CHAPTER- I

INTRODUCTION

1.1.0 Importance of Education

Education as a fundamental human right must be the first call on nation's resources. Education contributes significantly to national development. Education is the main instrument of change, modernization and production. Education helps to develop thinking, understanding and attitude of citizens. Education is as deep as the life and as broad as the world of our experiences. It touches our life at every point, guides and directs our thought, feeling and activity at every moment. Education comprises the whole life of individual from cradle to grave. Although from more practical and workable point of view our general education which is also known as formal education may be divided into following levels as- (A) Pre-primary education (B) Primary education (C) Secondary Education and (D) Higher education.

India is a developing country. She is rapidly advancing in all the spheres. What is needed now is full utilization of man power which is also growing very fast. The country is rich in natural resources. For full utilization of these resources we need properly educated and skilled man power for the country. Secondary Education can be compared with that of the wall of building. To have a good and strong root, the wall must be strong and good enough. Similarly it can be stressed here that the nation is just like a building. Therefore, national prosperity and strength depend upon sound system of Secondary Education

Education takes care of present and future generation along with productivity and quality of life. It is a tool of transmission of culture, accumulated knowledge and experience of a society. Education is conceived as an important means to develop 'human capital', contributing both to social productivity of the individual and economic growth of the society. People should get the benefits of economic and technical development through well planned and well-implemented system of education. It is one of the most important symbol of status and prestige in the society.
for an individual and is taken as an index of his/her all round development. Education helps not only in building up individuals personality, character and intelligence but also his productive capacity and his ability to perform his share of work more efficiently. Education will develop a child to be a person who is physically strong, mentally well equipped, emotionally balanced and with right attitude towards life. If the quality of human being is measured by his progress, education must be the focus. It has been rightly said that the foundation of every state is the education of its youth. The Indian Education commission (1964-66) stated that the most important and urgent reform is education for relating it to life, need and aspiration of the people and thereby make it a powerful instrument of social, economic, and transformation necessary for realization of national goals. NEP (1986) indicates that by and large, our system has not been able to respond to the national needs and aspirations, hence, NEP (1986) emphasized on the qualitative education.

Education is ever widening concept. Ever since the dawn of civilization, human being has been trying to educate himself in order to meet with the changing demand of life. In fact, man has succeeded in distinguishing himself from other animals only by virtue of education. During the course of time, education became an essential virtue for man to live and lead a civilized life. Education has always been accorded an esteemed place in Indian society. Many great people have stressed the fundamental role of education and its unique significant for national development and universal place. Education has been considered most important instrument of social change to usher a better world of culture of peace and non-violence.

Education is the key factors in the development of human potentials. Every country gives due importance to her education system through which all types of challenges are possible to faced. It is possible to reach all the people with the benefits of economic and technical developments through well-planned and well implemented system of education. Moreover, education is a matter of purpose and focus. Education is a process, which leads to cognitive, affective and psychomotor aspects. The Kothari commission also addressed the destiny of India is now being shaped in her classrooms. The National Policy on education 1986 and its revision 1992, in its attempts to reconstruct the Indian system of education has recommended for the implementation of a common uniform structure of education in the country. Categorically it has been to
provide eight years of compulsory elementary education to all the children in the country in the age group of 6-14. The structure of education implemented by the National Policy of Education 1986 and its revision 1992 has given below

Structure of formal education (10+2+3)

- School Education of 12 years.
- Higher Education of 3 years

School education comprises three stages:

Primary Education (8 years) - Class I to VIII

- Lower Primary (5 years) Class I-V
- Upper primary (3 years) Classes VI-VIII

Secondary Education (2 years) classes IX and X

Higher Secondary Education (2 years) classes XI and XII

From this uniform structure of education now it is clear that Secondary Education is that stage of education which provides two years of education from class IX and X. Secondary Education is that kind of education which is given after the primary education and before university education i.e. it includes all the classes after the primary education and before university education. However, Secondary Education means education suitable for the requirements of all peoples who have completed primary education. Secondary Education is organized at two stages i.e. two years of secondary and two years of higher/senior secondary after class VIII under the uniform 10+2+3 pattern of education adopted in our country.

Secondary Education

Secondary level of education is the most important and complicated level of education. It comprises the age of 14 to 18 years of students. The Education Commission (1964-66) suggested the term 'Secondary Education' for the following
four to five pre-university years. The five years of Secondary Education are divided into two cycles- lower secondary comprising of VIII, IX and X and higher secondary comprising classes XI and XII. Present study is concerned with lower secondary stage which includes IX and X classes, specially class X, which is the last and most important stage of Secondary Education. This stage of education is very important to serve the individual needs of children and social needs, hopes and aspirations. Secondary Education is complicated because it generally covers the period of adolescence, the most vital stage of anybody’s life that brings about colourful changes in all direction.

Taneja (1989) opines that Secondary Education is that education provided in secondary schools following primary education. In most countries, Secondary Education begins at approximately 11 years of age.

Mukherji (1981) states that the term Secondary Education stood for three things- a stage, a type and a standard. As a stage it stands for what comes next to elementary education. As a type, it stands for something that, though related to a certain intelligible classification of things to be learnt, is constantly being modified and enlarged, but the fundamental of which can be expressed only by a still more elusive name, humanisms or liberal education. As a standard, it aims at that measure of erudition of which universities can take cognizance. Secondary Education’s role as an element in the national system has depended largely upon the measure in which these three meaning have been brought into harmonious relation with one another. Originally all secondary schools are English schools. They are established by Private Bodies, Christian Missionaries and Government. The Secondary Education was introduced in India as per recommendation of Woods Despatch Report 1854.

Education is considered as an important factor for the development of the society. Therefore, there should be no discrimination among the individual irrespective of caste, creed, sex etc. UNESCO encourages activities designed to increase educational opportunities for all people. Secondary Education is the last stage of compulsory education and success of a nation depends on successful Secondary Education.
1.2.0 Conceptual framework of Secondary Education in Indian context

1.2.1 Historical background

India has a long tradition of organized education. As a historian has put it, "There is no other country where the love of learning had so early an origin or has exercised so lasting and powerful influence." However, educational effort in the country has come a long way from this traditional position in its definition, coverage as well as impact. The current educational system in the country operates in an altogether different context from the classical past. The country's commitment to the provision of education for all and its endeavour to achieve this goal in a speedy fashion has to be seen in this complex milieu within which the educational system is currently functioning.

As the veteran educationist Shri J. P. Naik put it: "The Indian Society, especially the Hindu Society has been extremely in egalitarian, and this (provision of equality of educational opportunity) is one value on the basis of which the society can be humanized and strengthened. In fact, the issue is so crucial that the Indian society cannot even hope to survive except on the basis of an egalitarian reorganization". Between 1813 and 1921, the British administrators laid the foundations of the modern educational system. The principle positive contribution of the British administrators to equality was to give all citizens open access to educational institutions maintained from or supported by public funds.

