CHAPTER - I

INTRODUCTION

1.0. Introduction

Education has been recognized as an essential agent of social change and development in any society of any country. Education is considered as a potent instrument through which processes modernization and social change come to existence. Education gives an individual the capacity to adapt to change. Building awareness of the self, society and human welfare more and more rests upon education. Education is considered the best strategy of initiating, achieving and sustaining progress and development. Moreover, education can mitigate disparities in society among people. It is education that lifts a nation to the heights of progress and greatness. Education has the most persuasive impact on the development of children. It is said that a child is the future of a nation, so it is very important to guide him in the right way which is provided by education. So, without education a country cannot be developed. It increases the sphere of knowledge and gives direction to the development of an individual’s personality. Education enables individual to understand the real life situation and to develop an opportunity for creating confidence in the minds and provide a strong base for rational and value-oriented and nation-building progress. Education provides awareness and enables man to harmonize himself with his environment leading to constructing and moulding a peaceful society. Education is one of the most important means to improve personal endowments, builds capabilities, overcome constraints, enlarge available set of opportunities and choices for a sustained improvement in well-
being. It is a critical invasive instrument for bringing about social, economic and political inclusion of people.

Education is conceived as a means to develop “human capital” contributing both to social productivity and quality of life. Education enriches people's understanding of themselves and world. It improves the quality of their lives and leads to broad social benefits to individuals and society. Education raises people's productivity and creativity and promotes entrepreneurship and technological advances. Education is an important policy priority in creating a knowledgeable, skilled and adaptable workforce which may able to contribute the country’s competitiveness and social cohesion.

Education includes all the knowledge and experiences, acquired during infancy, childhood, boyhood, adolescence, youth, manhood or old age through any agency of education- the press, the travels, the club, the nature- formally and informally. Thus, education becomes the sum-total of all experiences that the child receives either in the school or outside. In this wider sense, life is education and education is life. Education, in the broader sense, is transmission of life “by the living, to the living, through living and for living”. Education is an art or experience that has a formative effect on the mind, character or physical ability of an individual. The only purpose of education is to teach a child how to live his life by developing his mind and equipping him to deal with reality.

The concept of human capital which was introduced since the early 1960” s, is deeply connected to the education process and can be considered as the main way for investing, maintaining and shaping it in a really “perceptual machine” for the societies welfare. The quality of education can be accessed on the basis of the achievement of the
aims and objectives of education. A globally accepted aim of education is to produce good citizens by providing them the knowledge of human rights, citizenship, the skills of creative thinking and effective communication. According to the modern concept of education, best adjustment is the ultimate goal of education. Good adjustment makes the students proud and self-satisfaction motivates them for future success, encourages them to be of independent thinking and builds their self confidence.

Through the universal declaration of human rights, the world’s nations have agreed that everyone has the right to education. In 1960, UNESCO adopted the Convention against Discrimination in Education, which acknowledges the crucial role of education in ensuring equality of opportunity for members of all racial, national or ethnic groups. Investment in education is beneficial in a multiplicity of ways, both for individuals and for society as a whole.

As stated by Kothari Commission, “No nation can leave its security only to the police and the army, to a large extent national security depends upon the education of citizens, their knowledge of affairs, their character and their sense of discipline and their ability to participate effectively in security measure.”

India has a long history of organized education. The education system which was evolved first in ancient India is known as the Vedic system of education. In the time of British rule, education was imparted through the medium of English and the pattern of education was unplanned. When India achieved her independence, the leaders of our country felt it necessary to introduce changes in the system of education. During the last thirty years of the post-independence period many attempts have been made to solve the problems of education and to offer changes in the system. Just after the
independence in 1948 Government of India appointed the University Education Commission under the Chairmanship of Dr. S. Radhakrishnan. The main aim of this commission was to produce able citizens to take responsibilities in various fields.

Secondary education is considered as a nation building education. It prepares the students for higher education in the universities and other institutions. So, there is a relationship between secondary education and higher education. The quality of higher education depends on the secondary education. Primary education is fundamental to the nation and secondary education forms the inter connectivity to the higher education system. So, primary and secondary schooling are considered as “successive phases of a continuing process” and should be made available to all children.

Secondary education has a very significant place in the total educational set up. After completing secondary education, an individual steps towards the road of higher education in different fields. This stage of education is the most important part of the whole academic life of every young individual to prepare to adjust him or her in desirable way with the environment of the present complex life of the society.

