

CHAPTER - IV**78****EDUCATIONAL DEVELOPMENT**

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EDUCATIONAL DEVELOPMENT

4.1 INTRODUCTION : -

In this Chapter, an attempt has been made to present the emerging picture of education in India, and Maharashtra State in general, and Satara District and Wai Taluka in particular since planning era with the help of data collected through different secondary sources. This chapter will give us an idea about major development and trends that have undergone at various stages of education in Maharashtra State. This Chapter will pertain to several aspects of educational development in respect of each Primary, Secondary, Higher secondary, Higher Education and Professional, Technical education in Maharashtra.

Finance Minister Yashwant Sinha in his budget speech 2000-01 stated very clearly that National Democratic Alliance (NDA) Government intends to carry forward the process of implementation of the second-generation reforms. Elaborating on the philosophy of the second-generation reforms, he stated "Growth is not just an end in itself. It is the critical vehicle for increasing employment and raising the living standards of our people, especially of the poorest poor." Sustained broad based growth, combined with all our programme for accelerating rural development, building roads, promoting housing, boosting knowledge based industries and enhancing the quality of human resources, will provide impetus to employment expansion. There can be no better cure for poverty and unemployment than this in our country¹.

Investment in education is a tool to establish just social order. Educational development and economic development go hand in hand. Educational development leads to social as well as economic

development. The socio - economic problem viz., growing educated unemployment can be solved, to some extent, by the educational development. Hence, the researcher wishes to take a bird's eye view of educational development in India and Maharashtra. On this background, the researcher wishes to present a clear picture of educational development in Satara district and Wai Tehsil.

According to Adam smith, J. S. Mill and A. Marshall, 'Education is an investment in Human Capital Development. It is because education increases the skill and efficiency of the human as an agent of production.' Therefore, education is an input and development is the output²

Educational development leads to socio -economic development. The social development includes, development of education (General -Technical -Professional and adult education), development of health, family welfare, water supply, sanitation, housing, rural development, social welfare etc. For the sake of time and convenience, the researcher has considered only general educational development in India, Maharashtra, Satara District, in general and Wai Taluka in particular.

4.2 EDUCATIONAL DEVELOPMENT IN INDIA :-

During the last 50 years of planning (1950-51 to 2000-01), India has made remarkable progress in science and technology. But in case of education, the expansion of general education is not up to the mark. The Table 1 gives us the clear idea about the educational development in India.

Table No. 4.1 Number of Educational Institutions in India.

Type of Institutions	Years		
	1970-71	1980-81	1990-91
A) Primary School (I - IV)	4,08,378	4,85,538	5,73,866
B) Secondary School (V - X)	90,621	1,16,447	1,46,636
C) Higher Secondary (XI -XII)	36,738	51,594	78,819
D) Arts, Commerce, Science, Colleges	2,586	3,393	4,862
E) Universities	93	123	146

Source -

(1) Elementary Education :- The National Policy on Education, 1986, has given a topmost priority to the primary education. According to the policy, children attaining the age of 14 years by 1995 will have free and compulsory education up to the class VIII. The recent data show that in 1998-99, the gross enrolment ratio had reached 92.14% at the primary stage (std. - I -IV). However, the dropout ratio at primary stage during the Eighth Plan period was 34.5%. Thus, we are far away from the goal of universal elementary education. Therefore, primary education is a major thrust area during the Ninth and Tenth Plan in India.

(2) Secondary Education :- In India, education is free up to lower secondary level (i.e. up to X class) in 15 states and six union territories. It is free for girls in another four states including Maharashtra. While the students belonging to SC/ST (Scheduled Caste and Scheduled tribes) get free education in all States and Union Territories, 60% of the children in the age group 14-17 were enrolled for secondary education in 1998-99, the drop-out ratio is not known, but must be quite high. If we consider the gross enrolment ratio at secondary stage it is 100% in South Korea, 92% in Sri Lanka, 78% in Philippines and in India it is just 60%.

In India, in order to make secondary education more meaningful for remunerative work, a scheme of Vocationalisation of secondary education was started in VII plan. Another scheme aiming at improvement of science education was

started in 1988. In 1980, open school scheme was launched in India. New schools are now opened on selective basis to cater to the needs of deprived classes like, children from rural backward areas, girls, SC/ST^s students. The Ninth and Tenth Plans lay emphasis on revision of the curricular so as to link education with work opportunities in India.

(3) Higher Education :- The plus 2 (XI and XII) and +3 (degree level) and Post -graduate education is very much important from the point of view of present research. The higher education system comprises both general and technical education. The enrolment of students in institutions of higher education was 74.8 lakh in 1998-99. In absolute terms this figure is quite impressive but in relative terms it is quite insufficient. In 2002, 15000 colleges from 280 universities were imparting higher, education to 80 lakh students³. In absolute terms this figure is quite impressive. None the less, the higher education is available to small percentage of total population in the age group of (17-23) years.

(4) Technical Education : - Technical education including managerial education is one of the most effective ways to create skilled manpower required for development purposes.

At present the country has over 774 recognized technical educational institutions at the degree level and more than 1215 polytechnics at the diploma level with annual enrolment capacity of 1,86,000 and 2,12,000 respectively. There are six national institutions at Mumbai, Kanpur, Kharagpur, Chennai, New Delhi and Gawahati known as I.I.Ts Besides these, 17 regional engineering colleges and number of other centres for specialized courses are set up in India.

