CHAPTER 1

INTRODUCTION

1.0 INTRODUCTION

Education is a dynamic process which shapes and moulds the knowledge, character and behaviour of the young learners. It helps in growth and all round development of the children who go through the process. Education takes care of present as well as future generation along with productivity and quality of life. It 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 reach the benefits of economic and technical developments through well planned and well implemented system of education. If the quality of human being is the measure of progress, education must be the focus. It has been justified to say that the foundation of a nation is the education of the youths.

It is an important duty of every society to establish educational institutions on the basis of the social norms and thereby giving full opportunity to its member to educate them from early childhood. Human behaviour is trained up and moulded through some institutional training. There are different levels of institutions for providing education according to stages of development. Secondary stage of education is significant from the point of view that it is really a nation building education and the maintenance of good quality therein. Again it also prepares for the university and other institutions of higher learning. So, the standards of higher education also depends considerably upon those of secondary education.

Secondary level is that stage of education which is given after primary and middle school education and before higher education. It generally includes students studying in classes 9th and 10th. Secondary education occupies an important place in
the education system of a country. It helps the students to mould their character and personality and prepare them for future society. Without secondary education, the improvement, expansion, realization of education as a whole is not possible.

In the words of Maclean (2001), “As countries make strenuous efforts to achieve universal literacy and primary education for all, while at the same time expanding and improving the quality of their system of tertiary education, for many nations secondary education has become the weakest link in the education chain”.¹ But secondary education is very important for increasing demand for highly skilled labour force in the global economy. It is because; the people having education upto secondary education placed as a labour force are trainable for the requirements of the globalised market. Further, effective secondary schooling introduces them to formal reasoning, abstract problem solving skills and critical thinking as well as its occupationally relevant content. Secondary education promotes the development of a skilled and knowledgeable citizenry with access not only to the national but also to the global economy².

Secondary education provides an indispensable link to the whole education system and interest for it is being revived in many developing countries. While primary education is fundamental to the nation, secondary education forms the interconnectivity to the higher education system, by providing the required input. Indeed, primary and secondary schooling are considered as ‘successive phases of a continuing process’ and should be made available to all children. Throughout the world, over the past two decades in particular, this view has been increasingly accepted that education is a continuing process from childhood to adulthood, and that schooling should not be conceived as comprising two radically different kinds of educational process, one primary and another secondary, for two different kinds of children³.

Secondary education is of decisive importance in the economy of a developing country. It has a determining qualitative influence reaching out into all important sections. One of the urgent needs of the country is to increase productive efficiency and to increase national income. For this, education must aim at increasing the productivity or vocational efficiency of young students. To achieve this emerging
goal, secondary education plays a pivotal role. Secondary education is to be freed from the clutch of purely theoretical education and emphasis is to be placed on agricultural, technical, commercial and other practical courses.

1.1 DEVELOPMENT OF SECONDARY EDUCATION IN INDIAN CONTEXT

Secondary education is that stage of education, which is given after primary education and before higher education. It is generally given to the students of the age group of 14-18 years. This stage is very important stage of every individual. The development of secondary education may be divided into two parts viz. Pre-Independence period and Post Independence period.

1.1.i DEVELOPMENT OF SECONDARY EDUCATION IN INDIA DURING PRE-INDEPENDENCE PERIOD:

In India, development of secondary education began from British period when they introduced their educational system. Woods Despatch of 1854 played a very important role in the development of secondary education. Actually, the Dispatch divided the whole educational institutions of our country into three stages. Secondary education stage was considered one important stage of education from that time. After that, Indian Education Commission of 1882, Calcutta University Education Commission of 1917, Hartog Committee of 1929, Wood-Abbot Report of 1936-37 and Sargent Report of 1944 gave importance on secondary education of our country and it was showed that there was an enormous expansion of secondary education. Apart from that, Christian Missionaries also played an important role in the development of secondary education in our country.

The progress of secondary education also clearly reflected from the increasing rate of secondary schools and students. In the year 1916-17, there were 9,24,770 students in 4,883 secondary schools. And just before independence in 1946-47, the
number of secondary schools was 12,693 and the students enrolled in VI to XI classes were 29,53,995.

1.1.ii. DEVELOPMENT OF SECONDARY EDUCATION IN INDIA DURING POST INDEPENDENCE PERIOD:

After independence, several committees and commissions had been appointed to examine the different aspects of secondary education and suggest measures for its improvement.

Immediately after independence in 1948, the government of India appointed a committee named ‘Tara Chand Committee’ under the chairmanship of Dr. Tara Chand. One of the important suggestions of the committee was that secondary school should be multi-lateral but keeping in view the local conditions and circumstances.

‘The University Education Commission’ which was appointed in 1948 primarily to study the conditions of university education under the chairmanship of Dr. S. Radhakrishnan, made recommendations regarding secondary education. The commission was of the view that secondary education was the weakest link in the whole structure of education. The commission recommended that students should be admitted in the university only after completing 12 years of study in school or intermediate college.

On the recommendation of the Tarachand Committee and the CABE, the Govt. of India appointed a commission named ‘Secondary Education Commission’ on September 23, 1952 under the chairmanship of Dr. A. Lakshmeshwami Mudaliar, the Vice-Chancellor of Madras University. The three most important reforms suggested by it were:

i. Reorganization of the educational pattern of education,

ii. Diversification of the curriculum for secondary education,

iii. Reform in the education system.
As a result of the recommendations, high schools were upgraded to higher secondary schools and some high schools were converted into multipurpose schools during the period of 1956-66. It was, however, realized that the scheme was not working well, and the multipurpose scheme found too difficult to make a choice of subject.

In pursuance of the policy implemented the recommendations of the Secondary Education Commission, the All India Council for Secondary Education was set up in August 1955. The main functions of the council were 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.

‘The Education Commission 1964-66’ was appointed by the Govt. of India on July 14th, 1964. Dr. D. S. Kothari was appointed as the chairman of the commission. The commission submitted its report on June 29th, 1966. The commission suggested a pattern of education consisting three successive stages:

1. Primary stage of 7-8 years.

2. a. Lower Secondary stage of 3-2 years of general education or 1-3 years of vocational education.
   
   b. Higher Secondary stage of 2 years of general education or 1-3 years of vocational education.

3. Higher Education of 3 years or more for the first degree course followed by courses of varying durations for the second or research degree.

The commission also laid stress on the improvement of school curriculum, improvement in the method of Teaching, Guidance and Counseling, Evaluation, Administration and Supervision, Equalization of Educational opportunities and improvement of quality etc.