The secondary level of education includes students between the age group of 14-18 years, studying in classes IX-X. In the education system of a country secondary education occupies an important place. The Secondary Education commission suggested that the period of secondary education must be 7 years starting from the age of 11 years to 17 or 18 years. The Commission recommended that mother tongue or regional language should be the medium of instruction and diversified course must be introduced at the higher secondary course. It also suggested establishing multipurpose schools. The Indian education commission (1964-66) recommended for the adaptation
of a uniform pattern of school and college education of 15 years duration which is popularly known as 10+2+3 pattern of education.

A significant feature of India's secondary school system is the emphasis on inclusion of the disadvantaged sections of the society. Another feature of India's secondary school system is its emphasis on profession based vocational training to help students to attain skills for finding a vocation of his/her choice. A significant new feature has been the extension of SSA (Sarva Siksha Abhiyan) to secondary education in the form of Rashtriya Madhyamik Shiksha Abhiyan.

India has made progress in providing secondary education, still struggling to achieve impressive progress in the provision of secondary education. The trend of increasing number of secondary schools and enrolment of students in secondary schools are shown in the table- 1.1.

Table-1.1

High/Higher Secondary Schools and Enrolments of Students in India During 1950-51 to 2012-2013.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of High/Higher Secondary Schools</th>
<th>Number of Enrolment of Students (In Million)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1950-51</td>
<td>7416</td>
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<tr>
<td>1960-61</td>
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<tr>
<td>1970-71</td>
<td>37051</td>
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</tr>
<tr>
<td>1980-81</td>
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<td>1990-91</td>
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</tr>
<tr>
<td>1998-99</td>
<td>112438</td>
<td>27.8</td>
</tr>
<tr>
<td>1999-2000</td>
<td>116820</td>
<td>28.2</td>
</tr>
<tr>
<td>2012-2013</td>
<td>218857</td>
<td>34.6</td>
</tr>
</tbody>
</table>

It is observed that the educational institutions of high/ higher secondary schools have been increased from 7416 in 1950-51 to 218857 in 2012-13. The enrolment of students in high/higher secondary schools of India has been increased from 1.5 million in 1950-51 to 34.6 million in 2012-13.

1.1. Development of Secondary Education in Assam

Assam came under the control of East India Company after the “Treaty of Yandabu” in 1826. Prior to the British rule, there was no such formal system of Secondary Education in India.

Secondary education was started in Assam in the year 1835. As per the recommendations of the General Committee of Public Instruction, the Commissioner of Assam, Captain Jenkins started an English school at Gauhati in 1835. This school was known as “Guwahati Seminari” which is the present Cotton Collegiate School in Panbazar. In 1841 another high school was established in Sibsagar which is presently known as “Sibsagar Govt. Higher Secondary schools.

After the Government of India Act in 1919, there was administrative reform. Secondary education in Assam received encouragement for its expansion. The Govt. of India Act of 1919 introduced the system of Diarchy in the administrative field. Under this system, State Governments were given freedom in matters of education. This administrative reform helped in the expansion of secondary education in Assam. The Secondary schools during the pre-independence period can be categorized as – Middle English schools and Middle Vernacular schools (class IV-VI) and high schools (class VII-X). Matriculation examination was conducted by Calcutta University as the high schools in Assam were affiliated to Calcutta University.
After independence, secondary education in Assam made remarkable progress. The Government of Assam adopted several measures for the development of secondary education. Changes in administration, revision in curriculum, change in the evaluation system, establishment of different types of schools, inclusion of computer education are some of the important measures adopted in the field of secondary education.

After a long period of agitation by thousands of people of Assam, Gauhati University was established in 1948. Since then the responsibility to control the academic matters in secondary stage was transferred from Calcutta University to Gauhati University. It resulted the rapid growth of secondary education in Assam.

In 1952, the Government of India appointed the Secondary Education Commission to reform the Secondary Education. As per the recommendation of the commission eleven-year course was introduced in schools of Assam. Schools were upgraded from 10 years high school pattern to 11 years of higher secondary pattern. Some schools were converted to multipurpose schools. The Secondary Education Commission had recommended to setting up Secondary Education Council at the state level. On the basis of the suggestion Government of Assam prepared Assam Secondary Education Act 1961. On the basis of the recommendation of this act the Board of Secondary Education, Assam was established in 1962. Since 1962, Board of Secondary Education has taken charge of controlling and reorganizing secondary education in Assam.

