commercial looms weaving particularly Mulberry and Muga fabrics are concentrated since time immemorial in Sualkuchi. The study highlighted some issues like a number of looms, employment, position, capital investment, problems of Sualkuchi industry, etc.

DAS, KALYAN (2000) conducted a study titled "Women weavers of Sualkuchi: The silk town of Assam" special reference to women weavers engaged in the silk industry" pointed out that there was 15000 silk looms in Sualkuchi.

households. Survey attempts to unfold the salient features of the silk weaving industry of Sualkuchi. It discusses the infrastructure, input, and output of the industry, management of the industry, the social background of the weavers, the problem of the weavers, income of the weavers, etc. From this study, it was found that there is not much difference in status and earning of the male and women weavers in the town. Economic conditions of the weaver families were found to be not very bad. Altogether 20 per cent of the weaver family lived below the poverty line. From the study, it was also found that illiteracy was greater among the women weavers and about 30 per cent were illiterate.

Deka, Latika (2012) in her study on " Socio-Educational study of the weavers of Sualkuchi: The Silk town of Assam" studies the Sualkuchi silk handloom cluster which covers 15 villages to find out the socio-economic status, educational level, working and health condition of weavers and the potentiality of Sualkuchi silk industry for employment generation among the rural masses. In her study, she has found that the overall socio-economic status of wage weavers is not satisfactory. Working and health condition of the weavers are also not sound. She also highlighted some difficulties relating to the potentialities of Sualkuchi silk industry for employment generation among the rural masses. The main difficulty is in marketing that lies in the seasonality of demand. The demand for fabric rises on the eve of Durga Puja Festival i.e. September – October and in marriage seasons from January to April. Demand for products falls for about four months that is from May to August.

METHODOLOGY

Method

The present study falls under the descriptive survey method.

POPULATION AND SAMPLE

Population of the Study

All students of class X who enrolled in 2016 and appeared the matriculation examination under SEBA in the year 2017 from 4 high schools of Sualkuchi are the population for the study.

Using purposive sampling 118 students are selected as sample. Then 236 weavers i.e. the mother and father weavers of the sampled students are taken as sample using purposive sampling.

PROCEDURE OF DATA COLLECTION

For the present, study data and information connected with the objectives are collected from the high schools and the parents of the weaver children by the investigator personally.

Statistical Techniques Uses

Tabulation of data, percentage, graphical presentation and χ^2 is used in the study.

Analysis and Interpretation of Data

Objective No. 1: To find out the academic performance of children of the weavers.

H₁: The academic performance of children of the weavers is high.

Regarding the academic performance of children of the weavers', the data were collected from the sampled schools. Here the marks obtained by the sample children in H.S.L.C. examination conducted by SEBA were considered as

academic performance. It has been assigned as high, average and low academic performance on the basis of percentage marks.

Table 1: Percentage of Academic Performance of Children of the Weavers

Category of Academic Performance	Children of the Weavers
High	24 (20.34%)
Average	76 (64.41%)
Low	18 (15.25%)
Total	118

Source: Investigator's field survey

Interpretation

Table 1 shows that out of 118 children of the weavers' 24 i.e. 20.34 per cent children have high academic performance, 76 i.e. 64.41 per cent children have average academic performance and 18 i.e. 15.25 per cent children have low academic performance in H.S.L.C. examination in the session 2016-2017.

From the investigation, it is found that the academic performance of children of the weavers' is mainly average. A large amount of children i.e. 64.41 per cent possesses average academic performance and 20.34 per cent children possess high academic performance.

The percentage of academic performance of children of the weavers' is illustrated through the following diagram-