‘The National Policy’ was formulated on 1968 on the basis of Kothari Commission’s recommendation. It included expansion of secondary education,
increasing facilities for technical and vocational education and diversification of curriculum for secondary education.

One of the most important recommendations of ‘The National Policy of Education, 1986’, regarding secondary and senior secondary education was the establishment of pace-setting residential and free of charge schools. Again ‘The National Policy of Education’ gave its official stamp of sanction to the policy initiated in 1979. As a result of this, 10+2+3 was accepted in all parts of the country. Sufficient emphasis was laid in vocationalisation at the secondary stage. A large number of vocational courses were suggested. Again New Educational Policy stressed on establishing ‘Navodaya School’ – on the kinds of ‘Public School’ in rural areas.

The Programme of Action of 1992 also laid stress on the expansion of secondary education.

Besides these, several other committees and commissions also forwarded many valuable recommendations to improve the conditions of secondary education in India.

1.1.iii. SECONDARY EDUCATION IN ASSAM:

Secondary Education in Assam started in the year 1835. The first English High School was established in Guwahati by Captain Jenkins, the Commissioner of Assam in 1835 as per the recommendation of the General Committee of Public Instruction. This school was known as ‘Guwahati Seminary’. Guwahati Seminary was the first school marking the beginning of secondary education in Assam. Initially Assam was under the administrative control of Bengal. There was no separate department of education in Assam. In 1874, when Assam was separated from Bengal, a Department of education was created in Assam. After that Hunter Commission of 1882, Lord Curzon’s Policy of 1905, Government of India Act in 1919 provided encouragement for the expansion of secondary education. In pre-independence period, Matriculation examination was conducted by Calcutta University as the high schools
in Assam were affiliated to Calcutta University. Number of ME schools and MV schools increased to 742 and the number of high schools increased to 191 till 1947.

In the Independence period, after the establishment of Gauhati University in 1948, the responsibility of controlling academic matters of secondary schools was transferred from Calcutta University to Gauhati University. The change of responsibility to control the Matriculation Examination from Calcutta University to Gauhati University resulted in the rapid growth of secondary education in Assam.

According to the recommendations of Secondary Education Commission (1952-53), eleven year school course was introduced in Assam. Schools were upgraded from 10 years High School patterns to 11 years Higher Secondary pattern, converting some schools to multipurpose schools. A State Board of Secondary Education was constituted in 1962 in Assam according to the recommendation of Secondary Education Commission.

Prior to 1962 Secondary Education in Assam was controlled by Gauhati University and the Government of Assam. This dual control created various problems in secondary education. Hence, the Government of Assam passed the Secondary Education Act in 1961. As per the provision of the Act, in 1962, the Board of Secondary Education, Assam (SEBA) was constituted to control and recognize secondary education.

After that as per the recommendation of Kothari Commission (1964-66), the SEBA introduced the 10+2+3 pattern from the academic session 1973-74. For introducing +2 stages, the high schools were upgraded to higher secondary schools. From October 1977, the Government of Assam provincialized all the high schools and higher secondary schools which enjoyed deficit grant from Government.

The Assam Higher Secondary Education Council was constituted in 1984. Since it was not possible to upgrade all secondary to higher secondary pattern, the affiliated colleges under Gauhati and Dibrugarh University introduced two year higher secondary courses.
The National Policy on Education, 1986 proposed to set up Navodaya schools for the poor and talented children and also proposed a systematic programme of vocational education at +2 stages. Besides the provincialized schools, there were privately managed secondary schools and Central schools under Kendriya Vidyalaya Sangathan, Government of India to impart secondary education in Assam.

Enrolment of students under different groups pursuing education in high schools of Assam in the year 2010-2011 is stated in the following table:

Table No. 1.1: Enrolment of Students in Class IX-X in Government and Provincialized Secondary Schools

<table>
<thead>
<tr>
<th>Name of Districts</th>
<th>SC Boys</th>
<th>SC Girls</th>
<th>SC Total</th>
<th>ST Boys</th>
<th>ST Girls</th>
<th>ST Total</th>
<th>OBC Boys</th>
<th>OBC Girls</th>
<th>OBC Total</th>
<th>Others Boys</th>
<th>Others Girls</th>
<th>Others Total</th>
<th>Totals of SC, ST, OBC &amp; Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAKSA</td>
<td>633</td>
<td>546</td>
<td>1179</td>
<td>3661</td>
<td>3385</td>
<td>7046</td>
<td>1550</td>
<td>1420</td>
<td>2970</td>
<td>1448</td>
<td>1307</td>
<td>2755</td>
<td>13950</td>
</tr>
<tr>
<td>BARPETA</td>
<td>927</td>
<td>1034</td>
<td>1961</td>
<td>502</td>
<td>505</td>
<td>1007</td>
<td>1502</td>
<td>1473</td>
<td>2975</td>
<td>7877</td>
<td>7889</td>
<td>15766</td>
<td>21709</td>
</tr>
<tr>
<td>BONGAIGAON</td>
<td>522</td>
<td>497</td>
<td>1019</td>
<td>136</td>
<td>146</td>
<td>282</td>
<td>1849</td>
<td>1555</td>
<td>3404</td>
<td>2265</td>
<td>2251</td>
<td>4516</td>
<td>9221</td>
</tr>
<tr>
<td>CACHAR</td>
<td>1775</td>
<td>1904</td>
<td>3679</td>
<td>327</td>
<td>302</td>
<td>629</td>
<td>2496</td>
<td>2608</td>
<td>5104</td>
<td>3796</td>
<td>4625</td>
<td>8421</td>
<td>17833</td>
</tr>
<tr>
<td>CHIRANG</td>
<td>175</td>
<td>227</td>
<td>402</td>
<td>1316</td>
<td>1127</td>
<td>2443</td>
<td>747</td>
<td>515</td>
<td>1262</td>
<td>631</td>
<td>627</td>
<td>1258</td>
<td>5365</td>
</tr>
<tr>
<td>DARRANG</td>
<td>393</td>
<td>363</td>
<td>756</td>
<td>234</td>
<td>217</td>
<td>451</td>
<td>1626</td>
<td>1555</td>
<td>3181</td>
<td>2846</td>
<td>2902</td>
<td>5748</td>
<td>10136</td>
</tr>
<tr>
<td>DHENMAH</td>
<td>358</td>
<td>330</td>
<td>688</td>
<td>2728</td>
<td>2381</td>
<td>5109</td>
<td>1840</td>
<td>1851</td>
<td>3691</td>
<td>321</td>
<td>670</td>
<td>991</td>
<td>10479</td>
</tr>
<tr>
<td>DHUBRI</td>
<td>1351</td>
<td>1405</td>
<td>2756</td>
<td>797</td>
<td>831</td>
<td>1628</td>
<td>2491</td>
<td>2305</td>
<td>4796</td>
<td>6793</td>
<td>6354</td>
<td>13147</td>
<td>22327</td>
</tr>
<tr>
<td>DIBRUGARH</td>
<td>678</td>
<td>546</td>
<td>1224</td>
<td>1177</td>
<td>1141</td>
<td>2318</td>
<td>4438</td>
<td>4295</td>
<td>8733</td>
<td>1524</td>
<td>1561</td>
<td>3085</td>
<td>15360</td>
</tr>
<tr>
<td>GOALPARA</td>
<td>448</td>
<td>444</td>
<td>892</td>
<td>1430</td>
<td>1696</td>
<td>3126</td>
<td>759</td>
<td>850</td>
<td>1609</td>
<td>2867</td>
<td>3274</td>
<td>6141</td>
<td>11768</td>
</tr>
<tr>
<td>GOLAGHAT</td>
<td>728</td>
<td>661</td>
<td>1389</td>
<td>923</td>
<td>774</td>
<td>1697</td>
<td>3019</td>
<td>3359</td>
<td>6378</td>
<td>2593</td>
<td>2531</td>
<td>5124</td>
<td>14588</td>
</tr>
<tr>
<td>HAILAKANDI</td>
<td>459</td>
<td>576</td>
<td>1035</td>
<td>42</td>
<td>48</td>
<td>90</td>
<td>575</td>
<td>915</td>
<td>1490</td>
<td>2062</td>
<td>2430</td>
<td>4492</td>
<td>7107</td>
</tr>
<tr>
<td>TINSUKIA</td>
<td>394</td>
<td>379</td>
<td>173</td>
<td>131</td>
<td>100</td>
<td>120</td>
<td>180</td>
<td>199</td>
<td>150</td>
<td>120</td>
<td>110</td>
<td>90</td>
<td>80</td>
</tr>
<tr>
<td>UDALGURI</td>
<td>270</td>
<td>135</td>
<td>180</td>
<td>224</td>
<td>194</td>
<td>170</td>
<td>110</td>
<td>120</td>
<td>150</td>
<td>100</td>
<td>80</td>
<td>60</td>
<td>40</td>
</tr>
</tbody>
</table>