As per the recommendation of the Kothari commission (1964-66), the Board of Secondary Education, Assam introduced 10+2+3 pattern of education system and adopted the new curriculum and syllabus from the academic session 1973-74. The
affiliated colleges of Gauhati University and Dibrugarh University started two years of higher secondary course. As per the recommendations of the Kothari Commission “The Assam Higher Secondary Education Council” was established in 1984. Now the Assam Higher Secondary Education Council is entrusted with the responsibility to control Higher Secondary education.

As per the proposal of NPE 1986, Novodaya Schools were established and now in almost all districts of Assam there are Novodaya School.

The trends of increasing number of Secondary schools are shown in the table- 1.2.

**Table-1.2**

**Number of High/ Higher Secondary Schools in Assam During 1969-70 to 2013.**

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Schools</th>
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<td>1969-70</td>
<td>1270</td>
</tr>
<tr>
<td>1995-96</td>
<td>3980</td>
</tr>
<tr>
<td>2004</td>
<td>5099</td>
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<tr>
<td>2010</td>
<td>5188</td>
</tr>
<tr>
<td>2013</td>
<td>6829</td>
</tr>
</tbody>
</table>


It is observed that the number of secondary schools of Assam have been increased from 1270 in 1969-70 to 6829 in 2013.

Secondary education in Assam made remarkable progress since independence. Changes have been introduced in the curriculum, examination system as well as in the organizational pattern as per the recommendations of Secondary Education Commission
and Kothari Commission. Government of Assam undertook various measures for the upliftment of the secondary schools in Assam.

1.2. Students Appeared and Pass percentage in the Class- X Board Examination under SEBA during 2002 to 2013

The State Board of Secondary Education, Assam (SEBA) conduct the class-X board Examination. The number of students appeared and pass percentage in the Class-X board examination under SEBA during 2002 to 2013 are shown in table-1.3.

Table-1.3

Numbers of Students Appeared and Pass Percentage in the Class-X Board Examination under SEBA During 2002 to 2013.

<table>
<thead>
<tr>
<th>Years</th>
<th>No of Students Appeared</th>
<th>Pass Percentage</th>
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<tr>
<td>2002</td>
<td>1,77,075</td>
<td>40.67</td>
</tr>
<tr>
<td>2003</td>
<td>1,75,183</td>
<td>44.11</td>
</tr>
<tr>
<td>2004</td>
<td>1,84,771</td>
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<td>2005</td>
<td>2,07,083</td>
<td>53.07</td>
</tr>
<tr>
<td>2006</td>
<td>1,99,786</td>
<td>53.54</td>
</tr>
<tr>
<td>2007</td>
<td>2,03,820</td>
<td>54.93</td>
</tr>
<tr>
<td>2008</td>
<td>2,39,606</td>
<td>58.68</td>
</tr>
<tr>
<td>2009</td>
<td>2,94,741</td>
<td>61.55</td>
</tr>
<tr>
<td>2010</td>
<td>2,70,930</td>
<td>63.21</td>
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<tr>
<td>2011</td>
<td>2,73,701</td>
<td>70.38</td>
</tr>
<tr>
<td>2012</td>
<td>2,78,704</td>
<td>69.73</td>
</tr>
<tr>
<td>2013</td>
<td>3,66,476</td>
<td>70.71</td>
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</tbody>
</table>

Source - SEBA Result Booklet from 2002 to 2013.

It is observed that the number of students appearing the class-X board examination and the pass percentage were considerably increasing during the period 2002 and 2013. The highest pass percentage was 70.71 during the year 2013 and the lowest pass percentage was 40.67 during the year 2002 (Table-1.3).
1.2.1. Pass Percentage of Students in the Class- X Board Examination of Assam During 2004 to 2013.

The pass percentage of students of Class-X board examination of Assam under ten years from 2004 to 2013 is shown in the table-1.4.

Table-1.4.

Pass percentage of Students in the Class-X Board Examination under SEBA of Assam During 2004 to 2013 (District wise).

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<td>82.9</td>
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</table>

Source - SEBA Result Booklet from the Year 2004 to 2013.

*Indicates non declaration of Districts.
It is observed from the data of the table that pass percentage of students is increasing every year. In the year 2004, the pass percentage was above fifty in Kamrup, Barpeta, Cacher, Dhemaji, Dibrugarh, Jorhat, Nagaon, Nalkbari, Sibsagar and Sonitpur districts. Pass percentage of students is increasing in later years. Pass percentage of the students of Lakhimpur was less than fifty percent from the year 2004 to 2006. From the year 2007 to 2013 the pass percentage is above fifty. Although, the pass percentage is gradually increasing in class-X board examination of Lakhimpur district, however cannot be said satisfactory in comparison to Kamrup, Dhemaji, Barpeta, Nagaon, Jorhat and Nalbari districts.

