The present thesis entitled 'A STUDY OF KOKANA TRIBE WITH SPECIAL REFERENCE TO EDUCATION (NASHIK AND DHULE DISTRICTS) is the outcome of my long association with the social institutions of Kokana Community and its members. Myself being a member of the Kokana Community, I have always been in touch with Kokana life. My continuous involvement and interactions with the Kokana people helped me to gain the insight about customs, traditions and culture of the tribal life. On the other side when I tried to search any written material on the Kokana tribe, it was noticed that there were no any systematic material or literature available on Kokana tribe. This created lots of curiosity in my mind, which ultimately compelled me to search for more material but in the end, I realised that there was no sufficient material available in the form of books, research articles or any other documents.

In my schooling days I observed and sometimes experienced the plight of tribal children in the hostels run by private management or NGOs. The facilities provided by the hostel authorities were of very poor qualities and the students studying there had no other option but to be happy with whatever was being provided. At the school level it was also observed that there were many shortcomings and lacunnas as far as school teaching, curriculum and other details were concerned.
After reviewing the school curriculum I came to the conclusion that, the curriculum itself was not appealing to the tribal students. It had no relevance with the day to day life experience of the tribal people. Perhaps this could be the reason for high drop out rates, among the Kokana children. Walking for a long distance (30 to 35 kms.) of children from their schooling place to native place for their short term holidays and long term vacation was somewhat painful pleasure for tribal children.

But after 1982, since the separate Ministry of Tribal Development came into existence in Maharashtra. It was thought that this would bring come quantitative and qualitative changes into the services being provided to the tribal communities. After 4 years, I had an opportunity to visit some Ashram Schools in Satana and Kalwan talukas of Nashik District, it was very disappointing experience. I found no much difference in the schools and Ashram Schools before 1982 and after that.

Therefore, I decided to take up the study on Kokana Tribe with 'education' as a specific reference. During last 10 years, I could not find sufficient time, to do my research work but since last 3 years I expedited my work and brought it into existing shape. It became possible due to the positive response from Dr. P.M. Vasave to accept my research candidateship.
In the present study, I tried to organize and analyse the references on origin of Kokana Tribe which is very much valuable with regard to understand and recognize the Kokana tribe, which never happened in the past. As far as present educational trend and causes of children for not attending the schools are concerned. I observed the changing trends among Kokana people due to the increasing interactions between Kokana and non-Kokana people.

History has repeatedly proved that the where education suffers everything suffers. Education has been the main causative factors behind India’s social, economical and cultural problems. Unfortunately in the last 50 years, because of the absence of the political will handful of sections of the population was deprived of their fundamental rights. The government has still continued to keep low budgetary allocation for the socially disadvantaged population.

The present study aims at drawing the attention of the policy makers, administrators, researchers, academicians for the further study of the educational problems of various Indian tribes in general and Kokana tribe in specific.

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