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“STUDY OF EDUCATION AND DEVELOPMENT OF KOL TRIBE IN DISTRICT REWA”

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ABSTRACT

Education plays an important role in socio-economical phase. To include Kol tribe in main stream of development, education can be an important aid. After independence, efforts are being made to improve their development and their education in India. Literacy is one of the important things which can help them to stand them at similar level to others. This research is to understand the various development levels by Government for Kol tribe and understand scope of improvements.



KEYWORDS: Education, Socio-economical, Kol, Tribe and Development.

INTRODUCTION

Literacy is the key which contribute to earn livelihood, help to increase their resources as well as help to build developed country. Additionally it helps to build their own thoughts. Situation of kol regions are not good while comparing other regions, because even today majority of Kol tribes resident are situated in village and far from other developed areas. These areas are lack in, like electricity education, roads, hospitals, etc, basic needs. While comparing to other areas, people in these areas are very poor because of no employment, lack of educations, and lack of basic needs. There are 425 schedule casts, out of which 43 schedule casts are present in Madhya Pradesh. Out of these 43 casts, one is declared as special cast Kol, which is called as “Adim Janjati”. As per census 2011 total population of Tribes is 15316784 in Madhya Pradesh.

An Introduction to kol Tribe:

The Kol people are a tribe in Uttar Pradesh and Madhya Pradesh, who migrated there from central India around five centuries ago. Mostly landless and dependent on forest produce to make a living, they are designated a Scheduled Caste under India's system of positive discrimination. The tribe has several exogamous clans, including the Barawire, Bhil, Chero, Monasi, Rautia, Rojaboria and Thaluria. They speak the Baghelkhandi dialect (Pullaiah, T. et al. 2017). Around 1 million live in Madhya Pradesh while another 5 lakh live in Uttar Pradesh.

Kol tribe is reckoning among the oldest tribes of India. Kol is considering even older than Kolarian or Munda group. Kol and Kirats are also mentioned in Rigved as well as in Puranas, in Rigved it is addressed as "Kolhati". This tribe is also known as Kolryan and Bhundari tribe. Kol tribe makes their own panchayat and addresses it as "Gohiya". The head of this Panchayat is honored with the title of

"Choudhary". The people of Kol tribe after death burn their dead tribesmen and also have a burning method.

Previously the Kol tribe uses Munda Idiom to converse but now they use Bagheli dialect. The age of womanhood in Kol tribe is 15-16 years and that of manhood is 17-18 years. Kol tribe has many system of marriage and they are mentioned below:

- Mangni Marriage
- Raji baji
- Widow Remarriage

Among various system of marriage Mangni marriage is more preferable in Kol tribe. Like other tribes Kol also has agriculture as their main occupation. They also adopted animal husbandry to earn their sustenance. Mostly Kol's are landless people and depend mainly on forest products for their sustenance. They collect the forest products and sell it in the markets to earn livelihood. The people of Kol tribe prefer to live in groups near the villages. Their group is referred as "Kolhan tol" and their whole village is termed as "Kolhan". The males of Kol tribe generally wear Dhوتي, Kurta and safa on their head. The females of this tribe use to wear traditional Dhوتي and Bandi. The females are very fond of ornaments.

STUDY AREA:

Rewa District is a district of the Madhya Pradesh state in central India. The city of Rewa is the district headquarters. Rewa is also known as the 'Land of White Tigers' as the first White Tiger was discovered here by Maharaja of the province, Martand Singh in 1951 in the nearby jungle of Govindgarh. Madhya Pradesh's only Sainik School is also situated in Rewa. Rewa was Capital city of Vindhya Pradesh. Rewa lies between 24° 18' and 25° 12' north latitudes and 81° 2' and 82° 18'. The district is bounded on the north by Uttar Pradesh, on the east and southeast by Sidhi, on the south by Shahdol, and on the west by Satna. Rewa district is part of Rewa Division and has an area of 6,240 km².

OBJECTIVE OF STUDY :

- Understand the education progress of Kol.
- To study their Social and economic condition.
- Analysis of increase or decrease of literacy level of Kol.

RESEARCH METHODOLOGY AND DATA COLLECTION :

To study this research, data have been collected based on primary and secondary data collection method. Primary data collection has been done based on interview and secondary data is collected from district Gazetteer.

EDUCATION AND DEVELOPMENT:

Due to poverty level, big family, lack of facilities in schools, marriage under age, lack of Teachers, lack of transportation, etc. Many educational schemes have been introduced by Government to increase level of education and development for Kol Tribes and other similar tribes, to include them and make them the advantages of education. We can also refer below table where we can see that Government is committed and trying to increase education and development level in each stage. However, there is big scope of improvement. But awareness and level at each stage is increasing step by step, which can first stone every time in improvement of Kol's development.

**Table: Total Population of tribes and literacy rate of Rewa & M.P.
(Census 2011)**

Name	Total /Rural /Urban	Total Polulation	Total male	Total Female	Total Lit%	Male Lit%	Female Lit %
Madhya Pradesh	Total	15316784	7719404	7597380	50.55	59.55	41.47
Madhya Pradesh	Rural	14276874	7187769	7089105	49.32	58.43	40.15
Madhya Pradesh	Urban	1039910	531635	508275	66.73	73.99	59.16
Rewa	Total	311985	161696	150289	51.45	60.36	41.94
Rewa	Rural	286278	148251	138027	51.18	60.05	41.74
Rewa	Urban	25707	13445	12262	54.39	63.74	44.15

The main objective of these schemes is to educate the illiterate tribes and include them in the main stream of development, but these schemes are working but not at the required pace and these efforts are not successful completely. Therefore, even today these primary and high educations are not doing very good. The level of the current education is such low that due to this education, these tribe are not able to get the jobs as well as they are not able to include them into main development stream.

SOLUTION AND CONCLUSION:

We have studied the education and development of Kol and the support level of Schemes lunched by Government which marked some improvement in their education and development, but there is a big gap and scope of improvements. Except North-eastern, the education level of Kol tribes is at unsatisfactory level. Rastriya Shiksha Neeti 1986, right to education act have spread awareness and the schemes are improving the education and development level of these tribes with some positive results, but need some more steps to be taken with high pace. To improve Kol educations and their life style, if required we need to amend education pattern according to them as well as their culture needs to include in their education system. The aim would not only to increase literacy level while they should be skilled to develop by themselves.

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