

# CHAPTER-III

# EDUCATION OF SCHEDULED CASTES IN MAHARASHTRA STATE - A REVIEW

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#### CHAPTER-III

# EDUCATION OF SCHEDULED CASTES IN MAHARASHTRA - A REVIEW

III.1 GENERAL :

## III-A.1) Area :

The State of Maharashtra forms a major part of peninsular India with the coast on its western side. It lies between 16.4 and 22"1 degree north latitude and 72.6 and 80.9 degrees east longitude. The boundaries of the State are : the Arabian sea in the east, Gujarat in the north west, Madhya Pradesh in the north, Andhra Pradesh in the south-east and Karnatak and Goa in the south. It has a total area of 3,07,762 sg. kilometres.

Historically western Maharashtra, Vidarbha and Marathawada are the three components of the State. Administratively, the State is divided into thirty districts. Maharashtra State represents 9.6 percent of the area of India and one eleventh of Indias total population i.e. India and Maharashtra.

## Four Divisions :

For the administrative purpose the State is divided into four divisions consisting of the following districts with headquarters at Bombay, Pune, Nagpur and Aurangabad. Each district is further divided into sub-divisions and sub-divisions into talukas. Each taluka consists of sizeable number (a hundred or more) of villages. The village is a primary unit of administration.

#### III-A.2) Demography of Scheduled Castes in Maharashtra :

The State of Maharashtra was formed in 1960 as a part of the programme for the linguistic representation of the States that took place during the decade between 1951 and 1961.

As in the other States in the country the Scheduled Castes in Maharashtra have been defined as -

"Such castes, races or tribes or part of or groups within such castes, races or tribes as are deemed under article 341 to be Scheduled Castes for the purpose of Constitution."

Articles 341 (1) reads as follows :

"341 (1) The President may, with respect to any State (or Union Territory) and where it is a State after consultation with the Governer thereof; in public notification specify the castes, races or tribes or parts or groups within castes, races or tribes, which shall for the purpose of this constitution be deemed to be Scheduled

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Castes in relation to the State (or Union Territory) as the case may be.

Parliament, by law includes in or exclude from the list of the Scheduled Castes specified in the notification issued under Clause (1) any caste, race or tribe or part or part of or group within caste, race or tribe, but save as aforesaid a notification issued under the said clause shall not be varied by any subsequent notification.

The President's schedule was first declared in August, 1950. It was amended and notified in 1950. In 1960 after reorganization of the State and formation of the State of Maharashtra the schedule listing the Scheduled Castes of Maharashtra for Maharashtra was constituted out of the relative portion of the Scheduled Castes earlier declared for the State of Bombay, Madhya Pradesh and Hyderabad. The Schedule which is appeared to the Bombay reorganization Act is in force at present. In substance i.e. to the extent of the names of the castes included in it. The 1960's list is except for one minor change, exactly the same as had been declared through the Scheduled Castes and Scheduled Tribes, order 1 (Amendment) Act of 1956.<sup>\*1</sup>

Only in the range of Maharashtra, Scheduled Castes means those castes in which Mahar, Mang, Chambhar, Bula Jungam etc. can be included. According to the announcement of the act of 1976 there are 59 scheduled castes in Maharashtra.

# III-A.3) Educational Efforts made by Social Reformers in Maharashtra :

To improve the educational and social status of Maharashtra, the thinkers and social reformers such as Mahatma Phule, Karmaveer Bhaurao Patil, V.R. Shinde, Chhatrapati Shahu Maharaj, Dr. B.R. Ambedkar, Gadge Maharaj and others have tried their level best.

Regarding the educational work of Karmaveer Bhaurao Patil, his own words expressed during the meeting in Kolhapur, are enough to advocate. While introducing himself to Dr. Radhakrishnan, the late President of India, he said -

"Dr. Radhakrishnan, I confess, I am a queer bird in this distinguished gathering. May I say that I never passed in any class and in any year. Today, my Rayat Shikshan Sanstha conducts about 500 primary schools, 110 high schools, 5 primary training colleges, 3 Arts and Science Colleges, one B.T. College and about 20,000 pupils drawn from the educationally backward and economically handicapped stratas of society in the twelve districts of Maharashtra."<sup>2</sup>

Today, throughout the Maharashtra there are 578 schools run by Rayat Shikshan Sanstha. In the provinces of Bombay there founds 7777 schools and the figure of Arts and Science Colleges alongwith professional colleges is 32 and 24 respectively.<sup>3</sup>

Again, in this regard, attempts made by Mahatma Phule and Shahu Chhatrapati are of greater value. These people endeavoured a lot to bring about educational development among the depressed classes. They had convinced that education to the downtroddens is of greater importance as it is to the Savarnas. For collective progress and advancement no class should be kept separate on the basis of castes creed and sect. And hence they stressed on the fact that education to the depressed class will bring about social change in an Indian society. These people stressed this point of education for Scheduled Castes which was later taken into account by Dr. B.R. Ambedkar when constitution of India was framed. He made necessary provisions in the constitution of India regarding the education of Scheduled Castes and other castes too.