Source: Secondary Education Management Information System (SEMIS) 2010-11

1.2 EDUCATION FOR SCHEDULED TRIBE

The progress of a nation is dependent on the overall development of its people and hence they should be developed socially, culturally, economically as well as educationally. In this regard, the issue of tribal development has become an important subject in India as it constitutes about 8% of the total population. Tribal people constitute a substantial portion of India’s population. In many respects they lag behind their non-tribal counterparts. To ameliorate their condition, much attention has been given to their education. Indian Constitution gives importance on tribal education. Education of tribals is an important task before the Government of India. Article 46 of the Indian Constitution talks about the promotion of educational and economic interests of SCs, STs and other weaker sections of our society. To quote, “The state shall promote with special care the educational and economic interests of the weaker
sections of the people and in particular, of the scheduled castes and the scheduled tribes, and shall protect them from social injustice and all forms of exploitation.” **Article 273** provides for the grant of special funds by the Union Government to State governments for promoting the welfare of the scheduled tribes and for providing them with a better administration. **Article 339** requires the President to call for a report on the special administration of scheduled areas and the welfare of scheduled tribes ten years after the commencement of the Constitution; he may do so before the expiry of the ten years period also. Besides, the Union Executive has the power to give instructions to the states on the administration of scheduled tribes.

Because of the backwardness of tribal people, the constitution of India made the above provisions. But the tribal communities are traditionally backward in education. Mass illiteracy is one of their most conspicuous social characteristics, which can be attributed to their habitation in isolated areas, being cut off from the cultural contacts of the educationally advanced societies.

With the dawn of independence, there ushered a new era in the history of education in India. In 1948-49, the Government of India started scholarships for STs for educational development. But it was observed that the candidates belonging to the STs were not coming in sufficient numbers to enjoy the benefits of reservation due to the low level of education among them.


Education Commission of 1964-66 viewed regarding tribal education as: “It is necessary to pay special attention to the education of the children from backward classes which includes the Scheduled Castes, the Scheduled Tribes, de-notified communities and a few nomadic and semi nomadic groups.”

4
The tribal communities have been thoroughly exposed to the contemporary Indian social and cultural systems. The Central and State Governments of India have been undertaking special measures for the educational development of the tribal communities of the country. But the total picture of expansion of education among the tribal is not very encouraging. Tribal people have not been able to show any appreciable level of development as evident from the fact that the national literacy rate of Scheduled Tribes, according to 2001 census, is 47.10 %, which is much lower than the national literacy rate i.e., 65.38%. While literacy is only a means to education and not an end in itself, education tends to lead to economic benefits which are the result of the increased ability of the individual to utilize the information acquired through the process of learning. Therefore any educational planning for such a vast group of individuals should aim at educating all its members in the school going age group. Education is in fact, an input not only for economic development of tribes but also for inner strength of the tribal communities. It also helps them in meeting the new challenges of life.

The National Policy on Education (1986) observed that the proportion of enrolment of ST children continues to be much less than their population proportion and the dropout rate continues to be very high at all levels of education. To do away those problems suitable incentive should be provided to all educationally backward sections of the society, particularly in rural areas. In the hill and desert districts, in remote and inaccessible areas and in islands adequate infrastructure should be provided.

