CHAPTER -I

Introduction
CHAPTER 1
INTRODUCTION

"Education is the most powerful weapon which you can use to change the world."

- NELSON MANDELA

1.1 INTRODUCTION

Education plays an important role in the progress of an individual's mind and country. People are made aware of what is going on in the world and can understand these issues and take necessary measures, if they are educated. Education tames the astray mind, nurturing its capabilities the same way, training builds a clever dog. Webster defines education as the process of educating or teaching. 'Educate' is further defined as "to develop the knowledge, skill, or character of..." Thus, from these definitions, we might assume that the purpose of education is to develop the knowledge, skill, or character of students. Education being one of the most important factors responsible to mould personality of an individual has manifold functions. It is the potent source of material for human development. Quality is the most cherished goal in human Endeavour and especially in the field of education. The right to education has been well recognized by the United Nations General Assembly (UNGA) under Article 26 of Universal Declaration of Human Rights (UNDHR) as: I. Everyone has the right to education. Education shall be free, at least in elementary and fundamental stages .... II. Education shall be directed to the full development of human personality and to the strengthening of respect of human rights and fundamental freedoms. III. Parents have a right to choose the kind of education that shall be given to their children. Education has now become a global concern. The world conference on 'Education For All' held in March, 1990 in Jomtien, Thailand adopted a declaration calling upon all member states and international agencies to take effective steps for achieving Elementary Education for All by the 2000. India was one of the participants to the declaration. The ultimate goal affirmed by the world declaration on 'Education For All' it to meet the basic needs of all children, youth, and adults. The government of India has launched an integrated educational programme, 'The Sarva Shiksha Abhiyan' (SSA), which is a flagship programme for universalising
elementary education and a National mission constituted with the Prime Minister as its Chairman. The programme initially aims to provide eight years of quality elementary education for all children up to the age of 14 years in a mission mode with a thrust on community ownership, disadvantaged groups and quality education for girls. In order to meet the increased demand of quality education, the private institutions came up to support and work for it. The growing population pressure and universalization of primary education also have contributed to the growth of private educational institutions.

Because education plays an important role in shaping an individual's life opportunities, it is generally agreed that the higher a person's achieved educational status, the higher the returns for that person in terms of economic and social status. However, what is less clear are which factors shape educational attainment, and how they operate. Teasing out these factors and their effects is extremely complex. In order to explain differences in educational attainment, one needs to consider a number of factors frequently considered important at various levels of education systems. The economic status of a country, region, or city serves as a proxy for a system's available resources and tends to be located at the macro level of an education system. Among the factors considered to operate at the intermediate levels are those associated with the school and teachers and those associated with students' families and caregivers. The first group includes factors such as school leadership and resources, quality of instruction, and the commitment of teachers and other staff toward making the most of the available resources. The second group, pertaining as it does to students' locus of initial upbringing, includes core values and attitudes, including emphasis on educational attainment. It also covers resources relevant to education within the family and the assistance that family members are able to provide their words with respect to their learning. At the micro level, factors such as student gender, ability, and attitudes toward school and future education, as well as behaviors such as self-confidence, persistence, and effort, are regarded as being essential to any attempt to explain differences in educational attainment. In the next section of this article, we list and discuss some of the relevant research pertaining to hypothesized reasons for variations in school achievement. Researchers conducting international comparative studies are faced with the question of whether these factors
should be analyzed with a view to determining how they affect educational attainment across countries or within countries. In other words, should an international comparative study be directed at developing a universal model in which factors are examined that have significant effects on attainment across countries, or should it be directed at developing separate models that allow examination of how the different factors in the different countries influence attainment in each of those countries?

1.2 EDUCATION

The standards of education depend on so many factors like study- habits, adjustment, parents' education, surrounding community, location, teaching staff, individual's intelligence, home environment etc. The individual develops achievement motivation in the life-setting. Home plays an important role in the early training of children for development of attitudes and motives. Parental guidance and encouragement develop the need for high achievement in life.

The educational institution - the school / college contributes a lot to sharpen already acquired experiences and develop positive attitude among children. Efficient learning not only depends on good teaching but also on satisfactory learning procedures and study- habits. In other words, learning involves the development of adequate study- habits and skills. A Properly organized school combined with child's native interests, experiences, observation and teaching forms the foundation and thus enlists the child's instinctive energy in the cause of education. On the other hand, the school above should organize its work and curriculum to make the child's experiences more interrelated, more systematic, and more enlightened than they would be without the intervention of the school as special educative environment.

The society is also an important factor in developing the standards of education. There are communities which are achievement oriented. The class room plays a vital role in moulding the personality of the student. Personal contact between the teacher and taught increase the standards of education. An individual endowed with many potentialities is likely to be poor in achievement, if the individual has adjusted with mental problems. Education is an essential human virtue. Without it, man is a splendid
slave, reasoning savage. It is to humanize him. Man becomes ‘man’ through education. He is what education makes him. Man is an animal, both from his passions and his reason. Education fashions and models him for society; there are generally these aspects of human life. One is biological second is the social and third is spiritual. Man conceived in terms of his biological existence alone is not better that an animal. His biological existence alone is secured through food, shelter and reproduction. But human life can never be reduced to its biological existence. His life can only be glorified through education, and it is only the cultural and social aspect of human life, which signifies his supreme position and thus constitutes the noblest work of god.

1.2.1 Indian Concept of Education

According to Upanishads. “Education is that whose end product is salvation”.

Shankaracharya says. “Education is the realization of the self”.

According to Swami Vivekananda. “Education is the manifestation of divine perfection already existing in man”.

Aurbindo considered education as. “Helping the growing soul to draw out that is in it self”.

Mahatma Gandhi, the champion of Basic Education thinks of education as a means to develop man. He says. “By education: I mean the all-round drawing out of the best is child and man-body, mind and spirit”. This reflects the trend of modern progressive education.

According to the report of Indian Education Commission (1964-1966), “Education ought to be related to the life, needs and aspirations of the people and thereby made powerful instrument of social, economic and cultural transformation”.

1.2.2 Education as described by the Western Thinkers

Modern progressive education owes much to west. The views of some of the thinkers are briefed below:
The father of modern knowledge Plato says: "Education is the capacity to feel pleasure and pain at the right movement. It develops in the body and in the soul of the pupil all the beauty and all the perfection which he is capable of".

