

CHAPTER-I

INTRODUCTION

1.1 Approach to the Problem :

There are a number of books on history of education and most of them deal with the whole of India or its provinces or state. However, a new trend in favour of history of education of a district has been gaining ground. Because district forms a relatively homogenous group, it is a pivot of educational and economic planning and it is on the lowest rung of the administration. Thus with the policy of decentralization, district has attained a prominent place in the study of its various aspects. Eventually history of district has been becoming more popular and useful among the administrators and the educationists. Consequently of late the study of educational history at district level has greatly been appreciated by all.

Satara district has earned unique place in spite of its handicaps in the field of education in Maharashtra. During the British period the leaders, the educationists and the social workers with a broad vision and unstinted cooperation of local people have vehemently worked and propagated the cause of education in the nooks and corners of the district. As a result of this a great awakening has taken place among the rural people.

The researcher has privilege to observe closely the activities of the people who vied with one another in extending cooperation for the establishing and conducting schools in their locality for their rising generation. The people of the remote villages, having only one 'Kacha' road, accessible by bullock cart, their localities unreached by the news papers in those days, and miles away from the centres of learning, regarded education as their great hope. They showed a deep interest and enthusiasm in providing funds to start new schools. Virtually they vied with one another in rendering all possible cooperation for establishing new schools. One gave one's large house to accommodate school. The other gave away a piece of land to construct a school building thereon. Every one happily gave popular contribution towards the common funds of school. Trees on their farms were fallen down to prepare school furniture, and to use timber for school building. Their village temple, a place of sanctity was made available by them to house the new school, wherein pupils of impressionable age of all castes and communities were allowed to sit by ignoring man-made distinctions of castes, creed or religion. Indeed, such education brought about behavioural change among the children and the local people.

To run school was an economic problem to them. But they solved it practically the teacher of village school

was given free boarding by villagers at their homes by turns. This majority of villagers were found united on education rather than anything else. This movement has very conclusive effect on the people. Because it laid down foundation of social equality and spirit of national integration long before independence through education in Satara district. Veritably it was a great revolution of 'rising expectation'.

It is equally, however, important to notice that not all the village people approved of education. There were some people who either neglected the issue or showed apathy towards this movement. Of course, this is but natural and can be ascribed to their age old inertia, and superstition.

About the education of girls their feelings were mixed. Some of them were in favour of it for social and economic grounds; while others opposed it. In order to solve the problem the educationists and leaders utilised their practical means. For instance the teacher at the time of his lunch and dinner at his host's house, used to teach girls at home. It was the domestic instruction which made eventually girls' education popular among the village people. But those who opposed the idea of girls' education for this or that reason remained in minority.



Thus the educational institutions in the district succeeded in bringing about a change among the local people. In sending their children to schools, making arrangements for their new schools with or without state aids. They in course of time began to believe that it was possible for a man to change his destiny and to create new and better life through education. This belief has brought about and symbolised a great revolution in the district. Virtually it was not literary education, but it was an educational movement that fostered faith in them. The power of faith in education ^a for more than power of atom is really a great moving force that common man was made ^{to} realise in this district under the influence of the progressive, dutiful, devoted workers of the various managements. With tactful work and practical genius these people have raised and multiplied primary schools, secondary schools, colleges and various educational institutions and earned very unique place in the field of education.

This amazing story of achievement in the field of education has motivated the present researcher to embark on this study. The present has roots in the past. Because behind this great fortune there is an invisible spirit of tradition which was propagated by the Indigenous Education System which prevailed long back before the advent of the

British rule. So the Indigenous System of Education is the genesis of the educational development in this district. With this sense of curiosity this study throws light on this system of education in the district of Satara.

1.2 THE STATEMENT OF THE PROBLEM :

The title of the present study is as follows :

"History and Survey of Education in Satara District" (1848-1947).

As the title suggests, this study is the history of of Satara District during the period from 1848 to 1947. The Satara District as such, came into existence on the death of His Highness the Chhatrapati Shahuji Raje Bhonsale alias Appasaheb Raje of Satara in 1848.¹ Since then Satara district or territory of the ex-Raja, was ruled by the British Government till the year of Indian Independence i.e. 1947. Thus the extreme points of this long chequered period of history have been marked by very significant events.