1.3. Variables considered for the Study-

The variables considered for the present study are-


2. Intelligence -Independent variable.

3. Academic Achievement - Dependent variable.

1.3.1. Home Environment

Children are supremely important assets of the society. Home environment has significant influence on the social development of the child. The home is the best place for providing family life education. It is the most important agency that brings about socialization. The family moulds the character and personality of the children. The parents serve as the first socializing agents for their children. During the pre-school years the family is the most influential socializing agency. The family sets the stage for the development of many important personality characteristics, providing experiences
both within and outside the home. The customs, traditions and beliefs of our society are first learnt within the family. A family unit is the unit which builds up a person’s personality. How one behaves and what one become in life is very much dependent on family life.

The foremost duty of the parents is to provide their child needful satisfaction by creating a home, a climate conducive for their healthy social adjustment. If the overall home environment favours, the development of good social attitudes of the children grow and it will lead the children socially intelligent. Children from favourable home environment are found to be warm-hearted, outgoing and socially more intelligent than children from unfavourable homes. Every child is unique. All round development of the personality of children is the ultimate goal of education and therefore, the learning experiences provided to them contribute towards the achievement of this end.

Home environments have been shown to be a major factor that influences the overall development of children. Within the home, children have their early interactions with the members of their family, and availability of quality of resources for learning and playing largely determine the nature of these interactions. Availability of stimulating objects, books and play materials within the home are critical indicators for the overall quality of the home environment. Parents also influence their children through their own characteristics. Children sometimes come to conclusions about themselves by their parents because they assume that since they are biological offspring of their mother and father, they possess some of the qualities that belong to their parents. This emotionally tinged belief is called identification, and it is the basis for national pride, loyalty to ethnic and religious groups. Parents love and affection make the child more confident. By contrast, the child who perceives a parent who is rejecting
feels shame and became frustrated. A favourable home environment constitutes of good parent-child relationship.

Parents are the first educator of a child. A child’s family and home environment has a strong influence on his or her language and literacy development and educational achievement. Many background variables affect the impact of the family and home environment such as socio-economic status, level of parental education, family size etc., but parental attitude and behaviour, especially parent’s involvement in home learning activities can be crucial to children’s achievement. A “healthy home” involves a sound emotional environment, effective communication among family members, the willingness to compromise and strong conflict resolution skills can help foster an atmosphere of mental wellbeing for everyone. Parents should try to create fairly relation with the child from the very beginning by respecting their viewpoint; parents should involve the child to make his or her viewpoint regarding the family decisions. It will create self confidence and develop respect for their parents and realize his or her importance in the family and create a better and congenial home environment which will help them to achieve in their learning also. The children who have a sound family background and who belong to a family with strong family ties are almost always happy. So, it is the home which sets the pattern for the child’s attitude towards people and society, aids intellectual growth in the child and supports his aspirations and achievements. A healthy home background offers emotional security to a child. The influence of family background on the academic achievement in school is today receiving wide acknowledgement in many educational circles within the globe.
1.3.2. Intelligence

Man is bestowed with certain mental abilities, which make him a rational being. Man can reason, understand and adapt himself to new situations. Man is superior to all other living beings. Man primarily distinguishable from other living beings because he is bestowed with higher intelligence which facilitates him to solve problems, think abstractly, comprehend complex ideas, learn quickly and learn from experiences. There are individual differences with regard to the distribution of intelligence in nature like wealth, health etc. Intelligence is the product of heredity and environment. Both are necessary for the intellectual growth of an individual, neither can be considered more necessary than the other.

In general terms, intelligence means the manner with which an individual deals with facts and situations. Intelligence is the ability of an individual to cope with his environment. It is a general term referring to the ability or abilities involved in learning and in adaptive behaviour. It may be thought out as a composite of an organization of activities to learn, to grasp broad and subtle facts especially abstract facts with alertness and accuracy to exercise mental control and to display flexibility in seeking the solutions of problems. Intelligence has minimum of two components- the ability to adapt to the environment and the ability to learn from previous experience.

This intelligence is one of the most controversial topics in psychology. There is a great difference among psychologists regarding the meaning of intelligence. Different views are maintained by the psychologists in defining intelligence. It has been defined as ability to learn, to solve problem, to carry on abstract thinking, to adapt to new situations etc.
Here, it is necessary to examine some of the definitions of intelligence in order to have a clear idea about the nature of intelligence. In this regards following definitions are given-

The dictionary meaning of term “intelligence” is the capacity to acquire and apply knowledge.