Assam is a land of different tribal groups. According to the list of Scheduled Tribes in the Indian Constitution [order, 1950 (a)], there are 23 tribes (14 Hills and 9 Plains) in Assam. They are:-
Table No. 1.2: List of Scheduled Tribe in Assam

<table>
<thead>
<tr>
<th>STHIL</th>
<th>Name of the Tribe</th>
<th>SPSN</th>
<th>Name of the Tribe</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>1. Chakma</td>
<td>S</td>
<td>1. Barman in Cachar</td>
</tr>
<tr>
<td>T</td>
<td>2. Dimasa, Kachari</td>
<td>T</td>
<td>2. Boro, Boro Kachari</td>
</tr>
<tr>
<td>H</td>
<td>3. Garo</td>
<td>P</td>
<td>3. Deori</td>
</tr>
<tr>
<td>I</td>
<td>4. Hajong</td>
<td>L</td>
<td>4. Hojai</td>
</tr>
<tr>
<td>L</td>
<td>5. Hmar</td>
<td>A</td>
<td>5. Kachari, Sonowal</td>
</tr>
<tr>
<td></td>
<td>8. Lakher</td>
<td>S</td>
<td>8. Miri</td>
</tr>
<tr>
<td></td>
<td>9. Man (Tai Speaking)</td>
<td></td>
<td>9. Rabha</td>
</tr>
<tr>
<td></td>
<td>10. Any Mizo (Luchai) Tribes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>11. Mikir</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>12. Any Naga Tribes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>13. Pawi</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>14. Syntheng</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

With regard to the educational development among the population of Assam there exists a wide gap between the scheduled tribe and the other communities. It is a matter of surprise that the tribal, being the earliest settlers of Assam, remained backward not only educationally but also socially and economically. The researchers become curious and that curiosity has inspired them to know about various factors which stand on the path of progress and development of education of scheduled tribe. The scheduled tribe population of Assam has recorded 62.5% literacy rate. The male and female literacy rate of 72.3% and 52.4% respectively show that women are lagging behind by 19.9% points. Gender gap in literacy among Miri (Mishing), however, has been recorded to be the highest. With 71.4% male and 48.3% female literacy, the Mishing women are lagging behind by as much as 23.1% points. Literacy rate of some major tribal groups of Assam are shown below:-
Table 1.3: Literacy Rate among Major Scheduled Tribes of Assam (2001 Census)*

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Name of the Tribe</th>
<th>Literacy Rate (7 years and above)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Total Percentage</td>
<td>Percentage of Male</td>
<td>Percentage of Female</td>
</tr>
<tr>
<td>1</td>
<td>All Scheduled tribes</td>
<td>62.5</td>
<td>72.3</td>
<td>52.4</td>
</tr>
<tr>
<td>2</td>
<td>Dimasa</td>
<td>59.6</td>
<td>69.4</td>
<td>49.3</td>
</tr>
<tr>
<td>3</td>
<td>Mikir</td>
<td>53.7</td>
<td>64.1</td>
<td>43.0</td>
</tr>
<tr>
<td>4</td>
<td>Boro</td>
<td>61.3</td>
<td>71.4</td>
<td>51.1</td>
</tr>
<tr>
<td>5</td>
<td>Deori</td>
<td>76.2</td>
<td>84.8</td>
<td>67.5</td>
</tr>
<tr>
<td>6</td>
<td>Kachari (Sonowal)</td>
<td>81.4</td>
<td>88.2</td>
<td>74.4</td>
</tr>
<tr>
<td>7</td>
<td>Lalung</td>
<td>61.8</td>
<td>72.0</td>
<td>51.6</td>
</tr>
<tr>
<td>8</td>
<td>Miri (Mishing)</td>
<td>60.1</td>
<td>71.4</td>
<td>48.3</td>
</tr>
<tr>
<td>9</td>
<td>Rabha</td>
<td>66.7</td>
<td>76.2</td>
<td>57.0</td>
</tr>
</tbody>
</table>

*Source: Census of India 2001, Office of the Register General, India

*Data of 2011 Census Report is not yet released.

Amongst the tribal and other backward classes it is seen that, the Mishing tribe of Assam is one of the deprived ethnic group of Assam socio-economically as well as educationally.

1.3. ETHNOGRAPHIC PROFILE OF MISHING TRIBE OF ASSAM

Mishing tribe is the second largest tribal group of Assam. Earlier they were called Miris, but now the term Miris is offensive for them. However the constitution of India still refers them as Miris. Mishing tribe is mainly concentrated in some districts of Assam namely Lakhimpur, Dibrugarh, Sibsagar, Dhemaji, Jorhat, Golaghat, Sonitpur and Tinsukia. A few portions of Mishing people are also found in
and around Pasighat of East Siang district of Arunachal Pradesh. Mishing population in Assam is estimated to be 1,257,596 (as per 2006).5

1.3.i  HISTORY OF ORIGIN:

Originally, Mishing is a hill tribe of Himalayan region of North Eastern India. They belong to greater Tani community which comprises many tribal groups of Arunachal Pradesh and Tibet Autonomous Region (TAR) in China. Ethnically, the Mishings hail from the same rock as the Adis, the Nishis (Dafla), the Apatanis and the hill Miris of Arunachal Pradesh and belong to the North Assam branch of the Mongoloid races.

The history of Miris is essentially the history of the Mishings. Minyongs, Pasi, Padams and any other hill tribes, who profess the cult of Mirui, worship Do:nyi (Sun), Polo (Moon) as their principal deities and call themselves. ‘Ami’ or ‘Tani’ means man. There is no recorded historical evidence and no dearth of folk tales to show the exact date and causes of the Plains Mishing coming down to the plains of Assam.

1.3.ii. VILLAGE SOCIAL ORGANIZATION:

The Mishing has their own unique village organization to maintain social order and unity among themselves. There are mainly three village organization of Mishings namely Kebang, Murong and Yume Mimbir.

Every village has a ‘Kebang’ which can be aptly compared with a village Panchayat. The elderly people of the village under the village headman constitute it. This body takes all important decision and settles disputes.

Murong is the most useful traditional socio-cultural institution of the Mishing people. The main function of the Murong is to chalk out the programmes of celebrating important festivals and to take social decisions.

A benevolent youth organization of the Mishing village is Yame Mimbir. The main work of this organization is to render social services to the village people such
as helping them in construction of the houses, work in the field or to conduct a feast in the festive occasion like marriage, death ceremony etc.

1.3.iii. ECONOMIC SYSTEM:

The main occupation of Mishing tribe people is agriculture. Mishing people are active agriculturists. When they lived in the hills, they adopted the shifting cultivation. After their migration to the plains, they used to adopt settled cultivation. Agricultural lands are suitable mainly for Ahu paddy cultivation and the people relish Ahu rice. Besides Ahu Paddy, they also produce mustard seeds, sweet potatoes, pulses, cotton, maize, banana and other vegetables. Rice is produced mainly for domestic consumption where as mustard seeds, pulses, potatoes are used for commercial purpose. Basically, their method of cultivation is primitive in nature. A considerable quantity of rice is used by every family for the purpose of preparing rice beer.

Apart from agriculture, hunting and fishing, animal husbandry is also prevalent among the Mishings. They are also expert in manufacturing of bamboo and cane goods.