Secondary Education is the link between the primary education on one hand and the university education on the other. It has to play a vital role in the educational system of the community. Secondary Education is the connecting link between these two stages and seeks to provide future leadership to the society in the various path of life. Humayun Kabir stated, "Secondary Education has, therefore, a vital role to play in any programme of education for the community. It provides teachers for Elementary Education. It also prepares pupils for the universities and other institutions for higher
learning. Besides, it is the stage which in all countries marks the completion of education for the vast majority. Even the minority which goes for Higher Education cannot take full advantage of the wider opportunities offered by the universities unless they have received their grounding in a system of profound Secondary Education. If for no other reasons, these considerations alone demands that the Secondary Education must be of the highest quality if it is to satisfy the needs of the modern age.” Secondary Education helps the children to become a full member of a complex modern society of today. It deserves the highest potentialities of child’s ability-aptitudes, interest and qualities of characters. Secondary stage enables an individual to enter his life as a knowledgeable, active minded and sociable individual.

The mass scale provision of elementary education and increasing aspiration for Secondary Education during the post independent period has resulted in the tremendous growth of Secondary Education in India. One of the most important events that have taken place in the realm of Secondary Education during the post independent era is the introduction of the Secondary Education Commission in 1952. This Commission analysed the various problems of Secondary Education and has suggested suitable remedies for them. Two major tendencies have been discernible at the secondary stage since 1950, viz, (i) gradual transition of traditional pattern of bookish education into a vocational one and attempts to make Secondary Education a self-contained stage. The Education Commission has also recommended a rapid vocationalism of Secondary Education. This leads in making the secondary stage a self-contained one in itself and relate more (ii) more to the needs of life of the individuals as well as of the community. The Secondary Education Commission recommended various bold and far-sighted measures like establishment of multipurpose schools, improvement of teaching and school libraries, training of teachers, introduction of crafts in middle schools and conversion of high schools into higher secondary schools by increasing the duration of secondary stage one year to give a new orientation to Secondary Education as a whole, which shapes the secondary level in a new one. The National Education Policy had also recommended in 1968 a structural change in the formal Secondary Education in the country by adopting the 10+2+3 structure. In the pursuance of the policy to implement the recommendations of the Secondary Education Commission, the All India Council for Secondary Education was set up in August 1995. The main function of the council is to review from time to time
the progress of Secondary Education throughout the country and to serve as an expert body to advise the State and Central Government on the improvement and expansion of Secondary Education in all its phases. Since then these very aims and functions, of Secondary Education are being presented with the change of language. A long list of aims of first ten years of school education is presented in the National Curriculum of framework prepared by NCERT in 2000. In the National Curriculum Framework, 2005 more emphasis has been laid on National values and secularism. At present the aims of Secondary Education are as follows:

(1) To train children to look after health and develop it.

(2) To provide children knowledge about different subjects and to make them proficient in thinking, imagination and decision making.

(3) To socialize children and prepare them to bring about necessary social change.

(4) To provide children knowledge of different cultures and develops cultural tolerance among them.

(5) To inculcate social, cultural, moral and national values among children; to guide them to behave accordingly and develop their character and morality.

(6) To guide children to do some physical work to their interest, ability and need.

(7) To provide children knowledge about principles of democratic system of governance and train them in democratic way of living.

(8) To make children aware about the national goals- conservation of environment and population and to develop among them scientific attitude, national integration and feeling of internationalism.

(9) To provide children general information about the main religions of the world and to develop religious tolerance.
Now, it is clear that the role of education is no longer considered as a mechanism for the perpetuation of the best with traditions above but it is now being viewed as an investment in social transformation, human resource development and in advancing revolutionary developments in the field of science and technology for the betterment of the quality of the mankind as a whole. Secondary school level of education is significantly important as it is a period of intense vibrancy and energy. UNESCO’s recently published global monitoring report discovers systematic standards as the appropriate context of the quality debate. From this point of view, the child’s performance need to be treated as an indicator of systematic quality as reflected on National Curriculum framework, 2005. The trust of objectives of Secondary Education during the Tenth year Plan has been achieved only partly and therefore the Eleventh Plan (2007-2012) aims to (i) raise the minimum level of education to class X and accordingly universalize access to Secondary Education, (ii) ensure good quality Secondary Education with focus on Science, Mathematics and English and (iii) aim to provide major education irrespective of gender, regional grasp in enrolments, dropouts and secondary retentions. The norm will be to provide a secondary school within 5 km and a higher secondary school within 7-8 km of every habitation. The GER (Gross Enrolment Ratio) in Secondary Education is targeted to increase from 52% in 2004-05 to 75% by 2011-12 and senior secondary GER from 40% to 60% in the same period.

An amount of Rs. 5000 crore is being provided during the Eleventh plan for providing ICT (Information Communication Technologies) infrastructure in secondary schools. In order to bridge social gapes in Secondary Education with respect to SC, ST, minorities and OBC, the Eleventh plan addresses specific areas including (i) upgradation of elementary schools to secondary school in geographic accentuation areas of relevant social groups, (ii) supply of free uniforms, textbooks and foot wears (iii) supply of bi-cycles/wheel chairs (iv) hostels for boys’ and girls’, (v) stipends to the deserving children (vi) support to all madrasas for adoption of general curriculum of states, (vii) pre-metric and post-metric scholarships (viii) special remedial coaching within/outside school for weaker students and (ix) an area intensive approach with community participation.
1.2.2 Brief Historical Background of Secondary Education in Assam

The present study is proposed to be taken up in the state of Assam. Assam is one of the North-Eastern states of India with the Capital at Dispur. Assam is located at south of the Eastern Himalayas and comprises of beautiful River Valleys and Hills. In terms of education, Assam is developing educational institutions. In Assam, Secondary Education is divided as Secondary and Higher Secondary. Secondary comprises from class IX to class X and Higher Secondary comprises class XI and XII.

Historical record shows that there was no outstanding development in the field of Secondary Education in Assam in between the period of 1937-1947. This stage in Assam was non-existent in the Pre-British days. Infact it is the gift of foreign rulers. The system of Secondary Education in Assam was firstly introduced by the Christian Missionaries. The Christian Missionaries deserved credit in promoting education in Assam. The history of Secondary Education in Assam reveals that the Secondary Education came into existence through the encouragement of middle schools system. Prior to 1835 there were no such types of schools in Assam. But in 1835, the, then commissioner of Assam, Captain Jokings started an English school at Guwahati, the present city of Assam.

Assam was constituted as a separate province in 1974. Therefore, a separate Directorate of Public Instruction was created in Assam to look into the affairs of education. The newly created Directorate took maximum initiative for the expansion of Secondary Education in Assam.

Moreover, after the attainment of independence, many valuable committee and commissions have been formed for the wide development of Secondary Education through the country. As a result of independence the following bodies were formed:

1. Tarachand Committee, 1948

2. University Commission, 1948-49

4. Indian Education Commission 1964-66

All these commissions and committees took initiative to develop the Secondary Education through the country and submitted their valuable recommendations and suggestions for the complete development of Secondary Education.

Tarachand Committee reports suggested that the secondary schools should be multipurpose type though running schools were not to be discouraged. It also urged on the necessity of establishing a commission for enquiring into the problem of Secondary Education.

In 1948-49, Secondary Education was reviewed and opined that Secondary Education is the really weak in education system. The Central Advisory of Education was appointed in 1944 to examine the prevailing education system and offered some valuable suggestions for its improvement. Meanwhile, the successive five year plans began to function both in the centre and state since 1951. This implementation of five year plan programmed towards the development of Secondary Education was also remarkable.