The word 'Survey' is variedly defined by different authorities. So it may lead to ambiguity or misconception if it is not clearly and precisely defined. The word survey has been used here to mean the study of the subject through observation. In other words, it is a systematic study based on a research method and research tools. By and large, the

data used in this study were collected from the old documents, reports of the distant time from the various records of the Government, educational institutions by observing top most accuracy and examining them critically and objectively. The data were also supplemented by informal personal inquiries and interviews with concerned persons. It is thus "a report of what has been surveyed".²

The data so collected were chronologically arranged so as to depict meaningful development of education during this period. As it is a documentary study and written in order of time it, therefore, can be said the history of education of the district.

The British Government ruled this district for a period of a hundred years or so, and brought about many reforms and development in the field of primary, secondary and teacher education as in other fields. For instance during the period of hundred years there was phenomenal increase in the number of educational institutions. At the end of the period 1947, the number of primary schools increased to 1534, secondary schools to 40, teachers training college to 3. The voluminous work was brought about by the progressive partnership of the Government, Local authorities and voluntary agencies. Besides these there was a wide spread of Indigenous Schools in the district.



It cannot be denied that the overall achievement in no case be small. So it is not possible to discuss at length in the dissertation like this, all the aspects of education - primary, secondary, teacher - of such vast period. Consequently, it is proposed for the sake of practical convenience, to reduce the compass of the survey only to the indigenous education that prevailed during this period in Satara district; and to leave the other aspects such as primary education, secondary education, teacher education, role of voluntary agencies and their various aspects etc. for the ensuing course of his study leading to the Ph.D. Thus the same topic will be continued for further study in keeping with provision of the existing rules of the admissions. In view of the facts this study is captioned as "The History and Survey of Education in Satara District (1840-1949)". In doing so it has become possible to give proper and adequate treatment to the subject matter contemplated in this study. Thus the title of this study conveys to mean that it is the detailed account of the retrospect of indigenous education in Satara district during the span of a hundred years.

1.3 THE SIGNIFICANCE OF STUDY :

The points that influenced the present researcher to undertake this study for his research can briefly be discussed in the following pages :

It is only in the 19th Century with the advent of the British rule that the modern system of education began to be carried out with the partnership of the Government, private and semi-private bodies. However, before the introduction of the modern school system by the British Government it could be evidenced that "there was hardly village great or small throughout the territories in which there was not at least one school."³ This evidence has motivated many educationists to carry out researches in the past history of Indian Education. Consequently, in Bombay Province as in elsewhere, a series of researches was carried out at the state and the district levels. Their brief accounts are discussed in this chapter at appropriate places.

Satara, once the capital of the Maratha Empire wherein also as in the other parts of the province,^{h₂} wide range of schools prior to the British rule in the district. This is not a mere guess. It is evidenced that "...the total number of indigenous schools in the territory of Ex-Rajas of Satara was 448. Of these 318 are self supporting and conducted by self constituted teachers giving instruction to about 5430 scholars....An English and vernacular schools in capital are founded by the Ex-Raja's."⁴ Such a piece of information in the past records naturally creates interest in the aspirant educationists. With a sense of curiosity if one wades in, one may get ample data on the past history of education of

Satara district. But so far no-body has systematically studied and brought about voluminous work which is waiting year after year. Past history can be regarded as a source of inspiration as it conceals rich heritage and tradition of the society. So this aspect of education cannot be ignored or neglected on the ground that it relates to the past distant period. Moreover it was thought necessary to collect the data about them as they helped the general spread of education and contributed to the general enlightenment of the people of the time.