Six Indian Institutes of management at Ahamadabad, Bangalore, Kolkata, Indore, Lucknow, and Calicut are centres of excellence in management education. They assist private and public enterprise in meeting their needs of managerial manpower. In addition, 55 institutions in University sector offer full time,

part-time as well as correspondence Courses in both general and functional areas of Management.

4.3 Educational Development In Maharashtra. :-

During the period from 1950-51 up to 2001 -2002, the number of students taking primary, secondary, higher secondary and university education has been increased enormously. This is shown in Table No. 4.2 - Educational Growth in Maharashtra (1960-61 to 2001-2002)

The Table No.4.2 reveals the fact that

- i) The number of institutions pertaining to primary, secondary, higher secondary and higher education has been continuously increasing.
- ii) The enrolment of students in all the four segment as well as number of teachers has increased.
- iii) The teacher - student ratio is higher in primary and secondary education, when compared with that in higher education.
- iv) The quantitative expansion of higher education is more during pre-reform period, but after post-reform period the growth of higher education is a relatively less than the earlier growth.

Table No. 4.2: Educational Growth in Maharashtra
1966-67 to 2001-02.

Type of institutions	1960-61	1965-66	1970-71	1975-76	1980-81	1985-86	1990-91	1995-96	2000-01	2001-02
1	2	3	4	5	6	7	8	9	10	11
1. Primary *	34594	41781	46143	48299	51045	54406	57774	62342	65960	68394
(i) Institutions										
(ii) enrolment in (000)	4178	5535	6229	6229	8392	9418	10424	11717	11857	11738
(iii) Teachers in (000)	113	153	185	221	222	245	268	302	313	310
(iv) Teacher-student Ratio	37	36	34	32	38	38	39	38	38	38
2. Secondary (including H.S.C) **										
(i) Institutions	2468	4032	5339	5810	6119	8177	9972	13646	15389	16119
(ii) Enrolment of (000)	858	1500	1936	2442	3309	4585	5794	7615	9267	9636
(iii) Teachers in (000)	35	57	77	96	114	146	182	229	256	263
(iv) Teacher-Student Ratio	25	26	25	25	29	29	31	32	33	36
3. Higher (All types) ***										
(i) Institutions	211	341	547	701	739	964	1134	1339	1009	1680
(ii) Enrolment of student in (000)	110	160	328	474	580	864	1135	873	939	955

Source -

4.2 (i) Educational Growth In Professional Faculties :-

The status of Medical education in Maharashtra is given in Table No. 4.3

Table No.4.3 : Status of Medical education in Maharashtra

Sr. No.	Course	Seats
1	M.B.B.S.	3710
2	B.D.S.	1540
3	B..A.M.S.	2475
4	B.U.M.S.	240
5	B.H.M.S.	3050
6	Other Medical Institution	748
	Total	11763

source - Uchcha Shikshanche Bajarikaran va saman sandhi - Report of the expert committee 2003 p.p 26, 35.

Table No. 4.3 indicates that maximum students intake capacity is for M.B.B.S. followed by B.H.M.S. and B.A.M.S. etc.

4.2 (ii) Engg. Courses - The intake Capacity of private and Govt. Institutions for Engg. Courses is shown in Table 4.4

Table 4.4 :Engineering Courses :The Intake Capacity of Govt. and Private Education Institutions.

Sr.No	Particulars	No. of colleges	Admission intake capacity
1	Govt. Engg. Colleges	12	2677
2	Private Engg. Colleges		
	i) Aided	05	1598
	ii) Non Aided	130	40975
	Total	147	45250

Source - Uchcha Shikshanche Bajarikaran va saman sandhi - Report of the expert committee 2003 p.p 26, 35.

In case of Medical, Engineering, B.Ed and other professional institutions, the number of institutions and enrolment of students have increased since 1983-84. It may be the effect of Government policy of giving permission to open new colleges on non grant basis from the year 1983-84. In professional

education, the number of non grant colleges is more than grantable or Government colleges.

4.4 EDUCATIONAL DEVELOPMENT IN SATARA DISTRICT AND WAI TEHSIL :-

The brief review of Educational situation in Satara District during pre-independence period is summarised in following paras.

In order to present clearly the development at various stages of education in Satara District during pre & post reform period, it is necessary to take quick review of educational situation in that period. This will not only provide suitable background for the present study but also will enable the researcher to explain in better manner the main development achieved during post reform periods in the field of education.

In 1848, the District of Satara came into existence after the death of Chhatrapati Shahaji alias Appasaheb Raje Bhosale of Satara. In 1899, the Board of Education in Bombay was replaced by the Department of Education. By the end of 1875, there were 362 primary schools in the district. And the total enrolment was 12,821. During this period, the special efforts were made to enroll the girls in school as well as to start primary schools for untouchables. In 1882, the total number of primary schools had increased up to 369 and total enrolment was 15,819.

Lord Curzon, had offered large recurring and non-recurring grants for the educational development. Curzon's policy resulted in greater expansion & opening up of more schools because of the larger financial assistance. During this period (1900-1920), the local boards and the municipalities were active in starting schools in villages & towns.

In 1923, Bombay Primary Education Act was passed. It created District School Board. During this period, the Government and Local authorities had increased primary schools from 618(1920) to 984 in 1937. The enrolment in primary schools was 77,085 in 1937.