The Government of Assam adopted a scheme for the recognition of Secondary Education as envisaged in the report of the Secondary Education Commission, 1952-53. This suggested three major reforms in Secondary Education-

1. Reorganization of the education pattern of Secondary Education

2. Diversification of secondary curriculum and

3. Reforms in the examination systems.

As per the reorganization of the pattern of Secondary Education the commission recommended as under:
1. 8 years of integrated Elementary Education for children in the age group of 6 to 14 years.

2. 3 years of Secondary Education from 14 to 17 years and 2 years of secondary education with marked diversified courses.

3. And, first degree courses should be of three years' duration after higher Secondary Education.

Moreover, there should be diversification of secondary curriculum through conversion of selected high schools into multipurpose schools. As a consequence of recommendation, high schools were upgraded to higher secondary schools and the higher secondary schools converted into multi-purpose schools. The recommendations of the commissions were integrated in the successive Five year plans and began implement, both at centre and in the states since 1953. The Secondary Education commissions report was however, a very lucky blueprint since it was not placed in the cold storage and the Government tried to implement the majority of its suggestions. To achieve these objectives and reconstructing Secondary Education, every effort should be made by all concerned.

The Education Commission, 1964-66 has examined the whole field of Secondary Education. This commission made a radical structural change in the system of Secondary Education. It has recommended two types of secondary schools- a lower secondary or high schools of three years from fourteen to seventeen years leading to matriculations examination, higher secondary school of two years and three years of University Degree courses. The sole purpose of this change is to strengthen the standard of Secondary Education. The impact of this recommendation has already been seen throughout the state. History of Secondary Education shows that the first Secondary Education act of Assam was passed in 1961. The Act came into force from January 1962 and the first Board of Secondary Education of Assam was constituted from the same year. Prior to 1962, the Secondary Education was controlled by the Government and by the Gauhati University in Assam. Secondary Education in Assam during the period under review registered progress through State Patronage and public venture. In 1977, an act was passed known as the Assam Provincialisation Act of
Secondary Education. It is expedient to provincialized secondary schools covered by deficit scheme under the Government in the State. But inspite of all these attempts, the Secondary Education shows poor result till today in Assam. No nation can develop without a sound system of education. It is that instrument of education by which a nation is transformed and shapes its future. But the system that prevails in our state particularly in secondary stage is full of reasonable inequalities and imbalances.

It is obvious that Secondary Education form the central link in the chain of education. Elementary Education has to be structured so as to strengthen of Secondary Education and Secondary Education has to be so structured that students can be sufficiently equipped both in knowledge and skills to join any part of economic life. Moreover, Secondary Education is of decisive importance in the economy of a developing country. It has determining qualitative reaching out into all importance sectors. Secondary Education determines the quality of a nations citizens, since it deals with the children between the age of 14-16 years which is the most critical and precious period of an individual. The Important significance of a Secondary Education is the utilitarian and socio- economic aspects. The SSA is now focusing on Secondary Education as RMSA (Rashtriya Madhyamik Siksha Abhiyan) to satisfactory quality with emphasis on education for life. The development of curriculum of Secondary Education was done previously by SEBA but was transferred to SCERT (State Council of Educational Research and Training) from 25th January 2003. In the light of NCF (National Curriculum Framework) 2005, a competitive school curriculum and syllabus has developed for secondary stage in Assam in 2007. The salient features of the new curriculum are as follows:

1. Foundation of Curriculum rests on three basic pillars built on the principles of Equity, Relevance, and Excellence.

2. Curriculum provides and ensures- equality of opportunity for all, quality education to all including girls and special focus group children.

i) Fosters desires and ability in learners to live and work together in a global village by inculcating universal values such as human rights, respect for others etc.
ii) Emphasize inculcation of values, i.e. personal, social, national, spiritual and environmental so that learner is able to inculcate these values both through scholastic and co-scholastic areas throughout the school life.

iii) Links education with life skills.

iv) Focuses on development of basic skills and technical knowledge.

3. Emphasis on Environmental Education- its awareness, problems and solutions in learner’s day to day life.

4. Work education has been made compulsory subject under the ‘Scheme of Studies’, it aims at enabling children to become self-dependent and self-reliant.

5. Enormous scopes and provisions for practice on the following areas- Health, Sports, Yoga, Scouts and Guides, Morning and Evening Assembly, Cultural and Literary activities, Meals, Field trips and Camps.

6. Shifting from traditional teacher centred learning strategy to the learner centred approach where participatory, activity-based, environment based learning process have been suggested.

7. In place of theoretical, knowledge based examination, practical and need based periodical Evaluation and Continuous and Comprehensive Evaluation (CCE) are introduced.

8. Selection of learning areas/content is mostly done on the basis of local socio-cultural needs and keeping an eye to meet the future challenges and requirements in the 21st century.

9. Inclusion of knowing the learner and guidance and counselling is another salient feature of this curriculum.
10. In the curriculum slight modification in the tree language formula has been made in respect to providing opportunities to different linguistic groups living in the state as per needs and demands of these groups, without affecting curriculum load.

The administrative set up of Secondary Education in Assam is:

*State Level:*

i) Education Minister

ii) Education Commissioner, Govt. of Assam

iii) Secretary of Education

iv) Director of Public Instruction (D.P.I.)

v) Additional Director of Education

vi) Deputy Director of Education

*District Level:*

i) Inspector of Schools

ii) Assistant Inspector of Schools

*School Level:*

Head Master or Principal of Schools.
1.2.3 SEBA and HSLC Examination: Importance and Function

High School Leaving Certificate (H.S.L.C) Examination is the first public examination of the students of secondary stage schools in Assam. This examination is conducted by SEBA (The Secondary Education Board of Assam) and it is held annually in the month of February and March. To conduct the H.S.L.C. Examination is assumed the Prime duty of the board, SEBA.

The matriculation examination of the North - East Region was conducted by the Calcutta University in 1948. From the Year the preparation of syllabus, formulation of curriculum, production of text-book and all other academic matters of secondary schools of entire North East region were conducted by Gauhati University for more than a decade. Later on when the SEBA was instituted in 1964, Gauhati University has delegated the responsibility of conducting matriculation examination and all other academic matters at the school level to the SEBA. From 1964 the matriculation examination has been known as the High school leaving Certificate Examination. In the additional to conducting H.S.L.C. examination, SEBA had to conduct the H.S.S.L.C. examination till the A.H.S.E.C. (Assam Higher Secondary Education Council) was established.

SEBA was established with a purpose of regulating, supervising and developing the Secondary Education in the state. SEBA is one of the first boards in the Country to implement and switch over to the 10+2 pattern of secondary system in the academic session of 1973. SEBA has prescribed the curriculum and text books for secondary schools of Assam. It has also maintained a scheme of scholastic and non-scholastic achievement. The result of H.S.L.C. examination conducted by SEBA determine future education of secondary level students.
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1.3.0 Medium of instruction in Secondary level

Medium of Instruction means the language through which all the subjects are taught. In a multilingual country like India there are various mediums of instructions used to give education. Mostly medium of instruction is either the regional language (e.g. Gujarati, Marathi, Tamil, Telugu, Kannada, Kashmiri, Konkani, Maithili, Malayalam, Manipuri, Marathi, Nepali, Oriya, Punjabi and Sanskrit) & English. Hindi is also medium of instruction at some colleges. Regional languages being mother tongues are easy to learn and learners find easy to express themselves, Whereas English language has its own advantages but sometimes learners face difficulty in learning and expressing themselves in that language.