A good number of Mishings are engaged in service especially in the various departments of Government and Semi Government offices and institutions. A substantial number of Mishings are engaged in various business or trade retail or wholesale. Due to large contact with the non-mishings and due to economic pressure, the Mishings are gradually entering into avocations, formerly forbidden by the society like selling fish, serving as day labour in the houses of non-mishings.

1.3.iv. HOUSE STRUCTURE:

The Mishings construct their house in raised platform about 1.5 meters from ground level. A typical Mishing house is sometimes as much as 30/40 meters in length and contains 20/30 persons living in a hall with temporary portions diving as rooms.
1.3.v. RELIGIOUS SYSTEM:

Religious philosophy of Mishings is mainly based on animism and super naturalism. They are religiously animistic in nature. On the one hand, they are devout followers of Mahapurushia Vaisnav Dharma and on the other they are the worshippers of different Gods and Goddesses. They worship the spirits underlying thunder lighting Mulking Teleng, Earth and water.

1.3.vi. FOOD AND DRINKS:

Rice is staple food of the Mishings. Along with rice they take leafy vegetables, edible roots and fish. Meat and fish are not everyday items of food but are occasional delicacies. Their great delicacies are fowl and pork. Formerly they did not take milk, dal, mustard oil and spices purchased from market, but now a days these items have entered the kitchen of the Mishings, particularly of the well-to-do section. Every Mishing household brews its own Apong (Rice bear) and serves it as drink and a food for everybody, young or old.

1.3.vii. MARRIAGE:

Broadly speaking the Mishings has two forms of marriage, one is ‘Midang’ and the other is ‘Duglalanam’. Both forms are equally binding. The former is an expensive affair and it is usually planned and arranged by the parents. In a formal marriage the parents of the couple have to spend a large amount of money by way of entertaining the guests. Pork and Apong are the essential items for the marriage feast.

1.3.viii. FAMILY:

The Mishings have the tradition of living joint family based on patrilineal system. The eldest male member in the family becomes its head. They practice both Monogamy and polygamy. But Monogamy is becoming more popular than polygamy. Polyandry is strictly prohibited in this community. All the members abide by the orders of the headman of the family. There is co-operation among the members and everybody works for the smooth functioning of the family life. Women play their assigned roles and they are not treated as subordinates.
1.3.ix. FESTIVAL:

Though, the Mishings profess Hinduism, they observe many festivals according to their tradition and beliefs. Besides observing the three Assamese Bihus namely, Bohag Bihu, Kati Bihu and Magh Bihu, the Mishings observe Ali-Aye-Ligang festival on Wednesday in the month of Falgun with much pomp and grandeur. It is a spring festival of socio-cultural significance. During this festival they worship the mother earth and spread the ahu paddy seed ceremonially. The literary meaning of Ali-Aye-Ligang stands for first showing of roots and fruits in which ‘Ali’ stands for seeds, ‘Aye’ for fruits and ‘Ligang’ for showing. Dancing and singing are the characteristics features of this festival. The whole atmosphere is surcharged with music of Dum Dum, Pempa, Siphung and Gunggang played with the rhythmic dances of the girls attired in their best Ribi gaseng and Ribiyege. Poro Apong and dried fish are essential for the feast. The other important festival is called ‘Po:rang’ and celebrated after good harvest spreading over 3 days.

1.3.x. DISPOSAL OF THE DEAD:

Among the Mishings all dead are buried irrespective of age, sex, and nature of death. The dead body is taken out to the courtyard not by the usual door but by a special door made in the back wall. The corpse is bathed and kept in a long coffin called Rang Kung after being wrapped in empoo (bamboo mat) called Nagadhari in Assamese. After the death the Mishings observe a four tier purification ceremony, ‘Tiloni’ on the third day, Sushi or Pyade on the sixth day, ‘Mahekiya’ on thirtieth day and Daha after one year or so on.

1.3.xi. CONTRIBUTION OF THE MISHINGS TO THE CULTURE OF ASSAM:

In the socio-cultural and political activities of Assam, the Mishing community is quite equal to that of other sections of the people of Assam. They have contributed to various nation building affairs by engaging in different fields of activities.
In the political field, the Mishings are quite conscious and capable. Some of them have shouldered a political leadership and have discharged great responsibilities in the Government of Assam. They have been involved in both regional and national parties.

A substantial number of educated persons have been engaged in the field of medical, engineering, teaching, film and so on.

So, it is evident that the Mishings of Assam are an integral part of the contemporary Assamese socio-cultural life.

As per 2001 Census, their population is 5,38,333. The percentage of literacy of Mishing people as per 2001 Census is 60.1.

1.4. STATEMENT OF THE RESEARCH PROBLEM

Secondary education occupies a very important place in the scheme of educational development of a country. The progress of a country largely depends on expansion and improvement of secondary education. Educational development leads to transformation of social structure from one pattern to another, which can be conceived as a process of social change. Educational development is measured by different dimensions. Performance of students is one of them. Academic and non-academic performances of students are the soul of educational institutions irrespective of caste, creed, and religion.

Tribal people are backward educationally as well as economically. This backwardness can be minimized through proper education with the help of different factors like proper institutional facilities, high aspiration towards their career etc.

Therefore, the basic problem undertaken for investigation in the present study is to examine the influence of some factors like institutional facilities and career expectations in the scholastic performance of Mishing Tribe students in H.S.L.C. examination. The research problem undertaken is entitled as “Academic Performance
in relation to Institutional Facilities and Career Expectations of Mishing Students- A study."

Here, High School students of class X from the Mishing Tribe in Assam have been selected to study the Academic Performance in relation to Institutional Facilities and Career Expectations.

After a general observation and going through the related studies and literature, a number of questions emerged in the investigator's mind regarding the education of the Mishing tribes, their academic performance, institutional facilities and career expectations etc. All these aspects have been taken in the form of different hypotheses.

1.5. OPERATIONAL DEFINITIONS OF THE KEY TERMS USED

The Fundamental purpose of the present study is to examine the relationship of academic performance with institutional facilities and career expectations of Mishing students. As part of the study, we have considered several terms related to the study. It would be worthwhile to define these operationally or for the purpose of the study.

(a) ACADEMIC PERFORMANCE:

The term academic performance implies the attainment or achievement in scholarly aspect. It is an act or process of performing in the field of academic side which can also be termed as achievement in schooling or formal test condition. Here, academic performance refers to the performance of Mishing students in the H.S.L.C. examination conducted by SEBA.
(b) INSTITUTIONAL FACILITIES:

Institution refers to an educational or research establishment or unit and facility refers to a building, service, a piece of equipment provided for a particular purpose. In the present study, the term Institutional facilities refer to different school facilities and infrastructural facilities made for Mishing students of secondary schools.