During the British rule in Satara district a number of voluntary agencies, started by the great thinkers, social reformers, patriotic persons and religious groups, have spread net-work of primary education with or without Government aid in the nooks and corners of the district. With the result the district has made noteworthy achievement in raising rate of literacy. In appreciation of this work the Census Commissioner of India observed that, "The improvement (in literacy) has been very substantial in the decades 1931-1941 and 1951-1961. A mass literacy campaign had been organized in the district and seems to have raised the levels of literacy so high. A schemes of compulsory primary education introduced by the State Government in 1947 and the schooling facilities provided by the wellknown Rayat

Shikshan Sanstha of Satara may be the other two contributory factors."⁵

Some of the managements in the district have carried out experiments in the field of education so as to create new social order based on principles of equality, social justice, freedom and self-reliance long before the independence. The work was appreciated by the Bombay State Government as it remarked as follows, "An interesting development in this field (education of scheduled castes) was the organisation of cosmopolitan hostels at Satara and Poona by Shri Bheuroo Patil. These institutions admitted pupils of all castes and reserved a substantial number of seats for scheduled caste pupils. In 1936-37 for instance, the Satara Hostel had 164 boarders of eleven communities of whom 72 were from scheduled castes, the corresponding numbers for the Poona Hostel being twenty and nine respectively. Obviously, such hostel had a far-reaching influence in eradicating untouchability."⁶

The people of Satara were all along educationally conscious and self-reliant whenever they got an opportunity for the spread of education they vehemently worked and remained vanguard in educational movement. In introducing compulsory education under the Patel Act (1918), Satara Municipality was the first in introducing the scheme in the western part of the Bombay Province except Bombay City. It introduced compulsory education under the Act as early as

1921.⁷ "In the field of education of teachers the Silver Jubilee Rural Training College was started by the Rayat Shikshan Sanstha in 1935. This marks the first entry of Indian private enterprise in this field in Bombay State."⁸

The gleanings from the historical books and reports scattered all over, give an idea that the Satara had rich history of educational movement. But nobody has endeavoured to write consolidated book on educational history of Satara. Thus systematically organised and consolidated work on educational activities in Satara district as a whole could be considered as the need of the time. This will serve as the source book of the history of education and the persons interested in it will find it informative, instructive and useful.

It cannot be claimed that whatever brought about in the field of education in this district was free from certain weaknesses. The study gives at the end in conclusions certain weaknesses of the development of education on the basis of the data observed objectively and critically examined. This can be regarded as the special feature of this study.

The study also takes a brief retrospect of the political movement that took place in the later part of the 19th century, thereafter. This account of the movement can be found elsewhere as it is significant to have an independent

research. However, this aspect is dealt with special reference to education. Thus Education and Politics in fact cannot be separated. They have mutual influence on each other. These movements, with all other things, gave rise to the very significant voluntary agencies of national importance which vehemently propagated the cause of education in the nooks and the corners of the district.

The study of education at district level was considered fit because eventhough the provision of the article 48 of the Constitution, "The State shall endeavour to provide within a period of ten years from the commencement of this Constitution, for free and compulsory education for the children until they complete the age of 14 years"⁹ was not fulfilled so far. Absence of systematic study at grass root level could be considered as one of the factors for its failure. Lastly, though modern education under the British rule began rather late (1852) in Satara district which made more splendid progress thenceforth over its neighbouring districts viz. Kolaba, Poona, Thana, Solapur and Ratnagiri wherein the British Government started their schools in 1920's. This shows that Satara people must have vehemently worked to attain high rate of progress in the past.

These factors cannot fail to attract the attention of any receptive student of education like this researcher who has been bred and brought-up ^{under} by the influence of education

and the organizations. It is this fact which makes him proud of its achievements and when its failings are too big to be ignored, ashamed of himself.

1.4 SCOPE AND LIMITATIONS :

The scope of the study is confined to the indigenous education in Satara district for a period of a Century from 1848.

