CHAPTER- IV

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4. METHODOLOGY

4.1 Statement of the problem-

The Tribals are the oldest settlers, if not the first settlers, in India and have always been the subject of study since long time. Next to Africa, India has the largest concentration of tribals in the world. There are over 314 tribal communities in India known by different names, each tribe is unique in its nature. Various aspects of the tribal life have been studied by researchers. These tribals constitute about 8.01% of the total population of the country as per 1991 census. Almost all the tribals in India find themselves predominantly, amidst mountainous regions or thick forests isolated from the non-tribals with inadequate facility for easy, quick or frequent contacts; but it is also true that the tribals have not been treated in India with the cruelty and harshness they encountered in new world. Though the tribals constitute only about 8% of the Indian population, they have a very special position in the Indian Society. The status of any ethnic or social group depends mainly on its health, education and income level. Several studies reflecting the poor health status of tribals in India have concluded that the tribals have low health status not because of their ethnicity being tribals but because of their ruralness (94%), poverty (53%) and illiteracy (76%). Because of the ruralness of the tribals most of them (90%) are engaged in agriculture. The work participation rates of the tribal males (53.7%) and female (30.00%) are higher to those of the general population, but because of
low level of literacy and absence of any skill formation training force majority of the tribals (53%) live below poverty line.

The literacy rate in the tribals (24%) is lower than the general population (52%) and also than the scheduled caste (30%). The rural tribal female literacy (13%) is much lower. There is higher dropout rate in the tribals in all the grades. In girls it reaches upto 90% by grade x and 85% in the boys. All these parameters show the low status of tribals in the country.

In the state of Maharashtra there are 47 tribal communities which constituted 9.27% of the total state population, among them 12 are major and 3 are primitive in their nature, Kokana is one of the principal tribe in the State inhabited in Nashik, Dhule and Thane districts, numbered 3,52,932 as per 1981 census.

As per 1991 census the tribal literacy was 36.77% as against 67.87% of general population of Maharashtra of which Dhule district the lowest literacy rate having total tribal literacy i.e. 23.59% with 33.74% for males and 13.34% for females, Raigad, Thane and Nashik are the other lowest literate districts having 25.74%, 25.84%, & 29.84% respectively. Though the district Dhule (40.85%), Gadchiroli (38.75) and Nashik (24.18%) have the largest tribal population in the State, educational achievement is very poor in the districts. The available educational infrastructure against the above said phenomenon in the tribal sub-plan area of the state is also showing poor performance. Presently there are 406 Govt. Ashram Schools and 253 Govt. granted
Ashram Schools working in and around the tribal areas of Maharashtra in which near about 1,54,000 tribal children are taking the benefit of education.

In order to bring the literate and economically backward tribals into the main stream of national life, various schemes have been started by Govt. of India after independence. In these schemes the priority was given to the educational development of the tribals. Importance of tribal education tries to improve the quality of tribal life and on the other hand also seeks their incorporation in the regional and national mainline. The problem that came into the way of their education was that of poverty "Every member of the family is an economic asset and supplements in the meager income of the family. The Tribe is also no exception.

4.2 Importance of Study:

Kokana is a settled tribe of this state and also known by the Synonymous Kokani. It constitutes the principal tribe in the state having total population 3,52,932 as per 1981 Census, spread over in Satana, Kalwan, Peth, Surgana and Dindori talukas of Nashik district and Sakri, Navapur and Parts of Nandurbar block of Dhule district also in Jawahar and other parts of Thane district. It is also appeared in east Gujarat namely in Dang District. It is more in number in Satana, Kalwan, Peth Surgana and Sakri talukas of Nashik and Dhule Districts. Demographic situation of tribals in above said places, where the Kokana tribe is predominated having the large population in both the districts. As per
1991 census total tribal population of Nashik district was 9,31,069 which accounts to 24.18% having 29.84% literacy and tribal population in Dhule district was 40.85% having 23.59% literacy which is lowest literacy rate in the state.