At the close of the pre-independence period, there were about 22 indigenous and 979 Government and local body primary schools in the district with 505 institutions and 1,02,325 pupils respectively.

As regards the secondary school education, the first high school in the District was established in 1851 namely, Pratapsinh High School in Satara city. In 1885, another high school was established by the Deccan Education Society, Pune. During the period 1885 to 1900, three more High schools were started in Satara District, one each at Satara (New English school Satara -1889), (Mudhoji High School, Phaltan in 1893), and Shri High School, Aundh 1898. In 1922, a separate high school for girls was started at Satara named Kamalabai Deshpande Girls High School with only 11 girls. In 1935, a Training College (D.Ed) for primary teachers was also established by the 'Rayat Shikshan Sanstha'. In 1940; there were only 15 High Schools in Satara District. At the end of the year 1947; there were 40 High Schools in Satara District.

In June 1947, the Rayat Shikshan Sanstha had established its first college Viz., (Chhatrapati Shivaji College) on the free and residential basis, giving instructions in Arts faculty only. The initial enrollment in this college was only 17 students. This is the brief review of educational situation in Satara District before independence.

4.4.1.1 Development Of Primary Education In Satara District :-

The Satara District is an educationally advanced district in the Maharashtra State. The educational set up in the district is traditionally very sound. It has a rich history of educational movement. During the post-independence period, Satara District has a remarkable progress in the field of education especially.

The progress in primary education in the district is very significant.

The following table 4.5 shows the progress in the number of primary schools, enrolment of students (Boys and Girls), in Satara District .

Table No. 4.5 : Progress in number of primary school and enrolment of students in Satara District (1961-2001).

Year	(A) SATARA DISTRICT			
	Number of Primary Schools	Enrolment of Student		
		Boys	Girls	Total
1951	1298	97062	50915	147977
1961	1453	140841 (64.58)	77261 (35.42)	218102 (100.0)
1971	1775	173112 (61.48)	108430 (38.52)	281542 (100.0)
1981	2134	191253 (55.80)	151464 (44.20)	342717 (100.0)
1991	2371	172734 (52.22)	157960 (47.78)	330594 (100.0)
2001	2511	259018 (67.41)	125229 (32.59)	384241 (100.0)

The table 4.5 shows that, there has been substantial increase in the number of primary schools and enrolment therein during the period from 1961

The number of primary schools has increased from 1298 in (1951) to 2511 in (2001). These figures show that, the number of primary schools has nearly doubles in the district during the period 1951 to 2001. The net addition to total number of primary schools is about 322 from 1961 to 1971, 359 from 1971 to 1981, 237 from 1981 to 1991 and 140 from 1991 to 2001.

The table 4.5 also reveals that the enrolment in primary education in the Satara District has registered a rapid increase. This noteworthy increase in enrolment of students in primary schools during the period 1951 to 1981 was mainly due to the compulsion of primary education, growing awareness of education among the society, especially in rural and female population. It is also noticed that the enrolment of students has slightly decreased from 1981 to 1991.

By observing the enrolment figures for boys and girls, it is seen that, the enrolment of girls has steadily increased during the period 1951-1991. The decade 1981-1991 has recorded a lowest addition in enrolment of girls. Moreover it has declined during the period from 1991-2001.

As regards the enrolment of boys, it is seen from Table 4.5 that there is a gradual increase in enrolment of boys during the period from 1951 to 1981. But it had declined considerably during the decade from 1981-1991. Again it has increased in 1991 to 2001

It leads us to conclude that, the Satara District has achieved the aim of universal enrolment of the children in the age group between 7 to 14 years.

Table No. 4.6 Progress in No. of primary school and enrolment of students in Wai Tehsil (1951-2001).

Year	(B) WAI TEHSIL				Rank in District
	No of primary schools	Enrolment of Students			
		Boys	Girls	Total	
1951	60	82000 (72.00)	3200 (28.00)	11400 (100.0)	
1961	80	10500 (62.87)	6200 (37.13)	16700 (7.67)	7
1971	121	12700 (58.53)	9000 (41.47)	21600 (7.71)	7
1981	138	13800 (55.47)	10900 (44.13)	24700 (7.20)	8
1991	169	12300 (51.04)	11800 (48.96)	24100 (7.52)	8
2001	172	11000 (52.49)	9954 (47.50)	20954 (100.0)	8

Figures in the parentheses indicate percentages:

Source -(i) District census handbook of Satara District 1961.

-(ii) Education at a glance , Directorate of Education M. S. Poona 1971, 91, 2001.

The table 4.6 reveals the fact that there has been substantial increase in the number of primary schools and enrolment during the period 1961-2001 in Wai Taluka.

The number of primary schools has increased from 60 in (1951) to 169 in (1991) and 172 in (2001). These figures show that the number of primary schools has about trippled during the period 1951 to 2001

It is also seen from Table 4.6 that in case of enrolment of boys and girls in Wai Tehsil, the enrolment of girls in primary schools has gradually in creased from 1961 to 1991. But in the last decade the enrolment of girls in Wai Taluka has declined for the reason of increasing education cost and declining sex ratio.

4.4.1.2 Teachers in Primary schools :- During the post independence period the number of teachers of primary level has increased remarkably in Satara District and Wai Taluka also. It is given in table No. 4.7

Table 4.7 shows steady growth in the number of teachers at primary level of education during the post- independence period in Satara District. It is also seen that, the number of primary school teachers in the district has more than doubled during the period.