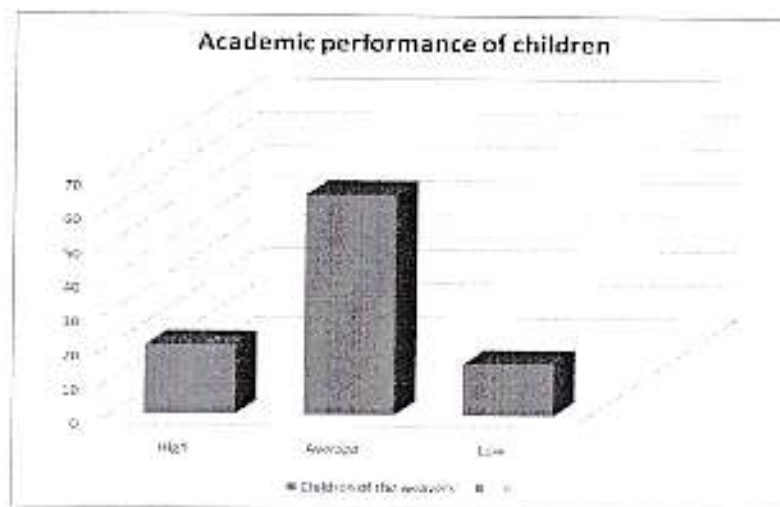


Figure 1

Objective No. 2: To find out the educational level of father weavers of the children.

H₂: The educational level of the father weavers is low.

Table 2: The Educational Level of the Father Weavers in terms of Percentage

Sl. No.	Educational Level of Father Weavers	Total No. of Fathers	Percentage (%)
1	Illiterates	38	32.2%
2	Literate but not completed primary education	18	15.25%
3	Completed primary education	23	19.49%
4	Completed High school education	8	6.78%
5	Completed higher secondary education	20	16.95%
6	Graduation and above	11	9.3%
	Total	118	

From the investigation 32.2 per cent father weavers are found illiterates and only 9.3 per cent father weavers graduation. Hence it is proved that the educational level of the father weavers is low.

Objective No. 3: To study the relationship between the educational level of father weavers and academic performance of their children.

H₀: There exists a significant relationship between father weavers and the academic performance of their children.

To find out the relationship between the educational level of father weavers and academic performance of their children χ^2 value is calculated-

X ²	Df	Level of Significance		Significant or Non-Significant
		At 5% Level	At 1% Level	
38.94	10	18.307	23.209	Significant

The study reveals that there exists a significant relationship between the educational level of father weavers and the academic performance of their children.

Objective No.4: To find out the educational level of mother weavers of the children.

H₁: The educational level of mother weavers is low.

Table 3: The Educational Level of Mother Weavers in Terms of Percentage

Sl. No.	Educational Level of Mother Weavers	Total No. of Mothers	Percentage (%)
1	Illiterates	50	42.37%
2	Literate but not completed primary education	13	11.02%
3	Completed primary education	12	10.17%
4	Completed High school education	20	16.95%
5	Completed higher secondary education	13	11.02%
6	Graduation and above	10	8.47%
	Total	118	

The study reveals that 42.3 per cent i.e. most of the mother weavers are illiterates and only 8.47 per cent are graduates. So the educational level of the mother weavers is low.

Objective No.5: To study the relationship between the educational level of mother weavers and academic performance of their children.

H₂: There exists a significant relationship between an educational level of mother weavers and academic performance of their children.

For studying the relationship between the educational level of mother weavers and academic performance of children χ^2 value is computed-

χ^2	Df	Level of Significance		Significant or Non-Significant
		At 5% Level	At 1% Level	
37.68	10	18.307	23.209	Significant

The table reveals that a significant relationship exists between the educational level of mother weavers and academic performance of their children.

FINDINGS OF THE STUDY

On the basis of the analysis and interpretation of data, the major findings of the study have been found as follows:

- The study reveals that the academic performance in H.S.L.C. examination of the children of the weavers is not average. From the analysis of objective No.1, 64.41 per cent children are found of average academic performance and 20.34 per cent children of the weavers possess high academic performance.
- The study reveals that the educational level of father weavers is low. 24.6 per cent father weavers are illiterate from the study.
- There exists a significant relationship between the level of education of father weavers and the academic performance of their children.
- Shih-Feng, T. (2016). The Study of the Phenomenon of Fangliao Immigrant Residents' Children Getting Academic Performance in Taiwan.
- The educational level of mother weavers is low. From the analysis of data 42.37 per cent mother weavers are found illiterates. Only 8.47 per cent mother weavers possess graduation.
- From the study, a significant relationship between the educational level of mother weavers and academic performance of their children are found.