Likewise Satana (18.39%), Kalwan (20.98%) and Sakri (19.58%) blocks of the above said districts are also having the lowest literacy rate, which are Kokana predominated blocks on the other hand educational infrastructure in tribal areas of these blocks is also inadequate i.e. 6 to 7 is Govt. Ashram Schools (Residential) in these blocks and 4 to 5 Private secondary schools in the tribal areas of these blocks. Number of tribal students admitted in the Secondary School is very less than the residential Ashram Schools reason is the Govt. Ashram schools are providing lodging and boarding facilities to the tribal students. But most of the Govt. Ashram schools do not have the facility of secondary and higher education. Therefore tribal students cannot afford to pay the fees in the Pvt. Schools or hostels. The scheme of opening and maintenance of Ashram Schools for tribals has helped to imbibe on their mind the importance of education. The number of Ashram schools in Maharashtra has crossed the limit of 400 and practically educational facilities are extended to them at near distance but tribal parents are not very serious about the education of their children. It was observed by university of Pune in its survey conducted in 1967 that there was no factual information available especially about the educational trend among the Kokana tribe.
Therefore, the researcher felt it very essential to undertake a specific study on Kokana Tribe with special reference to Education by selecting the thickly populated Tribal talukas from Nashik and Dhule Districts.

4.3 Objectives Of The Study

1) to study the present Socio-economic status of Kokana tribe.
2) to study the present condition of Education among the Kokana tribe and to ascertain the reasons of not attending the schools.
3) to understand the relationship between education and socio-economic status of Kokana tribe.
4) to study the attitude of Kokana students and parents towards education and their future career.
5) to study the attitude of Teachers working in tribal area towards tribal education.
6) to know the available educational infrastructure in the tribal belt of Nashik and Dhule Districts with special focus on Kalwan, Satana & Sakri talukas.

4.4 Type Of Research Study:-

In the absence of factual and adequate information about the Kokana tribe, its educational development and scattered inhabitation of the Kokana people in the Nashik and Dhule districts, a direct and indirect oral investigation was the appropriate technique to be operated with the descriptive approach of the study.
Researcher wanted to know the real situation of Kokana tribe and its educational level, since education is Kay factor in the process of social change.

Descriptive approach of the study which can be appropriately linked with as the survey method since it takes into account all the steps involved in a survey concerning a phenomenon to be studied. Through this method researcher had studied large population by selecting and studying the samples chosen from the population to discover relevant facts information and interrelationship of variables.

Researcher studied the available literature regarding tribals in general and Kokana tribe in specific which helped in gaining insights about the problem such as economic poverty the causes illiteracy the ignorance and faculty attitude towards girls education i.e. socio-psychological variables are more linked with the problem of education among Kokanas.

The use of survey method in the present study was fruitful to know the fact about the problem, which had no control over the variables, and the said method was used by employing the techniques of personal interviews, group discussions and community meetings etc. in order to meet the objective of study of attitude, aspirations, job preference, reasons for non-attending the schools, socio-economic background of Kokana household and students.
4.5 Coverage of the Study:

a) Geographical Coverage:

The Kokana tribe is spread over in Nashik, Dhule and Thane district; of Maharashtra and eastern parts of Gujarat, but the present study is restricted to Nashik and Dhule districts only.

Nashik district is situated partly in the Tapi basin and partly in the upper Godwari basin. It lies between 19°35, and 20°52 north latitude and 73°16 and 74°56 east longitude. It is surrounded by Dhule district in the north, Jalgaon and Aurangabad districts in the east, Ahmednagar district in the south, Thane district in the South-West and Gujarat State in the North-West.

Nashik District has an area of 15530.00 sq.k.m. and a population of 38,51,352 as per the 1991 census. It ranks third in terms of area and fourth in terms of population amongst the 32 districts of the state. The district may broadly be divided into three major geographical regions; the down hat konkan tract, the Girna basin and the Godavari basin.

Dhule district formerly known as West Khandesh and Known after the district headquarters upto 1960, lies between 20°38’ and 22°03’ north latitude and 73°47’ and 75°11’ east longitude. Dhule belongs to the Deccan uplands of Maharashtra but together with Jalgaon district is distinguished from the rest of the upland district by its westward aspect. The district is surrounded by Madhya Pradesh State to its north, Jalgaon district to its, east, Nashik district to its south and Gujarat state to its west.
The district has an area of 13,150 sq.k.m. and a population of 25,35,715 as per the 1991 census. Dhule ranks 7th in the terms of area and 10th in terms of population.

