CHAPTER- I
CHAPTER-I

INTRODUCTION

1.1 A Theoretical Analysis:

Education plays a vital role in bringing about social and economic development of mankind. It has been the main factor in the progress of civilization from the time immemorial if we go back to the history of the world to-day we come to know that process of education has impact upon those countries leading to the development of civilization. Countries like India where developmental process is very slow due to various causes such as communal disturbance, enormous growth of population, death of poverty, planning for development process. Education should stand as a challenge against these evils.

The real foundation of human development lies in the claims that an individual can make a society paving the way for universalism of life. Universalism of life in other words, demands a world where no child goes without knowledge, where no human being is denied health care and where all people can develop their potential capabilities. Universalism implies the empowerment of people. It protects all basic human right, economic, and social as well as civil, legal and political and it holds that the right to food is as sacrosanct as the right to vote. It demands non-discrimination between all people, irrespective of gender, religion, race, or ethnic origin. It is justice, not charity that is wanting in the world.

In the 21st century, the social scientists became increasingly concerned with economics and economics with wealth rather than with the society, with the maximization of income rather than with the expansion of opportunities for people.
Although the obsession with materialism may be recent, the preoccupation of economists, social philosopher, social scientist, geographers, and policymakers with augmenting “national treasure”, in surplus trade balances, who preferred to concentrate on material success rather than on the development of human lives.

Education has great role to play achieving social change and mobility it can impart knowledge, training and skills as well as included new ideas and attitude among the young many of the traditional superstitions belief and absolute values which prevent progress, can be, changed through the education in favor of on lighten idea. Most of backwardness and poverty of the masses is due to literacy and ignorance. It is a fruitful instrument to reasoning the illiterate masses from their plight.

1.2 Adolescence:

Adolescence is the process of developing from a child into a youth. The term adolescence has a broader meaning. It includes mental, emotional and social maturity as well as physical maturity. This point of view has been expressed by Piaget (1983 p-121) said- Psychologically, adolescence is the age when the individual became integrated into the society of adults, the age when the child no longer feels that he is below the level of his elders but equal, at least in right. This integration into adult society has many affective aspects; more or less linked with puberty’s it also includes very profound intellectual changes. These intellectual transformations typical of the adolescents thinking enable him not only to achieve his integration into the social relationship of adults, which is, in fact, the most general characteristic of this period of development.
In this stage the Adolescent is able to employ logical thoughts to solve abstract problems. They are able to formulate hypotheses and test them to solve problem. During this period develop the ability to think about what he/she knows. They are able to retrieve information, use retrieved knowledge in combinations in new situations, exercise control over thought process and monitor the thoughts. They are confused about their identity and role in the society. They experiment with new idea and relationships and they are not sure about their attributes beliefs, and values. Erickson thought that adolescent is in psycho-social moratorium, a period of delay that is granted to some who is not ready to meet obligations.

Encyclopedia of educational Research mentions that- the process of development and adjustment during the so-called transitional period between childhood and maturity roughly the teen years. Typically adolescence is presumed to be a period involving certain discontinuities in development with resulting increase in psychological of adjective problems also it is Presumed to be a rather critical period in psychological development forcing basic reorganization in personality.

According to Jersield, A.T “adolescence is that span of year during which boys and girls move from childhood to adulthood mentally, emotionally, socially and physically.”

Adolescent are those people who are belonging to the age group of 13 to 18 or 19 year. At the adolescent stages marked physical changes take place, these bring about significant changes in the behavior of the child. The average girls reach her mature height between the age of seventeen and eighteen and the average boy, a year or so later. Boy’s-the various part of the body gradually comes into proportion
1.3 Academic Achievement and Cognitive Development:

Academic achievement 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.

According to Thakur, T (1947) Academic achievement is that how for the schools how been able to help the students to keep up their level of achievement through out their school carrier and how for the school have been able to help the student to develop their intellectual capacity as revisable by their ability and aptitude.