The medium of instruction also plays a significant role in the qualitative improvement of education at all levels. Medium of instruction is the language that is used in teaching. It may or may not be the official language of the country or territory. Where the first language of students is different than the official language that may alternatively be the medium of instruction through part or all schooling. Multilingual education may involve the use of more than one language of instruction.

Education and language are well connected and are inseparable components of each other. The former is not possible without the latter. Thus a careful decision regarding the medium of instruction in education with reference to the learners’ development and learning competence is more crucial when it is being decided in
country like India, which is totally diverse in nature. The medium of instruction makes the learning pattern simple or complex. The opinions of people in the country like India for the medium of instructions are shaky. Generally people believe that the education given in second language is always hindering the learners' innate potentials. This has been a major reason to conduct the research.

The Secondary Education Commission (1952-53) also realized the need of imparting education in the mother tongue to children from linguistic minorities. The Education Commission (1964-66) too supported the claim of mother tongue as medium of instruction. It remarked, "The medium selected should enable the students to acquire knowledge with facility to express themselves with clarity and to think with precision and vigour."

*Language policy of the education commission (1964-66)*

Regarding medium of instruction the Indian Education Commission (1964-66) suggest the following three languages in lower secondary level (class VIII - X).

*In Non-Hindi speaking areas:*

1. Mother tongue or Regional language.
2. Hindi at a Higher or Lower level and
3. English at a Higher or Lower level.

*In Hindi speaking areas:*

1. Mother tongue or Regional language.
2. English (or Hindi) if English has already been taken as the Mother tongue.
3. A modern Indian language other than Hindi.
The development of an appropriate language policy can materially assist in social and national integration.

Mother tongue has a pre-eminent claim as the medium of education at the school and college stages. Moreover, the medium of education in school and Higher Education should generally be the same. The regional languages should, therefore, be adopted as the media of education in Higher Education. The regional languages should also be made the languages of administration for the region concerned as early as possible so that higher services are not barred to those who study in regional medium.

Committee of members of parliament on education, 1967 report on national policy on education has suggested- the development of a proper language policy can greatly assist in strengthening national unity. The key programmed will be to develop all Indian languages and to adopt them as media of education at all stages. Unless it is done, the creative energies of the people will not be released, standard of education will not improve, knowledge will not spread to the people, and the gulf between the intellectual and the masses will continued to widen.

1.3.1 History of medium of instruction in Assam

The medium movement was to ensure the existence of the Assamese language as the main medium of instructions in the state of Assam. The issue was an emotional one, and All Assam Students Union could generate a strong sense of Assamese nationalism at least in the Brahmaputra valley. The Barak valley students and colleges opposed the Gauhati University’s decision of introducing Assamese as medium of instruction along with English. On the other hand AASU opposed the part of the same resolution of Gauhati University Academic Council which stated that the students be given an option to write the answers in Assamese, English and Bengali. The movement turned violent. Massive protests in form of gana-satyagraha, strikes, and meetings rocked the state with demands of revoking the GU decision, and against the government’s interference in the issue. Looking at the intensity of the movement, the Assam Legislative Assembly resolved that Assamese be the medium of instruction at the university stage for Gauhati and Dibrugarh Universities, and that the centre be moved for a separate university for the jurisdiction of Cachar. This has resulted wide
spread resentment in the Brahmaputra Valley and AASU demanded withdrawal of the
decision. Violence spread in Guwahati, and the district of Dibrugarh and Nagaon.
Assam government has been forced to decide not to implement the Assembly decision.
The then prime minister of India has visited the state, and appealed AASU to call off
the agitation. The Chief Minister of Assam has assured that as the Assembly resolution
was not acceptable by the people of Assam, the question of implementation does not
arise. On the assurance, AASU temporarily halted the agitation, but the Cachar
students continued. The central government has again evolved a new formula
according to which Assamese was to be the medium of instruction in Brahmaputra
Valley, Bengali in Cachar and English for an indefinite period. AASU rejected the
three-language formula, and stacked with the state government’s assurance. AASU
declared the medium movement suspended on November 12, 1972, with the sense of
confidence on the Chief Minister and the Government of Assam that the November 11,
1972 statement of assurance would be implemented with due honour. In line with the
Chief Minister’s assurance to AASU, Assam Legislative Assembly adopted a formal
resolution of revoking its earlier decision on medium of instruction and proposal for a
separate university for Cachar district. The movement subsided in the Brahmaputra
valley. Same thing happened subsequently also in Barak Valley with the new decision
of allowing continuation of English as medium of instruction for a long term.

1.3.2 Medium of instruction in study area

Bodoland Territorial Areas District (BTAD) is an area located in the north bank
of Brahmaputra river in the state of Assam in north east region of India, by the
foothills of Bhutan and Arunachal Pradesh; inhabited predominantly by Bodo language
speaking ethnic group. Currently the Bodoland Territorial Area Districts (BTAD)
administered by an autonomous Bodoland Territorial Council (BTC). Bodoland
Territorial Areas District (BTAD) is with the districts of Kokrajhar, Baksa, Chirang
and Udalguri in state of Assam. At present, Kokrajhar town serves as the headquarter
(capital) of Bodoland.

After India obtained independence, a critical mass of Bodo intellectuals
realized the need for preservation of Bodo language. Many early Bodo authors studied
in schools and colleges, where medium of instruction was either Assamese or Bangla.
Bodo intellectuals felt that Bodo language must be preserved and developed at par with Assamese and Bangla languages. Bodo people realized very late that the education was the key component to the overall development of Bodo people and their language. After prolonged struggle and determination of the Bodo Sahitya Sabha (Bodo Literary Organization), the Bodo language was introduced as a medium of instruction at primary level in 1963 and then at secondary level in 1968. Bodo language and literature has been recognized as one of the Major Indian Languages (MIL) in Gauhati, Dibrugarh and North-Eastern Hill Universities. In 1985, Bodo has been recognized as an associated state official language of Assam.

Assam was the first state to prepare teacher training modules and separate teaching learning materials for the Bodo tribal language in 1995. Bodo is also a medium of instructions in some districts of Assam. The work on tribal language materials was undertaken through DIET staff and BRC/CRC coordinators who belonged to the tribal community. Resource material in Bodo language has been prepared and all workbooks at primary stage have been translated/adopted in Bodo language.

Most of the states have taken up activities for quality improvement of tribal area schools. One of the issues identified by the states was the problem faced by tribal children whose home language was very different from the regional language, which was the medium of instruction at the primary level.