Though the Nashik and Dhule districts were selected for the present study, the researcher has covered only two talukas i.e. Kalwan and Satana (Baglan) from Nashik District and Sakri taluka from Dhule District. respectively.

Kalwan, the taluka headquarter lying 56.37 km west of Malegaon and 60 km north of Nashik city situated on the bank of river Girna, is an important Center of Nagli, Paddy and timber trade. The taluka is surrounded by Gujarat State to it West, Satana or Baglan Taluka to its north, Malegaon Taluka to its east and Dindori Taluka to its south.

Satana the headquarter of Baglan taluka, is settled at the confluence of the Aram and Sucked rivulets. It lies about 35km west of Malegaon and 95 km north of Nashik city with which it is connected by S.T. Bus service.

The taluka is surrounded by Malegaon taluka to its east Kalwan taluka to its south, Sakri taluka of Dhule district to its north and Gujarat state to its west.

Sakri taluka has its headquarter at Sakri town which is situated west of Dhule city at the bank of river panjhora. The taluka is surrounded by Gujarat state to its west Navapur taluka to its north west
Nandurbar Taluka to its north-east Dhule Tahsil to its east and Satana or Baglan Taluka to its south.

**b) The Universe of the study and Selection of Sample Units:**

Taking into consideration the type and area of study which covers three talukas namely Kalwan and Satana from Nashik district and Sakri from Dhule District. The sample coverage under the present research study was purposively selected by considering only those 45 tribal villages, which had the educational infrastructural facilities such as Government Ashram Schools and Aided Ashram schools run by the Non-Government organizations. The sample units mainly included Heads of the household from selected villages, the std Xth students studying in Ashram Schools from these villages and Teachers from these Ashram Schools. The specific blocks within Nashik and Dhule districts that were covered in the study included Kalwan and Satana blocks from Nashik District and Sakri block from Dhule District as under.

<table>
<thead>
<tr>
<th>District</th>
<th>Taluka</th>
<th>No. of Villages covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nashik</td>
<td>Kalwan</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Baglan (Satana)</td>
<td>14</td>
</tr>
<tr>
<td>Dhule</td>
<td>Sakri</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>45</td>
</tr>
</tbody>
</table>

Since the sample units were of different types and so broad in terms of area coverage, survey design was used for the study. It was envisaged that survey design would facilitate the collection of data in a manner
likely to produce high degree of accuracy, reliability and validity of information from the area.

The sampling procedure and selection of sample units was done by undertaking a preliminary survey in the specific blocks covered by Ashram schools from Nashik and Dhule districts. The purpose of such preliminary survey was to confirm the villages and educational institutions (Ashram schools) having the educational facilities which would provide valid information in responding to the research needs of the study and also for rapport building between the researcher, the teachers and students together with the community members as partners in the process of enhancement of educational growth and development in the tribal areas. Discussions were held with the community leaders as well as Government officers and office bearers of NGO Ashram schools to confirm the matters related to the education activities run by them in the area.

A list of community people (household heads) who were active participants in the educational activities of Ashram Schools was compiled with the help of Ashram school Teachers and confirmed by the village leaders in each of the selected blocks of two districts.

The compiled list of around 450 community members (household heads) acted as a sample frame from which the actual household respondents were drawn. This was done through a systematic Random sampling procedure by selecting every alternative respondents from the
list of each village household heads which made the total 225 household heads as first group of sample units.

The second group of units covered under the study consisted of Tribal Students studying in Xth standard. The educational institutions namely Ashram Schools were considered as the criteria for the purpose of selecting all the sample units. Accordingly by using purposive sample method, two students and one Teacher from each Ashram school were selected as a sample units which came to 90 Xth standard students and 45 school teachers.