Verma (1996) noted that high anxiety and high ability students did poorly on math and general science. Academic achievement refers to the total marks secured by the student in different school subject in the annual ix and x Examinations in the academic year (2009-2010) found that study habits were positively related to achievement in tenth grade examination in Delhi (N=1000), good study habits are positively related to achievement.

Development is a continuous process ensuring multiple changes. Development means growth, adaptation and change over lifetime. Physical growth happens to be the most visible indices in the beginning, but gradually children demonstrate the acquired language skills, social skills and cognitive abilities.

Das, P (1985) carried out his study on structure of cognitive abilities among normal and tribal children and found that children above ten years were superior of children under seven years in analytical ability. The tribal children took more time and committed more errors then class SES normal child.
Deshpande, M.B. (1984) studied on cognitive development and scholastic achievement. Findings of the study found that urban tribal boys and urban tribal girls was sufficiently higher than rural tribal boys and rural tribal girls.

So, the development refers to changes in the way on individual relates to other and cognitive development refers to changes in thinking.

Sensor motor- 0 - 02 years

Preoperational - 2 – 7 Years

Concrete operational- 7 – 11 Years and

Formal operational – 11 – adult 16

This is the earliest stage of cognitive development, in which the major cognitive activity of the infant is of interaction between her senses and the infant has only a few motor abilities like sucking grasping etc.

The Preoperational Stage (2 – 7):

Children’s ability to form mental images to represent earlier experiences during the sensory motor stages expands further in the preoperational stage. The child cannot yet fully manipulate these mental images. Piaget thus termed this stage the preoperational stage.

Children make vast advances in language development during this period. In the preoperational stage child’s thanking is egocentric. Piaget said that children at this stage cannot see someone else’s perspective. Children in the preoperational stage are enabled to generalize from what is happening around them.

The concrete operational stage (7 – 11):

This stage is futures by the child’s ability to think logically. They are able to solve concrete problems. The child is able to distinguish reality from fantasy.
Their ability to reverse operations facilitates the ability to develop conservation skills. In this stage child’s ability to organize objects in ascending or descending order by size, volume or area are known as seriating.

The formal operational stage (11 -16 years):

In this stage the child is able to employ logical thoughts to solve abstract problems. The formal operational child is able to formulate hypotheses and test them to solve a problem. During this period the child develop the ability to think about what he/she knows. They are able to retrieve information, use retrieved knowledge in combinations in new situations, exercise control over thought process and monitor the thoughts.

As adolescents develop understanding of the thoughts of others they realize that others point of view may differ from theirs. They now realize that reality not always objective and there is subjective reality too. So, Adolescent egocentrism is another characteristic of formal relations stage.

Piaget believed that object permanence behaviour started developing about seven months of age. But later research mows object permanence behaviour beings about four months of age (Melzoff, 1988).

Piaget probably underestimated what children can do during the preoperational period. Children in the preoperational stage can be trained to decanter and to be less egocentric (Bee, 1992)

Piaget over looked the influence of socio-cultural factors in cognitive development.

Later research shows that upper age limit suggested by Piaget for concrete operational stage extends beyond eleven years. More than 75% of children remain
concrete thinkers at ages twelve, thirteen and fourteen. About 40% of twelfth graders are primarily concrete thinkers (Shayer, 1978).

1.4 Cognitive Development and Adolescence:

The adolescent is mentally alert at this stage. Develop capacity of critical thinking as well as along with the bodily changes of adolescence come major intellectual change many of these features of adolescent thought can be understood from the perspective of Jean Piaget's (1970), Kala Land Ramada’s Jayashree (2001) Piget proposed that is children construct their mental structures through interaction with their environment and that all children pass through a set of invariant stages of cognitive development this ideas led to work in education aimed matching the cognitive demands of curricula and the students stage of development latter work has as work have indicated that learning is more complex and that cognitive factors may by domain specific, that is not easily general stable’

According to Piaget (1952), children progress through a series of cognitive stages as they mature. At each stage the content of their knowledge and the nature of their reasoning become more sophisticated.