**Table No. 4.7 – Teachers in primary schools in Satara District.
(1961-2001)**

Year	Teacher In Primary Schools			Teacher Pupil Ratio
	Male	Female	Total	
1	2	3	4	5
1961	4302 (85.95)	703 (14.05)	5005	1:44
1971	6083 (79.67)	1552 (20.33)	7635	1:37
1981	6991 (75.96)	2212 (24.04)	9203	1:37
1991	6619 (64.29)	3676 (35.71)	10295	1:32

Source – (i) Satara District census Handbook, 1961.

(ii) Education at a Glance 1981,1991,2001.

It is also clearly seen that the percentage of male teachers has decreased with successive decade while the percentage of female teachers has increased from 14.05% in 1961 to 35.71% in 1991.

The teacher-pupil ratio in primary education of Satara District has also shown declining trend, which indicates qualitative growth of primary education in Satara District.

4.4.2 Development Of Secondary Education In Satara District During Post – Independence Period.

The Secondary education occupies a very strategic position in the education pattern of a country. In the Act of Maharashtra State Board of Secondary Education, secondary education is the kind of education, which is given after primary education and before University examination. Secondary education

lays the basis of higher- education in colleges and universities, For a large majority of people, secondary education is the final stage of education, after which they take up employment in industry or administrative services. At this stage, education is given to the children of the age group 11 – 16 plus coinciding with classes V to X+⁴. This stage provides valuable manpower for economic growth⁵.

Expansion of Secondary Education in Satara District and Wai Tehsil :- The secondary education in Satara District and Wai Tehsil has been developed mainly by private institutions, the expansion of secondary education in Satara District is observed as very significant during post – independence period. It is shown in the Table 4.8.

Table 4.8 Expansion of Secondary Education in Satara District (1961-1991-2001)and Wai tehsil.

Table 4.8 Expansion of Secondary Education in Satara District and Wai Tehsil. (1961 –2001)

(A) S A T A R A				
Year	No. of Recogn- nised Schools	Enrolment in Secondary Schools		
		Boys	Girls	Total
(1)	(2)	(3)	(4)	(5)
1961	132	18923 (81.88)	4189 (18.12)	23112 (100.0)
1971	239	42474 (77.89)	12057 (22.11)	54531 (100.0)
1981	258	82316 (68.01)	38718 (31.99)	121034 (100.0)
1991	388	127477 (61.08)	81242 (38.92)	208719 (100.0)
2001	419	154006 (60.05)	102454 (39.95)	256460 (100.0)

(B) Growth of Secondary Education in Wai Tehsil					
Year	No.ofRecong- nised schools	Enrolment in Secondary Schools			
		Boys	Girls	Total	Rank
(1)	(2)	(3)	(4)	(5)	(6)
1961	10	1582 (76.57)	484 (23.43)	2066 (8.94)	5
1971	16	3724 (76.56)	1140 (23.44)	4864 (8.92)	5
1981	16	5291 (66.09)	2715 (33.91)	8006 (6.62)	7
1991	27	8136 (60.25)	5368 (39.75)	1350 (6.47)	8
2001	35	9065 (59.98)	6049 (40.02)	15114 (100.0)	

Source – (i) Census Handbook of Satara District 1991.

(ii) Satara zilla Parishad Administrative, Reports, 1971,1981,1991,

(iii) Tehsil selected Indicates – 2000-2001.

Fig. 4.8 In 1961, the total number of secondary schools in Satara District was only 132, which has increased up to 419 (in 2001). The number of secondary schools in the district has increased three times during the span of about 50 years. The period 1981 –1991 experienced the highest increase i.e. 130 secondary schools. The period 1981-1991 recorded the highest growth mainly due to the Non – grant policy accepted by the Government of Maharashtra from the year 1983 in the field of education.

The number of boys enrolled in secondary schools increased from 18,923 in 1961 to 1,54,006 in 2001 while the number of girls enrolled in secondary schools rose from 4189 in 1961 to 1,02,454 in 2001. This signifies a substantial development in respect of enrolment in secondary schools.

It is observed from Table 4.8 that, the enrolment of boys and girls has consistently increased during each successive decade in the post – independence period. However, the enrolment of girls is a note-worthy feature of the pre – reform period. The enrolment of girls which was only 18.12 percent in 1961 has gradually increased up to 39.95% in 2001. On the other hand the percentage of enrollment of boys is observed to have decreased from 81.88 percent (in 1961) to 60.05 percent in 2001. These figures reveal the fact that the difference between enrolment of boys and girls is observed to have narrowed during each successive decade from 1961 to 2001.

Fig. 4.8 - In 1961, the total number of secondary schools in Wai Tehsil was only 10, which has increased up to 35 in 2001. The period 1981-91 experienced the highest growth in number of Secondary Schools. It is due the Non-grant policy adopted by the Government of Maharashtra.

(i) Enrolment of the Students in Secondary School in Wai Tehsil:

The number of boys enrolled in secondary schools has also increased from 1582 boys in 1961 to 9065 in 2001, while the number of girls enrolled in secondary schools was 484 in 1961, which rose up to 6049 in 2001. The percentage of girls enrollment has continuously increased in Wai Taluka from 23.43 percent in 1961 up to 40.02% in 2001. Thus substantial development in respect of enrolment of girls in secondary school in Wai taluka is observed. On the other hand the percentage of enrolment of boys is observed to have decreased from 76.57% in 1961 up to 59.98% in 2001. The table 4.8 reveal the fact that there has been growing awareness education among the females. Thus, the gap between enrolment of boys and girls

is observed to have narrowed during each successive decade from 1961 to 2001 in Wai taluka.