According to Pestalozzi, "Education is the natural, harmonious and progressive development of man's innate power".

According to Dr. Dewey, "Education is the development of all those capacities in the individual which will enable him to control his environment and fulfill his possibilities".

According to John Adam, "Education as a conscious and deliberate process in which one personality acts upon another in order to modify the development of the other by the communication and manipulation of knowledge"

1.2.3 Need and importance of education

The importance of Education in human life can best be seen from Educational values. The Educational values are individual as well as social.

The Educational values have the following advantages for individuals' social life. They are:

- Development of a healthy and balanced personality
- Capacity to earn livelihood and acquire material prosperity
- Development of Vocational efficiency
- Creation of good citizenship
- Development of good character
- Adjustment with environment and its modification
- Fulfillment of needs
- National integration and national development
- Promotion of social efficiency
- Preserving cultural values
Utilization of leisure time

The above Educational values play an important role in human life. Through them one is able to lead his personal and social life successfully.

The overall development of a nation depends on the proper utilization of its natural as well as human resources. The opinion of the planning commission in the 7th five year plan (1985-90) may be mentioned in this context. "Human resources development has necessarily to be assigned a key role in any development strategy particularly, in a country with a large population. Trained and educated on sound lines, a large population can itself become an asset in accelerating economic growth and in ensuring social change in designed directions. Education develops basic skills and abilities and fosters a value system conducive to and in support of national development goals, both long term and immediate".

Hence the development of human resource is a must for any modern society. As M. S. Swaminathan remarks "Human resource is the most valuable global resource and any short or long term development strategy should be oriented towards the continued well being of human race".

Education plays a significant role in the development of human resources. "If this change on a grand scale is to be achieved without violent revolution, there is one instrument only and that is: Education".

Other agencies may help and indeed some times have a more apparent impact. But the national system of education is the only instrument that can reach all the people.

The school can help in manpower planning though; it has no direct role in the matter. It is a social agency and it has social accountability. Education is a social process and so it has a significant role in manpower planning in the light of individual as well as social needs.

In all the countries of the world, it may be seen that high per-capita incomes are associated with high rates of literacy. Education is valued because; it contributes to a better life. Alfred Marshall emphasized the importance of education as a national
investment – it is the most valuable of all capital, invested in human beings. Economic growth in any society is dependent on the existence of a high level need, for achievement among people in that society.

In a democratic country, education can be used for giving training in a good citizenship. It can produce leaders who are capable of independent thought, Judgment, self expression, originality and initiative. Emphasizing the importance of education, the Kothari commission's report on Indian Education (1964-66) says, "In a world based on science and technology, it is the education that determines the level of prosperity, welfare and security of the people and the quality and number of persons coming out of our schools and colleges, will depend on our success in a great enterprise of national reconstruction, whose principal objective is to raise the standards of living of our people".

The development of a country is primarily determined by the quality of its human resources, which depend on the level of knowledge, skills, attitudes etc. Therefore, creating the right minds through the right process of education requires the top-most priority.

From the above discussion, it is clear that Education leads to the overall personality development (Spiritual, moral social, cultural, mental and economic etc). Therefore 'Education' is a must for any individual development and for the development of one's country.

1.2.4 Aims of Education

The aim of education is two-fold (i) Development of the individual in society and (ii) Consequent development of the society. The aim of education in relation to individual may be spelt out as follows:

➢ To produce full human personality with courage, conviction, vitality, sensitivity and intelligence so that men and women may live in harmony with the universe;
To bring out the fullest potential of child and prepare him for life and its varied situations so that he becomes a cultured and responsible citizen dedicated to the service of community.

In relation to the society, the aim of education is to create:

- A sane and learning society where the made of material production will be such that no section of the society remains unemployed. In the Indian context such made of production will be necessarily based on a decentralised economy utilising all available manpower;

- A society, where the conditions of work and general environment will offer psychic satisfactions and effective motivations to its members.

- A society reconciling technological and scientific advancement with general well-being and security of its members, enhancing joy of life and eliminating all forms of exploitation.

The broad objective of education should, therefore, be to look beyond the existing society and to develop men and women amenable to the advent of a sane and healthier society of tomorrow.

While summing up, it may be pointed out that various dimensions individual and social development, social transformation, value-acquisition etc. have been well identified in the memoranda documents. The following words briefly summarise the various dimensions which are considered important indeed for marching into the 21st century:

We are of the opinion that Indian education should aim at producing men and women of knowledge, character and cultural values and trained skills to achieve excellence in their career and life. Let us make it clear that we wish to prepare youth to march into the 21st century on the ideals of truth and non-violence as shown to us by our great leaders.
1.3 EVALUATION

1.3.1 Concept of Evaluation

Evaluation is now considered as an integral part of teaching learning process. It cannot be separated from teaching as teaching includes evaluation. As child development is a continuous process, evaluation should also be continuous. The progress of the learner will be evaluated quite is evaluation. A learner is subjected to schooling for scholastic and co-scholastic gains. As such evaluation should cover all the aspects of schooling and the teacher should be able to assess the all round development of the child. In fact comprehensive evaluation covers the whole range of student's experiences in the context of total school activities. It includes physical, intellectual, emotional and social growth comprising of social personal qualities, interest, attitudes and values. Varieties of techniques need to be executed to carry out a comprehensive evaluation. The main characteristics of continuous and comprehensive evaluation are:

- It is informal and formative in nature
- It is based on the assumption that the teacher knows his pupils best and hence he/she should only be entrusted with the responsibility of evaluation
- It provides opportunities for the use of multiple techniques of testing
- It is built into the total teaching learning programme rather than done at a specific point of time
- It provides opportunity to teacher for regular diagnosis of learning difficulties followed by remedial measures
- It involves analysis and interpretation of the evidences of achievement to arrive at right decisions and make judgments

Achievement is considered as a key factor for personal progress. The whole system of education revolves around academic achievement. Academic achievement depends on a number of variables. Certain researchers found gender, literacy level of the family and family income as contributors significantly to academic achievement. A great deal of research work has been done to assess the relationship of academic achievement with intelligence, anxiety, stress management and other variables.
In recent years, society’s interest and concern for academic achievement has increased. In an adolescent’s social system, academic achievement is gaining a prominent value, particularly in India.

