CHAPTER- III
CHAPTER-III

REVIEW OF EXISTING RELATED LITERATURE

Introduction:

It is to be mentioned that no study has so far been made directly on the particular topic of level of cognitive development, personality pattern and academic achievement of Mishing adolescents in Assam.

However, some studies have marginally covered the aspect of cognitive development, personality pattern, and academic achievement, cultural and socio-economic background of different communities in other state as well as regions of our country. Besides there are some studies at the international level which have covered the aspect of adolescents status and problems. In view of this and attempt has been made to make short review of the existing literature related to the present study as follows:

3.1 Level of Cognitive Development:

Exploration of the relationship between personality pattern, academic achievement and cognitive development have been attempt by many scholars and in most of the study cognitive development of high, low and medium achievers have been compared. Given below are some of the relevant.

Desphande, M.B (1984) studied on cognitive effective development and scholastic achievement. Findings of the study were that the Urban Tribal boys and
urban Tribal girls were sufficiently higher scholastic achievement than rural Tribal boys and rural tribal girls.

**Pan, D.N. (1984)** studied the scientific attitude and cognitive style. His findings were boys and girls did not differ in their cognitive styles.

**Das, P (1985)**, carried out his study on structure of cognitive abilities among normal and tribal children. Study found that children above ten years were superior of children under seven years in analysis ability. Tribal children took more time and committed more errors than class SES normal children.

**Mipun, J (1987)** conducted study on the development of the Mishing community. Study concluded that the Mishing community progress less than other community.

**Mohan, Geeta (1988)**, studied on the cognitive preferences of high school students in relation to certain academic and personal variables. The objective of the study was to find out the relationship between cognitive preferences and certain aptitude, academic and personal variable.

The major findings were that the no significant relationship between academic achievements and cognitive preferences dimension of “Reception – discovery”, “Passivity – activity” and “super facility” – depth was revealed.

**Gupta, Susma (1991)**, A study of deprivation in relation to certain cognitive and non-cognitive variables among adolescents, objective of the study –

i. To identify deprived and non-deprived adolescents of high and low socio economic status

ii. To study the differences in academic achievement of subjects showing deprived and non-deprived behavior.

The major findings of the study was
i. The students from a non-deprived home environment were found to be extrovert.

ii. High socio-economic status showed a high temperament.

iii. The deprived students were overprotected, depressive submissive and worried, however they showed a high academic self concept.

**Gupta, S (1991)**, studied on the identified and non-deprived adolescence of high and low socio economic status, and analyzed deference in their personality traits, level of adjustment, intelligence and academic achievements.

Major findings were found that the Male students and students of non-deprived home environment to exhibit extrovert tendency. The non-deprived students were more intelligent, more creative and high achieving as compared to deprived students.

**Kusuma. A (1998)** studied factors in flouncing creativity and cognitive studies in tribal and non-tribal children. Major findings were that non-tribal children excelled the tribal children in verbal components of creativity. There was significant correlation between creativity styles.

**DE. B (1998)**, conducted, cognitive style and cognitive ability of Tribal and Non-Tribal school pupils and come to the conclusion that the sours, when tested in the context of the various sub groups based on ethic, religious, sex and cast factors; failed to show any consistent, friends.

**Kale, L. and Ramadas, Jaya Shree(2001)**, History and Philosophy of Science, cognitive science and science Education: - Issues at the interface. Indian Education.

The authors reviewed some research relating philosophy of science and cognitive science with science education. The research trends are discussed under two
categories, as specific issues related to the conceptual content of science (Conceptual structure, conceptual change, constraints to learning, cross cultural studies, language) and domain general which related to conceptualization of science epistemological studies (Nature of science studies in reasoning and scientific thinking, coordination of theory and evidence).

Mohanty. Atasi (2003), studied reading and achievement behavior patterns of tribal and non-tribal students, implications for teaching-learning process. This study proved that the performance characteristics of and difference between tribal and non-tribal sub culture groups on reading, meat, linguistic and classroom achievement.