According to Woodworth and Marquise “Intelligence means intellect put to use. It is the use of intellectual abilities for handling a situation or accomplishing any task.”

Stern defined intelligence as a general capacity of an individual consciously to adjust to new environment.

Gardner (1983) put forward a new and creative idea of the human intelligence. According to him, intelligence is the problem solving ability or to make products that are useful and of high importance in a new culture or cultures setting.

According to Sternberg (1985), “Intelligence encompasses problem solving ability and social competence.”

All these definitions partly emphasize that intelligence is the ability to learn, to deal with abstraction and to make adjustment or to adapt to new situations.

Due to rapid expansion of the intelligence testing movement many theories and definitions of intelligence were advanced. There are various theories of intelligence propagated by Psychologist from time to time. Some of these theories are discussed below.
Unitary or Monarchic theory of intelligence holds that intelligence consists of one factor, which is universal for all the activities of the individual. But on the other hand, according to the Multifactor theory of intelligence, intelligence is a combination of numerous separate elements or factors, each one being a minute of an ability. According to Spearmen’s two factor theory, intellectual abilities consist of two factors, general ability known as “G” factors and specific abilities known as “S” factors. General factor is universal inborn ability. It is constant i.e. it remains the same in all the individuals and does not change with time. The amount of “G” differs from person to person depending to his genes. Greater the amount of “G” in an individual, larger is the chance of his success in life. Specific abilities is learnt and hence acquired in the environment. It varies from activity to activity in the same individual. “S” factors are related to the specific activity. A person can be expert only one or few activities because of the specific factors involved in the activity. Another intelligence theory is “Group factor theory.” According to this theory intelligence is not an expression of general factor but a combination of group of traits. Apart from these theory a “Structure of intelligence model” was developed in the year 1966 by J.P. Guilford on the basis of factor analysis of many tests. According to him, human mind is composed of at least three dimensions i.e. operations, contents and products.

Mental growth and development is controlled by both the hereditary and environmental factors. An individual’s mental abilities, at any age of his life, are the products of his heredity and environment. The child what he gets from his ancestral stock through his immediate parents at the time of conception in terms of mental traits or characteristics and mental apparatus is in fact a valuable asset to his future mental growth and development. But the environment which he gets afterwards for the
development of those innate mental abilities is no opportunities and education which he avails for the development process as he advances in age, contribute significantly towards his mental growth and development. Since we cannot control or modify the genetic factor hence a conducive environment must be provided for the intellectual development of the children. A child can make use of his intellectual capacities to the optimum if he gets a conducive home environment.

1.3.3. Academic Achievement

Academic achievement occupies a very important place in education as well as in learning process. It is the level of performance in school subjects as exhibited by an individual. Test scores or marks assigned by teachers are indicators of this achievement. Besides many changes in the aims and practices of education it still stresses the significance of academic achievement. Quality of an educational institution mainly depends on the performance of students in academic and non-academic field.

Achievement is the end product of a learning experience. Academic achievement or performance is the outcome of education- the extent to which a student, teacher or institutions has achieved their educational goals. Attaining a high level of academic performance is what every parent or guardian as well as teacher wishes for their children, wards and students. Schools and teachers are generally graded qualitatively by achievement based on the performance of their students. Academic achievement is the criteria for assessing the learning outcome. It is the process of measuring the behavioural change of the students at the end of any instruction. This parameter categorise the students as low, average and fast learners.
Academic achievement is defined as the level of actual accomplishment or proficiency one has achieved in an academic area.

Academic achievement is defined by Crow and Crow (1969) as the extent to which a learner is profiting from instructions in a given area of learning i.e. achievement is reflected by the extent to which skill and knowledge has been imparted to him.

Goods (1973) has defined academic achievement as a knowledge attain or skill develop in the school subject usually designate by test score or by mark assign by teachers or by both. Hawes (1982) defined achievement as a successful accomplishment or performance in particular subject area or courses usually be reasons of skilled hard work and interest typically summarized in various types of grades, marks score on descriptive commentary.