Academic achievement refers to ‘identifiable operations’ a student is expected to perform on the materials of a course and refers to the difference between the number and kinds of operations the students can and do perform at the beginning or at the end of the course. It is incorrect to consider high and low achievement, synonymous with or under achievement. Under achievement is a fact, not simply an artifact of psychological and educational measurement. An under achiever is one who performs significantly less well in school / college, than could be predicted from his performance on the measures of learning ability or intelligence. An over achiever is one who tries too hard and worries too much about his success or failure than by the hope of success. The distinction between the concepts of high and low, over and under achievement is that high and low achievement are defined in terms of an absolute standard of performance while over or under achievement involve the discrepancy between predicted and actual achievement.

Research shows that student motivation and attitudes towards school are closely linked to student – teacher relationships. Enthusiastic teachers are particularly good at creating beneficial relations with their students. Their ability to create effective learning environment that foster student achievement depends on the kind of relationship they build with their students. Useful teacher – student interactions are crucial in linking academic success with personal achievement. Here, personal success is a student's internal goal of improving himself, whereas academic success includes the goals he receives from his superior. A teacher must guide his student in aligning his personal goals with his academic goals. Students who receive this positive influence show stronger self-confidence and greater personal and academic success than those without these teacher – student interactions.
1.3.2 Test / Examinations / Academic achievement / Results

Man’s achievement in the field of science and technology helped to improve material conditions of living. All our knowledge ends with study of matter, plants and living creatures. Education serves not only to develop one’s intelligence and skill but also makes him matured, disciplined and useful to the society by holding certain high values in life. Academic achievement is very broad term which generally indicates the learning outcomes of the pupils in various subjects of curriculum. In this process of achievement changes in behaviour, one can not say that all pupils react at the same level of change during the same span of time. The level of achievement attained by the pupils in school is called academic achievement of the students.

By education man forms a proper attitude towards life. Education shows us many ways by which we can solve the problems of life. Life is full of struggles. Man makes his life successful through proper education. Thus, Education is the cleverest and straight road to achievement, the more the human beings become educated, the finer persons they turn out to be, the better families they establish, the healthier they are, the better work they do and the more progressive and stable are their communities. The world is becoming more and more competitive. Quality of performance has become the key factor for personal progress. Parents desire that their children should climb the ladder of performance as high as possible. This desire for a high level of achievement puts a lot of pressure on students, teachers, schools and in general on the educational system itself. In fact, it appears as if the whole system of education revolves around 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 academic endeavours. The academic achievement is regarded as synonym of scholastic achievement.

Achievement is also known as scholastic or academic achievement. It is of paramount importance particularly in the present socio-economic and cultural contests. Great emphasis is placed on achievement right from the beginning of special and integrated education. A considerable number of students from school go to colleges and Institutions of Higher learning. It is very important to ensure that such students acquire
the requisite competences as to benefit more out of higher education. Setting the stage for achievement of the youth is a fundamental obligation of the educational system.

Achievement is a multi-dimensional phenomenon and is affected by two main types of factors viz., subjective and objective factors. Subjective factors are related to the individual himself, intelligence, learning ability, aptitude, self-concept, perception of school, study methods, interact in activities, level of aspiration, motivation, attitude towards teachers and courses and adjustment with in the self and society. Objective factors lie with in the environment, socio-demographic status, family traits, value system, educational system, system of evaluation, special or integrated school situation and environment, number of students in the class and size of the school.

Academic achievement affects three major areas of behaviour of students: (i) Cognitive, (ii) Affective and (iii) Psycho-motor. However, it is difficult to say without proper evidence that students reach at the same level in all the three dimensions at the same time. Students may be at somewhat higher level in one dimension and at somewhat lower levels of achievement in different areas. As the areas of affective domain and psycho-motor domain are not sufficiently explored, it is generally a custom to restrict the term ‘scholastic achievement’ to the level of achievement of students in the cognitive areas of various school subjects. Virtually, all the teachers use some kind of tests to assess the performance of their students.

Here are some of the principles for assessing academic achievement of the students:

1. For effective education, the measurement of educational achievement is essential.
2. An educational test is no more or less than a device for facilitating, extending and refining a teacher’s observation of student achievement.
3. Every outcome of education can be measured.
4. The most important educational achievement is command of useful knowledge.
5. Written tests are well suited to measure the students’ command of useful knowledge.
Thus, academic achievement is the result of achievement tests which measure accomplishment in a specified area of work. The word 'achievement' is generally applied to the academic status of the students in different subjects as a whole. According to Good (1959) – 'academic achievement is accomplishment or proficiency of performance in a given skill or body of knowledge'. It means performance in school or college in a standardized series of educational tests. The term is used more generally to describe performance in the subjects of the curriculum. Achievement is the knowledge attained or skills developed by pupils in a given subject or field, measured by test scores / marks assigned by the investigators/ teachers. Hence, the academic achievement of a student may be influenced by a number of factors in the classroom environment. Factors such as anxiety, intelligence, classroom climate, etc., need attention with regard to its significance because without these factors, one cannot achieve excellence are success.

1.3.3 Need and importance of Results

A student's progress or failure in the class depends upon many factors like interest in the subject / course, motivation to learn, study facilities, students own study-habits and so on. Hence, the investigator is interested in the area of study habits of the students. As Argyle (1967) pointed out that during adolescent and student life, there is no need to decide on a particular identity. The young are allowed to experiment with and play at various identities before they finally commit themselves. The college situation is one of the many settings in which the young people work out the problems of adolescence. The transition from school to college poses a variety of problems for the youngsters. In their struggle to maintain an academic standard and to cope with the changing environment, the adolescent experiences a high degree of anxiety. This leads to alterations in one's behavioural patterns. The adolescent faces a few unique problems in adjustment to the college community. In addition, some of the problems are affected by special conditions in college settings.

Thus, academic achievement is the combination of ability and effort. Presumable ability being equal, those higher motivations, expertness and more effort will achieve higher grade. The need for achievement is a learned motive to compete and to strive for
success. There are wide differences among individuals, their past experiences and in their motivation that is learned, which account for the need for achievement.

The academic achievement represents the outcome of a complex variety of factors and cannot be traced to the existence of only one personal attribute. Academic achievement, as currently used is a fuzzy term that may mean any one of a dozen unspecified things. The sum total of information a student has at his command, when he finishes a course of instructions, the getting of a passing grade in a course regardless of what may lie behind the grade or the score on a test that has ‘performance’ in its title.