Mead Hall's sweeping claim of adolescent storm and stress was challenged by Mead (1928), who presented an account of the coming of age for Samoan adolescents that showed no indications of storm and stress. Explained that Samoan children experienced a very gradual and smooth transition from childhood to adulthood because, from an early age, Samoan children took part in work tasks (e.g., caring for younger siblings, planting and harvesting, and preparing food) that have meaningful connections to the work they will perform as adults. Recent research (e.g., Arnett, 1999; Freeman, 1983) has corrected both Hall’s "demonized" adolescents and Mead's
"romanticized" life of Samoan adolescents. Most adolescents live a life with few serious personal or social problems, but for a minority of adolescents, adolescence still represents the most troubling.

1.5 Personality and Personality Pattern:

The term “Personality” comes from the Latin word ‘Persona’, meaning “mask”. Among the ancient Greeks, the actors wore masks to hide their identity and enable them to represent the characters they were depicting in the play. This dramatic technique was later adopted by the Romans and from them we get our modern term ‘Personality’.

Human personality has long been a subject of exploration, discussion and transformation. Personality is a set of particular qualities as makes the individual who has it distinct and conspicuous among his associates. That is the real basis of what we call vaguely personality. From this it is clear that personality may developed through there are persons who believe that there is no such thing. Eysneck H.T. (1971) “personality with gives a complete picture of the human behaviors patterns by including cognitive, affective and somatic aspects, personality is the more and less stable and enduring organization of a person character, temperament, intellect and physique, which determine his unique adjustment to the environment”.

Cattell R.B. (1970) “Personality” is that which permits a prediction what a person will do in a given situation”.

According to the Merriam Webster Dictionary “personality is the complex of characteristics that distinguishes an individual or a nation or group, the totality of an individual’s behavioral and emotional characteristics or distinction or excellence of
personal and social traits or a person having such quality or a person of importance prominence, renown, or notoriety”.

So the term “personality” is use in various senses.

All ports (1961) defines personality is the organization within the individual of those psychopathically systems that determine the individual’s unique adjustments to the environment. The term “dynamic” points up the changing nature of personality it emphasizes that changes can occur in the quality of persons behaviour. “Organization” implies that personality is not made of a number of different traits one simply added to the others, but that they are interrelated. The interrelationship changes with some traits becoming more dominant and others lay so, with changes in the child in the environment.

Srivastava (1981) studied the Personality Patterns of 200 tribal and 200 Non-Tribal boys matched on age, education, SES (Socio, Economic Status) and ecological region, using the Indian adaption of cattells 17PF Questionnaires, Form E, The result showed that the tribal and non-tribal boys differed significantly on Factors A (Sociability), C (Egostrength), E (Dominance VS Tenderminded) L, (Trusting H (Adventurousness), I (Tough minded VS Tenderminded) L (Trusting VS Suspicious), M (Aufia), J (Guilt Proneness), Q1 ( Radicalism) and Q2 (Self Sufficiency) Q3 (Self-Sentiment) and Q (Tension). There was no difference in remaining factors.

Guilford (1959) defines personality “an individual’s personality, then is his unique pattern of traits. A trait is any distinguishable, relatively enduring way in which one individual differs from another.”

Albert Bandura (1978) gives an important role in personality to what he called the self system the set of cognitive process by which a person perceives,
evaluates and regulates his or her own behaviour so that it is appropriate to the environment and effective in achieving the individual’s goals.

The psychophysical systems are the motivating forces which determine the kind of adjustment the child will make. Since each child has different learning experiences, the kind of adjustment the child make “unique” in the sense that no other child even any identical twin, will react in exactly the same manner. So the psychophysical systems are the product of learning, the traditional belief that personality traits are inherited is refuted.