In the era of globalisation and technological revolution, education is considered as a first step for every human activity. It plays a vital role in the development of human capital and is linked with an individual’s well-being and opportunities for better living. It ensures the acquisition of knowledge and skills that enables individual to increase their productivity and improve their quality of life. The quality of student’s performance remains at top priority for educators. There are various factors that are affecting the academic performance of students. These are home environment, socio-economic status, school environment, peer influence, educational aspiration of the students and level of intelligence etc. Besides other factors home environment and intelligence are the two most important factors that contribute towards the academic achievement or performance of students.
1.4. Operational Definition of the Terms Used

The purpose of the present study is to investigate the influence of home environment and intelligence on academic achievement of secondary school students particularly class-X. As part of the study, the investigator has considered several terms related to the present study. These are defined operationally.

1.4.1. Home Environment - Home environment means the dwelling place of a child or an individual. It is a set of surrounding conditions where something is discovered, found, developed or promoted. In the present study, home environment means the psycho-social climate of home perceived by children. It provides a measure of the quality and quantity of the cognitive, emotional and social support that has been available to the child within the home.

1.4.2. Intelligence - Intelligence is defined as general cognitive problem solving skills. It is the ability to earn knowledge from experience to absorb new information and to react reasonably to new situation. It builds up the ability to solve emergent problems. In the present study, intelligence is considered as an important factor which impacts the performance of students in various examinations in formal educational system.

1.4.3. Academic Achievement - In the present study, performance of students in Class-X board examination conducted by State Board of Secondary Education, Assam (SEBA) is considered as academic achievement of students. The average mark of Class-X board examination (H.S.L.C) of the students conducted by State Board of Secondary Education, Assam is taken as academic achievement of the students. The average marks for each student is determined from the total marks obtained in all compulsory subject appeared in the examination.
1.4.4. Levels of Academic Achievement- In the present study, the academic achievement of the students in class-X board examination are categorised into three levels as High, Average and Low according to their obtained average mark in the board examination. As per norm of SEBA, those students who have obtained first division (Division-I, i.e. average marks 60 and above) are considered as high level of academic achievement. Those students who have obtained second division (Division-II, i.e. average marks 45 to 59) are considered as average level of academic achievement and those students who have obtained third division (Division-III. i.e. average marks 30 to 44) are considered as low level of academic achievement. As the minimum required average mark to pass the class-X board examination is 30, hence there are no students below marks 30.

1.4.5. Gender (Male and Female)- Gender is the state of being male or female. The term “gender” distinguishes the set of learned expectations, behaviours and attitudes about being a man or a woman from our biologically determined traits collectively termed our “sex.” In the present study, gender refers to male and female students.

1.4.6. Locality (Rural and Urban) - In the present study, locality of a student is determined as urban or rural on the basis of Assam Government Act of Municipality or Town Committee. If the residence of a student is under the jurisdiction of Municipality or Town Committee the student is defined as urban students and the students belonging to the areas outside a Municipality or Town Committee are defined as rural students.

1.5. Study Area

The present study is conducted in Lakhimpur district of Assam. Assam is a large state of North- Eastern region of India.
1.5.1. Profile of Lakhimpur District

The present study is conducted in Lakhimpur district of Assam. Lakhimpur figures largely in the annals of Assam as the region where successive invaders from the east first reached the Brahmaputra. The Baro Bhuyans, originally from the western provinces of India, were driven out by the Sutiya (a Shan race), and these in their turn gave place to their more powerful brethren, the Ahoms in the 13\textsuperscript{th} century. The Burmese, who had ruined the native kingdoms, at the end of the 18\textsuperscript{th} century, were in 1826 expelled by the British under the Treaty of Yandaboo. They placed the southern part of the state, together with Sivasagar under the rule of Raja Purandhar Singh; but it was not till 1838 that the whole was taken under direct British administration. Lakhimpur district used to have several other districts of Arunachal Pradesh within its fold and was known as the Lakhimpur Frontier Tract. After independence, the district contained the present day Dibrugarh district, Tinsukia district and Dhemaji district. Its headquarters was at Dibrugarh. In 1976, Dibrugarh district was separated from Lakhimpur. This was repeated on 14\textsuperscript{th} October 1989, with the formation of Dhemaji district.