Thus, the total sample coverage was as under-

Sample Units:

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Taluka</th>
<th>Villages (Ashram Schools Villages)</th>
<th>Sample units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Household Heads</td>
</tr>
<tr>
<td>1.</td>
<td>Kalwan</td>
<td>13</td>
<td>65</td>
</tr>
<tr>
<td>2.</td>
<td>Satana</td>
<td>14</td>
<td>70</td>
</tr>
<tr>
<td>3.</td>
<td>Sakri</td>
<td>18</td>
<td>90</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>45</td>
<td>225</td>
</tr>
</tbody>
</table>

Total Sample units- 360

4.6 Items of Information:

Explanatory or independent variables & dependent variables were used in the present study. In some cases both independent and dependent variables consisted a set of many variables were used.
Following variables were studied and analyzed in the present study.

1) **Age:**
   - i) 25 to 35 years.
   - ii) 35 to 45 years
   - iii) 45 to 55 years
   - iv) 55 to 65 years
   - v) 65 to 75 years

2) **Language**
   - i) Kokani
   - ii) Marathi
   - iii) Khandesh/Ahirani
   - iv) Hindi
   - v) English.

3) **Religion**
   - Hindu

4) **Occupation**
   - i) Peasant proprietor
     - a) below 2.5 acres
     - b) between 2.5 to 5.00 acres
     - c) between 5.00 to 10.00 acres
     - d) above 10.00 acres
   - ii) Agricultural Tenant
   - iii) Agricultural Labour
   - iv) Petty Business
   - v) Employee
   - vi) Artisan/craftsman
   - vii) Labour

5) **Income of Family**
   - i) Below Rs. 5000
   - ii) Between Rs. 5001 to 10000
   - iii) Above 10000/-
6) Education
   i) Illiterate
   ii) Literate without formal qualification
   iii) Primary
   iv) Secondary /Middle
   v) Matriculation
   vi) Above matriculation

7) Special Social Status
   i) Village official
   ii) Sarpanch
   iii) Panchayat Member
   iv) Non-formal village headman (Mukhiya)

8) Family Type
   i) Joint
   ii) Nuclear
   iii) Extended

9) Attitude of parents towards education
10) Attitude of Children towards education
11) Attitude of Teachers towards education
12) Availability of School in Village
    Adequacy of food in Ashram School.
    Difficulties in study
    Difficult subjects
    i) Medium of instruction
    ii) Teachers do not explain well.
    iii) Subject as such is difficult.
    iv) Help in looking after the baby
    v) Not interested in education.
Forms of inducing children

i) Punishment

ii) Just tell them to go to school.

iii) Reward & Persuasion.

Contact with Teacher

i) Often

ii) Now & then

iii) Never.

Satisfaction with study

Opinion on school functioning

Expected place of children’s education

i) Tribal village

ii) Non-tribal village

iii) Taluka Place

iv) District place

v) Metropolitan city.

Career aspiration

i) Professionals (Doctor, Engg., Lawyer)

ii) Administrative Officers,

iii) Govt. Servant

iv) Teacher.

4.7 Methods of Data Collection

(a) Primary Methods:- Primary data which was original in its nature have been by employing the interview method and observation method as a primary methods of data collection in the present study. In order to satisfy the set objectives of study and fulfill the requirements of descriptive method, a fresh and first-hand data had to be required;
there offer researcher decided to collect the fresh data and information through interview method and observation method.

i) Interview Method:- This method can be used through personal interviews. Considering the poor educational background of respondents and large size of universe of the study, direct interview technique was more reliable, appropriate and feasible in the present study. For avoiding the subjectivity, and wasting of time. Structured interview schedules were used in data collection process. Personal interviews with selected respondents were held and necessary information was obtained by administering the interviews schedules.

Researcher wanted to have more information with greater depth about the Kokana community and its educational situation from the people in general and persons in education of that community. He tried to collect this required information though personal discussion.