For a long time in the history of educational institutions, academic achievement was conceived to be the most exclusively a function of intelligence and academic aptitude. As a result, a number of aptitude tests were developed. Since these two have not given perfect predictions, psychologists and educationalists have been required to modify their views. It is now perceived to be a much more complicated problem involving motivation factors as well as intelligence and academic skills.

1.3.4 Impact of various factors on Results

Some of the important factors that affect the results of the students at all levels are given below:

1. Home is the first school for every student and parents are the first teachers. If the home environment is good automatically student’s nature in the school is good. Hence, the relationship with the family members, their educational standards, atmosphere of the home, social status, etc., will definitely influence the students’ academic achievement.

2. After home, the student spends more time in the educational institution i.e. school/college. Hence, the environment of the institution should be good and attractive both academically and administratively. The teachers and the peer group will also play an important role in the achievement level. Parents should keep an eye on the friends of their children because with good friends he/she can gain better achievement levels.
3. Curriculum is also one of the factors for developing achievement. Curriculum should be constructed on the standards of the students.

4. Besides the above three, self efficacy, emotional intelligence and achievement motivation are very important factor in developing the level of achievement. If the student gets easily adjusted with the environment, he/she develops good achievement.

5. Intelligence also plays a pivotal role in developing achievement of the students. It is general observation that intelligent students stand in top positions in their achievement.

6. Community is also an important factor for developing good achievement. Community has to provide the community centers such as library facilities, resource centers, information centers etc. A good community provides necessary facilities for good achievement.

7. Apart from the above factors gender, caste, management of the institution, age, marital status, social environment and anxiety and stress of the students will also influence their level of academic achievement.

1.4 ORIGIN OF INTERMEDIATE EDUCATION

The Board of Intermediate Education Andhra Pradesh, Andhra Pradesh was established in 1971, Andhra Pradesh is the first state in India, which adopted the 10+2+3 (up to graduation) pattern of education. The Board of Intermediate Education promotes the vision of world class education in Andhra Pradesh through quality leadership, support and Service it aims at continuous improvement of education in the state.

1.4.1 Aims of intermediate education

➢ Aim of the board is to regulate and supervise the system of Intermediate Education in the state of Andhra Pradesh. For this the board recently sanctioned affiliation to New, Private and Unaided Junior Colleges also, in the state.

➢ The Board of Intermediate Education, A.P, promotes the vision of world-class education in Andhra Pradesh through quality leadership, support and services.
The BIE (Board of Intermediate Education) regulates and supervises the system of Intermediate education. It executes and governs various activities that include devising of courses of study, prescribing syllabus, conducting examinations, granting affiliations to colleges and, providing direction, support and leadership for all educational institutions under its jurisdiction.

Intermediate means occurring between two extremes or in the middle of a range and may refer to:

- Intermediate 1 or Intermediate 2, educational qualifications in Scotland.
- Intermediate (anatomy), the relative location of an anatomical structure lying between two other structures: see Anatomical terms of location.
- Intermediate Edison Screw, a system of light bulb connector.
- Intermediate goods, goods used to produce other goods.
- Middle school, also known as intermediate school.
- Reaction intermediate, a short-lived, unstable molecule in a chemical reaction.

1.4.2 Course Pattern

The Intermediate Public Examination is being conducted since 1978-79 both at the end of 1st year course and at the end of 2nd year course. Earlier the Public Examination was only at the end of 2nd year. The candidates are examined in Part – I English, part – III Group subjects for 500 marks in 1st year and 500 marks in 2nd year in Arts Group, and 470 marks in 1st year and 530 marks in 2nd year in MPC group, and 440 marks in 1st year and 560 marks in 2nd year for the Bi.P.C. group. The percentage of pass marks in each paper is 35. The division in which the candidates are placed is decided on the basis of their passing all the papers in the 1st year and in the 2nd year.

1.4.3 The important functions of the intermediate board

The important functions of the board are to

- Prescribe syllabi and text books.
➢ It is a course that connection the school and collegiate education, that is the course between acquisition of knowledge and putting it to practices

➢ Grant affiliation to the institutions offering Intermediate course for private and public sector institutions

➢ Lay down regulations for the administration of Junior Colleges.

➢ Publish text books.

➢ Prescribe qualifications for teachers.

➢ Cause academic inspection of Junior College

➢ Conduct examinations and evaluation work.

➢ Process results and to issue certificates.

The Board of Intermediate Education (BIE), A.P. was established in 1971, to regulate and supervise the system of intermediate education in the state of A.P and to specify the courses of study and matters connected there with.

The Board of Intermediate Education (BIE), A.P., promotes the vision of world-class education in Andhra Pradesh through quality leadership, support, and services. It aims at continuous improvement of education in the State. The BIE regulates and supervises the system of intermediate education. It executes and governs various activities that include devising of courses of study, prescribing syllabus, conducting examinations, granting affiliations to colleges and, providing direction, support and leadership for all educational institutions under its jurisdiction.

1.4.4 Syllabus of Intermediate Course

The Board of Intermediate Education, AP., at Hyderabad is offering a multitude of academic programmes. With a view to give greater impetus to the academic aspects of the Board, a separate academic wing called “Educational Research and Training Wing” has been created. The board enjoys the prerogative right of prescribing textbooks for two year Intermediate course.
The Board is presently offering the following subjects

Part – I

English

Part – II

Second language

Telugu, Hindi, Sanskrit. Urdu, Arabic, French, Tamil, Kannada, Oriya and Marathi

Part – III

Optional Subjects

Mathematics, Physics, Chemistry, Botany, Zoology, Commerce, Economics, Civics, History, Psychology, Public Administration, Logic, Sociology, Geography and Geology

Modern Language Subjects

English, Telugu, Hindi and Urdu

The Syllabus of language subjects and optional subjects is structured by concerned subject Committees constituted by the Board. The Committees also undertake revision of syllabus and it’s updating, keeping the changes and current trends in view.

1.4.5 Pattern of conducting the examination

Conduct of examination is one of the most important functions of the Board. Every year it conducts the Annual Examination (March/April) and the Advanced Supplementary Examination (June/July). The Intermediate Public Examination is being conducted since 1978 – 79 both at the end of 1st year course and at the end of 2nd year course. Earlier the public Examination used to be only at the end of 2nd year.