Personality consciousness in the American culture of today stems from the belief that a pleasing personality is a guarantee of success and happiness. Personality is a great significance in all areas of our complex society. Early scientific concepts of personality emphasized the manifest aspects of personality, what may be observed by others.

Personality can be defined as the scientific study of the psychological forces that make people uniquely themselves. To be comprehensive we can study that personality has eight key aspects, which together help us understand the complex nature of individual. First the individual is affected by unconscious aspect, force that is not in-moment to moment awareness. Secondly – that individual is affected by so called ego force that provides a sense of identity or self. Third, a person is a biological being, with a unique genetic, physical, physiological and temperamental nature. Fourth, people are conditioned and shaped by the experiences and environments that surround them. Fifth, people have a cognitive dimension thinking about and actively interpreting the world around them. Sixth – an individual is a collection of specific traits skills and predispositions. Seventh – human beings have spiritual dimension to their lives, which enable them and prompts them to ponder the meaning of their
existence. Finally, the individual’s nature is an on going interaction between the person and the particular environment.

**Mishra (1999)** found that on High School Personality Questionnaire (HSPQ) the tribal tenth grade students were more intelligent, sober, conscientious, zestful, self-sufficient, controlled and tense than their SC counter parts.

Adjustment is an index of integration between needs and press, which has a close relation of personality. It has been considered as a trait of personality. By the process of adjustment, an individual experiences several factors and events, by which he try to shape and reshape his personality.

The concept of anxiety occupies a very important place in the study of human personality and multitude activities of the mind.

Anxiety is a start or condition of something felt unpleasant. This state was characterized by all that is covered by the word “nervousness” ‘apprehension or anxious expectation’ and different discharge phenomena.

Extroversion – introversion, which has been considered as one of the important potential personality variable which one can estimate whether one person – orientation is based on objective condition or facts (Extrovert) or person orientation is based on own self (introvert) Extrovert behaviour primarily directed by external environment himself. The extrovert person is normally adjusted in moral conduct and other sphere of behaviour.

The immediate environment condition does not influence the person who is introverted. He acts according to his own expectation and thinking. The introvert and extrovert differ in thinking, feeling, sensation and intuition.

Dependency vs. independency is also associated with the personality, which has close relation to intelligence or uniqueness of the personality.
1.6 Socio-economic Status and Academic Achievement:

Socioeconomic status continues to be one of the important determinants of educational achievement. It is also a fact that in the area of psychological performances, Sociological Advancements and cultural development, the role of Socio-economic status is an effective one.

Socioeconomic status, cultural context and Academic are the three most prominent factors that impact an individual’s growth and development. Each separate component is very closely linked in our everyday lives; touching and molding who we become.

Socioeconomic status (SES), also referred to as social class, plays a major role in human growth and development. SES is an economic and sociological combined total measure of a person’s work experience and of an individual’s or family’s economic or social position in relation to others. SES can influence a person’s education level, quality of health care, diet, place of residence; even stress levels. Culture is a system of beliefs, values, languages, and behaviours, and human-made aspects of the physical environment, that varies from one group to another. These variations can have powerful effects on adolescent development.

Cultural context is also a large factor in a person’s growth and development. Culture is something we learn and is in all aspects of our everyday lives. It is defined as patterns of human activities or beliefs and the symbolic structures that give them significance and importance. Culture affects our beliefs, religion, manners, dress, even the way we think about life itself. One example of a cultural belief is the “American Dream”. In the United States most of people were taught from an early age that with hard work and determination our opportunities are limitless. Each new generation brings its own changes to their culture; which are constantly changing.
The new are as of educational dimensions i.e. population education, Population awareness, Educational achievement, environment are being studies across barriers of different levels of socioeconomic status.