3.2 Personality Pattern:

Sharma (1977) conducted a study on revealed cultural as a very important factor in molding ones personality. The two tribes differed significantly in terms of achievement, dominance, conflict, defection, attitude towards religion, intelligence and extraversion-introversion. No significant difference of found in the case of aggression, anxiety and attitude towards life and humanity.

A cross-cultural study on personality patterns of tribal and non-tribal students has been undertaken by Panda and Panigrahi (1984) in which they reported that, except in factors C, J, and Q3, tribal and non-tribal students differ significantly in all the remaining eleven factors. Tribal students were found to be less out going, less intelligent, emotionally more stables, less active, dominant, happy-go-lucky, shy, little bit tough-minded, depressive (guilt prone), group-depended had stronger super-ago strength and high self-concept control. Personality factors like outgoing, more intelligent, emotionally less stable, overactive, submissive, sober, (but serious), socially bold, tender-minded, confident, self-sufficient, low self-concept control etc.
were found to be the characteristics of non-tribal students. Both the groups were
individualistic and frustrated.

Srivastava (1985) compared the personality pattern of high school students
belonging to SC, backward classes and upper casts. The sample consisted of 306 class
ix and x students of two sub-divisions of Mirzapur districts of U.P. pf which 56 were
SCs, 80 backward class and 170 upper castes students. He used junior, senior high
school personality Questionnaire adapted in Hindi by Kapoor et al., (1980). The
results revealed that tribal students do not differ significant on any personality factor
from the general high school population and as such they after having almost the same
pattern of personality as other high school students belonging to all castes and creeds.

Mishra (1989) made an attempt to find out the personality patterns and its
relationship with academic achievement, educational aspiration and occupational
aspiration of SC, ST students studying in Ashram Schools in Orrisa and found that
school had no significant independent effect on any of the fourteen factors of
personality.

Dixit, Santosh Kumar (1989) attempts to study the effect of personality
factors and self-concept on educational achievement.

The objective of the study are-

i. To study the effect of personality factors on educational achievement.

ii. To study the effect of concept on educational achievement.

iii. To see the interaction of personality factors and self-concept on
educational achievement.

iv. To see the interaction pattern of personality factors, and self-concept
on educational achievement.

He tried to find out the following findings-
i. Personality factors significantly influenced the educational achievement.

ii. Self concept was not related to educational achievement.

**Bhatt, D. B. (1990)** A Comparative study Of some personality traits of problematic and non-problematic school-going children.

Problem: The study aims at comparing the personality traits of problematic school-going and non-problematic school-going children.

Objective-

i. To find out whether there is any difference between a normal child and a problematic child.

ii. To find out what sort of difference exist,

iii. To find out the causes that makes some childing problematic.

Major finding of the found

i. non-problematic male groups was more intelligent then the problematic groups.

ii. The female non problematic group was more intelligent and had higher ego strength then female problematic group.

iii. Male rural non-problematic group had more general capacity and insight than male rural problematic group.

**Shukla (1995)** studied on cognitive development influence on personality Pattern of cognitive development of child. It was found that

The during younger age children's cognitive development was influenced by experiential deprivation an Order to understand the personality pattern in relation to culture with particularly reference to two Indian hill tribes, uiz, the Khasi and the Naga.
Pabdey (1998) has reported that deprived adolescents exhibited negative personality traits.

3.3 Culture and Socio-Economic Background:

Doley (1973) studied on the socio economic and religious Belief and practice among the Mishing of Assam. Finding was that the economic development of the Mishing community is arrested mainly by social rather than economic factors. And family structure, religious practice, social customs and traditions which reflect the Mishings social value system directly or indirectly influence the process of economic development of the community.

Bhandari (1975) studied on the social system, traditional values, and religious beliefs in kingship obligation of the Mishings. He found that the attitude of the people play a significant role in moulding their economic activities. age of the process of modernization of economy and occupation in a Mishing village of Assam.

Saikia and Buragohain (1978) studied on Socio-Economic Changes in Mishing of the River Island, Majul. Finding was that the certain notable changes in some aspects of socio-economic life of the village community.