Lakhimpur is situated on the North East corner of Assam. The district lies between 26°48´ and 27°53´ northern latitude and 93°42´ and 94°20´ east longitude (approx.) . The District covers an area of 2277 Sq km out of which 2257 Sq km is rural and 20 sq km is urban and has a population of 1,042,137 (as of 2011 census). Which comprises 529,674 male population and 512,463 female population. The literacy rate of the district is 65.58\%. Literacy rate in rural areas of Lakhimpur district is 64.49 \% and urban areas is 76.98\%. Again in case of male and female literacy it is seen that the literacy rate of male is 70.90 \% and female is 60.08\% (As per 2011 census).
It is bound on the north by Siang and Papumpare District of Arunachal Pradesh and on the east by Dhemaji District and Subansiri river. Majuli Sub Division of Jorhat District stands on the southern side and Gahpur sub division of Sonitpur District is on the West. The Brahmaputra is navigable for steamers in all seasons as far as Dibrugarh, in the rainy season as far as Sadiya, its navigable tributaries within the district are the Subansiri, Ranganadi and Dikrong. Forests are mainly tropical rain forest. Important forests include Ranga Reserve, Kakoi Reserve, Dulung Reserve and Pava Reserve. There are wild elephants, wild buffaloes, tigers, deer etc in the forest. Varieties of bird species are observed in swampy areas.

The district head quarter of Lakhimpur District is North Lakhimpur. People belonging to different castes and tribes such as Missing, Deories, Khamti, Tea Garden tribes etc. are living in the district. Although the main religion of the majority of the people is Hindu, people of all other religions like Muslim, Christian, Sikh etc. live in the same societies like brothers and sisters.

Lakhimpur district has two subdivisions namely Dhakuakhana and North Lakhimpur. The district headquarter North Lakhimpur is the main nerve centre of knowledge and learning. The district is well connected by road, rail and air. The airport of the district is situated at Lilabari. The district is also like a gateway to Arunachal Pradesh. “Badula Ata Than” and “Basudev Than” are important holy places of the district. Narayanpur, the birth place of Madhabdev, the important preceptor of “Eksaran Dharma” is held in very reverence by the people of Assam. Bihpuria is an important town of the district. There is a Muga Research Center at Dhakuakhana.
Economy of Lakhimpur is mainly based on agriculture. Major crops are rice, tea, mustard, sugarcane etc. The guide map of Assam and Lakhimpur district is given in Figure No- 1.1 and 1.2 respectively.

Map No-1.1
Map No: 1.2

Map of Lakhimpur District
1.6. Significance of the Study

Secondary level of education serves as a link between the elementary and higher education, and plays a very important role in this respect. Apart from grounding the roots of education of a student, secondary education can be instrumental in shaping and directing a student to a bright future. The secondary level of education includes students between the age group of 14-18 years, studying in classes IX-X leading to higher secondary classes of XI and XII. The student studying in this level of education are of adolescents. Adolescence (10-19) is a phase of life characterized by acceleration of physical growth and psychological and behavioural changes thus bringing about transformation from childhood to adulthood. It is a time of discovery of self and one’s relationship to the world around him or her. Considering the importance of their stage National Policy on Education (1986) has remarked, “The stage of Secondary Education is meant for the development of all knowledge for all aspects of life in general. It provides a stage where the children get a sense of history in the national perspective and an opportunity to understand their constitutional duties and rights as citizens. Special provisions should be made to those talented bright students who desire to acquire knowledge according to their interest, aptitude and capacity. They should be encouraged to develop the qualitative education.” The examination is an integral part of teaching and learning process of any formal education system. One of the most significant objectives of examination is to assess the knowledge acquired by students during the process of learning. The performance or academic achievement of students of secondary stage is considered as the most essential and important.

Home environment is one of the most important factors, which exert influence on the academic achievement of a student. Within the family, education of a child takes
place right from the time of his birth and continues so long as he lives within his family from the period of conception to the primary stage more particularly to the secondary stage, the role of parents and guardians in rearing, providing facilities for all round development like physical, mental, emotional, educational, social, moral, aesthetic etc are most important. So, a congenial home environment with all facilities is undoubtedly significant for the child for better achievement in any kind of examination. The privileged homes and well-to-do families are able to provide best amenities of living and proper facilities for getting education. In poor families, not only the educational facilities but the most essential necessities of life are denied to the children. Due to unhygienic conditions and malnutrition, the health of these poor children are adversely affected. It reduces their learning capacity and thus makes them backward. Usually in poor homes the students are required to perform many household activities or to help in family occupation. As a result they devote lesser time to their studies.

The intellectual inferiority and illiteracy of the parents also contribute the subnormal educational attainment of students. Such parents neither possess a positive attitude towards education nor do they have sufficient ability to guide and help their students.