Karen Horney (185-1952) showed that importance of cultural factors in the development of personality. She developed five principles of personality development, namely- optimism, positivism, socio-cultural interaction, character structure, self concept, conflict. Harry Stack Sullivan (1892-1949) was worked out on extensive system of personality. He mentions that social factors in the development of personality.

Raymond William says that if culture is viewed in the popular sense as "a body of artistic and intellect actual work" to which great value is attached, it is difficult to accept the anthropological and sociological uses of the word "culture" according to which "culture" refers to what individuals belonging to different societies do and make think without regard to any artistic and intellectual merit.

Culture as all would agree is product of society in the sense that it cannot exist without society at last without a social group. I.A. Perry and E.K. Perry maintain that society can be considered as a group of factors who play roles be fitting their status. There are various definitions culture given by social scientist and philosopher.

In the encyclopedia of philosophy the following manicures are attached to culture –

(i) A general tester or habit or the mind with closed relations to the idea of human perfection.

(ii) A general state of intellectual and more development in a society as a whole.

(iii) The general body of arts and intellectual works.
(iv) The whole way of life, material, intellectual and spiritual, of a given society.

The Canberra Assembly of the world council of churches held in 1991 defines culture as a system or framework of meaning, behavior and symbols and the way in which we oriented our lives with in it.

Culture is a treasury of an acquired behavior. It is because of culture an individual was not to learn anything from the beginning now and then.

Joshi, Shobhana V., 1997; showed that the poor economic condition of the parents in rural areas was the prime reason of female educational backwardness. Parents in rural areas were negligent and against the female education.

Fetler (1999) The California state high schools, Poverty had a strong relationship to Achievement at the school level.

The Socio-economic status and its relationship to student Achievement is more complex that Coleman's (1966) report first intimated. First of all, the relationship can be explored on various unit levels, from that of nations and states, districts, and schools, and on to classes and individual students.

At the national level, Chall (1996) analyzed a combination of National Assessment of Educational Progress (NAEP) reading results, Scholastic Aptitude Test scores over time.

She concluded that there are large differences between higher- and lower-Socio-economic status children.

Patel (1997) has found that socio-economic level of parents had a large impact on the achievement on the lower socio-economic level.
Harkreader and Weathersby (1998) found its influence much less than economic factors, whereas Bankston and Caldas (1998) concluded that minority status was more highly related to achievement than was socio-economic status.

Ameerjan (1984, 1987) also found that the tribal students of B.Sc. (Agriculture) showed significantly lower academic achievement than the non-tribal 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.

The conflicts between parental needs and expectations and those of adolescents also may manifest as overt parent-adolescent conflicts. Differences in the nature, level, and correlates of parent-adolescent conflicts across the different cultures that have been studied (e.g., Chen et al., 1998; Greenberger & Chen, 1996; Yau & Smetana, 1996) study examines the attitudes of high school boys towards life and humanity in relation to socio-economic status.

The superior school achievement: the cultural value of education, cultural beliefs in the positive outcomes of hard work, high parental expectations and standards, dynamic classroom instruction, and more time devoted to academic work in and outside of school (e.g., Stevenson, Chen, & Lee, 1993).

1.7 Mishing and Mishing Adolescence in Assam:

The North eastern region of India comprises the Seven Sisters States of Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland and Tripura. It covers 7.76% of the countries total geographical area of 32.87,240 sq. km. The North East India lies between latitudes 22 and 29.5 and longitudes 89.70' and 97.30'E. According to 2001 census, the total population in entire North-East India is 3, 85 core
out of which the scheduled tribe population is 1.06 core. In words, the scheduled tribes constituted 27.42% of the total population N.E.R.

The state, Assam which is populated by various groups of people, is situated on the North east region of India. Physically the state is divided into parts-the Brahmaputra valley and the Barak valley. The state of Assam is a meeting place of many races cultures, languages and religions which have largely molded a unified cohesive cultural identity known as Assamese culture. Due to constant interaction and cultural adaptation of multiple ethnic groups, a symbiotic culture was developed. Kabiguru Rabindranath Tegore has expressed this symbiosis in the following stanza-

"Hethaai Arya Hethai Anaariya
Hethaai Dravira Cin,
Sak Hun Dal Pathan Mugal
Ek dehe hol Lin."