The area chosen for the study is the Satara District of the then Bombay Provinces and a period of 100 years. As the district has undergone many changes and variation in its boundaries in the past so the areas of the district during the period under review were not the same as it were in the beginning. In order to solve this practical difficulty the word 'district' used in this study is defined as follows, "The Satara District means and includes that such area which was from time to time, under the direct jurisdiction of a Collector of Satara or the authority equivalent to the Collector of the time." For instance, at the initial stages it was not called as Satara district but as the Satara Sub-division, and was under the power of Commissioner with his headquarters at Satara. In course of time the same area was brought under a Collector. Similarly the neighbouring princely states were not under the direct control of the Satara Collector and as such they could not form the part of

the study. This definition does not give emphasis on the same size at origin but allows it to increase or decrease eventually with the changes made by the Government. This study takes into consideration the educational activities that took place in the jurisdiction of the district. As a result of its territorial changes there found to be variation in the boundaries and in the number of habitations, schools, population etc. of the district.

It has already been pointed out that the princely native states in the neighbouring areas of the district have been excluded from the study. To exclude them is to exclude what is possibly a more fruitful field of study. But this has been thought necessary for reducing the compass of the survey because the reliable recorded materials on this subject would not be made available in these states.

1.5 OBJECTIVES OF THE STUDY :

The object of the History and Survey of Education in Satara District may briefly be stated as follows :

- A) 1) To trace the extent of indigenous schools in Satara District during the period of 1848 to 1947.
- 2) To study various aspects of indigenous education in Satara district.

- 3) To find out the extent of education they rendered to the people of the time.
 - 4) To study the causes of their declining^e in the field of education.
 - 5) To study the impact of indigenous education system the later on educational activities in the district.
- B) The study tries to answer the following questions :
- i) What was the extent of indigenous schools in the district of Satara during the period of 1843 to 1947 ?
 - ii) What were special aspects of this system of education in the district of Satara ?
 - iii) What were the causes of their declining from the field of education ?
 - iv) Has this system left any impress upon educational activities in the district ?
 - v) To what extent this system could be made more useful in changed situation ?

The present study has to be carried out under certain limitations. But it is altogether important that the researcher has vehemently worked and spared no pains in collecting the data through whatever sources that were available

and possible. He is conscious of the short comings and limitations of this study. As this study deals with various aspects of indigenous education in Satara district, the conclusions drawn from it are pertinent, in particular to the education in this district only. However, they can be made applicable elsewhere in case of similar situation.

1.6 REVIEW OF RELATED LITERATURE :

The concept of educational survey in its strict sense, is modern one and with advent of economic planning it got very important place. Initially it was a matter of academic interest rather than state policy towards education. Consequently, very sporadic attempts were made in executing the systematic educational surveys in this country by a very few states and the scholars. Moreover, the object with which they were carried out, was limited in scope and confined, by and large, to primary education to trace the existing educational provision and to plan the future development. In 1820's educational surveys were carried out in Madras, Mysore and Uttar Pradesh either by the Government or the individuals. Sir Thomas Munro is regarded as the pioneer of the Educational Surveys in India.

Sir Philip Hartog^{who} published his book viz. 'Some aspects of Indian Education', past and present gives critical study of the state of Indigenous education in India.

CARR. 881
SHIVAJI UNIVERSITY
KOLHAPUR



Report deals with Indigenous Education in Bengal. Similarly 'Fisher's Memoir' is a unique book on the history of Indian Education during the pre-British period.

Dr. R.V. Parulekar has published with his introduction the various reports of the Government on the state of education in 1820's in the form of book viz. Survey of Indigenous Education in the Province of Bombay (1820-1830). This book analyses and evaluates the main findings of the reports. It is a valuable book to understand the nature of Indigenous Education in Bombay state.

Besides these a printed publication of Government of Bombay viz. A Review of Education in Bombay State, gives consolidated information of surveys and estimates about Indigenous schools in the state. A census of the Indigenous elementary schools was taken on several occasions during the 19th Century. The following table summarises their results upto 1881-82.

TABLE No. 1

Indigenous Elementary Schools¹⁰
(1823-52)¹⁰ (Bombay Province)

Year	No. of Schools	No. of Scholars	Mode of Enumeration made
1823	1500	31,000	Rough estimate
1824	1660	33,000	Rough estimate
1842	1420	30,000	Estimate made by Revenue office
1847	1751	39,267	Census taken by the Educational Inspectors
1855	2385	70,314	Census taken by the Educational Inspectors
1863	2921	77,137	Census taken by the Educational Inspectors
1875	3360	78,952	Estimate made by the Educational Inspectors
1882	3954	78,205	Census by the Educational and Revenue Officers.

