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Research Article

EDUCATION FOR SOCIAL CHANGE AND ECONOMIC UPLIFTMENT: A VIEWS OF RAJARSHI CHHATRAPATI SHAHU MAHARAJ

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ABSTRACT

This article is focused on the views of the Rajarshi Chhatrapati Shahu Maharaja on education to the masses. Who was great king of Kolhapur Presidency of Maharashtra State in India. It covers the idea of the education to the all, strategies adopted for the providing education, efforts taken for the mass education. It also covers the present relevance and comparison of the ideologies regarding the free education, expansion and educational education in India. This article not only focused on the strategies of the common and conventional education provided during his period but also focused on the views about technical, agricultural and trade education along with need of differential education system.

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INTRODUCTION

Education gives us a knowledge of the world around us and changes it into something better. It develops in us a perspective of looking at life. It helps us build opinions and have points of view on things in life. Chh. Rajarshi Chhatrapati Shahu Maharaja was great king of Kolhapur Presidency of Maharashtra State in India. Chh. Rajarshi Shahu Maharaj realized importance Education to All. At present the Government of India and state governments are adopted the same strategy for the providing free primary education to all. But till it is not completed and not achieved said goal. No doubt the dynamic changes have been changed the nature of education and training. however, it gives signals about the insufficient educational agreement in the nation.

Idea of Free Education

At the time of Chh. Rajarshi Shahu Maharaj the Brahmin was the most important community who takes education and take over the charge of the almost administrative positions in British rule in India. And they are enjoying the good statue in that period and other community people are excluded at all. Hence, the Chh. Rajarshi Shahu Maharaj thought about the situation and he realized that without providing the free education to the socially backward community it was not possible to include

these people in education and administration and process of economics development also. Hence, he taken the decision about providing free education to the masses. According to the quote cited by the Dutta and Biswanath.(2009) the Shahu thought that, before the common man is educated and is in a position to take the responsibility, he was not prepared to make this change. Shahu feared that if he handed over the power to the common man before he is educated, the power will be snatched away by the higher class people (Bagade, 1982). He therefore, decided to provided free education to the non-Brahmin community.

Initiatives for Compulsory Education

The underprivileged people are not aware about the benefit to them of getting education. However, they were aware of the sacrifice required and obstacles for taking education in that period, but they were not aware about the benefits to them in terms of a future benefits (Bhagat,1999). Therefore, with education, as with other merit goods, there is a significant information failure in terms of expected benefits. There are no evidences about the applications of importance of concept Merit Good by the Chh. Shahu. But, the author feels that Chh. Shahu has applied the concept and its applications in this regards. He realized the facts about education as merit good.

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Even though, Chh. Shahu Maharaj thought that if we provided the education for only few people we should allot the administrative duties to the few, which will be dangerous to the society. Hence, the Chh. Shahu decided to provide education as compulsory merit good to the all. He was very familiar with the concentrated power of administration of bureaucracy in hands of forward communities in that days. So he tried to essentiality of spreading the knowledge in all society before the transfer of power and made education compulsory to all. He advised that free and compulsory primary education is the only invigorating tonic that will enable the lower classes to throw off this incubus of the past (Kumbhar, 1992).

Chhatrapati Shahu Maharaj believed that no country had made progress without education. Best politicians, great warriors are not born in illiterate country (Keer, 1976). So it is essential to give free and compulsory education to the people of India. It menace, Maharaj identified the importance of education to the masses, and it should be free and compulsory. It is clear that education is essential for survival and national progress.

Free and compulsory Education for decentralize the Power

In General it's found that the bureaucratic and administrative power is always in hands of educated and economically empowered people. But there is close association between the education and economical empowerment (Ahmed et al 2010). He examined that there is strong relationship between educational and economic empowerment status. The author assumes that this relationship between education and empowerment was exercised by the Chh. Shahu Maharaj through his Idea of Free and Compulsory education in his state. Many recent research studies identified the importance of such relationship in modern era. But Chh. Shahu has realized this so early period of modern era, it is the gratefulness of the Maharaj.

The Strategy of Free and compulsory Education

Since the Ganesh Festival of that year 1917 he announced that free and compulsory primary education would be introduced in the state and every parent should send their children to the school. For the providing primary education Chh. Shahu Maharaja had opened a separate division in the revenue department of his state and appointed Prof. Apate as Director. Chh. Shahu Maharaja also appointed a committee of Raobahadur Karamarkar, Krishnaji Dhonde, Marathe Guruji, Prof. Panditrao and Vishupant Kale to work out the details of the scheme for compulsory primary education. The report was to be submitted by Raobahadur Dongre, the Educational Inspector (Madhuri, Undated).

Fine to the Parents: To enforce the parents for sending their children to school Chh. Shahu Maharaj issued a declaration that it is the responsibility of the every parents to send their children to school when they attain the schooling age. If they fail to do so within 30 days, the teacher was to report the names of the parents to the Mamledar, who was fined them Rs. 1 every month of delay. He thought that fine implies that receive a penalty for not doing something they're supposed to do. This method has been used smartly by the Chh. Shahu Maharaja for achieving the target of education to all.