The candidates are examined in

Part-I English

Part-II Second Language and

Part-III Group subjects

For 500 marks in 1st year and 500 marks in 2nd year in Arts Group,
470 marks in 1st year and 530 marks in 2nd year in MPC group, and

440 marks in 1st year and 560 Marks in 2nd year for the Bi.P.C. Group. The percentage of pass marks in each paper is 35. The division in which the candidates are placed is decided on the basis of their passing all the papers in the 1st year and in the 2nd year. (In one sitting each year)

1.4.6 Evaluation in Intermediate system

The candidates are evaluated as per the following criteria.

- Those who secure 70% and above marks are put in the A Grade,
- Those who secure between 60% and above marks but below 70% are given B Grade
- Those who secure between 50% and above marks but below 60% are given C Grade
- Those who secure between 35% and 50% are awarded D Grade
- Others are declared as not qualified for promotion.

1.4.7 Ending the testing times for students

In the 1950s and part of the 1960s pass at the SSLC examinations conducted by a state authority was good enough to join any national or regional institution or university for further study. The process of further study and simple with first class student could have access to degree programmes in engineering, technology and sciences. Going for a medical degree requires passing as group subjects the intermediate exam with, Biology, Physics and Chemistry. With Arts subjects in intermediate, one had to go for arts or social sciences at the degree level. Intermediate made in commerce was a must for taking up the B.Com. programme.

Education now is much more complicated. Entrance tests, admission tests and qualifying tests galore: This is the education scene today. For admission in to degree programmes in agriculture, engineering, law, management, medicine, pharmacy etc., there are entrance tests conducted at the state and the national level. Once the degree is
completed, there are entrance tests again for post-graduate programmes. There are as many as 35 different entrance tests, three conducted by national agencies and 32 by others. All these are intelligence tests but no devise is yet found to measure the wisdom levels of students. Intelligence is inherent with every child by birth, the main aim of education in to many people wise; some times we find more intelligence among the uneducated than the educators.

1.4.8 Results of intermediate education

According to Minister for Primary Education Manikya Vara Prasada Rao (2009), 65% of Intermediate candidates cleared the examination this year. The pass percentage was 60.15% last year, he pointed out. The pass percentage of girls this year is 67 and that of boys is 63. Although, we cannot attribute any reason for the high score of girls, we can deduce that the girls must have put in hard work and spent more quality time in studies. Boys, in general, are keen on extra-curricular activities and might have spent less quality time preparing for examinations than their counterparts. Focused study, concentration and hard work, in general, play a crucial role in the performance levels of students. Of the 9,17,794 candidates who took the examinations, 4,50,248 succeeded this year. The students of government junior colleges performed well this year too. As many as 1,82,408 students were awarded A grade, 1,65,002 B grade, 78,509 C grade and 24,329 candidates secured D grade this year. Last year, 6,60,341 students appeared for the Intermediate examinations and 3,97,170 successfully completed their Intermediate. The pass percentage of Intermediate second year candidates in March 2009 stood at 60.15. Krishna district topped the list with 77% pass followed by Nizamabad with 75% and Rangareddy district with 73%. Anantapur district occupied the last position among the districts in terms of number and percentage of pass. Intermediate education in Andhra Pradesh revolves around EAMCET, which is the gateway to enter various professional colleges. With the Government deciding to accord 25% weightage to Intermediate marks for consideration in EAMCET with effect from 2008-09, girl students will certainly have an edge over boys proportionately in the engineering and medical seats from this session onwards, because the girls have outnumbered the boys in the results. The Y S Rajasekhar Reddy government had decided to increase the 25% weightage of Intermediate marks to
50% in the 2010-11 academic session. The original intention was to increase the weightage for Inter marks by 25% every year and ultimately abolish the EAMCET altogether in four years’ time. However, for unknown reasons, the move has not been implemented this time. With more than 4.5 lakh students securing pass in the Inter examinations, many colleges hope their financial position would improve this year. Last year the inter pass percent was around 60% and a significant number of seats had fallen vacant. This year, the seat occupancy figures in colleges may go up, thanks to the five percent increase in the pass percentage. When it comes to ranks, girls have again secured top ranks in MPC (mathematics, physics and chemistry) and BiPC (biology, physics and chemistry) streams this year, outnumbering their male counterparts. The topper among girls from the MPC stream is Shehnaz of Krishnaveni Junior College in Kothagudem in Khammam district who scored 992 marks out of 1000. Srilatha scored 990 marks giving a close competition to Shehnaz. However, with regard to the BiPC stream, PY Sunitha of Vikas Junior College in Nandyal got the highest marks (989 out of 1000). Archana stood second by scoring 987 marks. Corporate colleges have performed better this year. The success can be attributed to better focus on academics in the wake of the government decision to accord 25% weightage to Inter marks during EAMCET. Secondly, the number of students who joined corporate colleges in 2008-09 had fallen marginally due to a fall in the percentage of SSC results of 2008. Hence the attention to quality might have surged with the dwindled student strength in colleges. Among the Chaitanya Educational Institutions, B.V.N. Mounica scored 989 marks followed by S.B.N. Kishore (987) in the MPC stream. In the BiPC group, N. Kiranmayee topped with 985 marks followed by P.V. Swetha (983). In the MEC group, H. Vidya secured highest marks in the State scoring 963. The Narayana college students, however, came out in flying colours with more than 186 students securing 975 or above marks. In the MPC stream, S. Sneha secured 986 followed by Sk. Aasif Ahmed (985), Santoshi Sushmitha (985) and Raja Venkat Vishwanatha (984). In the BiPC stream, C. Madhuri got 983 followed by K. Pratyusha (980) and Amulya Reddy (980). About 33% of Narayana students scored 986 and above, while 40% of students scored 985 marks.
1.4.9 Reasons for variations in student results: an overview

Carroll (1963) developed an influential general model of school learning. The model posited three factors (aptitude, ability, and perseverance) as internal to the learner, and two factors (opportunity to learn and quality of instruction) as external to the learner. Carroll's work served as the basis for other models that emphasized various factors, such as student aptitude, student environment, instruction, and teacher characteristics and instructional delivery presented a model that recognized the nested nature of educational settings and identified three levels in the educational environment of a student. These were the home, the peer group, and the school. Combining the elements of several of these models developed a conceptual framework of variables on school learning made up of a two-way matrix. The rows of the matrix described the levels in which education is embedded. The columns of the matrix indicated the different dimensions. The levels, starting from the highest, were country, followed by community, school, classroom/teacher, home, and student. The dimensions, starting from the left, covered structure/demographics, resources, values, practices/behaviors, and outcomes. This framework allowed any variable to be placed in the matrix according to its location in terms of level and dimension. It also assisted with placing variables in models of factors influencing educational attainment. In general, variables at a higher level and further to the left were considered to influence variables at lower levels and further to the right. Thus, for example, GDP (gross domestic product), positioned as a resource variable at the country level, was considered to influence the number of public libraries. The libraries, in turn, formed a resource variable at the community level—a variable that could be considered to influence community values relating to literacy and literary enjoyment. Finally, outcomes considered at the student level included student learning, achievement, attitudes, and interests.