The state is bound on the North by Bhutan and Arunachal Pradesh on the East-west Bengal, South by Mizoram, Tripura and the West by the Arunachal, Nagaland and Monipur State.

Assam is divided into 27th districts for the purpose of administrative convenience. Out of the 27th there are 2 hill districts and 25 are Valley districts. The districts in the hills are: (1) Karbi Anglong and (2) North Kachar and the following are the plain or valley districts:

Dhuburi, Kokrajhar, Cirang, Bongaigaon, Govalpara,, Bagcha, Borpeta,, Nalbari, Kamrup (Rural), Kamrup (Metropolitan), Udalguri, Darrang, Morigaon, Nogaon, Sunitpur, Golaghat, Jorhat, Sibsagar, Sibsagar, Dibrugar, Tinsuki, Lakhimpur, Dhemaji, Kachar, Hailakandi, Karimganja, Dhemaji, Kachar, Hailakandi, Karimganja.
These are cultural that exists among the different ethnic groups of Assam is glaring for us to ignore and roll in the emotionally edified idealism of an all-embracing 'Assamese culture unless, of course, we mean by the expression the abstract conglomeration of all the cultural entities in the state. There is the diverse cultural element of the ethnic groups in the state, absorbed into this core, together with the cultural features shared by many of them, that has lent to Assamese culture its composite character. Consideration from this point of view, the numerous elements of culture found amongst the many ethnic groups in Assamese for larger entity the expression 'Assamese Culture Signifies.'

There are many scheduled tribes, scheduled caste, OBC, MOBC, general etc. in the state of Assam. Assam alone account for 3% of the total scheduled tribe population of the North-East. According to the Scheduled Caste and Scheduled Tribes others (Amendment) Act, 2002 there are, 25 scheduled tribes in Assam. It is a mater of grave concern that continued ethnic clashes between tribes and tribes, tribal and non tribal for the last few years across the state have aversely affected peace and communal harmony. Development activities have also been seriously hampered.

Table No.-1

<table>
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<th>Sl. No.</th>
<th>Name of the tribes</th>
<th>Total Person</th>
<th>Male</th>
<th>Female</th>
<th>P.C of The Total ST</th>
<th>PC of Literacy Total</th>
<th>Male</th>
<th>Female</th>
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<td>682710</td>
<td>670061</td>
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<td>51.48</td>
<td>59.81</td>
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<td>Barmen Cachar</td>
<td>15877</td>
<td>8028</td>
<td>7853</td>
<td>0.48</td>
<td>56.15</td>
<td>61.32</td>
<td>50.87</td>
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<tr>
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<td>Mishing (miri)</td>
<td>587310</td>
<td>299790</td>
<td>287520</td>
<td>17.76</td>
<td>49.12</td>
<td>58.42</td>
<td>39.43</td>
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(Showing population and percentage of the scheduled tribes of Assam, according to 2001 census.)
Indian tribal comprise 8.14% of total population of the county according to census report 2011. on the other hand Mishing community 17.76% comprise Assam. Literacy percentage of Mishing community is 49.12% while 73.18% total literacy of Assam.

The Mishing are the second major Sections of the Scheduled Tribes of Assam. Ethnically they are the mongoloid and belong to the Tibeto Burma of the Greater Sino Tibetan Group's. They are concentrated mainly in the river in areas of Lakhimpur, Dhamaji, Dibrugarh, Sibasagar, Jorhat and Sonitpur, Sadyh, and good number of Arunachal Pradesh also. In the river course of the Brahmaputra, Simen, Burisuti, Tongani, Chiahol, Subansiri, Boginodi, Ranganodi, Dikrong and the river is land of majulis.