Educational Cess: The solve the problem of expenditure on free and compulsory education Chh. shahu Maharaj had lived

education educational cess on doctors, pleaders, officers, money lenders and Inamdars whose income was more than Rs. 100. In modern India, the concept of education cess was introduced by Government of India since 2004. Dr. Raja Chelliah Committee on tax reforms recommended an education cess of 2% thereon w.e.f 10 September 2004 on the services provided by service providers. These evidences shows the vision and the ability to think about or plan the future with imagination or wisdom of Chh. Shahu Maharaj regarding to education and meet the cost of education through the tax revenue.

Scholarships and Freeships: Chh. Shahu Maharaj was offering scholarships and freeships to the students. It was too necessary that time for attracting the students for taking education (Mhopare, 2006). Hence, the Maharaj has implied this scheme accordingly. He issued an order in 1911 that the Backward class students in the Rajaram High School and Rajaram College, be given freeship. Basically there was a scheme of freeships in schools since 1885, however, it was modified in 15th May 1911.

Inclusiveness of Free and Compulsory Education: The scheme of Free and compulsory Education is not only the scheme for specific persons but also it was a inclusive in nature. Chh. Shahu issued order that these schools and colleges are open to all castes and communities, the freeships were sanctioned for the boys from lower classes such as agricultural workers preferably.

Women Education: The history dosen't focuse on teh efforts taken by the Chh. Shahu Maharaj for womens' education. however, he had taken significant efforts for the providing education to the women, even though he tried to provide education to the women belongs to the backward communities (Latthe, 1924).. On 3rd March 1913 he announced Radhabai Akkasaheb Maharaj Scholarships and Shri Nandkuvar Maharani, Bhavanagar Scholarships for lady students in Kolhapur State. That time the backward community girls hesitating the taking education at the schools and colleges (*Vakil, and Natarajan, 1966*). Hence, to solve this problem Maharaj had appointed the lady servants belongs to backward communities to ensure lady students. Chh. Shahu Maharaj also taken efforts to providing English language education to the girls students, during 1911 to 1914 total 8369 girls had been taken education through this system. For this purpose six lady teachers were deputed for training to Female Training College and one lady teacher from the Matric Class has been awarded scholarship on the condition that she undertakes to serve in this State.

Support for Higher Education

Chh. Shahu Maharaj has recognized importance of not only the primary education but also the higher education. During the 1910-11 he sent 15 students and 10 students in 1911-12 for taking higher education at Bombay (Mumbai), Pune, Madras (Chennai) and other places (Latthe, 1924).. In regard to the higher education Shahu Maharaj not only sent these students for taking conventional education but also profesional education in Medical Science. During the 1913-14 he sent 6 students at Midical College, Bombay, Medical School Ponna, Ponna Training College and Deccan College, Pune.

Agricultural Education

Considering the importance of agricultural education at the state Chh. Shahu Maharaj had started King Edward Agricultural Institute, Kolhapur (1912). This institute was special ment for education and training in modern agriculture. For this purpose he collected donation of Rs 30,000 and deposited it in the state treasury at 6 percent of interest rate which having annual Rs 2100 of interest income and he himself added Rs 1200 per year for the appointment of better teachers in agriculture.

Chhatrapati Shahu Maharaj tells that (Latthe, 1924) 'Now-a-days' agriculture is becoming methodical and to get success in agriculture we must read books on that subject. It shows that how nice thoughts Maharaj had and how visionary he was in regards of agricultural education in India. He didn't believe only the importance of agriculture but also the agricultural education.

Technical and Industrial Education

Chh. shahu Maharaj aware about the different types of education needed to the society. He thought that different people have different needs to get educated either doing agriculture, industrial work, profession, trade etc. Hence, he registered his opinion at public addresses that different communities want different sorts of institutions. He mentioned that there is need of military education, arts education, including technical or industrial education. Chh. Shahu also advised the workers to be educated because it is very easy to unite educated society.

Education for Equality

Chh. shahu Maharaj also known that without providing education to the all equality in the society can't be possible. He thought that without education it is highly impossible to bring equality in traditional society. The traditional society have many superstitions, ideas and beliefs which adversely affecting the principle of equality in society. According to Shinde (1995) Chh. Shahu thought that education is the weapon, it is very useful in the war of life. With the help of education any person can win the war of life and able to solve almost all problems in his life. He also mentioned that this age struggle for life is increasing and only educated community will survive and In his opinion without nutritious food man becomes weak and without knowledge man becomes backward (Latthe , 1924; 4. Kavalekar, 1979). Hence, the education is most important tools for solving these problems.

CONCLUSIONS

Chhatrapati Rajshri Shahu Maharaj was visionary and really democratic in nature and he have to ambition of social change through the education. He realized the importance of education in social change, empowerment of the backward, empowerment of the women and socially disadvantaged people.

Maharaja also aware about the various types of education and training, he is not only focused his efforts towards conventional education but also taken efforts for the industrial education, medical education, agricultural education. Most importantly, he realized the concept of free and compulsory education to all in that era. He not only realized things but also worked on this theme and he did the task of free and compulsory education for social change. The author assumes that the importance of these strategies are not over, still it have a relevance and need in present scenario. That time Maharaj had done work on free and compulsory primary education to all, now-a-days there is need to free and compulsory skill education to all. Skill education may be either in agriculture, technical, trade education, skill oriented education in services sector, Industrial education. If we adopt the sense of Maharaja about education we can use it for the better change in India society, it will definitely leads to the educational inclusion in India.

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