SUGGESTION

Level of education of parents is a factor of the academic performance of their children. Parents education and children's academic performance has a significant relationship. As most of the weavers are wage weavers, they are not only poor in educational level but also live in below poverty line. So their children always deprived of the normal educational standard. Schools should provide mid-day meal and free books to secondary school students for encouraging them to do better in academic performance. Remedial and special classes should be arranged in school for tutorial treatment of these students. The students should be counseled to concentrate on their academic performance in H.S.L.C. examination.

CONCLUSIONS

From the study, it is revealed that the academic performance of the children of the weavers is not low. 64.41 per cent possess average academic performance, 20.34 per cent children possess high academic performance; whereas 15.25 per cent possess the low academic performance in H.S.L.C. examination. The educational level of parents is positively and significantly related to their children's academic performance.

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Influence of Academic Stress on Academic Achievement of IX standard students of Kamrup (Rural) District of Assam

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Abstract: The present study was investigated to explore the difference in academic stress and academic achievement of IX standard students with respect to their gender and type of school and to observe the relationship between academic stress and academic achievement of the students of assamese medium co-educational high school of Kamrup (Rural) District of Assam under the Board of Secondary Education, Assam. To conduct the research, 150 students in five high schools were selected as sample using proportionate stratified random sampling method. The investigators adopted the stress inventory for school students consisted of forty items (Hindi version) developed by Seema Rani and Dr Basant Bahadur Singh to measure the academic stress and the scores obtained by the students in annual examination were taken for the study. Pearson's product moment of correlation was employed to find out the relationship between academic stress and academic achievement of students. The present study revealed that there is no significant difference in academic stress and academic achievement with respect to their gender. Significant difference is there in academic stress and academic achievement between private and provincialised high school students. The present study also explored positive correlation exists between academic stress and academic achievement of the students.

Keywords: Academic stress, gender, type of school, academic achievement.

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Introduction:

Stress is considered to be an integral part of human life now a days. Stress, in simple terms, is the feeling of anxiety, frustration, tension, worry, sadness etc. Stress is experienced by all ages of people which is normal and common. But it differs from individual to individual in degree or level. Although stress is considered as an essential condition for achieving success in

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23. Problems Of English Language Teaching and Learning in Assam : A Socio-Cultural Study of Chenga Educational Block of Barpeta District, Assam

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Introduction

Ligious peoples inhabitant. It is the State which is also known for its wildlife, archaeological site sand tea plantations. In the west, Guwahati , Assam's largest city, features silk bazaars and the hilltop kamakhya Temple . Umananda Temple sits on Peacock Island in Assam is a state in north-eastern India known for its differerent language, culture and rethe Brahmaputra river. The state capital, Dispur, is a suburb of Guwahati. The ancient pilgrimage site of Hajo and Madan Kamdev, the ruins of a temple complex, lie nearby. The state is covered with natural beauty ,multi cultured and multi linguistic people.

Barpeta is a district of Assam is having about 7 Blocks in its. All the schools in the District are divided into different blocks. Among the 7 educational blocks, Chenga is a block in the Barpeta district of Assam which is having about 24 Cluster in it. All the government and private schools of Chenga block are divided into different Clusters of the Schools. The different Clusters under Chenga educational block of Barpeta district are-Amrikhowa CRC Cluster, Bahari CRC Cluster, Bampara Cluster, Barbhita CRC Cluster, Barghopa CRCCluster, Barnara CRC Cluster, Belbari CRC Cluster, Burikhamar CRC Cluster, Chata CRC Cluster, Chenga CRC Cluster, Gabia CRC Cluster, Kasumara CRC Cluster, Khatiamari CRC Cluster, Kholabanda CRC Cluster, Mahachara CRC Cluster, Mairadia CRC Cluster, Mazdia CRC Cluster, Nirala CRC Cluster, Pathimari CRC Cluster, Pub Mahachara CRC Cluster, Sarthebari CRC Cluster and Tarabari CRC Cluster.