1.3.3 Recent development

Now the language has attained a position of pride with the opening of the Post-Graduate Courses in Bodo language and literature in the University of Gauhati in 1996. Moreover, under the aegis of the commission for Scientific and Technical terminology, HRD Ministry, the Govt. of India, the Bodo Sahitya Sabha is preparing more than forty thousand scientific and technical terms in Bodo language. Further, it is promised, the Sahitya Academy would accord "Bhasa Sonman" (respect for language) to the Bodo language and literature as an initial token of full-fledged recognition to it. Furthermore, the Govt. of India, in principle, has recognized the necessity of inclusion of the Bodo language and literature in the Eighth Schedule of the Constitution of India.
The present study is concerned with secondary level and its medium of instruction. Medium of instruction in Assam at secondary level is Assamese, though there are few schools in the State that also use other modern Indian language (Bodo, Bengali, Sanskrit etc.) as medium of instruction. Some other few schools also use English as medium of instruction at secondary level of Assam. The final examination of Secondary level (class X) conducting by the Central Board of Secondary Education (CBSE) and Secondary Education Board of Assam (SEBA).

1.4.0. Study area

Assam is a state of India in the north-easter region. Located south of the eastern Himalayas, Assam comprises the Brahmaputra Valley and the Barak river valleys along with the Karbi Anglong and the North Cachar Hills with an area of 30,285 square miles (78,438 km²). Assam is surrounded by six of the other Seven Sister States: Arunachal Pradesh, Nagaland, Manipur, Mizoram, Tripura, and Meghalaya. Geographically Assam and these states are connected to the rest of India via a strip of land in West Bengal called the Siliguri Corridor or "Chicken's Neck". Assam shares international borders with Bhutan, Burma and Bangladesh. Assam became a part of British India after the British occupied the region following the First Anglo-Burmese War of 1824–1826.

There are 23 notified Scheduled Tribes (ST) in Assam with the Bodos (40.9 per cent) making half of the total ST population (around 13 per cent) of the state. The other STs (both plains and hills) include Mishing, Miri, Karbi, Rabha, Kachari, Lalong, Barman in Cachar, Borokachar, Deori, Haji, Mech, Dimasa, Hajong, Singhphho, Khampti, Garo, Biate, Khasi, Jaintia, Synteng, Pnar, War, Bhoi, Lyngngam, Kuki, Chakma, and Hmar.

The Bodoland Territorial Council (BTC) is a territorial privilege established according to the Memorandum of Settlement of February 10, 2003. BTC came into existence immediately after surrender of Bodo Liberation Tigers Force cadres. The BTAD is created under the sixth schedule of the Constitution of India. The BLTF laid down their weapons on December 6, 2003 under the leadership of Hagrama Mohilary and Hagrama was sworn in as the Chief Executive Member (CEM) on December 7,
2003. The BTC has 46 executive members each looking after a specific area of control called somisthi. The area under the BTC jurisdiction is called the Bodoland Territorial Area District (BTAD) with four districts of Assam namely Kokrajhar, Chirang, Baksa and Udalguri. BTC constitutes 70% of marginalised Tribal groups like Bodos, Rabhas, Garos, etc. who are against the hegemony of Assam government. The region falls within the geographical map of least developed region in India. The agro-based economy is the only source of livelihood of the people. Industrialisation and other employment opportunities are hardly to been in the area.
### Table – 2

District, headquarters, population, sex ratio, literacy and area of Assam and BTAD

<table>
<thead>
<tr>
<th>Si no.</th>
<th>District</th>
<th>Headquarters</th>
<th>Population (Census 2011)</th>
<th>Sex Ratio (per 1000)</th>
<th>Average Literacy</th>
<th>Area in square Km</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Baksa</td>
<td>Mushalpur</td>
<td>9,50,075</td>
<td>974</td>
<td>69.25%</td>
<td>3056.89</td>
</tr>
<tr>
<td>2</td>
<td>Barpeta</td>
<td>Barpeta</td>
<td>16,93,622</td>
<td>953</td>
<td>63.81%</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Bongaigaon</td>
<td>Bongaigaon</td>
<td>7,38,804</td>
<td>966</td>
<td>69.74%</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Cachar</td>
<td>Silchar</td>
<td>17,36,617</td>
<td>959</td>
<td>79.34%</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Chirang</td>
<td>Kajalgaon</td>
<td>4,82,162</td>
<td>969</td>
<td>63.55%</td>
<td>1069.96</td>
</tr>
<tr>
<td>6</td>
<td>Darrang</td>
<td>Mangaldoi</td>
<td>9,28,500</td>
<td>954</td>
<td>63.08%</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Dhemaji</td>
<td>Dhemaji</td>
<td>6,86,133</td>
<td>953</td>
<td>72.70%</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Dhubri</td>
<td>Dhubri</td>
<td>19,49,258</td>
<td>953</td>
<td>58.34%</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Dibrugarh</td>
<td>Dibrugarh</td>
<td>13,26,335</td>
<td>961</td>
<td>76.05%</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Dima Hasao</td>
<td>Halflong</td>
<td>2,14,102</td>
<td>932</td>
<td>77.54%</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Goalpara</td>
<td>Goalpara</td>
<td>10,08,103</td>
<td>964</td>
<td>67.37%</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Golaghat</td>
<td>Golaghat</td>
<td>10,66,888</td>
<td>964</td>
<td>77.43%</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Hailakandi</td>
<td>Hailakandi</td>
<td>6,59,296</td>
<td>951</td>
<td>74.33%</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Jorhat</td>
<td>Jorhat</td>
<td>10,92,256</td>
<td>962</td>
<td>82.15%</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Kamrup</td>
<td>Goroihari</td>
<td>15,18,542</td>
<td>949</td>
<td>75.55%</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Kamrup Metropolitan</td>
<td>Guwahati</td>
<td>12,53,938</td>
<td>936</td>
<td>88.71%</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Karbi Anglong</td>
<td>Diphu</td>
<td>9,56,313</td>
<td>951</td>
<td>69.25%</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Karimganj</td>
<td>Karimganj</td>
<td>12,28,686</td>
<td>963</td>
<td>78.22%</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Kokrajhar</td>
<td>Kokrajhar</td>
<td>8,87,142</td>
<td>959</td>
<td>65.22%</td>
<td>3169.2</td>
</tr>
<tr>
<td>20</td>
<td>Lakhimpur</td>
<td>North Lakhimpur</td>
<td>10,42,137</td>
<td>968</td>
<td>77.20%</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Morigaon</td>
<td>Morigaon</td>
<td>9,57,423</td>
<td>967</td>
<td>68.03%</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Nagaon</td>
<td>Nagaon</td>
<td>28,23,768</td>
<td>962</td>
<td>72.37%</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Nalbari</td>
<td>Nalbari</td>
<td>7,71,639</td>
<td>949</td>
<td>78.63%</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Sivasagar</td>
<td>Sibsagar</td>
<td>11,51,050</td>
<td>954</td>
<td>80.41%</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Sonitpur</td>
<td>Tezpur</td>
<td>19,24,110</td>
<td>956</td>
<td>67.34%</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Tinsukia</td>
<td>Tinsukia</td>
<td>13,27,929</td>
<td>952</td>
<td>69.66%</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>Udalguri</td>
<td>Udalguri</td>
<td>8,31,668</td>
<td>973</td>
<td>65.41%</td>
<td>1573.93</td>
</tr>
</tbody>
</table>
The present study is undertaken in The Greater Bodoland Territorial area districts. The Bodoland Territorial Areas District (BTAD) is an area located in the north bank of Brahmaputra river in the state of Assam in north east region of India, by the foothills of Bhutan and Arunachal Pradesh; inhabited predominantly by Bodo. It is one of the part of Assam which covered approx. 8,969.98 km² with four districts i.e. Kokrajhar, Udalguri, Chirang and Baska. This area is situated at the bank of Brahmaputra with 31,51,047 populations (as per census 2011). The population structured of the Bodoland Territorial Area is given below.