(c) CAREER EXPECTATIONS:

Career expectation means a strong aspiration for a particular career, job or profession in near future. It is determined on the basis of individual’s natural aptitude. Here, it is an aspiration made by Mishing secondary stage students in Assam on his/her future work, occupation and career.

(d) MISHING STUDENTS:

Mishings were formerly known as Miris. Mishing tribe mainly has two sections, namely Barogam and Dehgam. This tribal community living in Assam spreads over the non-tribal sections of the population for the last several centuries. And, student means a person who is studying in formal educational institutions i.e. Pre-primary, Primary, Secondary and Higher stage of education. In this study the term refers to Mishing boys or girls reading in the secondary stage of education.

1.6. INTRODUCTION OF THE VARIABLES STUDIES

This research study mainly focuses on relationship of academic performance with institutional facilities and career expectations of Mishing students. Here, mainly three variables viz. academic performance, institutional facilities and career expectations are studied.
1.6.1. ACADEMIC PERFORMANCE

Quality of an educational institution mainly depends on the performance of students in academic and non-academic field. Performance generally means the end product of all educational endeavours. In present day educational system, performance of students is measured through examination conducted at the end of academic year.

Academic performance is a part of the wider term educational growth. It refers to what a student has achieved in different subjects of studies during the course of the academic year. It is an effective tool of enlistment of an individual and society in every way whether it may be personality development, social and economic development and so on.

Literally, academic performance means ‘to gain’ or ‘to acquire’ something more following some formal processes of activities under the guidance of some teachers in the particular and systematic process.

Examinations are devices to assess the achievement of an individual or group of individuals in a particular field of activity. The school examination is a source of worry and anxiety to the students. Academic performance of students can be measured from the results of examination conducted by different recognized boards.

In Assam, the Secondary education examination is conducted by different Boards. Academic performance of most of the secondary schools of Assam is measured fully by a public examination called the High School Leaving Certificate (H.S.L.C.) Examination. This examination is conducted by the Board of Secondary Education, Assam.

The Board of Secondary Education, Assam was established in 1962. Since 1962 the Board has been taking charge of controlling and reorganizing secondary education, in Assam. From 1964, the matriculation examination has been known as the High School Leaving Certificate Examination. The Secondary Education Act of 1961 was amended in 1972 when it was laid down that the Board is to prepare and publish text books and supplementary books through Assam Text Book Production
and Publication Corporation. Second amendment of the Act was made in 1973 which provided for the appointment of a full time Chairman.

The H.S.L.C. examination is one of the most important public examinations in a student’s life in secondary education, because the result of this examination plays a major role in the selection of subjects for higher education. That is why, the result of this examination becomes a prime concern for the public.

1.6.2. INSTITUTIONAL FACILITIES

An institute is an organized set up to do a particular type of work, especially research or teaching. Facilities are buildings, pieces of equipment or services that are provided for a particular purpose. It can be generally defined as the set of interconnected structural elements that provide framework supporting an entire structure of development. In the present study, institutional facilities are meant as school facilities. Institutional facilities have been declared as a potent factor to quantitative as well as qualitative education. Fruitful education can be achieved if the institutional facilities of the school are satisfactory. Institutional facilities are to the school, as the body to the soul, machinery to the factory, plane to the pilot and an empire to the kingdom.

The Department of Secondary and Higher Education under the Ministry of Human Resource Development, Government of India set up a committee in September 2004. Shri Ghanshyam Tiwari, Education Minister, Rajasthan was the Chairman and Prof. Krishna Kumar, Director, NCERT was the Member Secretary of this committee. This committee was formed for Universalization of Secondary Education. The committee based its findings and recommendations on enrolment projections, number of classrooms, Teacher and infrastructure facilities at secondary level during the periods 2003-2004 to 2019-2020. It also fixed norms for secondary schools.\(^7\)

The recommended norms of committee for secondary schools are as follows-  

**Land:** 2 to 4 acres.
Construction area: Not more that 50% of the land area.

Teachers: One for every 30 students to be steady moved to 1:20; at least one for every subject area; qualified teachers for sports, games and physical education, music and art.

Facilities:

- One classroom for every 30 students.
- One integrated junior science lab (for classes 6th to 8th).
- One Science lab each for Physics, Chemistry, Biology, English language, Geography, Mathematics for 9th to 12th grades.
- Facilities for the disabled like ramp, special toilets, classroom furniture, etc.
- Braille and sign language related equipment/computer software.
- SIT to receive EDUSAT programmes.
- OHPs, LCD projectors.
- Musical instruments, gym equipments, sports and games material.
- Junior computer lab with 30 computers for 6th to 8th grades with internet connectivity.
- Senior computer lab with 30 computers for 9th to 12th grades with internet connectivity.
- Separate health/restrooms for boys and girls. Separate cubicles for teachers with computing facilities- one computer for every 4 teachers with internet connectivity.
• Safe drinking water facilities.
• School canteen and stores.
• Separate toilets for girls and boys, and staff.
• Library with computer facilities and professionally qualified staff.
• Separate offices for the Principal and Vice-Principal with computer facilities.
• Electricity.
• Telephone.
• School office for non-teaching staff with computer facilities.
• Hobby room(s) for developing creativity and life skills including music, art and paintings.
• Playgrounds for soccer, hockey, volleyball basketball, badminton, tennis, preferably separate for girls.
• Indoor games facilities separately for girls and boys.
• Gymnasium separately for girls and boys.
• Gardens and social forestry.

In the present study, institutional facilities include classroom facilities, library facilities, teaching-learning facilities, computer and internet facilities, transportation facilities, hostel facilities, students support facilities, health and sanitation facilities etc.
1.6.3. CAREER EXPECTATIONS

Expectation means the goal that individual sets for himself in a task which has intense personal significance for him and in which his ego is involved. Among all the tasks, the goals in educational, emotional and vocational life have most significant influence on the happiness, prosperity and harmonious adjustment of individual in the society. But if we analyze all the expectations largely affect the whole gamut of human life as happiness and satisfaction in the individual’s life depend on a large extent on one’s choice of career. A career plays a very important role in man’s life style, position in society, happiness in life but also shapes his personality and morality. The expectation of the individual at young age has a definite impact on choice of career at later years.