Dr. J.P. Naik in his individual capacity conducted educational survey viz., "A Scheme for the Extension of Primary Education in Dharwar Taluka" was carried out in the year 1939. On similar lines he carried out two more surveys in the year 1943 and 1945 in the princely state of Kolhapur.

Dr. D.R. Gadgil and Dr. V.M. Dandekar of the Gokhale Institute of Politics and Economics, Pune in collaboration with the Government carried out Survey of the District of Satara. The main objective of the study was to ascertain the wastage and stagnation in the primary schools and the volume of lapses into illiteracy. The survey is silent about historical development of education and its future plan. This work was published in the form of book viz., "Primary Education in Satara District" in 1955.

Dr. R.V. Faruikar and Rameshob D.J. Kulkarni carried out through survey viz., "The Survey of Rajapur Taluka in Ratnagiri District". The main object of the study was to find out by actual investigation, the total number of schools to be provided so as to bring instruction within the reach of school-going children in the taluka and also to ascertain the locations of the new schools to be opened in near future. The study is published in the form of book in 1946 viz., "The Survey of Primary Education in Rajapur Taluka, District Ratnagiri". It was fully assisted by a private individual.

The Government of Bombay Province carried out educational surveys of the districts of Kolaba, Ratnagiri, Panch-mahal, West-Khandesh, Nasik with a view to ascertaining the position of education in backward areas and to examine general amelioration of the conditions of the backward classes.

Principal N.R. Parasnis carried out in his individual capacity for his degree of Ph.D., the educational survey of the District of Thana (1918-1956). The study has mainly two aspects : (i) historical growth of education in the district of Thana during the period from 1818 to 1947 and (ii) the existing position of education in 1956. In his preface he mentioned that, "what I have done is that I have collected as much information as possible from the sources that were available to me about the educational institutions and their historical growth in the Thana District and I have made my observation upon the facts and the figures I could collect about them."ⁱⁱ The aim of the study was to take stock of the educational facilities in Thana District for all the stages of education i.e. from preprimary to higher education. As the scope of the study was very comprehensive he dealt with selected problems of education in the Thana. His work was published in the form of book viz., "The History and Survey of Education in Thana District".

During the Post-independence period a nationwide two educational surveys at the district and taluka level were carried out by the Government in 1957 and 1965. Though the scope of these surveys was comprehensive they could not take the retrospect of the past educational development of each district. Similarly they did not throw much light on the various aspects of education of the past time.

The Bombay Government has also written the history of education (1885 to 1955). It deals with education at all stages during the period under review. The report is published in the form of book viz., "A Review of Education in Bombay State (1885-1955)". Some of these studies are of local nature while others at the state level. Since the circumstances at district and the state level are quite different from each others, the need for fresh study of a particular district is well established.

So much retrospect of the past studies would make it clear that the topic selected for the present study is new one and quite different from those studied earlier. It is also significant in-as-much as it unfolds history of Indigenous Education System and its various aspects.

The scope of the study being comprehensive in point of time it was not possible to discuss at length all the aspects of education at all stages. It is needless to state that this survey is of a general nature and as such it will give a fairly correct picture of the Indigenous education over chequered period of history from 1848 to 1947 in the district of Satara. It will also give insight to other research workers in case of methodology also.

**1.7 PROCEDURE FOR THE COLLECTION
OF THE DATA :**

a) Sources of the data :

This study by and large deals with Indigenous education in the District of Satara for the period from 1848 to 1947. The data were collected from the following places :

- i) Library of the Bombay University, Bombay.
- ii) Department of Archives and Archaeology, Maharashtra State, Bombay.
- iii) Director of Education, Maharashtra State, Pune.
- iv) Educational Inspector, Zilla Parishad, Satara.
- v) Library of the Satara Municipal Council.
- vi) Nager Vachanclaya, Satara.
- vii) Library of the Shivaji University, Kolhapur.
- viii) Record Room of Government of Maharashtra, Mantralaya, Bombay.
- ix) Library of the Pratapsinh High School, Satara which was established as early ^{as} 1852.
- x) Office of Municipal School Board, Satara City.
- xi) Collector of Satara.