A few words, regarding the educational work of Shahu Chhatrapati of Kolhapur, are worth mentioning. To him education was such a weapon that can emancipate inequalities.

With the purpose of propagating education among the mass, he started primary schools, secondary schools, purchit schools and Sanskrit schools in his State. He was aware of

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the fact that the Caste Hindus would never associate with Dalits on the ground of equality. And hence he started boarding houses of different castes.

# III-A.4) Education of Scheduled Castes :

The constitutionalists realized the significance of education of scheduled castes and made provisions in directive principles of the constitution. One of the principles reads as follows :

"Article 46 - The State shall promote with special care the educational and economic interest of the weaker sections of the people and in particular, of the scheduled castes and the scheduled tribes and shall project them from social injustice and all forms of exploitation."<sup>4</sup>

Because, "since education is the sheer anchor of the progress of the people. Government has given all along consideration the need for promoting education among the backward classes throughout the State. By and large the assistances consisted of payment of tution fees, examination fees and award of scholarships and payment of grants to voluntary agencies for conducting hostels for B.C.students."<sup>5</sup>

## III-A.5) Literacy Developed in Maharashtra :

In Maharashtra, modern education was started in 19th Century. Prior to this, there was a traditional pattern by nature. The work undertaken by Christain missionary, in bringing about the educational revival in Maharashtra is praiseworthy.<sup>6</sup>

And hence, in 1921, Government established a Sanskrit College in Pune. In 1955 an education department was started in Bombay Provinces and Bombay University was founded in 1857.

During this period, Bharat Itihas Sanshodhak Mandal, Marathi Sahitya Parishad, Bhartiya Vidyabhavan, Dr.Bhandarkar Institute, Vaidik Sanshodhak Mandal and Tilak Institute have contributed a lot in the field of learning.

Here, it seems that, due to the attempts made by social reformers, time to time resolutions beneficieries and concessions to all, the educational situation of Maharashtra State is progressed. The neighbouring table will show the reliability.

# TABLE No. I

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# MAHARASHTRA LITERACY

Table shows Literacy during three Decades

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می ملاحی میں میں میں میں میں میں میں ' '	1961	<b>1971</b> `	1981
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Greater Bombay	59.4	63.84	<b>67.9</b> 8.
Thane	47.3	49.65	50.28
Kulaba	33.10	35.32	-
Ratnagiri	20.4	39.63	47.63
Nasik	33,4	36.30	44.05
Dhule	26.5	31.89	37.43
Jalgaon	41.9	45.24	47.80
Ahmednagar	30.2	36.23	42.94
Pune	40.09	44.62	54.11
Satara	35.03	38.32	48.00
Sangli	31.09	' <b>37 . 4</b> 8	46.33
Solapur	30.04	33 <b>.90</b>	40,52
Kolhapur	31.00	35 <b>. 37</b>	45.34
Aurangabad	26.02	28.49	35.69
Parabhani	20.11	34.31	30,12
Beed	20.12	24.31	30.12
Nanded	19.13	22.78	39.74
Osmanabad	23.10	27.88	35.49

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# TABLE No. I (Contd...)

سي: جو من جلا بين من من جو من حي	سري مترييز مارك مدري قارب			
	1961	1971	1981	
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Buldhana	34.11	37.34	44.57	
Akola	34.15	39.55	47.43 ·	
Amaravati	39.10	42.36	57.53	
Yeotmal	26.00	31.60	39.23	
Wardha	40.00	44.71	50,82	
Nagpur	40.10	45.26	54.68	
Bhandara	29.00	35.40	43.86	
Chandrapur	19.14	26 - 77	34.63	
Sindhudurga	N.A.	N.A.	N.A.	
Jalana	N.A.	N.A.	N•A.	
Gar Shiroli	N.A.	N.A.	N.A.	
Raigrarh	34.03	39.03	45.32	
Maharashtra				
Total Literacy	•	39,18		
Source : Census Book of 1961, 1971 and				

1981.

Table No. I shows that the literacy during 1961, 1971 and 1981 has been increased. The growth in literacy of major districts is as follows :

1)	Greater Bombay		67.98
2)	Pune and Nagpur	•••	54.68
3)	Thane, Amaravati		50.28

The comparison among Bombay, Pune and Amaravati makes it clear that Amaravati is having good literacy because in these areas the growth in literacy during the three decades is by 9 percent. Wardha also shows good signs of flourished literacy. It is 50.82%.