Career expectation refers to decision made by a student on his/her future work, occupation or career or profession. Career expectation is for young or adults to either start a new career or enter a new vocational career that they have never done. It’s important at this point in time, because the United States’ industrial vocations are going overseas and it’s important that our trades vocationally be brought back and taught to our youth or adults who are looking for a new career track.8

The process of career expectation generally starts from the high school stage of education. Career expectation is one of the main and indispensable objectives of one’s life and there is certainly source for it.9

Career expectation at the stage of entering adulthood is a very serious concern among youths and their parents also, because the entire base of life is dependent at this crucial point of life. They have further stated some essential considerations for expecting a right career for happy life. The career planning should be keeping in view of the physical limitations and potentials of the individual, his mental faculties, personality and temperamental characteristics be studied as per the need of the career, his interest and aptitude be assessed on his personal and family conditions which may also permit him for choosing his career. Only then successful career selection is made.

At present a number of emerging areas of specialization, multi disciplinary in nature are being added to curriculum. Also many specific career oriented courses are
now available. As such selection has to be made with utmost care and visualization. Today, information technology, computer and electronics, medical, biotechnology, engineering, architecture and planning and T.V. and journalism etc. may appear to be more rewarding. In the present globalised world in view of large number students, competitions for most of the courses are very tough and one has to work hard. The present situation makes us remember the old age saying ‘survival of the fittest’. Also it is seen that several factors influence the young people in expectation of a particular career.

In the present complex society, career expectation with proper care has become more and more relevant. But from general observation, it is seen that many students fail to select a career properly, because of which subsequent course of their academic life gets affected.

Due to inadequate expectation of career, they will become the burden of the society and ultimately the society will suffer. In the present society, it has become a problem for the students in proper career aspiration especially in high school stage. As the high school stage is of “discovery of talents”, there is a need to create such a situation where students will be able to understand the relevance of their career from both personal and social developmental point of view.

1.7. AREA OF STUDY

The present study is undertaken in Assam, one large state of North-Eastern region of India. Assam is a land of different tribal groups. Mishing is a very large tribal group of Assam situated in Lakhimpur, Dibrugarh, Sibsagar, Dhemaji, Jorhat, Golaghat, Sonitpur and Tinsukia districts of Assam. Out of these districts of Assam, two districts namely Lakhimpur and Jorhat have been selected for conducting the present study. These two districts have been selected on the ground of Mishing population dominance.
1.7.i. PROFILE OF LAKHIMPUR DISTRICT:

Lakhimpur is an administrative district of Assam. Head quarter of this district is located at North Lakhimpur. This district is surrounded by Siang and Papumpare District of Arunachal Pradesh on the north, Dhemaji district and Subansiri river on the east. Majuli Sub-division of Jorhat district on the Southern border and Gahpur Sub-division of Sonitpur district is on the western side.

The total area of Lakhimpur district is 2,777 Km² (879 sq mi). According to the census 2011, there are 1,040,644 person in Lakhimpur district out of which 5,29,484 and 5,11,160 are male and female respectively. The sex ratio of the district is 965 females for every 1000 males and density of population is 457/km². As per 2011 census report, the literacy rate of Lakhimpur is 78.39 percent. 84.66 and 71.91 percent are literacy rates of male and female in the district respectively.

The Lakhimpur district has two subdivisions namely Dhakuwakhana and North Lakhimpur (sadar). The district is inhabited by different castes and tribes including Mishing, Deori, Sonowal Kachari and Khamti. Mishing is a particular tribal group inhabited in Lakhimpur district.

The district works as on entrance to Arunachal Pradesh Bihpuria, Narayanpur, Dhakuwakhana, Pabhoi temporary airport was built here in 1954 and the Assam State Transport Corporation started transportation facilities to this district in 1957. Similarly in 1963, NF Railway services also include this district.

The district headquarter namely North Lakhimpur is the main nerve centre of knowledge and learning. Well connected by road, rail and air, the town has fast grown into an important commercial centre. ‘Badual Atar Than’ and ‘Basudev Than’ are important holy places of the district. Narayanpur, the birth place of Madhav deva is held in very reverence by the people of Assam. Bihpuria is an important town of this district. A Muga Research Centre has been functioning at Dhakuwakhana. The airport of this district is situated at Lilabari. The guide map of Assam and Lakhimpur district is given in Figure No. 1.1 and 1.2 respectively.
1.7.ii. PROFILE OF JORHAT DISTRICT:

Jorhat district is situated on the North East corner of Assam. Jorhat is the head quarter of this district. The district is surrounded by Lakhimpur and Brahmaputra river on the north, Sivsagar on the east; Nagaland on the south and Golaghat, Nagaon and Karbi Anglong on the west.

The total area of Jorhat district is 2,851 km$^2$. According to the census 2011, there are 10,91,295 persons in Jorhat district out of which 5,57,944 and 5,33,351 are male and female respectively. The sex ratio of the district is 956 female per 1000 male and density of population is 383 persons per sq. km. As per 2011 Census Report, the literacy rate of Jorhat is 83.42% out of which 88.38% and 78.22% are male and female respectively.

The Jorhat district has three sub-divisions namely, Jorhat, Majuli and Titabar. The district has 6 Revenue Circles and 8 Development Blocks. The population comprises predominantly Hindus and Muslims. The district is inhabited by different castes and tribes. Mishing is a particular tribal group inhabited in Jorhat district. 70% of tribal population of this district are primarily ‘Mishings’.

Jorhat has direct links with Nagaland and Arunachal Pradesh serves as a vital supply base. The only Regional Research Laboratory (Now North-East Institute of Science and Technology or NEIST) of north-east India, the first and the biggest Tea Research Centre of the world and the only Agriculture University of Assam are situated in Jorhat. The central office of the Assam Sahitya Sabha and ancient relics such as Raja Maidam, Rajmau tank, Burhi Gosani Dewalaya etc. have enhanced the importance and significance of this town which bears a legacy of two hundred years. Jorhat is the first district of Assam to open up internet website of its own.

The world’s largest river island Majuli is a place of great interest of the Assamese Vaishnavites because of the location of several Satras there. These Satras or religious monasteries are also notable centers of Vaishnavite cultural research. The guide map of Jorhat district is given in Figure A. (ii).
Figure 2: Guide Map of Lakhimpur District

Figure 3: Guide Map of Jorhat District
1.8. JUSTIFICATION OF THE STUDY

In tune with philosophy of Equal Opportunity for educational development of all and with a view to fulfilling the constitutional obligations, the Central and the State Governments of India have been making continuous efforts to spread education among the Scheduled Tribes of Assam. But notwithstanding which has been done in this regard.