Intellectual development depends upon both environmental and biological factors. Since, academic achievement is a strong indicator of student’s successful career, it is imperative to assess the extent to which the intelligence influences the academic achievement, so that children with average and low intelligence could optimize their academic achievement. People differ in intellectual abilities and capacities like reasoning and thinking powers, power of imagination, creative expression, concentration etc. On the basis of these differences students are usually classified as
idiot, imbecile, moron, borderline, normal, bright, very superior and genius. On the basis of their intelligence they can acquire things. In the teaching learning process also it is seen that there are some students who can acquire things very rapidly. But there are also some students who fall far behind other students of his age in matters of study. In our common observation we can find that the students whose intellectual powers are not properly developed are generally drifted toward educational sub normality. Such students are not only affected in terms of quick understanding and grasping the meaning or remembering but also suffers from emotional imbalance and social maladjustment which impedes progress in school subjects. The students whose intelligence level is high can perform better academic performance than those whose are comparatively low. Home environment has also an immense influence in growth of intelligence because parent’s academic qualification, socio-economic condition of the family, birth order of the child, peer influence had a significant influence on proper growth of intelligence of students. Parent’s levels of expectations from their children are very high. Even educated parents also do not want to understand the level of intelligence of their children and expect much more than their children’s ability which sometimes create a major problem for both. Some children are born with some defects in their brain system or intellectual sub normality. These mentally handicapped or intellectually inferior children cannot keep pace with the normal school and prove to be very slow in learning. Due to so many environmental factors, most of the backward children suffer from mental conflicts. Such children should be helped in their readjustment in home as well as in school. Such emotional starved and mentally perturbed children need proper love, affection and security. There is a need of close contact with parents so that the root causes of emotional and mental disturbances should be discovered. Parents need
education for proper handling of these students. The study is expected to help the administrators, planners, teachers, parents and students to take effective measures to solve some problems of the students.

Class-X board examination acts as a stepping stone for our glorious future. This is the true test of merit and successful accomplishment of the examination takes a student to another level. The board examination shapes the future prospects for the student. After successful completion of this exam, students choose of the interest for higher education. The scores achieved in this examination is considered very important for getting admission into a prestigious college or school and also acts as a basis for stream selection. Therefore students need to perform very well in the exam.

Despite of the importance of the class- X board exam, students fear from that and starts getting nervous as the exam days approach. Hence, it is necessary that the parents should understand the exam pressure being faced by students and should counsel them properly, so that they can roll up their sleeves and can perform well in final examination.

Thus, considering all the above factors i.e. - influence of home, levels of intelligence of students and importance of class- X board examination, the investigator felt the need to study the influence of home environment and intelligence on academic achievement of secondary school students.

1.7. Statement of the Problem

In education system academic achievement or performance occupies a very important place. There are many factors that are responsible for academic achievement of the students i.e. parents encouragement, socio-economic status of the family,
educational aspiration, intelligence, school environment and peer influence. Among them home environment and intelligence are very important. Therefore, the problem undertaken for investigation is to examine the influence of home environment and intelligence on academic achievement of class-X students. The present research problem undertaken is entitled as- “Influence of Home Environment and Intelligence on Academic Achievement of Secondary School Students – A study in Lakhimpur District of Assam.”

1.8. Objectives of the Study

The following objectives are considered for the study-

1. To study the academic achievement of the students.

2. To study the academic achievement of the students on the basis of -
   a. Gender.
   b. Locality.

3. To study the home environment of the students.

4. To find out the home environment of the students on the basis of –
   a. Gender.
   b. Locality

5. To find out the relationship between home environment and academic achievement of the students.

6. To find out the levels of intelligence of the students.

7. To find out the levels of intelligence of the students on the basis of –
   a. Gender.
   b. Locality
8. To find out the relationship between intelligence and academic achievement of the students.

1.9. Hypothesis of the study

The Hypothesis of the present study is formulated as follows -

$H_{01}$. There is no significant difference in academic achievement of the students on the basis of Gender.

$H_{02}$. There is no significant difference in academic achievement of the students on the basis of Locality.

$H_{03}$. There is no significant difference in home environment of the students on the basis of Gender.

$H_{04}$. There is no significant difference in home environment of the students on the basis of Locality.

$H_{05}$. There is no significant relationship between home environment and academic achievement of the students.

$H_{06}$. There is no significant difference in levels of intelligence of the students on the basis of Gender.

$H_{07}$. There is no significant difference in levels of intelligence of the students on the basis of Locality.

$H_{08}$. There is no significant relationship between intelligence and academic achievement of the students.
1.10. Delimitation of the study

There are numbers of limitations of the study mentioned below-

1. Government as well as Provincialised co-educational Secondary Schools of Lakhimpur District affiliated to SEBA (Board of Secondary Education of Assam) are considered.

2. Only the passed students in Class-X board examination under SEBA of the year 2012-13 are considered.