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**THE ENGLISH LANGUAGE TEACHING AND LEARNING SCENARIO OF ASSAM:
A STUDY BASED ON SOME SELECTED ASSAMESE MEDIUM SECONDARY
SCHOOLS OF BARPETA DISTRICT, ASSAM**

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ABSTRACT

The quality education in English language in the Assamese Medium Schools is decreasing day by day in Assam. There is general belief among the people of Assam that most of the provincialised and non-provincialised Vernacular Medium (Assamese Medium) schools fail to provide quality education; especially in the English language proficiency level is very low. The students of vernacular medium schools are scared of learning the English language. A large number of students from such schools every year pass the HSLC Examination at the mercy of the policy holders in the form of 'grace marks' in English. It is believed that even the most brilliant students from the vernacular medium schools may fail to achieve high standard or great success in English in the higher secondary or graduate level. It is because of their inability to develop the language skills associated with English. Sometimes teachers also face problem while teaching them English as from grassroots or upper primary level they have not acquired the desired skills of language acquisition. The present paper focuses the English Language Teaching and Learning Scenario of Assam: A study based on some Selected Assamese Medium Secondary Schools of Barpeta District. An attempt is made to highlight the challenges faced both the teachers and the students along with their suggestive and probable solutions.

Key Words: English Language, Language acquisition, Challenges, Proficiency.

Introduction:

English is an international Language. Teaching and Learning English is a challenging job in the present world. Changing socio-cultural environment has not only warranted the urgent need for a relook at the redefinition of objectives, priorities and approaches but has also brought in its wake newer problems and complexities that demand equal attention for their redressal. The importance of English language teaching and learning cannot be underestimated. In modern neo-liberal scenario the necessity of competence in English has become increasingly vital. The globalization has necessitated the teaching and learning of English language in an international perspective. Moreover the text materials on the subjects of technical education, science and medicine are available in English. The advance of multinational companies in all sectors of economy such as production, distribution and service sectors require personnel with a fair degree of language competence. The most of the competitive exams are also conducted in the priority of the medium of English.

The use of English in Assam has started as a historic-political 'accident' seems to have an economic-academic reality. The need for English as a language of 'opportunity' and 'development' has been pointed out by several educational commissions and expert bodies. While the demand increases on one hand, the quality of English language education in our state run institutions, more particularly in rural areas presents an abysmal picture. The report of the National Knowledge Commission (NKC), India as well as state Assam brings out rightly, "There is an irony in the situation, and English has been part of our education system for more than a century.



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RELATIONSHIP BETWEEN PSYCHO-SOCIAL WELLBING AND EMOTIONAL ASPECT OF ADOLESCENTS- A STUDY

**Ms. Kasturi Das
Dr. Moyuri Sarma**

Abstract

Psycho-social wellbeing infers psychological wellbeing and social wellbeing of an individual and whenever an individual is able to control his emotions or handle them in proper way then it is called as emotional adjustment. Psychosocial wellbeing and emotional adjustment of an adolescent brings a proper and positive direction to foster in life. The present study has been carried out to explore the level of psycho-social wellbeing and emotional adjustment level of adolescents on the basis of gender. The study also attempts to find out the relationship between psycho-social wellbeing and emotional aspect. Descriptive study was conducted among 115 adolescents (61 boys and 54 girls) who were selected by using proportionate stratified random sampling technique. For this purpose, 7 high schools were selected by simple random sampling technique. For the assessment of the psycho-social wellbeing and emotional adjustment, Wellbeing Index developed by prof. (Dr.) Vijayalaxmi Chouhan and Dr. Varsha Sharma (2016) and Adjustment Inventory for School Students developed by A.K.P. Sinha and R.P. Singh (revised 2017) has been used. Data was analyzed by using t-test and Pearson's Product Moment Method. The study revealed that majority of students belong to the average level of psycho-social wellbeing and emotional adjustment level. There is a significant difference between adolescent boys and girls regarding the level of psycho-social wellbeing. But there exists no difference in the level of emotional adjustment. The study also revealed that there is no correlation between psycho-social wellbeing and emotional aspect of adolescents.

Key word: Psycho -social wellbeing, adolescents, emotional aspect, emotional adjustment

INTRODUCTION:

Adolescence is the most important and crucial period of individuals' life. It is a period beginning with the onset of puberty and ending when individuals assume adult roles and responsibilities (Baron,2006). Profound physical, social, emotional and the like changes take place in this period and adolescents also undergo lot of problems during this phase. Stanly Hall regards it "a period of great stress and strain, storm and strife." (Mangal,2004). It is a vulnerable time when the teenagers may develop unhealthy habits that grow into problems in their adult

life. Through psycho-social wellbeing problems faced by adolescents can be descend in a better way.