(ii) Teachers in Secondary Schools -

During the Post – independence period the number of teacher in secondary schools has significantly increased in Satara District as well as Wai Taluka

Table 4.9 reveals the progress in the number of teachers at secondary stage during post –independence period.

Table 4.9 shows the progress in the number of teachers at secondary school level for the period 1961 to 2001. The number of secondary school teachers in Satara District was 1069 in 1961, which has increased up to 11338 in 2001. It is observed that the number of teachers in secondary school has increased continuously since 1961. The period 1981-91 experienced the highest increase in the number of teachers i.e. 2553 teachers.

Table 4.9 – Progress in the Number of Secondary school Teachers in Satara District and Wai taluka during (1961-2001).

Year	Number of Teachers			Teacher Population Ratio
	Men	Women	Total	
1961	886 (82.88)	183 (17.12)	1069 (100.00)	1:22
1971	1940 (83.66)	379 (16.34)	2319 (100.00)	1:24
1981	3679 (83.80)	711 (16.20)	4390 (100.00)	1:28
1991	5442 (78.38)	1501 (21.62)	6943 (100.00)	1:30
2001	7089 (73.32)	4249 (26.68)	11338 (100.00)	1:32

As regards male and female teachers it is observed that, there has been consistent increase in both men & women teachers in each successive decade. However, the growth in the number of women teachers has increased more than that of men increased during the period.

The teacher – student ratio in Satara District has witnessed an increasing trend. It was 1:22 in 1961 which has risen up to 1:32 in 2001. Thus there is quantitative growth in terms of number of teachers, number of female teacher & the Teacher –pupil ratio during the period.

The percentage of trained teachers at the secondary stage of education has always remained very high during the post-independence period.

4.4.3 Development Of Higher Secondary Education In Satara District And Wai Taluka During 1961-2001. :-

The two-year higher secondary stage is a relatively recent development in the field of education in India and especially in Maharashtra State. The Government of Maharashtra proposed to implement the new 10+2+3 pattern in 1970. And from the academic year 1975-76 the +2 stage i.e. higher secondary education came into existence in Maharashtra State.

The New Education Policy of 1986 has also strongly endorsed the 10+2+3 pattern and stressed vocationalisation at +2 stage with appropriate provision of academic courses and subjects on elective basis.

With the introduction of 10+2+3 pattern of education in Maharashtra, the higher secondary classes were started in selected

high schools & in colleges in Satara District and Wai Taluka in the academic year 1975-76. It is shown in table 4.10.

Table 4.10 reveal that, the number of divisions of higher secondary classes has increased steadily in Satara District during the period 1977 to 1995. The total number of divisions at this stage has more than doubled during the period of twenty years, Especially the period from 1981 to 1986 recorded the highest increase i.e. of 89 divisions followed by the increase of 78 divisions in the period from 1986 to 1991.

Table No.4.10 General Progress of Higher Secondary Education in Satara District. (1977 to 1995).

Year	Number of Divisions	Enrolment of students			No. of full time teachers
		Boys	Girls	Total	
1977	169	6130 (80.85)	1452 (19.15)	7582 (100.0)	253
1981	193	10596 (79.05)	2809 (20.95)	13405 (100.0)	289
1986	282	15656 (77.13)	4642 (22.87)	20298 (100.0)	448
1991	360	18861 (72.70)	7081 (27.30)	25942 (100.0)	540
1995	430	23512 (65.60)	12325 (34.40)	35837 (100%)	715

Source – (i) Education at a Glance 1977, 1981, 1986, 1991, 1995

(ii) Reports of the District Education Officer for Higher secondary Education – 1981, 1986, 1991, 1995.

In respect of the enrolment of students, it is observed that there is gradual increase in enrolment at higher secondary stage of education from 1977 to 1991. The enrolment of

students at this stage has increased about three times during the period 1977-91. The number of enrolled students at this stage in the District has increased from 7582 to 35837 in 1995. But the rate of increase in enrolment at this stage remained low as compared to the rate of increase in enrolment at primary and secondary stage of education. It is due to tough results of the S.S.C. Examination.

The enrolment of boys and girls show consistent increase in enrolment during the period from 1977 to 1995. Table 4.10 also reveals the gradual increase in enrolment of girls as against the gradual decrease in enrolment of boy from 1977 to 1995. The enrolment of the girls has increased considerably, mainly due to the availability of facilities by the Government regarding free-education of girls up to standard XII. However, there exists wide gap between enrolment of boys and girls.

Faculty wise progress in the Number of Divisions and Enrolment of students at Higher Secondary stage (1982 to 1992).

The situation regarding the progress in higher secondary education in the District will be more clear by considering the faculty wise increase in the number of higher secondary classes & enrolment of students. The Table 4.11 shows the faculty wise progresses in the number of divisions and enrolment of students at higher secondary stage in Satara District from 1982 to 1995.