College students have many obstacles to overcome in order to achieve their optimal academic performance. It takes a lot more than just studying to achieve a successful college career. Different stressors such as time management, financial problems, sleep deprivation, social activities, and for some students even having children, can all pose their own threat to a student's academic performance. The way that academic
performance is measured is through the ordinal scale of grade point average (GPA). A student’s GPA determines many things such as class rank and entrance to graduate school. Much research has been done looking at the correlation of many stress factors that college students’ experience and the effects of stress on their GPA.

This study did not take into account a main factor that a lot of college students have to deal with, having children and families to care for. Today more and more people are deciding to return to college after being out in the work force. Coming back to college puts high demands on older people, who sometimes have family already. This factor of having a family could itself contribute to a lower GPA, but one study looked at this factor of family and found to the contrary. What helped these students was the support they found within the University, support such as childcare services, and also courses in how to hone superior studying skills. One extraneous factor in the study of family and school demands was that most of the students surveyed, were only part-time students and therefore not a representative sample of the general college population.

There are also a number of health-related factors that can contribute to a student’s academic performance, and therefore have an effect on his or her GPA. The amount of exercise, nutritional routines, and also the amount of social support the student perceives all can contribute to how a student academically performs. Exercising too much or not at all can influence academic performance. Taking time out of frequent study hours to work out, pulls away from grades. A frequent occurrence on college campuses is students becoming almost addicted to exercise, turning a healthy behavior into one that is psychologically unhealthy. Nutrition is also a problem with college students. Students may have difficulty in finding the time to cook adequate meals. Most students are just learning to live on their own, and learning to cook can prove to be a challenge. Finding time to go to the grocery store once every couple of weeks can be a demanding task. Little storage space is available in the average dorm room, and food storage may not be possible at all.

The effects of perceived social support are mixed. Some studies have shown that the amount of social support from the university and outside contributors like family, friends and mentors can make a huge impact on a student’s success. Support such as
emotional, academic, and financial are tremendous factors in the success of a college student. The years spent at college can be a stressful and life-changing experience; having your family and friends, along with the university these are crucial. If the student has a family that involves his or her own children, the support of everyone is needed even more, to achieve the goal of graduation.

The correlation between hours worked in a week and GPA seems obvious. The more time spent at work, the less time a student spends studying. Having to hold down a job and still be a college student is a constant source of stress. Also, mentally juggling the two roles of workplace and college can itself be stressful to a student. Finding the time to work a full or part time job and take it as seriously, and also maintain focus on academic studies can be perceived as stressful. Being exhausted from working the night before can cause a poor attendance record and also gives a student less time to study, resulting in a poor academic performance.

The most important contribution that was found was the effects of sleep on students' GPA. One study took into account previous research that had been done in the area of sleep, not just on college students but also on the general population. One thing that this study did not take into account was that some past research on sleep suggests that people who sleep fewer hours at night may have psychological maladjustment. Sleeping shorter duration of time has shown to increase factors such as anxiety and stress, which have been associated with academic performance. These factors cause students problems by causing shortened attention span and also increasing the number of errors students make in tests.

Another health-related factor that can influence student's GPA is class attendance. Attendance itself can be related to stress factors like insufficient sleep, job responsibility, illness and also having a family or children to care for. Having a class at seven in the morning can be a huge problem for students deprived of sleep, especially for those students who attend classes during the day and work at night. Students who have children to take care of can often find themselves being held out of class for reasons like their children being ill or not having the proper child care readily available. Grades, motivation and prior GPA can also be reasons for class attendance. With attendance having a major
influence on academic performance, even to the point of some professors using it as a requirement to pass a course, it is a great indicator of a students overall GPA. One major prediction of class attendance is a student’s GPA prior to enrolling in the class. Students who have done better in previous classes are likely to attend classes more frequently. Other factors in class attendance include the level of courses the student is taking. On average, junior and senior level courses have a higher attendance record than freshman and sophomore courses. One finding that is contradictory to that of other studies is that students who work and are financially independent are more likely to attend classes and take their education more seriously. This may be due to the fact that paying for their education themselves makes them value their college careers more than students who do not pay for it themselves.

There are many factors that can cause stress and influence a student’s academic performance and therefore affect his or her overall GPA. The factors include exercise, nutrition, sleep, and work and class attendance. A college student may find him or herself in a juggling act, trying to support a family, taking care of job responsibilities, and at the same time trying to make the most of the college career. All of these factors can affect the grades of students, which ultimately affect the rest of their lives.

All of the factors that have been reviewed in the literature can contribute to a college student’s level of stress. By themselves these constraints may have no effect at all on a student, but when combined, a student could perceive them as stressful, and the stress factors could have a dramatic effect on a student’s academic performance. With too many stress factors present and with limited resources of time and energy, a student could easily become overwhelmed.

Some students may perceive factors such as nutrition, exercise routines, sleep patterns, social activities, and work as stressors that they need to overcome in order to achieve a higher academic standing. On the other hand, other students may not perceive these life situations as factors of stress at all. Stress itself has been proven to be a factor affecting a college student’s GPA. Moreover the way the student perceives his or her stress can determine how much stress the student is actually under.
1.5 INTELLIGENCE

No two individuals are alike. Some may be bright, others are averages and some others are dull. Since man is a product of his heredity and environment, the answer lies with either of these factors or with both. Many attempts have been made to answer these questions from the very beginning of knowledge. A teacher has to face such differences in the class room and has to adjust his teaching accordingly. Therefore, it is necessary for him to know about the world of intelligence and its management. So long as controversy existed as to what was meant by intelligence, no test could truly define the term intelligence.

