PREFACE

Quality Education is one of the key factors in the national development. Education is seen as an indispensable asset for achieving the idea of peace, freedom and social justice besides being an instrument to reduce poverty, ignorance and oppression of war. There is also a need for acquiring and developing curiosity and pleasure in learning. Effective learning to a great extent depends on the way of teaching and overall atmosphere of learning. Measuring achievement is a major part of the learning process and informs educators of student talent and progress toward educational goals. Today’s modern society expects each one to be a high achiever. It has become an indicator of a child’s future. Parents, teachers and higher authorities concerned with effective academic achievement of the students. The reasons for achieving low in academics are numerous. It is true that in the vast majority of cases it is unable to identify the exact reason why a child is achieving low? In this context Classroom environment is seen as a major determiner of classroom behavior and learning outcome. The classroom environment has a big influence on student outcomes and plays an important role in improving the efficiency of learning in all levels of classrooms. Studies consistently have shown evidence of relations between student perceptions of their classroom learning environment and their cognitive and affective outcomes. Students learn better when they perceive their classroom environment positively. Understanding how to establish and maintain a positive classroom climate is seen as basic to improving schools. Research suggests significant relationships between classroom environment and students academic achievement. The ultimate objective of striving to work for a good classroom climate is to facilitate learning in which the students demonstrate through their active participation curiosity and attention to detail that they value the content’s importance. They take obvious pride in their work and initiate improvements in it. This they do by revising drafts on their own initiative, help peers, and ensuring that high quality work is displayed. Both students and teachers establish and maintain through planning of learning activities, interactions and the classroom environment of high expectations for learning are cognitively busy place with student and teacher setting a high value on high quality work/student work being displayed and student teacher interactions characterized by teacher insistence on and student acceptance of the need for students to expand their...
best efforts. Both students and teachers see the content as important, and student take obvious pride in their work.

How can we organize the environment in the school and classroom so that such interactions support and enhance both teaching and learning, and where children feel safe, happy and wanted, and which teachers find meaningful and professionally satisfying? Yet not enough attention is paid to the importance of classroom environment for learning. Often classrooms are overcrowded, with no alternative spaces to learn, nor are they attractive, inviting or sensitive towards children’s needs. Keeping in view the importance of classroom environment in relation to academic achievement of the rural and urban students, the present study aimed to investigate the relationship between classroom environment along with its various dimensions, locale and sex with academic achievement.

The study has been divided into six chapters. The first chapter deals with the introduction part. The second chapter comprises the review of literature concerning the factors affecting academic achievement including classroom environment, providing a theoretical groundwork of the investigation. Chapter three presents the problems and hypotheses of the study. Fourth chapter describes the methodology adopted in the present study, which includes samples, tools used, design and procedure. The obtained results have been discussed in the fifth chapter. Findings of this study may have some implication in educational sector. we hope that the results of the present study would enable the parents, teachers, educational administrators and social workers in particular and the society in general. It is expected that these information would probe into a better understanding of increased awareness of the classroom psychosocial environment. Teacher support, affiliation, task orientation and involvement factors may increase the academic achievement of the students. In sum, these findings could provide useful information for those who wish to develop educational programs to improve students' academic achievement.

Summary of the study is presented in sixth chapter. This is followed by the references. The last portion contains appendices, tools and data are provided in appendix A and B respectively.
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I do hope that the present work will prove helpful to the academic improvement of the students, who are the future of the nation.

Thanks

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