The data were collected mainly from the following documents and reports and books :

- i) Annual Reports of Bombay Native Education Society for the year 1825 to 1840.
- ii) Annual Report of Board of Education, Bombay, 1840-1854.
- iii) Annual Reports Director of Public Instruction, Bombay Province from 1855-56 to 1946-47.
- iv) District Gazetteer, Satara.
- v) Memoir of Satara Territory the most authentic source book on the formation of the Satara district.
- vi) A Survey of Indigenous Schools in Satara district by Rose the collector of Satara was found. This was very useful for this study.
- vii) Map of the Satara in 1848 and Census report of 1848 were also disclosed.

Besides the above a number of source books were utilised and their list is given in the Bibliography.

(b) Method of Collection of the Data :

Exhaustive statistical data were taken from the perusal of the printed reports and the manuscripts by visiting the places of these offices. It was really very tiresome and painstaking job. The Annual Administration Reports of D.P.I. contained districtwise information about the schools, pupils, finance, building provision etc. The data were also

supplemented through the medium of personal discussions with the persons associated with education field. Thus the yearwise information about the number of schools, pupils, places etc. was secured. So this study can be regarded as the library thesis.

(C) Analysis of the Data :

The statistical data secured from the various tables of the annual reports as stated above were rearranged into tables so as to represent the true state of educational development. The data were objectively observed and critically examined before their interpretations. For this checking, rechecking and cross checking were followed. Calculating machine was used to secure arithmetical accuracy and to speed up the work.

1.8 PRESENTATION OF THE DATA :

The data collected were organised and tabulised as stated above and they were presented ^{in the various chapters} as shown in Table of Contents. The data were also presented in the form of graphs, diagrams and maps in chapters wherever necessary.

Definition of the Technical Terms :

1) School means and includes institutions of formal education.

2) Indigenous school means that type of school started by the natives of India and run on native methods and which was in existence long before the period of the British rule in India and continued to exist even thereafter.

3) Urban area means all habitations located within the limit of municipality, cantonment board, notified area committees and other places enjoying recognised local administration like civil lines. The places satisfying the following threefold are also treated as urban areas :

- i) Population of the area should not be less than 5000.
- ii) Density of population should not be less than 1000 per square mile.
- iii) At least three fourths of the adult male population be employed in industrial concerns.

'Rural area' means the area which is not urban.

4) District means an administrative unit having any area under the direct control of the collector or in lieu of collector any equivalent authority.

Village means the revenue village and includes wadi, habitation or cluster of population.

5) Taluka means sub-unit of the district under the control of Tahasildar.