It is important to note that despite so many educational developmental measures undertaken by the Central and State Governments, the tribal communities, barring a few, have not been able to show any remarkable level of development as revealed from the fact that their percentage of literacy is 62.5% against 64.28% of the general population of Assam in 2001. This fact suggests that mere external help cannot necessarily accelerate the process of educational development in the societies which are traditionally backward in education and in other spheres of life. The tribal social structure has certain constraints which impede the process of educational development. The problems of educational development among the tribal societies, therefore, require microscopic studies in the context of their socio-economic systems.

The academic performance refers here to the performance of an examinee in the H.S.L.C. examination conducted by SEBA. As it was noticed that every year a large number of candidates appear in H.S.L.C. examination and out of the top twenty positions, the tribal students were not able to secure positions in the last several years. The pass percentage of H.S.L.C. examination in the year 2007 conducted by SEBA in Assam was 54.9%, in 2008 it was 58.68%, in 2009 it was 61.55%, in 2010 it was 63.21%, in 2011 it was 70.38% and in 2012 it was 69.63%. The performance of Scheduled Tribe students was 41.32% in 2007, in the year 2008 it was 42.70%, in the year 2009 it was 49.31%, in the year 2010 it was 54.2%, in the year 2011 it was 61.64% and in the year 2012 it was 63.02%. Although the pass percentage is rising over the years, yet the academic performance of the Scheduled Tribe students reflects an overall dismal picture.

Institutional facilities are also known as infrastructural facilities or school facilities. These facilities play an important role in the teaching-learning process of
students. Central and State Governments give special importance on development of material conditions of the educational institutions. But in reality, it is observed that as compared to urban schools, material conditions of rural schools are not good. Lack of adequate or proper facilities can hamper the performance of students either in academic side or in non-academic side. Mishing tribe mainly inhabits the rural areas and Mishing students face different educational problems due to lack of proper facilities in schools. Here in this study, the researcher is trying to study the influence of institutional facilities on academic performance of Mishing students.

With the advancement of scientific knowledge and gradual development of materialistic outlook, it is believed that education should enable the individual to earn his/her living. Career is one of the primary concerns of every student passing 10+2. Understandably career choice at this stage is a crucial factor as it gives direction to one’s future. In Assam, tribal people having good career is countable.

From these facts, it can be realized that the social structure of tribal people is inhibited for educational development. The investigator has conducted a pilot study about the educational status of Mishing (Plain tribe) community and has found that this particular group is still lagging far behind in comparison to non tribal.

The need for undertaking the present study has been felt due to the following reasons:

1. The investigator reviewed the earlier research studies and found that studies undertaken in the field of education of the Mishing community is few and scopes are there for studies.
2. This study will try to give a clear picture of the academic performance of the Mishing students in H.S.L.C. examination by taking into account their performance which has not been focused through the studies till now.
3. This study will provide a documentary data regarding the dependence of academic performance upon the institutional facilities of Mishing students.
4. The need to study the career expectation of the Mishing secondary stage students is important today because the choice of career for a student
especially after completion of 10+2 education may be voluntary but should not thrust upon him.

So from the ongoing analysis, the present study has a practical relevance and therefore, concerned with exploring and analyzing the academic performance in relation to institutional facilities and career expectations of Mishing secondary stage students.

1.9. OBJECTIVES OF THE STUDY

Following are the main objectives of the present study:

1) To study the academic performance of Mishing students in H.S.L.C. examination in the year 2010 to 2012 in Lakhimpur and Jorhat districts.
2) To study the institutional facilities available in sample schools in Lakhimpur and Jorhat districts.
3) To study the career expectations of Mishing students in Lakhimpur and Jorhat districts.
4) To study the relationship of institutional facilities on academic performance of Mishing students in their H.S.L.C. examination.
5) To study the relationship of career expectations on academic performance of Mishing students in their H.S.L.C. examination.

1.10. HYPOTHSES OF THE STUDY

The following hypotheses are formulated to test the objectives mentioned above:

1) There is no significant relationship between institutional facilities and academic performance of Mishing students.
2) There is no significant relationship between career expectations and academic performance of Mishing students.

1.11. DELIMITATIONS OF THE STUDY

The study is subjected to several limitations:

i. This study does not cover all the Mishing students of Assam because the Mishing people are concentrated in the riverine areas of Lakhimpur, Dibrugarh, Sivasagar, Jorhat, Sonitpur, Dhemaji and Golaghat districts of Assam. However, this study is confined to Lakhimpur and Jorhat districts of Assam only.

ii. This study focuses on Secondary stage students. So the finding cannot be generalized to other stages of education.

iii. Secondary stage students in this study mean students of class X of schools following SEBA course and only Govt. or Provincialized schools, not the private schools.

iv. The sample schools are selected from Mishing dominated areas of Lakhimpur and Jorhat district only.

v. Schools are selected from rural locations only as the habitations of Mishing population are mainly in rural areas.

vi. The outcome of the study is applicable to the selected districts from where respondents are taken.

1.12. PREVIEW OF THE CHAPTERS

The study will comprised of six (6) independent chapters, each dealing with different aspect of research conducted for the study.

CHAPTER I: The first chapter gives an overview of the broad idea of consideration, it includes concepts of Secondary Education, Education for Scheduled
Tribe and Academic Performance, Institutional Facilities and Career Expectations. The INTRODUCTORY CHAPTER also includes Statement of the Problem, Area of Study, Justification of the Study, Objectives of the Study, Hypotheses of the Study and Delimitations of the Study.

CHAPTER II: The second chapter deals with REVIEW OF RELATED LITERATURE. The reviews are shown as international, national and regional level.

CHAPTER III: The third chapter deals with METHODOLOGY including Methods of Study, Population and Sampling, Data Collection Procedure, Tools used and Statistical support.

CHAPTER IV: The fourth chapter deals with analysis, interpretation and presentation of data with the help of appropriate tools. Analysis is done on objective wise.

CHAPTER V: The fifth chapter deals with the MAJOR FINDINGS of the study. All the major findings are stated here objective wise.

CHAPTER VI: The sixth chapter deals with the SUMMARY AND CONCLUSION OF THE STUDY.

1.13. CHAPTER SUMMARY

In this chapter, a theoretical background is offered about secondary education in India and Assam, Education for Tribals in India, Introductory concepts about different variables i.e. academic performance, institutional facilities and career expectations. Again statement and operational definitions of the study, justification, aims and hypotheses, delimitations are also discussed in this chapter.
REFERENCES