The Mishings belong to a mixture of East Asian as well as Southeast Asian sub race of the Mongoloid race, similar to the mixture of the Mongoloid sub races inside political China as people from Southern China may look more like the South East Asian brown-skinned Mongoloids and more towards the Northern China more fair skinned Mongoloids dwell. It's not known exactly where they migrated from, but it is popularly believed that they were dwellers of the hills of present day Arunachal Pradesh. This explains the cultural and linguistic similarities they have with the people of the Adi tribe, and to some extent of the Hill Miri and Dafla tribes of Arunachal Pradesh. Somewhere around the 13th century, they started migrating
towards the plains of Assam, most probably in search of fertile land. This exodus continued for at least 2-3 centuries.

1.8 Rational of the Study:

Personality is most characteristic integration of an individual, which makes distinction in one another. It is used to mean word appearance and later on real nature of the man. Personality altogether helps to determine the status of a Society. Since personality is unique even twins bought up in the same environment even differs from each other and bears different personality. Personality is also the synthetic unit of all the characteristics reaction and tendency of a person in their intimate interplay.

Personality in connection with adolescent is a very important aspect of human life. Adolescence is the most important phase of human life, the spring of life of human being an important era in the total life span.

As regards to adolescence period, it is observed that there has been various in determining the age group by the different psychologist and philosopher from time to time. However, it is generally accepted that adolescence are those who belong to the age group of 13 to 18 years.

As adolescence period is the most important phase of human life, the study on personality pattern in adolescence period is definitely a significant task. Because the all round development of human life is based on personality growth in this period. The understanding development, character generation, maintenance of mental health, the quality of adjustment and responsibilities, growth of moral sense, curiosity of life
are true aspects of major concern in the adolescence period, which contribute to level of cognitive development and academic achievement in the adolescents.

Around the middle of the adolescent, young people find themselves able to think about problems on a whole new level. Inhelder and Piaget (1958) refer to this transition in thinking as shift from concrete operational thought to formal operational thought. Beyond an improved ability to solve problems, the shift to formal thinking may also be accompanied by a fascination with this new found intellectual prowess.

Adults tend to see high school as a place where adolescents can prepare for adults roles. Courses of study are created with the view that they help the students acquire adult roles, an adolescent mature intellectually and adjust to increased demands for academic and social competency they must also acquire language skills for relating to more complex problems and tasks.

Cognitive development is much more than the addition of new facts and ideas to an existing store of information. According to cognitive developmental theory, adolescence is dominated by a radical shift in one’s ability to think and to solve problems. As adolescents mature cognitively their views, of themselves and their relationship to and with their world, change qualitatively and quantitatively. The most distinctive feature of any individual is his personality. This is overall pattern or integration, of his structures, modes of behaviors, intellectual ability etc.

Adolescents need to identify, at least on a preliminary basis, what they plan to do as adults and how they plan to achieve their goals. This process requires that adolescents evaluate their strengths and weakness realistically as well as determine
what social, psychological and economic barriers might need to be overcome to achieve certain goals.

During early levels of cognitive social maturity, young people view their world in concrete terms. As students mature cognitively and socially they are more able to manage in less structured environments. Indeed, among more cognitively advanced students, less structure is likely to be preferred. Not all students are operating at a common level of cognitive social maturity and a given student may operate on a more advanced level on one domain and on a less mature level in another. In some instances, schools may be required to provide alternative learning environments for particular groups of students.

Then, the present study has tried to analyze the personality pattern putting a close relation to cognitive development of the Mishing adolescents. That is to say whether the personality that have acquired by the target group, has the seminal balance with their cognitive level or not. The personality pattern is very much related with the cognitive level of an individual or ganisation of curriculum is of vital consideration in the context of effective education. The infusion of the education of affect in the totality of the school education programmed should be carefully attempted. The nature of development of the affect is such that infusion of the affective education component can be placed in the curriculum primarily in two way; such as instigated appraise and affect approach. In the integrated approached of curriculum aspect (s) or subject (s) of the programmed. The integrated approached of affecting education curriculum entails its treatment in the planning, structuring and
transaction of curriculum relating to various subjects as well as different co-
curriculum programmed and activities of the school.

