

**ABSTRACT OF THE THESIS**

**Title of the Thesis:** “A study of Kokana Tribe with Special Reference to Education. (Nashik & Dhule districts)"

**Subject:** Social work (Facility of Mental, Moral and Social Sciences, University of Pune)

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Research Guide: Dr. P.M. Vasave

**Introduction:**

The tribals are the oldest settlers, if not the first in India and India has the second largest concentration of the tribals in the World. There are over 314 tribal communities in India constituting 8.01% of the total population of the country. The status of any ethnic or social group depends mainly on its health, education and income level.

The literacy rate in the tribals is lower (24%) than that of general population which is 52%. The rural tribal female literacy is much lower i.e. 13% than that of male. There is high dropout rate among the school going tribal children. Majority (53%) of the tribals live below poverty line. Health status of the tribals is very poor and illiteracy is one of the main
reasons for the poor health condition of the tribal people in India. All these parameters indicate the low status of tribals in the country.

In the state of Maharashtra there are 47 tribal communities which constitute 9.27% of the total state population, among them 12 are major and 3 are primitive in their nature. As per 1991 census the tribal literacy was 36.77% as against 67.87% of general population of Maharashtra of which Dhule district has the lowest literacy rate having total tribal literacy i.e. 23.59%. Raigad, Thane and Nashik are the other lowest literate districts having 25.74%, 25.84% and 29.84% of literacy respectively.

After the independence of the country, various development schemes were taken up by central as well as state governments in India for the upliftment of the tribals. In these schemes the priority was given to the educational development of the tribals. Tribal education tries to improve the educational standard and on the other hand it also to bring about overall development of the tribal population. Every member of the tribal family is considered an economic asset to supplement the income of the family.

**Importance Of Study:**

Kokana is one of the settled tribe in Maharashtra and also commonly known as Kokani. The inhabitation of Kokana tribe is mainly spread all over in Sahyadri region, which is covered by parts of Nashik, Thane and Dhule districts in Maharashtra. Kokanas are predominantly
inhabited in Peth, Surgana, Kalwan and Satana (Balgan) Blocks of Nashik district and Sakri Block of Dhule district.

Before independence, census of India 1931, revealed that there was complete absency of higher education among Kokanas and out of 2,11,095 persons from rural area only 28 male Kokanas were taking their education upto the matriculation level and according to 1981 census Kokana literacy for Nashik and Dhule district was very low i.e. 20% and 23% respectively and total Kokana literacy percentage was 21.28%.

In last 20 years Kokanas responded positively to the system of Ashram School education. It is believed that Kokana is one of the progressive and developing tribes in the state. But no specific studies nor any authentic information is available which can support this view. At the same time it was also observed by the University of Pune in 1967 that there was no factual information available especially about educational trend among the Kokana tribe.

Therefore, the researcher felt it very essential to undertake a specific study on Kokana Tribe with specific reference to Education.

**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 and Sakri talukas.

**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 enrollment in primary classes.

3) Expected level of education and career aspiration could be influenced by the financial background of the parents with the higher stratification and motivation for higher education.
4) Due to the conventional phobia about subject like English and Mathematics among the tribal students their attitude is likely to be unfavorable.

5) Since the Kokana tribe is the settled tribe in Nashik and Dhule districts of Maharashtra, educational infrastructure for tribals is likely to be improved in the area.

The Universe and Sampling:-

The present study is descriptive in its nature which is appropriately linked with survey method. The study was conducted in Nashik and Dhule districts by covering three talukas namely Kalwan and Satana from Nashik and Sakri from Dhule district.

The sample coverage under the present research study was purposively selected by considering only those 45 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 std. Students studying in Ashram Schools from selected Ashram Schools and the teachers working in the Ashram schools.
Thus the total sample coverage was as under:

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Talukas</th>
<th>Villages (Ashram schools villages)</th>
<th>Sample Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Household Head</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>4</td>
<td>Total</td>
<td>45</td>
<td>225</td>
</tr>
</tbody>
</table>

Grand Total of Sample units 360.

**Methods and Tools of Data Collection:**

In the present study data was collected by employing primary and secondary methods and tools. In the primary method interview and observation methods were used and three types of interview schedules i.e. for household heads, students and teachers were used as a primary tools of data collection. Group discussion and community meetings were also used as a primary methods.

In the secondary method, library study method was used under which relevant information on the subject, statistical and other information was obtained in order to facilitate the study. Previous research studies and writings were studied and reviewed to get more insight about the tribal situation in different parts of country.

The present study has also been supported by some case studies of institutions and individuals which were studied by getting some first hand information.
Main Contents of the Study:-

The present study was restricted to the study of educational situation of the Kokana tribe. While studying the educational condition of the Kokana tribe the researcher dealt with three main factors i.e. present socio-economic status of Kokana Tribe, present Trend of Education among Kokana tribe and motivational and attitudinal responses of the concerned people.

q. Present socio-economic status of Kokana Tribe- while studying the present socio-economic status of Kokana people researcher dealt with variables such as age, language and religion, family type, formal and non-formal social status of the respondents socio-economic background of family members and sources of income etc.