Mipun (1981) studied on social life of Mishing. He has tried to find that the interrelationship between the three variables acculturation, communication and development, in the context of the Mishing tribe.

N.C. Pegu (1981) studied on the Mishing of the Brahmaputra Valley He was found that the depict of social and cultural picture of the Mishings. The socio-culture has been enriched with the contributors of Kaggyung, Padum, Pamegam, Bordoloi, Kuli, data, etc.
Devanesan, Paul P (1990) socio economic status; achievement motivation and scholastic of higher secondary students in Pasumpon Thever Thirumagan district.

Objectives- To find out the relationship between socio economics status; achievement, motivation and scholastics achievements of Higher Secondary students; and to find out the difference among various group of higher secondary students in socio-economic status achievements – motivation and scholastic achievements.

Major finding - There was the significant and positive relationship between the achievement motivation and scholastic achievements of higher secondary students and there was a significant relationship between socio economic status, and scholastic achievement.

Annaraja, Petal (1993) this study is an attempt to explore the effect of psycho socio factors on the academic achievement of the STs adolescents. Sample comprised of 105 ST and 60 non ST students drawn from two high schools in Salem District. Major finding in this study way ST adolescents were better in self concept, temperament, independence and adjustment than non STs. Most of the non ST adolescents belonged to the higher SES group while most of the ST adolescent girls belonged to the higher SES group than non-ST girls. ST adolescents showed favourable attitude towards culture and religion but they were showing unfavorable attitude towards caste and country with regard to academic achievement, non STs were better than STs.

Ameerjan, M.S. and Thimmappa, M.S. (1993) the study designs to effect of the socio-economic level and caste affiliation of the subjects on their extraversion and neuroticism dimensions of personality. It was found that the SC and tribes subjects were socio-economically more disadvantaged group when compared to other caste groups and did not differ significantly from others in respect of extraversion.
Dhanda, Bimala and Nath, M (1994) the study examines the attitudes of high school boys towards life and humanity in relation to socio-economic status. The present study comprised of 200 boys of classes IX and X were drawn from three rural high schools of District Hissar of Harayana state.

It was found that

1. The attitude of boys towards life and humanity were unfavorable.
2. The association of "Socio-economic variables with attitude of boys towards life and humanity were not significant.
3. Occupations of parents were found to be an important determining factor in attitude of boys towards life and humanity.

Patel (1997) conducted a study on socio-economic level of parents. It found that socio-economic level of parents had a large impact on the achievement the lower the socio-economic level.

Koreswara, M.N. and Retty, B.R. (1998) the present study attempts to find out the influence of sex class, locality and region on reading achievement of high school students (Class VIII, IX and X) among 18 high schools of Andhra Pradesh were selected.

Major finding were girls were better than boys in reading achievement class as a variable affected reading achievement. Subject of X class were found to be far better than that of VIII and IX class subjects.

Mishra, Sarita and Singh. R.P (1998) attempts to find out the personality adjustment of male and female graduate students belonging to high and low socio-economic status. Findings of the study was that, male and female students of low SES due to poor facilities of accommodation, transportation and communication where unable to make proper adjustment with environment situations.
Agrawal, Kusum, (1999) this study attempted to reveal the psychological attitudes and socio economic background of parents of unsuccessful adolescents in their academic field. The sample consisted of 400 adolescents. Findings of the study way passed adolescents received more parental acceptance than the failed adolescents 100 much parental rejection was harmful and significantly effected academic achievement of adolescents. It was also found that poor socio-economic status affects the education of adolescents.

3.4 Academic Achievement:

Several studies have been conducted by the scholar to see the relationship between academic achievement personality pattern and impact on cognitive development.

Gokulnathan (1972) studied the achievement related motivation (n- Ach and anxiety) and educational achievement among higher secondary school tribal and non-tribal students. The tribal included in the study were Kachari, Miri and Meeh tribes of the early mongoloid race. Performance at the SSLC/HSLC examinations and tests served as the index of educational achievement.