Human intelligence has evolved steadily over the course of thousands of generations without drastic change in the environment. However, the challenges we face in the modern society have the independent domain of intelligence to assume the roles that other domains would have played in the primitive environment in to which we evolved. There are clear generic links that predispose people to have a larger cerebral cortex, allowing them to better deal with the challenges of the expanded workload, modern life puts on our intelligence domain. Evolution has not yet had a chance due to human circumvention of natural selection.

General intelligence can be described as the ability of an individual to acquire and apply knowledge. Since our environments are abstracted a greater importance has been placed on cognitive ability and intelligence to allow us to function in modern society. The human race provides some clues as to how this might happen. It seems that human intelligence is heavily dependent upon society for its development.

1.5.1 Intelligence and Results

Among several students who write the examinations every year at every stage, it is observed that considerable number of students find it difficult to write the examinations in spite of their elaborate preparation, clearly justify their appearance in the examination. Though these students are bright, intelligent, they experience a feeling of uneasiness while facing the examinations. It is also observed that students attending clinics always seem to increase during and immediately following high school
examination periods. At such times, anxiety concerning academic background factor, students who come to clinics during examination periods complain of anxiety reduced their effectiveness in studying and actively interfered with thorough processes during examinations. Many students report that although they knew the answers best to the questions, they were often unable to produce them because they were 'blocked' or 'chocked-up' for the test situation. Most of the learning problems observed in the clinics are intensified by emotional turbulence resulting from the demanding pressures of the academic achievement.

Thus, we find that the efforts of a sizable number of brilliant students are wasted, since they develop 'examination fear' as examinations approach. During the period of examination, anxiety sets in. It is natural for any individual to be anxious when he is assigned with a task to fulfill. Fear of failure and consequences of such a situation upset the individual. In turn he is emotionally agitated, thus reducing his performance level both qualitatively and quantitatively.

The academic achievement of the students depends on the following five individual needs viz.

1. Need for love through a warm social-emotional mood
2. Need for security
3. Praise and recognition, which is basically a need for feedback
4. Need for new experiences to explore and to manipulate the immediate environment and
5. Need for responsibility.

Psychologists have consistently documented a significant relationship among such things as academic achievement, intelligence, anxiety, study habits, school satisfaction, self concept and self esteem. This relationship has been reported for children as early as primary classes and as late as the college years. The academic achievement of an adolescent is hindered when one possesses poor self-esteem or negative self-concept. The self -development and academic achievement interact so as to influence each other
directly and continuously. It also seems likely that this relationship is mediated by various experiences for success or failure that are established through cumulative in the institution or in other formal setting for learning.

1.6 SELF-CONCEPT

Self-concept is an idea of the self-constructed from belief one holds about one self and the responses of others. Is the mental and conceptual understanding and persistent regard that sentient beings hold for their own existence. In other words, it is the sum total of a being's knowledge and understanding of his or her self. Self-concept is different from self-consciousness, which is an awareness or preoccupation with one's self. Components of self-concept include physical and psychological and social attributes, which can be influenced by the individual's attitudes, habits, beliefs and ideas. These components and attributes cannot be condensed to the general concepts of self-image and the self-esteem.

Self-concept is a multi-dimensional construct that refers to an individual's perception of "self" in relation to any number of characteristics, such as academics (and on academics), gender roles and sexuality, racial identity, and many others. While closely related with self-concept clarity (which "refers to the extent to which self-knowledge is clearly and confidently defined, internally consistent, and temporally stable"), it presupposes but is distinguishable from self-awareness, which is simply an individual's awareness of their self. It is also more general than self-esteem, which is purely an evaluative element of the self-concept.

1.6.1 Definitions of Self-Concept

An individual's perception of himself, as a person, which includes his abilities, appearance, performance in his job, and phases of daily living (Good C.V.1973).

Self-concept refers to the picture or image a person has of himself. (R.P.Taneja, 1991 and a group of experts, 2003).
Judge and Bono (2001) presented a meta-analysis showing that components of a positive self-concept construct were among the best predictors of job performance and job satisfaction.

Personality causes reflect the dynamics of an individual's self-perception and characteristic attitudes and behaviors. A variety of personality characteristics have been found to be associated with the career development of women. Self-concept is one of the most popular ideas in psychological literature. Unfortunately, self-concept is also an illusive and often poorly defined construct. Reviews of literature have found at least 15 different "self" terms used by various authors (Strein, 1993). Terms such as "self-concept," "self-esteem," "self-worth," "self-acceptance," and so on are often used interchangeably and inconsistently, when they may relate to different ideas about how people view themselves. Rogers (1951) defined the self-concept as "an organized configuration of perceptions of the self which are admissible to awareness. It is composed of such elements as the perceptions of one's characteristics and abilities: the precepts and concepts of the self in relation to others and to the environment; the value qualities which are perceived as associated with experiences and objects; and the goals and ideals which are perceived as having positive or negative valence. Self - concept is operationally defined as a measure of the evaluation which the individual make and customarily maintains with regards to himself, it expresses an attitude of approval or disapproval, and indicates the extent to which the individual believes himself to be capable, significant, successfully and worthy (Cooper, Smith 1959, 67). The awareness of self comes through the gradual process of adaptation to the environment. (Piaget, 1969) Today, our self-concept, i.e. our knowledge, assumptions, and feelings about us, is central to most of the mental processes. According to Markus (1977), information concerning oneself is processed in terms of its relevance to ones self-schemata. Self-schemata are defined as cognitive structures embodying networks of meaning associated with particular attributes that together coalesce to form the self-concept.

1.7 PERSONALITY

The study of personality seeks to discover the reasons for a wide range of human behaviors, to account for their occurrence, and to assess their roles in the total
person (Gordon, 1963). When the demographic and situational factors are capable of influencing the individual's satisfaction in either way, one's personality will certainly play a vital role in determining the job satisfaction/dissatisfaction. As rightly pointed out by Vroom (1964) any study of job satisfaction should include both sets of variables viz., work role and personality variables.