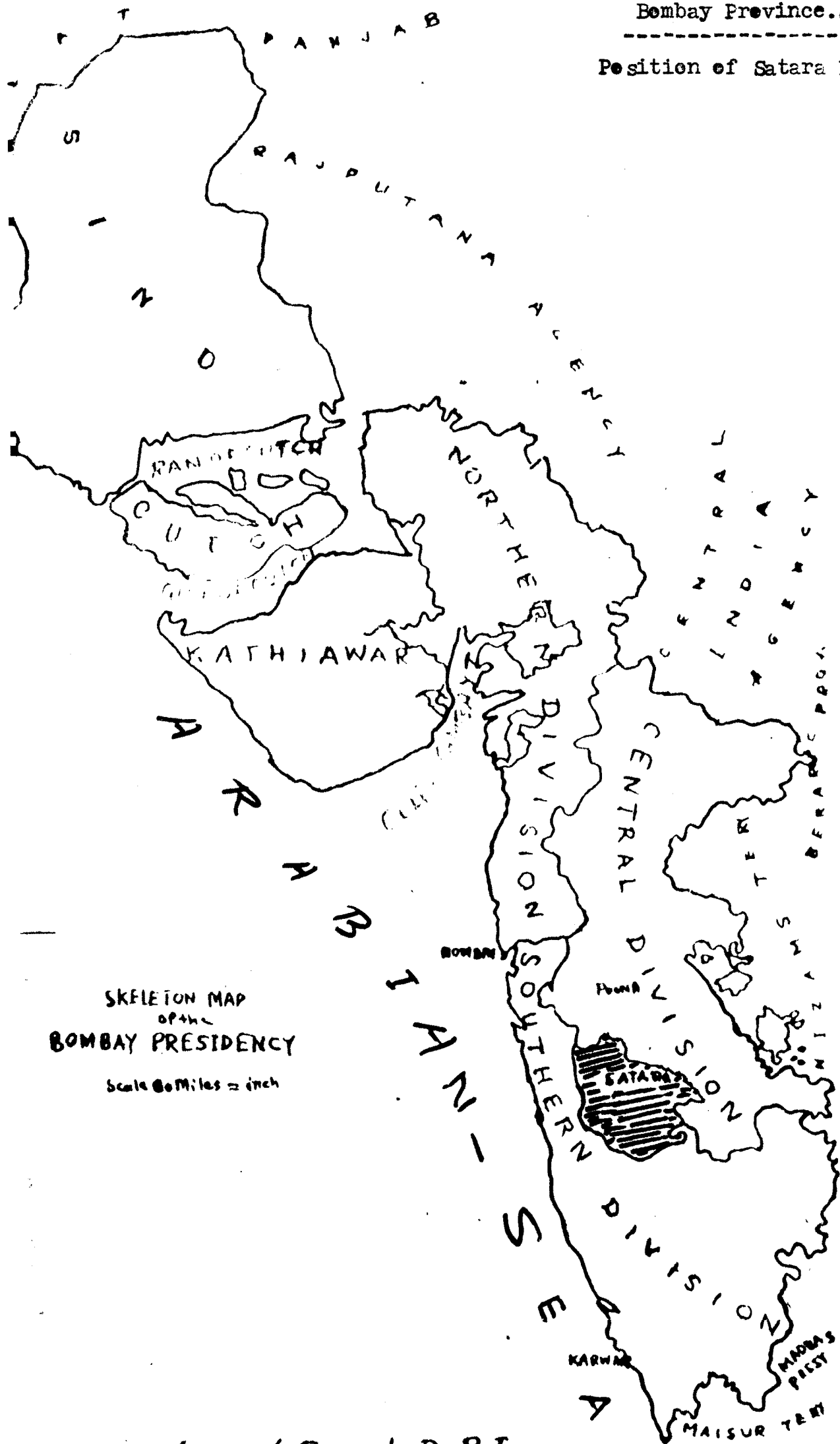
Vernacular school means school which imparted instruction through the medium of vernacular, and it connotes primary school.

REFERENCES

1. B. Thomas, "Memoir on the Satara Territory", Bombay, Bombay Education Society's Press, 1857, p.5.
2. William Morris, American Dictionary.
3. Government of Bombay, A Review of Education Bombay State (1855-1955), Bombay, 1958, p. 3.
4. Board of Education, Annual Report 1852-53, Bombay, pp. 8-9.
5. Government of Bombay, District Census Hand Book, Satara, 1961, p.26.
6. Government of Bombay, A Review of Education in Bombay State - 1855-1955, Bombay, 1958, p. 425.
7. Ibid, p. 93.
8. Ibid, p. 296.
9. Government of India, The Constitution of India, Delhi, p. 949.
10. Government of Bombay, A Review of Education in Bombay State (1855-1955), Bombay, 1958, p. 70.
11. Frin. M.S. Parasnis, "The History and Survey of Education in Thane District", Bombay, 1967, p. VII.

Bombay Province. (1900) AD.

Position of Satara District.



SKELTON MAP
OF THE
BOMBAY PRESIDENCY

Scale 60 Miles = inch

see - Annual Report D.P.I