The Table 4.11 shows the considerable increase in the number of divisions in each faculty of Arts, Commerce, Science at higher secondary stage in Satara District from 1982-1995. The number of divisions in the faculty of arts has increased about four times during the period

Table No. 4.11 Faculty wise Progress at secondary Stages (1982-95)

Faculty Year	No.of Div	Arts No.of Divn.	commerce No.of Divn.	Science No.of Divn.	Total
1982	53	4392 (29.27)	5407 (36.04)	5205 (34.69)	15004 (100.00)
1987	106	8216 (39.64)	5788 (27.93)	6721 (32.43)	20725 (100.00)
1992	164	13466 (44.01)	7584 (24.79)	9546 (31.20)	30596 (100.00)
1995	204	16769 (46.75)	9870 (27.5%)	9334 (25.75)	35837 (100.00)

Source-(I) Report of the District education Officer, for Higher secondary Education 1982,1987,1992,1995.

The actual enrolment also shows an overall increase in the enrolment of students in each faculty at this stage from 1982 to 1995. The percentage figures of the enrolment of students in different faculties show that, there has been a considerable rise in the enrolment of students in the faculty of Arts. It is due to the growing number of higher secondary classes in the faculty of arts and its easier in course content as compared to that in higher secondary classes in faculty of Commerce and Science. On the contrary, the percentage of enrolment of students in the faculty of Commerce and Science has decreased from 36.04% to 24.79% in 1992 and again increased upto 27.5% in 1995. These percentage figures show comparatively fast decrease in enrolment of students in faculty of commerce than that in the faculty of science during the period. It might be due to the course content of the faculty of commerce, uncertainty of jobs opportunities after completing the education of this faculty.

Progress of Higher Secondary Education in Wai Taluka :-

There has been a gradual increase in the number of divisions and enrolment of students at higher secondary stage in Satara District and Wai Tahsil. It is shown in table No. 4.12

Table No. 4.12: Progress of Higher Secondary Education in Wai Taluka

Year	Wai Taluka	
	No. of Divisions.	Enrolment
1982	17(8.05)	1226(8.17)
1987	22(7.45)	1438(6.93)
1992	26(6.77)	2369(7.74)
1995	30(6.71)	2626(7.32)

Source- Report of the District Education Officer, for Higher Secondary Education 1982,1992,1995.

It is observed from Table No.4.12 that, during the period 1982 to 1995. In Wai Tahsil the number of divisions & enrolment in absolute terms has been increased steadily but relatively it has been decreased continuously. The number of divisions as increased from 17 to 30 during the period 1982 to 1995. The enrolment of students has also been increased from 1226 in 1982 to 2626 in 1995. However the ratio (percentage of division and enrolment in Wai Tahsil has registered declining trend.

4.4.4 Development Of Higher Education In Satara District And Wai Taluka During Pre And Post Reform Period.:-

The First University Education Commission was set up in 1948-49 under the chairmanship of Dr. S. Radhakrishnan which has considered the problems of higher education and research in independent india. The Commission recommended (i) establishment of a University Grants-Commission" a the Centre. (ii) recognition of and

encouragement to Indian languages as media of instructions in higher education.

Another important development in the field of higher education is the establishment of University Grants Commission.(U. G.C.) It was given official status on Dec.5,1956. The main responsibility of the U. G. C. is to co-ordinate and maintain standards of higher education in Universities.

The National Policy on Education of 1986 has strongly endorsed 10 +2+3 pattern and stressed the scheme of autonomous colleges,encouragement of research studies, delinking degrees from jobs establishment of rural university for qualitative improvement in higher education.

The growth of higher education in Satara District has remained quite fast because of the psychological realisation of many new forces. Prior to The First Five Year Plan there were only two colleges imparting higher education. After First Five Year Plan, a number of colleges have been started in the district.

The following table. 4.13 represent the expansion of higher education in Satara District during post-independence period.

The Table- 4.13 reveals that, there has been rapid progress in the number of colleges, enrolment of students and teaching staff at higher-education in Satara District during the period from 1951-1991.

Table No. 4.13- Expansion of Higher Education in Satara District :
(1951-1991)

Year	Total No. of colleges.	Enrolment			No. of Teaching persons	Teacher pupil Ratio.
		Boys	Girls	Total		
1951	2	171 (90.0)	19 (10.0)	190 (100.00)	25	1 : 8
1961	7	1606 (89.9)	180	(10.1)	1786 (100.00)	1 : 14
1966	11	3619 (86.5)	565 (13.5)	4184 (100.00)	304	14
1971	18	10295 (88.1)	1397 (11.9)	11692 (100.00)	496	24
1976	20	13538 (85.8)	2238 (14.2)	15776 (100.00)	567	28
1981	21	8909 (78.7)	2408 (21.3)	11313 (100.00)	653	17
1986	28	11649 (75.8)	3718 92402)	15367 (100.00)	868	18
1991	42	16882 (73.6)	6039 (26.4)	22921 (100.00)	1301	18

(Figures in the parentheses indicate percentages.)

Total No. of colleges and enrolment includes both colleges for general education and professional education.

Sources- (i) Census Handbook of Satara District.

(ii) Satara District Socio-economic Review and statistical Abstract 1971,1975,1991,1995.

(iii) Annual Reports of Shivaji University - 1976,1981,1986,1991,1996,2001.

In 1951, the Table 4.13 indicates that the number of colleges in the district was only 2. But thereafter it has increased rapidly during each subsequent decade. The number of colleges in the district which was only two in 1951, has increased up to 52 in 2001. The net increase in number of colleges is very high i.e. 21 colleges during the period 1981-1991. It is because the Government policy of permitting new colleges on non-grant basis. To the period 1976-81 witnessed the lowest increase. It is mainly because of the instability created in the field of higher education due to the adoption of new 10+2+3 pattern of education.

