

## PREFACE

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The region of Maharashtra registered rapid progress in the field of education during the late nineteenth century and the beginning of the twentieth century. It is during this period that the progress was possible due to the individual efforts of many reformers who worked for the upliftment of weaker and backward sections of society with natural emphasis on spread of education. Important among them were Mahatma Jotiba Phule, Prof. G.G. Agarkar, Prof. D.V. Karve, Chhatrapati Shahu Maharaja etc.. The institutions and societies such as the Deccan Education Society were founded in this period. The educational history in the region of Satara-Karad may be generally traced and linked with Karmaveer Bhauroo Patil and Rayat Shikshan Sanstha.

The educational development forms a very positive and significant aspect of the Satara district. Many have written on the educational work done by the late Bhauroo Patil but the written work on the Rayat Shikshan Sanstha has been somehow neglected. Therefore, the need of a systematic study of the unique work of the Sanstha in spreading Primary, Secondary and Higher education in rural areas is felt. The work done by Dr. Kakrambe on

the topic "Karmaveer Bhaurao Patil - A Study of Social and Educational Reforms and Impact on Politics of Western India (1919-1960)", is a general and brief description of the Sanstha's work in education. Similarly, the work of Dr. R.A. Kadiyal who worked on "Critical Study of the Contribution of Karmaveer Bhaurao Patil to the Educational Thoughts, Practices and Development of Education in Maharashtra" is an attempt to throw light on the work of the Sanstha, but it missed some aspects like English Medium Schools under the Sanstha and details of Secondary Schools of Satara. The Sanstha is rightly named as Rayat in recognition of its contribution to educate the common, rural, downtrodden masses. Under the guidance of the founder and its life members the Rayat Shikshan Sanstha rapidly expanded and grew so as to occupy a prestigious place in the whole of Maharashtra. In order to study it in a systematic manner, the said theme is divided into six chapters.

#### CHAPTER-I: THE FOUNDATION OF RAYAT SHIKSHAN SANSTHA:

This Chapter deals with the works of the social reformers like Mahatma Jotiba Phule, Chhatrapati Shahu Maharaja etc., the educational policy of British Government, philosophy of Bhaurao

Patil, foundation of Rayat Shikshan Sanstha and the constitution of the Sanstha. To deal with these aspects, Dr. Kadiyal's work "A Critical Study of Contribution of Karmaveer Bhaurao Patil: His Educational Thought, Practices and Development of Education in the State of Maharashtra" is found very useful. Besides this, "The History of Freedom Movement in India" by Jaysingrao Powar and the work of Dr. S.A. Kakrambe titled "Karmaveer Bhaurao Patil and Mass Education Movement" and "A Student History of India" by Narulla and Naik are also found useful.

CHAPTER-II: PRIMARY AND SECONDARY EDUCATION UNDER THE SANSTHA:

This chapter surveys vivid developmental activities of the Sanstha concerning primary and secondary education. It discusses the primary schools, voluntary primary schools under the Sanstha, Compulsory Education Act of Government, the quality of teachers and administration of primary schools, starting of secondary schools, the secondary schools started by the Sanstha, the secondary schools taken over by the Sanstha from other societies and individuals, multi-purpose schools, high schools for girls, English medium schools. While studying

these aspects substantial use is made of the book "Sansthechi Vaat Chaal" published by the Rayat Shikshan Sanstha Granth Likhan Samitee and the book of Dr. R.A. Kadiyal, "Karmaveer Bhaurao Patil, An Amazing Story of Ladership and Organization in Rural Education.

CHAPTER-III: HIGHER EDUCATION UNDER RAYAT SHIKSHAN SANSTHA:

This chapter deals with various educational institutions started by the Sanstha to provide higher education to the rural backward masses, such as the training colleges, other colleges and overseas education. While studying this aspect the following sources were used: The Brief Report of Rayat Shikshan Sanstha for the year 1956-57; Dr. R.A. Kadiyal's "Karmaveer Bhaurao Patil: An Amazing Story of Leadership and Organization in Rural Education"; "Prabodhanachi Dhagdhagit Mashal (Marathi) by M.V. Katkar.

CHAPTER-IV :RAYAT SHIKSHAN SANSTHA: FINANCIAL ASPECTS:

This chapter deals with various aspects of Rayat Shikshan Sanstha. The records available do not throw adequate light on this. However, with the available records the various sources

of income and the possible heads of expenditure were worked out. While studying this aspect the following sources were used: The income-expenditure reports from the year 1940 to 1960; Dr. R.A. Kadiyal's book "Karmaveer Bhaurao Patil, A Critical Study of the Contribution of Karmaveer Bhaurao Patil to the Educational Thoughts, Practices and Development of Education in Maharashtra"; "Karmaveer Bhaurao Patil: An Amazing Story of Leadership and Organization in Rural Education" by Dr. A. Mathew.

#### CHAPTER-V: PROMOTION OF EDUCATION:

This chapter deals with the various means and methods tried by the Institute to promote education. This holds significance in the sense that the aim of the Rayat Shikshan Sanstha was to provide education to the poor, backward, rural masses. In this chapter mainly the hostel facilities provided to the students and the value-based education are discussed. The book Sansthechi Vaat Chaal, Hostel register of the Sanstha, Visitors' remarks register of the Sanstha were most useful in writing this chapter.

#### CHAPTER-VI: CONCLUSION:

In this sixth and last chapter the various aspects governing the development of the Sanstha

and its contribution in changing the educational as well as socio-economic fabric of agro-based rural society of Maharashtra is dealt with.

During the course of my work for this dissertation I received help and co-operation from many persons from time to time. First of all I would like to express my sincere thanks to my Guide Dr. M.P. Patil who took immense pains to help me complete this work. I am thankful to Prof. Dr. Kadam and Prof. Dr. B.R. Kamble for their encouragement. During the course of this study I interviewed a few important personalities as well as close associates of Karmaveer Bhaurao Patil. Shri A.D. Attar, Shri M.V. Katkar, Prin. Ghate and Dr. S.B. Sukhtankar are some such personages. I am thankful to them. I also thank the staff members of central office of Rayat Shikshan Sanstha, Satara for providing me the necessary help and co-operation. I also extend my sincere thanks to my father-in-law Dr. A.C. Mohanty and my husband Shri B.A. Mohanty who inspired me to complete this arduous task. My thanks also go to my employer, the Chairman, friend and philosopher Mr Vivek Patil who encouraged me to complete this work by availing myself of study leave. Lastly I thank Shri V.G. Chopade for his assistance.

(Sasmita Das)