Table – 3

**Population in BTAD**

<table>
<thead>
<tr>
<th>Name of Districts</th>
<th>Total Population of District</th>
<th>Scheduled Tribe</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baska</td>
<td>8,87,142</td>
<td>2,78,665</td>
<td>31.41%</td>
</tr>
<tr>
<td>Kokrajhar</td>
<td>4,82,162</td>
<td>1,78,688</td>
<td>37.05%</td>
</tr>
<tr>
<td>Chirang</td>
<td>9,50,075</td>
<td>3,31,007</td>
<td>34.84%</td>
</tr>
<tr>
<td>Udalguri</td>
<td>8,31,668</td>
<td>2,67,372</td>
<td>32.14%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>31,51,047</td>
<td>10,55,732</td>
<td>............</td>
</tr>
</tbody>
</table>

Source:- Census of India 2011, published by Deptt. of Economics and Statistics, BTAD

Education of the greater area is under developing. Educational structure of this area is same with the state structure i.e. Pre-Primary, Primary, Secondary and Higher Education. Medium of instruction is Assamese, Bodo, Bengali, Sanskrit and English up to Secondary level. Bodo medium is introduce in 1968 and it follows same pattern of Secondary Education of Assam till now. Examination is also conducted by SEBA.
Table no. 4

A comparative Trend of results of HSLC under SEBA

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Pass Percentage(Assam)</th>
<th>Kokrajhar</th>
<th>Chirang</th>
<th>Baksa</th>
<th>Udalguri</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>58.68</td>
<td>36.64</td>
<td>32.82</td>
<td>38.63</td>
<td>54.15</td>
</tr>
<tr>
<td>2009</td>
<td>61.55</td>
<td>41.95</td>
<td>38.76</td>
<td>50.4</td>
<td>38.95</td>
</tr>
<tr>
<td>2010</td>
<td>63.21</td>
<td>51.89</td>
<td>44.49</td>
<td>60.47</td>
<td>45.3</td>
</tr>
<tr>
<td>2011</td>
<td>70.38</td>
<td>58.9</td>
<td>54.5</td>
<td>70.88</td>
<td>55.95</td>
</tr>
<tr>
<td>2012</td>
<td>69.63</td>
<td>58.96</td>
<td>54.50</td>
<td>64.19</td>
<td>68.89</td>
</tr>
<tr>
<td>2013</td>
<td>70.71</td>
<td>61.71</td>
<td>55.77</td>
<td>68.67</td>
<td>65.04</td>
</tr>
<tr>
<td>2014</td>
<td>61.42</td>
<td>51.87</td>
<td>29.79</td>
<td>59.27</td>
<td>44.76</td>
</tr>
</tbody>
</table>

The researcher has selected all the four districts of study area namely Kokrajhar, Udalguri, Chirang and Baska. Kokrajhar is the head quarter of The Greater Bodoland Territoial area districts. The Bodo tribe is the largest among other plain tribes of Assam who are of mongoloid origin and reside mainly in the district of Kokrajhar, Chirang, Baks, Udalguri, Goalpara, Nalbari, Kamrup, Lakhimpur, Darrong and Sonitpur and Karbi Anglong district of Assam. According to some scholars the Bodo were the first agricultural nomads who have intrude this part of the world and introduced agriculture, sericulture and irrigation. It has been noticed that compared to other plain tribal people, they are now more prone to the use of chemical fertilizer, pesticides and use of scientific knowledge in agriculture. This has been made possible by the expansion of general and technical education among them. Bodo its own language and is also introduced as the medium of instruction. They prefer joint family. Bodos are the main inhabitant of this study area.
Kokrajhar District

It was originally a part the undivided Goalpara district. In 1957, under the administration of Bimala Prasad Chaliha as the Chief Minister of Assam, three subdivisions were created one of which was Kokrajhar. This sub-division was made into a district on the 1 July 1983. Again On 29 September 1989 Bongaigaon district was created from parts of Kokrajhar and Goalpara district. In 2006 the Indian government named Kokrajhar one of the country's 250 most backward districts (out of a total of 640). It is one of the eleven districts in Assam currently receiving funds from the Backward Regions Grant Fund Programme (BRGF). Kokrajhar is the district Headquarter of kokrajhar district and capital of Bodoland Territorial Council. Total
population of the district is 8,87,142 sex ratio per thousand is 959 literacy rate 65.22% and area of the district is 3169.2 square KM. Total of 92 Secondary Schools, 16 Higher Schools, 8 Junior Colleges, 6 Degree Colleges, one each of University Campus, Law College, Govt. B Ed college, Engineering College and Central Institution of Technology are in the district.

**Chirang District**

Chirang is one of the four districts of Bodoland Territorial Area District (BTAD) under the Govt. of Assam, created vide notification No. GAG (B). 137/ 2002/ Pt/ 117 dtd. 30/10/2003 within Assam under Clause 6 of Article 332 by the 90th Amendment Act, 2003 of the Constitution of India under the provision of the Sixth Schedule. The district has been functioning with effect from 04th June, 2004. It was carved out of the districts of Kokrajhar, Bongaigaon and Barpeta. Kajalgaon is the district Headquarter of Chirang district. Total population of the district is 4,82,162 sex ratio per thousand is 969 literacy rate 63.55% and area of the district is 1069.96 square KM. Total of 49 Secondary Schools, 10 Higher Schools, 2 Junior Colleges and 1 Degree College are in the district.

**Baksa District**

Baksa was notified as one of the districts of Bodoland Territorial Council in October 2003 while it started functioning from 1 June 2004. It was created from parts of Barpeta, Nalbari, and Kamrup districts. Mushalpur town is the headquarters of the district. This district is bounded by Bhutan in the north, Udalguri district in the east, Barpeta, Nalbari and Kamrup districts in the south and Chirang district in the west. Major part of the world famous Manas National Park is located in this district. Total population of the district is 9,50,075 sex ratio per thousand is 974 literacy rate 69.25% and area of the district is 3056.89 square KM. Total of 201 Secondary Schools, 12 Higher Schools, 9 Junior Colleges and 2 Degree Colleges are in the district.
Udalguri District

This district was formed on June 14, 2004 as one of the four districts under the Bodoland Territorial Council. This district was carved out by bifurcating Darrang district. The territory of the present district was earlier Udalguri sub-division of the undivided district. Udalguri is headquarter of Udalguri district. This district is bounded by Bhutan and West Kameng district of Arunachal Pradesh state in the north, Sonitpur district in the east, Darrang district in the south and Baksa district in the west. Total population of the district is 8,31,6,68 sex ratio per thousand is 973 literacy rate 65.41% and area of the district is 1673.93 square Kilometers. Total of 97 Secondary Schools, 15 Higher Schools, 5 Junior Colleges and 2 Degree Colleges are in the district.