Table 4.13 indicates a galloping increase in the enrolment of students at the level of higher education in Satara District.

The enrolment of boys and girls shows, wide disparity in enrolment of both these two sexes. The enrolment of girls had remained continuously behind the enrolment of boys in the district during the period (1951-2001). The decennial percentages figures of enrolment show gradual decrease in the enrolment of boys. The percentage of enrolment of boys which was 90% in 1951, has decreased upto.60%. in 2001. On the contrary the percentage of girls has gradually increased during the period from 1951 to 2001. I.e. from 10% to .40% in 2001. These figures reveal the growing awareness of education among the females. However, this progress is not so satisfactory.

As regards the total number of teachers, it is observed from Table 4.13 that, the number of teachers has considerably increased alongwith the increase in the number of colleges in the District. The total number of teachers at this stage has increased from 25th in 1951 to .130th in 1991. Especially in the period 1981-1991 a

rapid increase in the number of teachers is witnessed in Satara District.

The teacher pupil ratio reveals that, the number of students per teacher has continuously increased from 1951 to 1976. But thereafter during the period from 1976 to 1992 it has decreased considerably and has come down up to 18 in 1992.

The Progress of Higher-Education in Wai Taluka : -

The progress of Higher-education in Wai Taluka can be studied with the aid of the Table. 4.14 –

Table No. 4.14 Number of Colleges and Enrolment of Students in Wai Tahsil (1971-2001) .

Year	WAI TALUKA	
	No. of College	Enrolment
1971	1 (5.55%)	924 (7.90%)
1981	1 (4.76%)	578 (5.11%)
1991	2 (7.14%)	1425 (6.22%)
2001	2 (7.14%)	3404

Source (i) Census Handbook of Satara District –1961.

(ii) Annual Reports, Shivaji University, Kolhapur 1971,1981,1991,2001.

(iii) Student Population Chart, K.V.M. Wai (1985-1995).

In Wai Taluka, the first college was started in 1962, named Arts, Commerce College, Wai. In 1970, the post-graduate department was started in Arts & Commerce faculties. In 1975 science faculty was started in the College which was renamed as Kisan Veer Mahavidyalya, Wai At present there are two colleges on grants in aid basis in Wai Taluka.

TABLE NO. 4.15

STUDENTS STATISTICAL CHART (1983-84 to 1995-96)

Sr. No.	Particulars		1983	1988	1993	1998	ACGR
1	XI	Arts	160	314	498	521	373.25
		Commerce	275	196	162	132	191.25
		Science	99	141	218	193	162.75
	Total		534	651	878	846	
2	XII	Arts	101	266	412	630	359.75
		Commerce	152	139	156	152	149.75
		Science	82	107	212	239	160
	Total		335	512	780	1051	
3	U.G. Level	Arts	202	446	796	1210	663.5
		Commerce	559	704	478	517	564.5
		Science	80	225	277	290	213
	Total		841	1375	1551	2017	
4	P.G. Level	M.A.	46	64	113	140	90.75
		M.Comm.	55	61	58	33	51.75
		Science	16	23	28	30	24.25
	Total		117	148	199	203	

A	XI and XII	Arts	261	580	910	1181	
	%		30.03	49.87	54.89	62.26	
	U.G. and P.G.	Commerce	248	510	909	1350	
	%		25.89	33.49	51.94	60.81	
B	XI and XII	Science	427	335	318	284	
	%		49.14	28.8	19.18	14.97	
	U.G. and P.G.		614	765	536	550	
	%		64.09	50.23	30.63	24.77	
C	XI and XII		181	248	430	432	
	%		20.83	21.32	25.93	22.77	
	U.G. and P.G.		96	248	305	320	
	%		10.02	16.28	17.43	14.41	

Source: College Record

As regards enrolment of the students at the stage of higher education, it seems that, enrolment of students in Wai Taluka has continuously been increased. It is observed from Table 4.15 that maximum students are enrolled in Arts followed by Commerce & Science faculties. The ratio of students' enrolment in Wai Taluka, initially declined & later on since 1991, it has again increased, which shows the importance of higher education in Wai Taluka. Especially the enrolment of students in the higher education has increased very fast during the period 1981-91.

4.4.5 Development of Professional Education in Satara District and Wai Tahsil during the Post-independence Period :-

The professional education includes education in Law, Medicine, Engineering, Pharmacy, Agriculture, Veterinary Science, Teacher Education etc. Table 4.16 shows the progress in the professional education in the district during the period 1951-2001).

Table 4.16 shows gradual increase in the number of professional colleges in the District during the post-independence period. In 1951, there was only one professional college in the district. But it has gradually increased during each successive decades. Especially the number of colleges increased sharply during the period 1981 to 1991. The main reason behind this is the non-grant policy accepted by the Government of Maharashtra. from 1983-84 in the field of professional education.

Table No.4.16 Progress in Number of Professional colleges & Enrolment of students in Satara District.