1.7.1 Personality Characteristics

- **Achievement:** Doing one's best in objective or difficult tasks and achieving recognition
- **Defersence:** Being agreeable to accepting the leadership of others and avoiding unconventionality
- **Orderliness:** Organizing one's work and habits and planning ahead systematically
- **Exhibition:** Behaving so as to attract attention to one's self by appearance, speech, and manner
- **Autonomy:** Doing as one chooses independently of others' opinions and avoiding conformity
- **Affiliation:** Participating in friendships, sharing things with friends, and forming attachments to them
- **Sensitiveness:** Analyzing motives and putting oneself in other people's shoes in order to understand their behavior
- **Neediness:** Seeking encouragement and support from others and appreciating being aided when in need
- **Dominance:** Being a leader who supervises or wields influence over others
- **Abasement:** Feeling oneself blameworthy and inferior to others and experiencing timidity
- **Nurturance:** Assisting those less fortunate and giving moral support to others
Change: Participating in new activities and fashions and liking novelty in one’s life

Endurance: Remaining with a task until it is completed and being able to work without being distracted

Heterosexuality: Engaging in social activities with the opposite gender and being interested in related matters

Aggression: Attacking contrary points of view and expressing disagreement or criticism of others openly

1.7.2 Definitions of personality

There are so many definitions of personality as it covers a varied and complex domain. In order to know the nature of personality some important definitions are discussed hereunder:

In general some define personality as “one’s social stimulus value”. Others define it as, ‘the sum total of innate dispositions, impulses, appetites, instincts, tendencies and habits’. Another type of definition says that ‘personality is more than the sum of its parts and that more than is its pattern or organization’. Some people define personality as ‘an individual’s characteristic pattern of adjustment’.

Gordon Allport delineated different kinds of traits, which he also called dispositions. Central traits are basic to an individual’s personality, while secondary traits are more peripheral. Common traits are those recognized within a culture and thus may vary from culture to culture. Cardinal traits are those by which an individual may be strongly recognized.

Raymond Cattell’s research propagated a two-tiered personality structure with sixteen “primary factors” (16 Personality Factors) and five “secondary factors.”

Hans Eysenck believed just three traits—extraversion, neuroticism and psychoticism—were sufficient to describe human personality. Differences between Cattell and Eysenck emerged due to preferences for different forms of factor analysis, with Cattell using oblique, Eysenck orthogonal rotation to analyze the factors that emerged when personality questionnaires were subjected to statistical analysis. Today,
the Big Five factors have the weight of a considerable amount of empirical research behind them, building on the work of Cattell and others.

According to Cattel (1950), "Personality is that which permits a prediction of what person will do in a given situation".

Guilford (1954) says that an individual's personality is "an integrated pattern of traits". He defined personality, as "an individual's personality is unique pattern of traits. A trait is any distinguishable, relatively enduring way in which one individual differs from another".

Koul's (1974) definition on personality is that "it is an organization and integration of a large number of habits".

Crowne's (1979) definition on personality is the organized system of potentialities for behaviour.

Madhu Raj (1996) and John Belling Ham (2004) defined personality as a psychological term that refers to the predictable and unique indicators of the way an individual might respond to the environment. A personal reference that usually connotes acceptability and likeability.

1.8 STUDY – HABITS

Study-habits mean the ways of studying, whatever systematic or unsystematic, efficient or otherwise. Study habits mean the habits that an individual might have formed with respect to his learning activities. In the process of learning, habitual ways of exercising and practicing their abilities for learning are considered as study-habits of learners. The pattern of behaviour adopted by students in the pursuit of their studies is considered under the caption of their study habits.

Study-habits may be defined as "the complex of reading behaviour of a person, resulting from the varying degrees of interaction of a number of variable factors, when he seeks graphic records for acquiring information or knowledge."

The efficient acquisition of knowledge depends upon the methods of acquiring study-habits. It is important and desirable that a probe into the pattern of study habits of student be made.
Kohli (1977) pointed out that in the academic field, study habits are of particular theoretical and practical importance. If we look at the difference between the Indian and Euro-American students in their study-habits, the Indian student needs to be spoon-fed, but the Euro-American student prefers independent study under the supervision of his/her master.

For achieving good study habits, one must have the desire to learn full working abilities and talents. All these are fulfilled in his assignment work, in class-room interaction, for examination purpose. Besides, he must have good memory, self-discipline in studying and skill in assimilation. The skill of finding what you want will develop and increase as long as you nourish it. Skill of fixing it up in one’s mind requires the development of good study-habits.

1.9 NEED AND SIGNIFICANCE OF THE PRESENT STUDY

We know that there is an explosion of knowledge and it is not possible to teach everything of everything. It is also not possible to spoon-feed pupils. And even if spoon-feeding is possible, it does not result in good education.

As the societies have come under the impact of science and technology, there are many means and many sources for learning. The teacher should be aware of the various laws and theories of learning and their educational implications and application. It is not only the responsibility of the teacher to provide learning experiences, but it is also the responsibility of the pupils to utilize them properly by adopting efficient procedures of learning. One will be able to learn by himself if he has developed proper study habits which can lead him to learn and read efficiently and effectively, how to memorize quickly and how to read systematically. The problem of study is of immense importance both from theoretical and practical point of view. To be a good student, it is necessary to be able to read, memorize and write speedily and effectively.

So understanding the problems of poor results among the students is needed to help them to solve their problems. It is under this background an attempt has been made to study the level of achievement of junior college students in relation to their intelligence, personality, self concept and study habits.
If we observe in the traditional Indian system of education, the teacher and the taught devoted their time exclusively for the study. They lived together and the process of education was a continuous one carried through discourse, discussion and dissemination. We know that there is an exploration for knowledge and it is not possible to teach everyone of everything. It is also not possible to spoon-feed pupils and even if spoon-feeding is possible it does not result in good education.

Therefore, the main thrust of this investigation is to compare results of the junior college students studying in different colleges. The influence or impact of intelligence, personality, self concept and study habits of the students was elucidated.

1.10 RESUME OF SUCCEEDING CHAPTERS

The study culminated in the presentation of a consolidated research report consisting of six chapters. They are:

Chapter – I deals with highlighting the concepts of the title with its significance, reason for selecting the present problem.

Chapter – II deals with an analytical presentation of research work conducted so far in the area, in which the investigator is interested to investigate further.

Chapter – III deals with Statement of the problem, Need for the present study, Operational Definitions of various terms, Objectives of Study, Hypotheses to be tested and Variables included.

Chapter – IV deals with tools employed, methods of collecting data, and statistical techniques employed in the analysis of data.

Chapter – V deals with analysis of data, and a detailed discussion of results of the present study.

Chapter – VI deals with summary of investigation, major findings, conclusions, Educational implications, recommendations and suggestions for further research.

Bibliography and Appendices are given at the end of the thesis.