The study revealed that,

(i) the tribal students obtained significantly higher n-Ach scores than the non-tribal.

(ii) the tribal and non-tribal boys in the rural sample do not show significant differences in their n-Ach, but their urban counter parts show a significant difference. The study showed that the tribal boys, irrespective of the area of their residence, have a higher level of n-Ach than the non-tribal boys.
Gokulnathan (1972) studied at the achievement related motivation (n-Ach) and educational achievement among higher secondary school tribal and non-tribal students. Using satisfied random sampling, 294 boys 89 girls were drawn from 14 secondary schools in three districts of Assam. The tribes included in the study were Kachari, Miri and Meeh tribes of the early Mongoloid race. The non-tribal was mostly non-Mongoloid or vans of Hindu religions. T.A.T. and Mehta's Achievements value and Anxiety Inventory were in used to assess achievement motivation of anxiety. Performance at the SSLC/ HSLC examinations and tests served as the index of educational achievement. The study revealed that

(i) The tribal students obtained significantly higher n-Ach scores than the non-tribals;

(ii) The non-tribals in the rural sample showed significantly greater n-Ach than their tribal counterparts;

(iii) The tribal and non-tribal boys in the rural sample do not show significant difference in their n-Ach, but thier urban counterparts show a significant difference. The study showed that the tribal boys, irrespective of the residence, have higher levels of an-Ach, but their urban counterparts show a significant difference. The study showed that the tribal boys, irrespective of the area of their residence, have a higher level of n-Ach than the non-tribal boys.

Singhi (1975) reported the tribal students lacked awareness of future prospects and had lower preference for technical and professional education. Ameerjan (1984, 1987) also found that the tribals students of B.Sc. (Agriculture) showed significantly lower academic achievement than the non-tribals and their educational aspiration was
lower than other students. He further found that the caste sub-culture and socio-economic level affect the general mental ability and verbal ability.

**Krishnan R (1981)** conducted on personality correlation of Religious Belief. The findings of the study were a high percentage of students' believed in God (90%) and they also practiced religion (70%).

**Arun (1981)** showed that the academic achievement of schedule caste and schedule tribe students was significantly lower than that of the general population. He further reported that the academic achievement of Scheduled Tribe students were superior to that of scheduled cast students. Significant correlation between the socio-economic status and the academic students of scheduled cast and scheduled tribe students was also found.

**Kamat (1981)** found that the average scholastic achievement of non-backward class students was significantly better than that of the backward students.

**Rangari (1981)** reported that on educational achievement, the non-scheduled caste students did better than the scheduled caste students.

**Singh (1981)** made in attempt to analyses the academic achievement of the tribal students in relation to their intelligence levels of motivation and personality pattern. It was found that among the tribal students, the lower achievers were more warm-hearted, easy going and participating than the high achievers. The high achievers tended to be more sober, prudent and serious as well as more practical, careful, conventional and regulated by external realities while the low achievers were more calculating, polished, while the low achievers were more calculating, polished, worldly, and shrewd. The tribal pupils, in comparison to the general population, tended to be sober, prudent, serious and dependable. The high achievers tended to be more sober, prudent and serious as well as more practical, careful, conventional and
regulated by external realities while the low achievers were more calculating, polished worldly and shrewd. The tribal pupils in comparison to the general population tended to be sober, prudent, serious and dependable. The high achieving tribal students, in comparison with the general population, tended to be less intelligent and emotionally less stable but more jealous, suspicious, withdrawn, brooding and hard.'

Agarwal (1982) studied that caste difference and academic achievement. The study showed that there were no significant caste differences with regard to academic achievement. The girls belonging to scheduled castes were low achievers than Brahmin, Kshatriya and Vaish girls.

Maliks (1984) conducted on personality differentials of adolescent the findings of the study were on the personality pattern of “controlled activity” all the four groups come to above average category.

Patel (1987) studied academic achievement in relation to cognitive and personality disadvantaged and advantaged secondary school children of Orrisa and found that all the three groups (viz., SC, ST and the advantaged children) differed significantly in their achievement and academic subjects, intelligence, self-concept, creativity, teacher estimation, Linguistic competence and achievement motivation.