Further, the study has showed the cognitive level development of the Mishing
adolescents comparing them to their academic achievements.

Therefore, there is a need educational assessment of personality in the
adolescence period to explore the problems and insight view as well. With the
findings of such study it would be helpful in the development of personality in our
society.

1.9 **Research questions to be Answered:**

The study will be concentrated on the following questions--

1. What is the level of cognitive development of adolescents of Mishing?
2. What is the personality pattern of adolescents of the Mishing?
3. What is the academic achievement of Mishing Adolescents?
4. How does culture and socio-economic background influence on
   Personality pattern and cognitive development of Mishing adolescents?
5. Are there any differences in between boys and girls for their level of
   cognitive development of Mishing Adolescents?
6. How does personality pattern and level of cognitive development
   influence on academic achievement of Mishing Adolescence?
7. How does socio-economic background influence on Academic
   Achievement in Mishing Adolescents?
1.10 Statement of the Problem:

To find out the answer of these questions, the present study entitled Level of Cognitive Development, Personality pattern, and Academic Achievement of Mishing Adolescents in Assam.

1.11 OBJECTIVES OF THE STUDY:

1. To assess the level of Cognitive development of Mishing Adolescents
2. To assess the Personality pattern of Mishing Adolescents.
3. To assess the Academic Achievement of Mishing Adolescents
4. To study the Culture and Socio-economic background of Mishing Adolescents.
5. To assess the influence of culture and Socio-economic background on Personality pattern and level of Cognitive Development of Mishing Adolescents
6. To assess the influence of Socio-economic background on Academic Achievement of Mishing Adolescents
7. To assess the relationship among the Personality pattern, Level of Cognitive Development and Academic Achievement of Mishing Adolescents

1.12 Hypothesis:

As it is survey research no hypothesis is not proposed for this study.
1.13 Delimitation:

The study will be confined to the adolescent student’s of IXth and Xth th standard age group of 13 to 16 yrs. The study will comprise 500 Mishing students from Lakhimpur and Dhemaji District only. Study will be conducted both the boys and girls students of Mishing.

1.14 Methodology:

The study will be conducted mainly on the basis of Descriptive survey, method.

a) Sample- To conduct sampling to cover as may as five hundred (500) respondents from Lakhimpur and Demaji District under the age group of 13 to 16 year both boys and girls of Mishing community.

b) Tools for the study -

(i) Questionnaire on Level of Cognitive Development for respondents developed by the Investigator.


(iii.) Culture and socio-economic background questionnaire developed by the investigator

(iv) School Performance Record sheet from school.
1.15 **Operational definition:**

i. **Adolescents** – 13 to 16 years age group of ixth and xth of Mishing students of Adolescents in the school.

ii. **Level of Cognitive Development**: Adolescents of 13 to 16 yrs age group of Mishing students’ intelligence level, social skill, concrete and abstract thinking level.

iii. **Personality pattern**: The most distinctive feature of Adolescents such as overall pattern or mode of behaviour of Mishing students. Personality patterns is a mode of behavior of a person, it is made up of characteristic pattern of person and which make a person unique personality within the individual and remains family, environment consistent through life. In this study researcher has taken this variable to understand what types of personality patterns follows the particular Mishing school students.

iv. **Academic Achievement**: Academic progress in school setting of ix th and xth standard of Mishing Adolescents. : Academic oriented achievement, which sets in the school and teach students in formal standard ways in the academic level. The present study, academic achievements refers to the total marks secured by the students in the different in the school of different subjects in the Annual High School/ Higher Secondary School Certificate Examination, 2010, Assam.