The process of education started its journey from the very starting of the civilisation. This journey, most probably started with the invention of ‘fire’ and presently it is running very fast with the rhythm of the change of time, ages and as well as the change of the World. Education is developing in itself. Beside this development, it is the capacities and potentials of the individual so as to prepare that individual to be successful in a specific society or culture. From this perspective, education is serving primarily as an individual development function. Education begins at birth and continues throughout life. It is constant and ongoing. Schooling generally begins somewhere between the ages four and six when children are gathered together for the purposes of specific guidance related to skills and competencies that society deems important. In the past, once the formal primary and secondary schooling was completed the process was seems to be finished. However, in today’s information age, more specifically the knowledge era, adults are quite often learning in informal setting throughout their working lives and even into retirement.

The present education equalised all the opportunities for its all pupils. Education is now birth right of all the students. But, the degree of attainment and the level of competency vary according to the development, interest and abilities of young children. One cannot expect that every objective should be achieved by all students, that the rate of achievement will be uniform, or that everyone will reach the same level of understanding, but what is best within the realms of possibility is that the students will have some grasp of the fundamental facts, concepts, and principles of the subjects.

The world is becoming more and more competitive. Quality of performance has become the key factor for individual progress. Parents desire that their children climb the ladder of performance to as high a level as possible. In fact, it appears as if the whole system of education revolves round the academic achievement of students, though various other outcomes are also expected from the system. Thus a lot of time and effort of the schools are used for helping students to achieve better in their scholastic endeavors. The importance of scholastic and academic achievement has raised important questions for educational researchers. What factors promote achievement in students? How far do the different factors impact on academic achievement?
School achievement may be affected by numerous factors. In the journey of effective academic achievement, some factors help pupils to achieve the goal and on the other hand, some factors constraint them to do so. Effective mental health and achievement motivation always help the learners to go through the path to achieve better, but high test anxiety, theoretically, hinders them.

Keeping this in view, the researcher has conducted an investigation to find out the impact of achievement motivation, test anxiety and mental health on academic achievement of students at the secondary level under two different boards namely, West Bengal Board of Secondary Education and Council for the Indian School Certificate Examinations in West Bengal. The study was conducted on the samples taken from the Districts of Malda, North Dinajpur and Jalpaiguri through purposive-random sampling technique.

The present study report shows the theoretical backgrounds and rationale for the study in Chapter-I, the problem has been specifically identified through the review of related literature in Chapter-II, the setting of objectives, assumption, null hypotheses and definitions of the terms used in the study are given in Chapter-III, procedures of sampling and description of the preparation and standardization of the tools concerned are presented in Chapter-IV, interpretation of results and analysis are presented in Chapter-V and finally the summary of findings and discussions are drawn in the last chapter (Chapter-VI).

The bibliography and other supporting materials (in the form of Appendices) in respect of the study have been given at the end of the Thesis. As the present study is restricted within the secondary schools under the West Bengal Board of Secondary Education and Council for the Indian School Certificate Examinations the researcher has developed a combined Achievement Test for the both Boards (comparing the curriculum of both the Boards) in Bengali and English versions which are voluminous one. The Tests along with the other tools have been given in Appendices in both of the Bengali and English versions.

It is by no means an end in itself but rather a means towards the end. If the future investigators come forward to share some fresh academic challenges on this area of study, this humble endeavour will be really successful.

Dated: ...................., Kalyani.