Haq. Najmul (1988), a study of certain personality correlates of over under achievement in different school subjects.

Objectives:

i. To identify the differential personality factor going with over and under achievement in its of the four subjects. Selected for the study Hindi, English, Mathematics and Science among the Male and Female subject separately.

The major findings were that –
i. The Male over achievers in Hindi had higher intelligent, emotional, stability while female over achievers were higher on excitability, apprehensiveness and tension.

ii. Male overachievers in English were more obedient, submissive and accommodating than under achievers who were more obedient. On the other hand female overachievers in English were found to be more assertive enthusiastic, tough minded and self sufficient but less prone to circumspect individualism than female underachievers.

iii. Male overachievers in mathematics were more intelligent, emotional stable, enthusiastic, relaxed and adventurous than female overachievers were more apprehensive, self sufficient, tense and assertive than their male counter parts.

iv. Male overachievers in science were more intelligent, emotionally stable, and more adventurous than the female group. While female overachievers were more assertive, apprehensive, self sufficient and tense than their male counter parts. Male under achievers were more reserved, emotionally stable, tough minded, relaxed and self assured than female subjects who were tense.

**Chand, S. K. (1992)** attempts to study of personal values of adolescent boys and girls in relation to socio-economic status and academic achievement.

The objectives of study was-

i. To find out the relationship of academic achievement with each of the 10 personal values of PVQ

ii. To find out the differences if any between boys and girls in each of the 10 personal values of PVQ.
The findings of the study were that there was no significant correlation between academic achievement and social, democratic, aesthetic, economic, family prestige and health value.

Boys and girls did not differ in religious, social, democratic, aesthetic, knowledge, hedonistic, family prestige and health value, but differed in economic and power values significantly.

Garg, V. P. and Chaturvedi, Seema (1992) studied on intelligent and socio-economic status as correlates of academic performance, objective of the study was to assess the relationship of IQ and socio economic status with academic achievements. Major finding was:

Academic score of rural students was lower than the mean academic score of urban students.

Harikrishnana, M (1992), A study of academic achievement of the students of higher secondary stage in relation to achievement, motivation and socio economic status. The objective of the study was to find out the relationship between academic achievement, achievement motivation and socio-economic status among students. The major finding were that the girls obtain a higher mean in achievement than boys, the socio-economic status was significantly related to academic achievement.

Rongali (1993), prove that, senior secondary school boys of residential schools who where well adjusted having better academic achievement but Sheikh (1994) showed female adolescents (600) who were field independent to be showing higher achievement scores than their field dependent.

Padhi (1993) reported that cognitive preference style was related to the academic self concept of students.
Raju, S Raj H. Sam Sanada and Tulasidharan T.V. (1993) studies academic achievement of scheduled tribes students in Wynad Dist. of Kerala. It was found that the ST and the non-STs differed significantly in their academic achievement.

Chauhan S C (1993) examined the extent of geographical locale and its influence on the educational achievement of tribal students in Bastar district of the then Madhya Pradesh. There was a positive correlation between facilities and academic achievement. Less facilitated schools are not attracting the tribal students and that was why the enrolment and achievement was low.

Manjulata (1993) This study attempted to reveal the academic achievements of the tribal and non-tribal pupils of Ranchi city in Binar. A sample of 400 students covering 200 from tribal group and 200 from non-tribal group were selected from 24 senior high schools of Ranchi using stratified random sampling technique. Major finding was that in all the subjects' taught at high school the non-tribal students have greater than their tribal counterparts.

Prakash and Vani (1994) found the non-delinquent 13-16 year olds had greater self acceptance than delinquent adolescent boys.

Kathuria and Ahluwalia (1994) argued that, Academic achievement and motivational intensity of SC students were found lower than the non SC students.