1.5.0 Sample studied

In this research study the researcher investigated the Assamese medium secondary schools and Bodo medium secondary schools 10th grade students as the sample of the study with teachers, students and parents. In Kokrajhar District, there are 53 Government Provincialized Secondary Schools out of which 30 are combined (Bodo and Assamese) medium schools, 11 Bodo medium schools, 5 Assamese medium schools, 1 Bengali medium school, 2 English medium schools and 1 Hindi medium school functioning. In Udalguri District there are 45 Government Provincialised schools out of which 15 combined schools, 24 Assamese medium schools and 4 Bodo medium schools and 2 Bengali medium schools are functioning. In Chirang district there are 25 Government Provincialised Schools out of which 20 are combined schools, 1 Assamese medium school, 3 Bengali medium schools and 1 Bodo medium schools are functioning. In Baksa district, there is 91 Government Provincialized schools out of which 44 are combined school, 45 Assamese medium schools and 2 Bodo medium schools are functioning. In this greater area, there are 214 Government Provincialized Secondary Schools are functioning and the final secondary examination are conducting by Secondary Education Board of Assam (SEBA).
1.6.0 Variables Studied

1.6.1 Study habit

Good study habits lead to good academic record and bad study habits lead to poor academic record as there is direct relationship between study habits and academic achievement. Study habits play an important role in human performance in academic field (Verma, 1996; Verma & Kumar, 1999; Satapathy & Singhal, 2000; Vyas, 2002). Ramamurti (1993) has rightly emphasized that despite possessing good intelligence and personality, the absence of good study habits hampers academic achievement. Hence, study habits of students’ plays important role in learning and fundamental to school success.

Study habits mean theme setting of subject to be learned or investigated, and the tendency of pupils or students to study when the opportunity is provided to them. Students can’t use effective study skills, until they are not having good habits. One individual learns more quickly and thoroughly than other due to good study habits.

1.6.2 Academic achievement

Academic achievement or academic performance is the outcome of education — the extent to which a student, teacher or institution has achieved their educational goals. Academic achievement is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important — procedural knowledge such as skills or declarative knowledge such as facts. The terms have been defined by different individual in various ways. Some of the definitions are given below:-

In the words of Verma and Upadhyay (1981) achievement is the attainment or accomplishment of an individual in some or particular branch of knowledge after a certain period of training. The achievement score of a student indicates towards the future success of the individual. According to Rao (1980) achievement is concerned to a great extent with the development of knowledge, understanding and acquisition of skills. According to Aggarwal and Bhusan (1967), Scholastic achievement is the
achievement of the individual student in the subjects in which he is interested and possesses the capability of making his best performance to the best of his potentialities.

After all, we can say that academic achievement is level of proficiency attained in academic work or as formally acquired knowledge in school subjects which is often represented by students in the examination.

1.6.3 Parental Involvement

Parental involvement in education and, its related term, family school relationships, have been conceptualized through multiple disciplinary lenses and through educational agency, as well as from local, state, and federal policy perspectives. Parental involvement in education and family school relations are terms that have been used interchangeably. However, there are subtle distinctions. Family-school relations are often conceptualized as the interactions, especially the communication, between families and schools pertaining to academic progress of students, academic or behavioural problems, and expectations for home engagement.

Parental involvement is the level of participation that a parent has in their child’s education and school. Many parents are tremendously involved, often volunteering to help in their child’s classroom, communicating well with their child’s teachers, assisting with homework, and understanding their child’s individual academic strengths and weaknesses. Unfortunately there are also many parents who are not directly involved with their child’s education.

More broadly, parental involvement in education has been defined as “parents’ interactions with schools and with their children to promote academic success” (Hill et al., 2004). Such interactions extend beyond the engagement with schools, to the home life and the expectations and values for education that are communicated directly and indirectly to children. These conceptualizations focus on individual students and their families. Other disciplines, such as economics, have defined it in a way that gives parental involvement a different focus or level of analysis.
1.6.4 Teachers’ Problems

Teaching is a responsible profession. There are many problems for teachers that make the profession complicated than it has to be. This doesn’t mean that everyone should avoid being a teacher. There are also substantial benefits and rewards for those who decide that they want a career in teaching. The truth is that every job has its own unique set of challenges. Teaching is no different. Teachers’ Problems is the co-related issues which directly or indirectly effect in the teaching learning processes of a school. Which directly affect in creation human resource of a nation. There are several ground of teachers problem to be analyse. A satisfied/happy, well trained and minimum facilitated teacher can only contribute quality education to the students.

1.6.5 Enrolment and composition

Enrolment indicates number of student in an academic session join in a class or in a school and composition means breakings of enrolment in various segmentation viz. male, female, Bodo medium male, Assamese medium male, Bodo medium female, Assamese medium female etc. Enrolment indicates number in total and composition indicate total numbers in breakings.

1.7.0 Statement of the Problem

The problem under study is stated as, “A comparative study of the Assamese and Bodo medium Secondary schools in Assam with special reference to the greater Bodoland Territorial Area Districts”.

1.8.0 Significance of the Study

In multilingual country like India, problem of medium of instruction is major problem because every state wants to have its regional language as the medium of instruction. Whereas some nationalists argue Hindi, being the national language should be the medium of instruction. Educationists having faith in globalization and technical development advocate that education received through English medium can lead to faster and more rapid growth. The researchers had selected this topic because the
researchers wanted to know effect of medium of instruction on students' anxiety at colleges of education. Though there have been separate studies on medium of instruction and anxiety yet there have been not many studies to explore the relation between anxiety and medium of instruction.

Secondary stage is the most important and longer period of formal education. Secondary Education is that stage of education which helps children to become full members of a complex modern society. It develops the highest potentiality, ability, aptitudes, interest and qualities of character. It enables the individual to enter life as knowledge, active minded, sociable individual. Secondary Education is really the Nation-Building education and the maintenance of good quality. As primary teacher come from secondary schools, good standards in Secondary Education help ultimately to improve primary education. The university students, too, are drawn from secondary schools. Thus, standards of Higher Education also depend considerably upon those of Secondary Education. So Secondary Education is very important for individual, social and national development.

The present study has been designed to study the comparative study of the Assamese and Bodo medium Secondary schools in Assam with special reference to greater Bodoland Territorial Area Districts. Its attempt has been made to find out the problems faced by Bodo medium students of secondary schools. Here, Academic Achievement refers to the performances of an examinee in the H.S.L.C. Examination conducted by SEBA. As it was noticed that every year a large number Bodo medium candidates appear in HSSLCE examination and out of the top twenty positions the Bodo medium students of study area were not able to secure good positions. Here in the present study area Bodoland Territorial Area Districts, Secondary final results are not satisfactory in comparison to state (Assam) level. Here, it is found that the pass percentage of High Scholl Leaving Certificate examination in the year 2008 conducted by SEBA in Assam was 58.68.9% in 2008-09 it was 61.55% and in 2010 it was 63.21% where 40.56, 42.51 and 50.50 in 2008, 2009 and 2010 respectively in Bodoland Territorial Area Districts. So from this point of view Secondary Education in Bodoland Territorial Area Districts is not satisfactory.
Medium of instruction is the language that is used in teaching learning process. The present study is concern with two medium of instruction (Bodo and Assamese) in secondary level of greater Bodoland territorial area districts. On this matter literature written by Mr. Gohin Chandra Bodo in his article “The role and responsibility of the Guardians and people committee in building up of academic atmosphere in the rural areas with special reference to Bodo Medium” (August /September 2009), publish in weekly paper ‘YATRA’ from Udalguri for a long month part by part. Here Mr. G.C. Bodo (2009) state that Bodo medium is lacking behind in comparison to Assamese medium schools so the responsibility of the guardians & people committee is increased to develop a attractive social environment towards education of Bodo people specially in rural areas. In this connection it is seen that Bodo medium high Secondary Education is not satisfactory in comparison to Assamese medium Schools. It is mentioned that the question paper, exam hour, evaluation system is same for both medium, even though Bodo medium students are not able to get good results in secondary final examination conducted by Secondary Education Board of Assam (SEBA). It is also seen that both medium students are following same syllabus, time table, school environment and Assamese medium students are from different community like Nepali, Bengali, Assamese, Bodo but in Bodo medium schools most of the students are from Bodo community. So, Mr. Bodo Advice in his article to develop educational environment among Bodo people.