As far as language and religion was concerned it was noticed that Kokanas were more comfortable with their Kokani dialect when they had conversations with fellow members or even others and 15% Kokana people were either confused or unaware about their religion. Nuclear family system was the current trend seen among the Kokanas. It is also seen that traditional status of Jamat Panchayat and its members have been replaced by modern Gram Panchayat and its members like Sarpanch etc.

The main source of Income of the Kokana community was agriculture but annual income of the 83% Kokana People was found very
low i.e. below Rs. 10,000/- which shows the grave financial poverty among Kokanas.

Present Trend of Education among the Kokana Tribe- While studying educational background of the Kokana people, 50% respondents were found illiterate and only 1% had studied above matriculation. It was also noticed that Sakri taluka had better educational awareness and background as compared to other two talukas.

To study the present educational condition of Kokana children between the age of 6 to 12 years was somewhat a sensitive factor and it was obviously noticed that only 46% children were school going, 31% were dropped out from school and remaining 23% had never attended the school because they did not enroll their names in the school. The percentage of school going children in Sakri taluka was higher (50.39%) than other two talukas i.e. Kalwan (44.25%) and Satana (45.45%).

While knowing the reasons for not attending the school various reasons were ascertained of which the main reasons were household work, agricultural work, and looking after the youngsters (40%), poor financial condition (11%), non-functioning of schools (16%) and no interest in education and difficulties in understanding the language (13%). Thus while relating education with socio-economic status of the respondents it was noticed that economic cause was not only the factor for educational backwardness of the Kokana community but social
factors were also equally responsible to perpetuate the illiteracy and ignorance among the Kokanas.

C. Motivational and Attitudinal Responses of the Concerned People:

Parent and student respondents were asked about various things to know their attitude towards education like expected place of education, future living, prime motivation of students study, causes and difficulties in study etc. and it was found that most of the parents (58%) and students (48%) preferred to have an education up to graduation level whereas they have shown different attitude in respect of the future career and job. Further it was noticed that English was the most difficult subject to tribal students in their study followed by mathematics. Medium of instruction was stated to be main reasons of difficulty in study.

With regard to their motivation, it was noticed that parents of tribal children had low motivation and matriculating Kokana children were fairly motivated towards education for their better employment opportunities (40%) and for the sake of knowledge i.e. self-actualization.

Regarding the opinion of teachers on the need for having special training of tribal children it was found that 60% of the teachers felt it necessary in order to deal with tribal children for inculcating the better skills for their better future.

Apart from above narrated factors regarding motivational and attitudinal responses, researcher had obtained and analyzed the
information on the items like expected level of education by parents and students, attitude of household and student respondents towards education and future career, expected place for education and future living, opinion on study of children, working of village school, forms of motivating children for education, difficulties faced by student respondents in studying various subjects and reasons of facing difficulties etc. Languages used by teachers in teaching and communicating with tribal children, adequacy and suitability of text books for tribal children and teachers perception and attitude of tribal parents towards school and functioning of school and education etc., were also considered as important aspects of the present study.

**Conclusion: -**

The Kokana is one of the largest tribal group in Maharashtra inhabiting in Nashik, Thane and Dhule districts. Rising educational awareness among the Kokanas is seen along with the economic development but at the same time it is noticed that economic prosperity among tribals is not the only promotive factor for education but other social factors like awareness, attitude of people, motivation, willingness are also equally important for promoting the education. However educational environment is improving positively in tribal area where the present study was conducted.

In spite of traditional reasons for children not attending the school, one of the new reasons in respect of tribal community was that of
companionship of children which blocked the development process. Further teachers perception regarding parents attitude towards education was quite negative i.e. “Kokanas were sympathetic but not active” in the process of educational development. Though the child population in the present study was quite high and the educational environment was apparently positive, the number of school going children was not much satisfactory.

Apart from the socio-economic causes for the educational backwardness of the Kokanas and tribals in general it was noticed from the present study that the language and curriculum were also the important factors which were responsible for poor performance as compare to non tribals in the educational process. Tribal children were not much comfortable with the languages other than their own tribal dialects and at the same time tribals were not much satisfied with functioning of schools and Ashram schools in the study area. On the other hand, teachers working in the same. Ashram schools had asked to shift the location of present Ashram schools from tribal area to urban area for bringing the tribals in the mainstream of society.

**Suggestions:-**

1) More hostel facilities need to be provided to enable the students coming from long distance for better utilization of the education opportunities. Efforts may, however, be made to preserve their culture
as such. Special efforts need to be made to attract girls towards education.

2) The subject like English and Mathematics need to be taught in a very informal way by using the examples of tribal culture and way of life. Teacher needs to acquire a special training in this regard.

3) Tribal culture and history should be incorporated in the curriculum so that tribal children will take interest in attending the school regularly.

4) Community participation should be encouraged in every stage of the development of education in tribal villages and ‘Padas’ by involving people in various functional committees with regard to education, such as local awareness creation committee, enrolment committee, fund raising committee, supervisory and monitoring committee, organizing committee etc.

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