1.1 PSYCHO-SOCIAL WELLBEING

Psychological wellbeing and social wellbeing of an individual is known as psycho-social wellbeing. Psycho-social wellbeing helps an individual to make balanced adjustment with the environment and its components and it also provide direction to foster in life.

1.2 ADOLESCENCE

Adolescence is called the period of teenage and this period runs in between childhood and adulthood. Regarding the age group of adolescence, some differences are found among the different countries. Generally, this stage is considered from twelve to eighteen years. The beginning of adolescence, in the girls is almost two years early than boys. (Sarma and Deka,2020)

Jean Piaget defines adolescence, "the age of great ideals and the beginning of theories as well as the time of simple adaptation to reality". (Mangal,2004).

According to Jersild, A. T. "Adolescence is that span of years during which boys and girls move from childhood to adulthood, mentally, emotionally, socially and physically." (Sarma and Deka,2020)

1.3 EMOTIONAL ASPECTS

Emotional aspects are the combination of individuals' anger, anxiety, fear etc. In this study emotional aspects means emotional adjustment of adolescents. Whenever an individual able to control his emotions or handle them than it is known as emotional adjustment.

REVIEW OF RELATED LITERATURE

Following are some reviews of related literature which are directly or indirectly related to the study-

Cajee (2011) conducted a study on "Adjustment pattern of secondary school students in Shillong town" and found that both male and female students are emotionally unstable from different management of schools which include government, deficit and private schools.

Dadialla et.al (2014) conducted a study on "Maintaining psychosocial wellbeing among children aged 13to 16" and the study revealed that improved quality of life, physical health, improved intervention etc. are some of the factors seem to be the components that make up and maintain psychosocial wellbeing in children aged 13 to 16.

Akhter (2015) conducted a study on "Psychological well-being in student of gender difference" and found that male and female students are differ in psychological well-being.

Leventhal et.al (2015) conducted a study on "Building Psychosocial assets and wellbeing among girls: A randomized controlled trial" and the study revealed that girls receiving resilience curriculum improved more on social -emotional assets, psychological wellbeing and social wellbeing. The study also revealed that a brief school day program is necessary for improvement of psychological assets and wellbeing for girls.

Variables	N	Pearson's Correlation(r)	Level of significance (0.05 Level)
Psycho-social Wellbeing	115	-0.53	Not Significant
Emotional Aspect			

Interpretation: From the table 7 it is clear that the calculated r- value is -0.53, which is negative and less than the critical value at 0.05 level of significance. Hence, it is not significant and the alternative hypothesis i.e., "There exists significant relationship between psycho-social wellbeing and emotional adjustment of the adolescents" has been rejected. It means psycho-social wellbeing of adolescents is negatively correlated with emotional aspect.

FINDINGS:

The findings of the study were arranged as under-

1. Majority (54.78%) of the adolescents belong to the average level of psycho-social wellbeing.
2. There exists significance difference between adolescents' boys and girls regarding the level of psycho-social wellbeing.
3. Number of adolescents belonging to the level of average level of emotional adjustment is more than other level. Extremely high level of emotional adjustment among the adolescents have not been found.
4. Adolescents (boys and girls) in the study area do not differ significantly regarding emotional adjustment.
5. There is negative correlation between psycho-social wellbeing and emotional aspect of adolescents.

SUGGESTIONS:

After consideration of the findings revealed from the study, the following suggestions can be recommended for improving the psycho-social wellbeing and emotional aspects of adolescents-

1. The mindset of people regarding girls considering as a burden needs to be changed.
2. Teachers should be more concerned regarding the psycho-social wellbeing and emotional adjustment of adolescents and a proper congenial school environment must be provided for psycho-social and emotional wellbeing of adolescents.
3. Parents should be attentive in extending emotional support to the adolescents during the times of adjustment hardships.
4. Social organizations should arrange timely or periodic seminar, workshop and awareness camps to boost-up moral values and emotional endeavors to glorify adolescents' life.

CONCLUSION:

Psycho-social wellbeing and emotional adjustment are required to polish the behavioural attitude towards the social and academic achievement. psycho-social wellbeing moulds social, behavioural adjustment of adolescent in a large aspect. Adolescents need to be nourished emotionally to cope up with the future personal aspiration and to ease the hurdle of academic as well as social life.