Year	No. of Professional Colleges.						Enrolment.		
	Law	Education	Medical	Engineering	Veterinary Pharmacy.	Total	Boys	Girls	Total
1951	-	-	1	-	-	1	130 (95.6)	6 (4.4)	136 (100.0)
1961	-	1	1	1	-	3	276 (90.8)	28 (9.2)	304 (100.0)
1971	1	1	1	1	-	4	1112 (95.3)	55 (4.3)	1167 (100.0)
1981	1	1	1	1	1	5	1604 (90.4)	171 (9.6)	1775 (100.0)
1991	2	5	2	2	2(1+1)	13	3086 (81.2)	714 (18.8)	3800 (100.0)
2001	2	5	3	3	2+1	16	4526	1214	5740

Source- (i) Census Handbook of Satara District -1961.

(ii) Annual Reports of Shivaji University Kolhapur-191,1981,1991,..2001.

It is evident from the figures for the years 1981 and 1992 that, now the District has an adequate provision of professional education. In 2001, there were sixteen professional colleges in the District. Out of them five was the teacher education, two Law education, 3 each were Medical and Engineering, 2 Pharmacy and one Veterinary colleges. Besides this there was one agricultural " institute of higher level of education. As compared to other professional college the District has large number of the teacher education colleges. The ease in opening and managing the teacher education colleges on non-grant basis and economic profitability of these

colleges are the two main reasons for the large number of the teacher education college in Satara District.

The Table 4.16 indicates that, there has been constant increase in the enrolment of students in professional colleges in the District from 1951 to 2001. The enrolment of students, which was only 136 in 1951, has increased upto 304 in 1961 and 3800 in 1991 and 5740 in 2001. Especially in the period 1981-1991.

The enrolment of boys and girls shows, slow increase in the enrolment of students in professional colleges in the District during the period 1959 to 2001. It is evident from the enrolment figures that, the enrolment of girls has remained continuously far behind the enrolment of boys. The percentage figures of the enrolment of boys and girls show continuous increase in enrolment of girls as against the continuous decrease in the enrolment of boys except during the decade 1961-71 decade.

4.4.6 Progress Of Other Professional Educational Institutions :-

The other professional Institutions like, D.Ed. colleges, polytechnics, I. T. I. etc., have also been established in the District during the period of post-independence. (i.e.1961-2001). The following Table 4.17 shows the number of other professional institutions & enrolment therein in the Satara District for the period 1961-2001.

Table No.4.17 : Number of other Professional Institutions and Enrolment of Students (1961-2001).

Year	D.Ed. College		Polytechnics		Industrial Training Institutes	
	No. of Colleges	Enrolment	No.of Poly.	Enrolment	No. of I.T.I.	Enrolment
1961	13	1268	1	150	2	876
1971	9	1325	1	305		1404
1981	7	524	1	592	2	1651
1991	9	798	4	2871	6	1351
2001	9	494	6	3235	8	1450

Source- (i) Census Handbook of Satara District -1961.

(ii) Education at a glance 1971, 1981, 1991, 2001.

(iii) Satara District Socio-Economic Review.

Table 4.17 reveals the fact that, the number of D.Ed. colleges in the District had decreased from 13 to 7 from 1961 to 1981. Thereafter it had been increased upto 9 But the enrolment of students in D.Ed, colleges has decreased from 1325 (in 1971) upto 494 in 2001. The enrolment figures show sharp decrease in enrolment of students in D. Ed. colleges. It is due to the policy of the Government of reducing the strength of the students by half.

As regard the number of polytechnics in the District and enrolment therein it is observed that, in 1951, there was no Polytechnic in Satara District. The first polytechnic was established in 1957 with enrolment of 15 students. It went up to 6 polytechnics and 3235 students. The period 1991 to 2001 recorded a considerable increase in the number of polytechnic alongwith enrolment of students.

The number of Industrial training Institute show that, there was no increase in the number of I.T.I's. from 1961 to 1981. But during the period 1981 to 2001 the number of these institutes had

increased and has reached up to 8 in 2001. It is mainly because of the policy adopted by the Government in the field of technical and vocational education. The intake capacity of these institutes was raised from 876 students in 1961 to 1651 students in 1981. But it has declined to 1450 in 2001. The changing policy of the Government is the main reason behind this curtailment in the intake capacity of these institutions.

4.5 CONCLUSION -

From the foregoing analysis it is clear that, the District Satara has achieved a remarkable progress in the field of general education and Professional & other professional education during the period 1951-2001 (Post-independence period). However, the educational development in Wai Taluka is far behind than that in the Satara, Karad, Phaltan Tehsil. It ranks 8th in the educational development. In the District the number of schools and colleges, enrolment of students, number of teachers has increased magnificently in the District at each level of education during the post-independence period. In the field of literacy also, the District has achieved a considerable progress during the period of post-independence.

In short, the quantitative expansion of Primary, Secondary, Higher-secondary, Higher education, Professional & other professional education has taken place. But in respect of qualitative development in education, we need concrete & concentrated efforts in Satara District in general and Wai Taluka in particular.

Foot Notes : -

1. Government of India, speech of the Minister of Finance, while presenting the Central Government Budget for 2000-01 Part B – P – 29.
2. Blaug M – Economics of Education Selected Readings. The Rate on Return of Investment in Education in Great Britain.
3. Dr. M. G. Takawale, Vice- Chancellor, Shivaji University, Kolhapur speech at Karad on 31st May 2003.
4. S. S. Mathur (1974). New Dimensions in Indian Education. Ambala : Aggarwal Prakashan PP-39-4
5. P. D. Shukla (1987) Towards the New Pattern of Education in India- New Delhi : Sterling Publishers PP-13-14.