Raju, Santhamma and Abdul Gafoor, P.K (1994) studied some socio-personal factors of tribal and non-tribal pupils in relation to achievement in biology. Major finding were non-tribal pupils had significant superiority over the tribal in their achievement in biology. In most of the cases the non-tribal pupils possessed significant or even slight advantage the tribal in their achievement in biology for the different levels of socio-personal adjustment and socio-economic status.
Verma B.P. and Negi, Sita (1995) undertook a cross-cultural study to examine academic motivation among tribal and non-tribal adolescents. It was found that non-tribal adolescent students had significant higher level of academic motivation as compared to tribal adolescent students. In both sub groups male and female non-tribal adolescents superseded their tribal adolescent counterparts.

Most of the researches contacted in this area belong to academic achievement, creativity, cognitive styles, academic motivation, and personality. Review of the studies reveals serious gaps, which needs to be filled for a better appreciation of different aspects of tribal Education.

Sharma (1995) indicates that, the education secondary level, scientific, numerical reasoning and verbal aptitudes have a direct bearing and academic achievement and excellence.

Ramalingam (1995) found significant difference between male and female students in their defensive and avoidance style of decision making.

Nagapa and Venkataiah (1995) surveyed study habits of secondary. Study habits than boys with type of school being a significant factor in study habits as students in private schools had better study habits than those in the Government school.

Avanija (1995) noted that academically talented students has positive self concept.

Gyanani Rath, K.B. and Saxena, R.R. (1995) studied on, the effect of pupil and school level variables on the achievement of ST/SCs tribe students. Major findings were that SC/ST students have significantly low attainment in both language and mathematics in most of the states.
Singh and Verma (1995), found adjustment interests and socio-economic status affecting the academic achievement of female students of class X.

Panda Etal (1995) found that achievement of students and school climate in central and public schools were better and than Government aided and unaided school in Orissa.

Padhi, J.S. (1995) It attempts to study the influence of creativity on academic performance. The sample comprised of 636 students covering 379 boys and 257 girls studying in class IX in 15 Schools. Major finding was that the creativity and positively related with achievement in all the five subjects. High creative students where found to be superior for achievement in compression to low creative students.

Promod (1996), found achievement motivation, state anxiety and future time perspective among class IX students to be related to achievement.

Kaur Kanwaljit and Goyal, Geeta (1997) This study attempts to reveal the academic aspirations of class X among rural girls, the sample of the study comprised of 276 girls students of class X from Faridkot district of Punjab. This study found that, Majority of the students had low academic performance. Majority of the respondents belonged to the medium socio-economic status category.

Gupta (1998), reveals that, anxiety in age group 15-22 to be a significant influencing factor for good academic performance.

Agrawal (1998), identified extraversion in case of rural students of class VIII (400) and introversion for urban boys as significant correlates of academic performance.

Khanam and Sen (1998) claim that, boys have been found to be in creative self perceptions.
Prasad and Srivastava (1998) asserts that, comparing SC/ST and non SC/ST, provide evidence of differences in cognitive performance of their students as shown in their academic achievement and its associated factors like self-concept.

Bindu (1998) studied that, Academic achievement and adjustment of socially backward students was different from the first generation learners.

Arun (1998) has reported that on educational achievement the non-scheduled caste students did better than the scheduled cast students.

Mohan (1998) has reported that achievement was highest in Navodaya Vidyalayas, followed by unaided school. The Government schools did not represent any among the high academic achiever category in Kottayam.

Devi, Luma and Mayuri, K (1999) It attempts to study the personality development or rural elementary school children. They found that, rural young girls performed better on dimensions like competition, enthusiasm, excitability and tension on sensitivity and leadership dimensions. Rural children's performances were below the standard mean scores on important personality dimensions like creativity general ability, morality, self control and social warmth. Age and class were significantly and positively related to adoptability, academic performance and boldness, socio-economic status was positively related with general ability and social warmth.

Rath, Arundhi and Patnaik, S. (1999) the present study attempts to explore the role of Maternal disciplinary practices on academic achievement and peer socio status among adolescents.