In comparison to one year to another, pass percentage is raising but this showed a very dismal picture of the achievement of the students of Bodoland territorial area districts. This study will try to give a picture of the academic achievement of bodo medium students in HSLC examination by taking into result to provide a comprehensive idea by comparing them on the basic study habits, parental involvement in Childs education and teachers position and problems with Assamese medium schools. In Assam this year (2010), the pass percentage for the total students take in the High School Leaving Certificate (HSLC) examination was 63.21 percent, almost double the figure from 10 years ago. The present study is concern with bodo medium secondary schools which is not improving like Assam.

It is often believed that the Bodo tribe do not like to accept the modern outlook; they have great faith in some in some social taboos and customs. The society is
changing day by day as a people of the society one should support the modern outlook it is found that the bodo people are more including to the traditional ethos and religion beliefs. It is also relevant to note that bodo communities are reluctant to adapt approach of modernity because of their inherent psychological outlook. However a few tribal communities have moved towards modernity on being enlightened by the education.

It also seeks to identify the problems faced by the bodo medium students which affect the academic performance of the students. The study tries to offer possible Suggestion which may help to improve the quality of performance in the HSLC Examination of the bodo medium secondary school Student of greater Bodoland territorial area districts. Academic achievement is undoubtedly a vital aspect of education. In this competitive world, the quality of performance has become the key for personal progress.

So, it is intriguing to know about the academic achievement of student it is therefore fealty desirable to conduct a study on them so as to know their status in term of study habits, parental involvement in Child’s education and teachers position and problems. Without upgrading the academic achievement we cannot survive successfully in the competitive modern technological world, unless providing the right to education to every citizen, the rate of literacy cannot be accelerated in India. The study of academic achievement is at a great significance concerning education as a efficiency of deficiency of a student is chiefly determined by the level of his academic achievement. High academic achievement in today’s world is taken to be great extent as in indicator of the child’s alibis and capacities to learn. This is being reflected mostly in the way selection is made for any courses and job placement.

Achievement in itself has become a very strong system and way of life. In today’s world there is a cutthroat competition, so everybody is under the constant pressure of demands of society. there should be a demand for the study of variables related to academic achievement and to get detailed scientific data, a thorough research studies are needed to meet the demands of the society in general and students in particular. Studies undertaken in this context are likely to provide deeper insights into
the problems of bodo medium students in their academic achievement for the development of greater Bodoland Territorial Area Districts.

Though a number of scholars and academics make in-depth study of the tribal groups of Assam with a view of highlighting there socio-cultural life but not yet been a good study is recommended on the educational life of tribal students specially in bodo tribes in Assam. Therefore, this study made an attempt to ablaze the academic achievement of bodo medium students. Thus the researchers selected four districts of Assam where bodo tribal groups are found to settle and bang recognized as indigenous people living in the four selected districts. So, medium of instruction plays a very important role for successful education.

1.9.0 Objective of the study

1. To analyse and compare the academic achievement in different school subjects of 10th grade students studying in Bodo and Assamese medium secondary schools in Greater BTAD.

2. To analyse and compare the study habits of 10th grade students studying in Bodo and Assamese medium secondary schools in Greater BTAD.

3. To analyse and compare the enrolment and composition of students, number of teachers in Bodo and Assamese medium secondary schools in Greater BTAD.

4. To analyse and compare the level of parental involvement in the education of 10th grade students studying in Bodo and Assamese medium secondary schools in Greater BTAD.

5. To analyse and compare the problem faced by teachers working in Bodo and Assamese medium Secondary schools in Greater BTAD.
2.1.0 Hypotheses of the study

The main hypotheses of the study are put as under-

1. There is no significant difference between the academic achievement of the 10th grade students studying in Assamese and Bodo medium Secondary Schools in different school subjects.

2. There is no significant difference between the study habits of the 10th grade students studying in Assamese and Bodo medium Secondary Schools.

3. There is no significant difference in enrolment between boys and girls of 10th grade students studying in Assamese and Bodo medium secondary schools.

4. There is no significant difference between the level of parental involvement in the education of 10th grade students studying in Assamese and Bodo medium Secondary Schools.

5. There is no significant difference between the level parental involvement in the education of boys and girls of 10th grade students studying in Assamese and Bodo medium Secondary Schools.

2.2.0 Delimitations

The present study has been delimited to


2. Students of 10th grade.

3. Four districts, viz: Kokrajhar, Udalguri, Chirang and Baska
2.3.0 Conceptual definitions of the Study

1. **Academic achievement**: Academic achievement or Academic performance is the outcome of education — the extent to which a student, teacher or institution has achieved their educational goals. Academic achievement is commonly measured by examinations or continuous assessment.

2. **Study habits**: Study habits is the habitual practices one uses to help them study and learn.

3. **Parental involvement**: Parental involvement refers to the amount of participation a parent has when it comes to schooling. Parental Involvement is the participation of parents in school activities. It is the commitment of time, energy and good will to promote success for students.

4. **Enrolment and composition**: Enrolment means number of students taken admission in a class and composition is segmentation in various categories of that particular number.

5. **Teachers Problem**: It is the problem faced by the teacher in school. Teachers Problems are the causes for which teachers can not contribute their best to the students and directly hit the healthy teaching learning processes of a school.

2.4.0 Operational definitions of the Study

1. **Academic achievement**: Academic achievement means total marks obtained in the High School Leaving Certificate or Matric under Board of Secondary Education Assam.

2. **Study habits**: In the manual of Rao’s study habits inventory, study habits are defined as “the sum of all the habits, determined purposes and enforced practices that the individual uses in order to learn”. Here, the investigator means the same.
It is the habitual analysis of 10\textsuperscript{th} grade students in their study with categories in concentration, remembering, organizing, chapter study, listening and taking notes, taking test, motivation through questionnaires.

3. **Parental involvement**: Level of Awareness and Parents participation in their child education. Involvement of parents of boy and girl child of Assamese and Bodo Medium of 10\textsuperscript{th} grade students through questioners.

4. **Enrolment and composition**: It is the total number of students in Bodo and Assamese medium schools in class –x and boys and girls proportion of the same.

5. **Teachers’ Problems**: Teachers’ problems are the problems related to their training, school infrastructure, school facilities and their level of satisfaction.