Thus, personal interviews in the structured format have been conducted with 225 Kokana people (household) and 90 students of 10th std. And 45 secondary school teachers (Ashram Schools).

ii) Observation Method:- In order to check and control the validity and reliability of data collected through personal interviews, observation method was used and thus interview method was supported by the scientific observation in the present study.
Researcher observed the actual situation while conducting the interviews of respondents. Observation was done in and around the houses, villages and schools through simple, participatory and some times non-participatory ways. Researcher observed the various things while conducting the personal interviews such as neatness, cleanliness, dirtiness, laziness, motivation, indifference and confidence among the respondents, food habits and dressing pattern, faces with dry skin showing the symptoms of poverty and malnourishment, size and structure of houses, village roads, other available amenities in the villages, school buildings and surroundings, attitudes of people, children towards education and life on their face and through body language also, school hours, suitability of vacation period, teachers regularity, differences of opinions among people and teachers, village festivals, Kokana festivals school picnics, involvement of school going and non-school going children in community festivals like 'Dongari Deo,' places of worship etc. then he also observed the location of Ashram schools, geographical distance, geographical characteristics such as large and highted mountains, deep valleys, rivers, ecology and natural things.

Researcher, observed the number of geographical, natural, ecological, economic, social cultural and educational, political situations, evidences and facts which lead the deprivation of Kokana people while traveling by roads.
Thus, these primary methods of data collection proved to be most useful and effective in gathering the first hand information and also to check and control the reliability and validity. For instance, when researcher visited the Ganore Ashram School in Kalwan taluka, he enquired through villagers and its functioning. They responded positively to researcher questions about school and its reputation in the tribal area. Researcher verified these opinions by paying the visit to Ashram school, where surrounding was neatly kept and classes were going smoothly with full of strength.

Researcher was aware and conscious about purpose and techniques of observation while conducting the interviews and rounding the area.

b) Secondary Method:-

Since there were no specific studies conducted on Kokana Tribe in the past, the researcher had much to depend upon the government records & publications to support his present study.

Mainly census data published by state and central govt, educational data and statistics on educational achievement etc. published by Govt. of Maharashtra, office of the commissionrate of tribal development, Nashik, Govt. of Maharashtra's project offices of Tribal Development, Kalwan and Nandurbar, offices of the panchayat samitis of Kalwan, Satana and Sakri and office of the Zilla parishad, Nashik, Tribal Research and Training Institute, Pune, University of Pune, Directorate of
Education, Govt. of Maharashtra, Pune have been the main sources of secondary data for the present study.

The data obtained from the office of the commissionrate tribal development, project offices, tribal Research and training institute and census data was more reliable, suitable and adequate in the present study. Availability of the educational amenities, enrollment of the tribal children in Ashram schools and basic information regarding tribal area was available only in the Govt. publications, since govt. is only the approachable and closest agency for the Kokana and also for the other tribals, and adequate information about tribal communities was available with the government departments only. Therefore secondary data used in the present study, was mainly obtained from the Government departments as mentioned above.
4.8 Tool and Techniques of Data Collection:-

The researcher had collected the primary data through personal interviews and direct observation by using some structured and unstructured tools such as-

1) Interview Schedules:- By keeping in mind the objectives, specific areas and the coverage of the present study three separate and independent interview schedules were prepared and administered with the respondent.

In order to achieve the set objectives of study, social, economical, educational, and cultural aspects have been taken into consideration. Various items were included while preparing the interview schedule for household, such as occupation, religion, family income, educational status, social status, type and size of family, school going and non school going children, reasons for not attending the schools, methods of inducing the children attitude of parents towards education, school and teachers and also towards future carrier of children, particularly closed ended questions were included in the schedule by considering the illiterate background of the respondent.

For matriculating students also various types of questions were framed and included in the interview schedule such as personal information, occupation of father, family income, size of family, educational status of parents, place of living, difficulties in study, attitude towards education and future career, motivating factors behind their education etc.
There was also a small interview schedule, prepared for the teachers working in Ashram Schools teaching at secondary level. Interview schedule consisted of closed-ended and few open-ended questions in order to get the views of teachers in precise way. The schedule consisted of principal questions on personal information, qualification, length of service, attitude towards profession and tribal education, reasons for poor enrollment, dropout and failure, requirements for effective tribal education, suitability of text-books for tribal children, general attitude of tribal parents towards education and functioning of school.

(2) Group Discussions:- After conducting the personal interviews discussions with matriculating students in group and wherever possible with teachers were held. The held discussion was not structured but it gave sensitivity to the researcher to be involved sincerely and for bringing more objectivity in the study. Formal discussions with Kokana students with some definite purpose was new experience to the researcher.