Major findings in this study that the adolescents getting induction type of discipline have better family background than their counterparts. The adolescents perceiving induction forms of parental discipline have made better academic achievement than their counterparts.
Borbora, Rupa Das (2001) studied on influence of parental literacy on the academic achievement of children belonging to backward classes. The findings of the study were children of illiterate than the children of illiterate parents. Academic achievement of the girls was comparatively better than that of boys.

3.5 Research study on community through book and journal:

Alwin & Thornton (1984) study on relationships between SES and school performance. Major finding was that the higher average levels of achievements on tested scores and stay in school longer than low- SES students.

So far as the ethnographic accounts of the Mishing are concerned, no systematic studied has yet been conducted. But they are found in few books, monographs papers (M.Cosh: Bordoloi: 1880; Machenize: 1884; Hunter: 1879,1975; Wadell: 1901; Dalton: 1872, 1978; Hamilton: 1912; Panyang: 1935; Devi: 1968; Pamegam: 1962; Padum: 1976; doley: 1973,1984,1986; Kondiya: 1982; Saikia: 1985; Bhandari: 1974; Mipun: 1981; Nath: 1984; Kuli: 1984) and in census reports of India since 1951 and onwards. There are primary reports about the Mishings in the boys written by early Brithis administrators. The people of the Mishing habitant were intally demarcated by M. cohh in 1837. Waddle says that the Mishing are vigorous Mongoloid tribe and as Tibetan and happens in many wars. In accounts of the Mishing from 1872 to 1892. Another significant contribution regarding the origin of the Mishing was made by Dalton, Mackenzie and chatterji in 1884 and respectively

Regarding the origin and migration of the Mishing community, there is no historical record to find out the exact time of their migration ti the plains of Assam. some reference were however, found in "Satsari Asom Buranji", "Puroni Asom Biranji", "ahom Biranji", and " a History of Assam", besides, a more detailed and a
systematic study of the Mishing was made available in 1935 by S.R. panyang in his remarkable book "Miri Jatir Biranjii", He observe that the Mishing have cosed affine with the tribals of Arunachal Pradesh like the Adi, Nishi ect. In 1968, Devi brought out some interesting relations with Ahoms. The most authentic work was done by nath and Doley regarding the origin and migration of the Mishing community.

Bordoloi B. N. and Thakur G. C. in "Tribes of Assam" Part-I T.R.I Popular Series (1987) and Bordoloi B. N. in "Transfer and Alienation of Tribal Land in Assam" ed. (1991) a number of similar studies are enclosed. Here the writer describes the origin social life, religions, economic life, festivals, different customs, and tradition education etc.

Mipun, J (1987) conducted study on the development of Mishing community. Study finds that Mishing community progress less then other community.

Annaraja. P. and Thiagarajan. A Ponnambala (1993) attempted to know the effect of psycho-social factors on the academic achievement of the scheduled tribe adolescents. Regarding personality factors ST adolescents were better in self concept, temperament, independence and adjustment than non-schedule Tribes. With regard to academic achievement non-STs were better than STs.

Raj Tilak (1995) undertook a study on academic alienation among tribal high school students of Himachal Pradesh in relation to their home and school environment. The test revealed that male and female did not seen differ significantly with regard to their level of academic alienation. There was no significant interaction between sex of tribal high school students and total school environment with regard to academic alienation.

Lakshmi, N (1996) the Sample of the comprised of 700 girls covering 43 scheduled tribes, 209 scheduled caste and 448 non-scheduled castes from the
secondary schools of Bangalmora city, proportionate stratified random sampling method was used to draw the sample findings the SC girls reported significantly more problems than ST girls whereas ST girls had more problems than non SC girls in its seven different dimensions, ST girls belonging to low socio-economic status had more problems in its three dimensions.

Kang, T. Kaur and Singh, M.B (1996) the present study attempts to reveal the relationship of selected socio-personal factor with the disciplinary techniques used by parents as perceived by urban adolescents. The study was conducted on 100 students from classes VIII and IX ranging from 13-15 years of age in the Government high schools of Ludhiana city. The study found that there was no significant relationship in the disciplinary techniques used by urban parents on adolescent boys and girls with regard to socio-economic status of the family type and parent's education.