(3) Community Meetings:- Researcher had also collected the information through community meetings. Three community meetings attended by 25 to 30 Kokana people in Sakode, Tatani and Jirwade villages were attended by the researcher through which reliable information was collected about poor condition of tribal education. Community meetings were also un-structured and non-controlled, which showed
the real picture of tribal situation. It was also new experience to the researcher in having dialogue with the people of his own community with specific and meaningful purpose.

4.9 Hypothesis

(1) Sakri taluka is geographically more plain than other two talukas i.e. Kalwan and Satana. Therefore transportation facilities are more than other two talukas which resulted into more interactions among Kokana and non-Kokana people which encourages Kokana people for taking education; therefore educational status of Kokana in Sakri taluka could be better than the Kokanas of other two talukas.

(2) School facilities along with lodging and boarding have been made available by the State government for the tribal people including Kokanas in recent years. This could be helpful in attracting Kokana people and children for enrolling the names in school at large scale and could have resulted in the mass enrolment in primary classes.

(3) Expected level of education and career aspirations could be influenced by the financial background of the parents with the higher stratifications, and motivation for higher education.

(4) Due to the conventional phobia about subjects like English and Mathematics and negligence by students and for tribal children, general attitude of tribal parents towards education and functioning of school teachers, students could be facing difficulties in studying English and Mathematics.
(5) Since the Kokana tribe is the settled tribe in Nashik and Dhule districts of Maharashtra, educational infrastructure could be made available easily.

4.10 Data Processing - Analysis:-

The data collected was processed by employing certain steps of operation i.e. editing, coding, classification and tabulation. The data collected was centrally edited by the researcher in order to assure that the data are accurate, consistent with other facts gathered, uniformly entered, as complete as possible and have been well arranged to facilitate coding and tabulation.

i. Editing: - All the three completed interview schedules (interview schedule No.1 for the heads of household, interview schedule No.2 for the tribal students studying in the 10th Std. And interview schedule No.3 for the School teachers) have been arranged by giving the serial number to each interview schedule. Schedule No.1 had numbers from 1 to 225; schedule No.2 had numbers from 1 to 90 and schedule No.3 had a numbers from 1 to 45. Some minor errors were corrected while editing the interview schedules.

ii. Coding: - All the three sets of interview schedules have been coded properly by giving the appropriate arithmetical numbers or alphabetic words to facilitate the process of classification and tabulation. Responses were assigned numerically with a colored pencil. Certain responses were put into a limited number of categories to make it appropriate for the research problem, wherever was necessary.
iii. **Classification:** - The classification of entire data collected was made as simple as possible to make the further tabulation and analysis of attributes. The attributes like occupation (Holding of land), educational status, social status of the respondents, sex, religion, school going and non-school going children were divided into different classes. Likewise reasons for not attending the school as expressed by parents, students and teachers, career aspirations of students and level of expected education etc. were also classified according to its attributes. And the data relating to age, family income, holding of land etc. was classified by keeping some intervals among the various classes; which was known to be classification according to class intervals. Inclusive type of class-intervals. In order to determine the frequency master-sheet was prepared and transferred the counted units from Master-sheet to tabulation.

iv. **Tabulation:** - Tabulation of the data have been simple but logically done in order to reduce explanatory and descriptive statements to a minimum, to make the comparison and to detect the errors etc.

Since the present topic of study was small enquiry, hand - tabulation was preferred. Simple and complex (cross) tabulation was made with the help of prepared master-sheet. The attributes and objectives like relationship of education with economic like relationship of education with economic status, socio-economic status of the respondents, family type and level of education , attitude of parents,
students and teachers towards education etc were tabulated by using simple as well as two-way tables.

All the components of data (household respondents, students respondents and teacher respondents) were brought together and put into simple and cross-tabulation.

In the present study descriptive analysis was made by using the multiple regressing analysis technique, which shown the functional relationships existed between two or more variables and also made prediction about the dependent variable based on its covariance with all the concerned independent variables.

In the present study it was presumed that educational status depends on economic condition of the family; Thus 'Education' being an independent variable in the present study analyzed and predicted that economic ability is not only key factor but other social, cultural and psychological (attitude) factors are also equally important in the development of tribal education.