Literacy\* in Maharashtra seems prospered today. Before 1960 this area was connected to Hyderabad and to other States. In the regime of Nijam the situation was not favourable for educational uplift.

Here again the Table No. II shows the growth in literacy and population during the three decades.

<sup>\*</sup>For census purpose literacy was defined as ability to read as well as to write with understanding in any language. (Census of India, Maharashtra, 1981, p. 1).

## TABLE No. II

#### LITERACY AND POPULATION GROWTH

IN MAHARASHTRA

Years	Total Popula- tion	Decanial percentage in (+) or (-)	Literacy percentage
1951	320	(+) 19.27	16.7
1961	396	(+) 23.60	- 24.0 -
1971	504	(+) 27.45	39.18
1981	627 ·	(+) 24.40	47.27
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Source : Directorate of Census Operation, Maharashtra

## Summing-up :

It seems that the literacy in Maharashtra has been increased by 29.8% as on 1981.

The literacy from 1951 to 1961 is increased by 8.00%. From 1961 to 1971 it is increased by 15.00%. And from 1971 to 1981 it is reached at by 8.00%. The literacy during 1961 to 1971 exhibits better progress.

# III-A.6) Education and Literacy of Scheduled Castes in Maharashtra :

The present discussion will show the literacy among the scheduled castes\* in Maharashtra. The three decades i.e. 1961, 1971 and 1981 have been taken into account for interpretation.

While illustrating the literacy among scheduled castes in 1961 Chitnis Suma says, "It is worth discussing the literacy among the scheduled castes in Maharashtra during the period 1961. Table No. I provides for a comparison between the two sectors. The comparison yields two basic observations. First, that there is considerable disparity."<sup>7</sup>

\*The abbreviation SC stands for Scheduled Caste.

# TABLE No. III

# LITERACY AMONG SCHEDULED CASTES

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DURING 1961, 1971 AND 1981

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Sr. No.	Districts		1971	1981
1.	Greater Bombay	N.A.	30.10	- 50 <b>.56</b>
2.	Thane	29.51	34.10	43.71
3.	Raigad	16 <b>.4</b> 3'	25.10	46.42
4.	Ratnagiri	8.2	20.5	38.65
5.	Nasik	15.19	28.7	41.86
6.	Dhule	13.28	26.11	37.15
7.	Jalgaon	6.24	21.13	34.57
8.	Abmednagar	16.10	25.4	35.40
9.	Pune	20 <b>.76</b>	30.11	41.70
10.	Satara	7.31	23.20	39.41
11.	Sang <b>li</b>	9.77	24.15	37.51
12.	Solapur	8.30	11.11	29.75
13.	Kolhapur	11.11	26.31	38.31
14.	Aurangabad	10.16	22.11	23.90
15.	Parbhani	9.49	13.20	18.98
16.	Beed	8.48	15.20	21.19
17.	Nanded	8.94	14.15	19.20
18.	Osmanabad	9.86	18.21	17.58

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TABLE No. III (Contd)	
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Sr. No.	Districts	1961	1971	1981
<u>ي مح</u> د خط	سومي بالإمام مالا مالا بالل م واحدا		- 20- 20- 20- 20-	- 21 - 22 - 22
19.	Buldhana	6.34	19.40	31.76
20.	Akola	8.23	21.84	34.36
21.	Amaravati	10.72	26.41	41.44
22.	Yeotmal	10.12	20.14	30.23
23.	Wardha	10.25	22.97	42.68
24.	Nagpur	9.4	24.87	46.27
25.	Bhandara	10.40	30.41	48.32
26.	Chandrapur	17.50	21.20	33.23
27.	Sindhudurg	N.A.	N.A.	N.A.
28.	Jalana	N.A.	N.A.	31.95
29.	Gadshi roli	N.A.	N.A.	N.A.
30.	Latur	N.A.	N.A.	39.12
	Total Maharashtra	11,54	22.92	37.95
90 50 S	سي بوي ماي مي مي مي مي مي مي مي مي	سیع موجع موجع موجع	سی مو <sup>22</sup> مر 21 میگارد.	
Source : Chitnis Suma - Literacy and Educational Enrolment among Scheduled Castes in Maharashtra				
2) Census Books, India, 1971				

3) Census Book India, 1981.

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Table No. III shows that Thane exhibits more literacy among scheduled castes. It is 29.51%. Chandrapur also shows better literacy (17.50%) Raigad and Dule stands on progress line showing 16.43 and 13.28% respectively.

Regarding the literacy growth among scheduled castes in 1971, Table No. III column B says that Thane is having the commendable literacy (34.10%). Greater Bombay shows 34.10% literacy. Nasik stands third and shows 28.7% literacy. Kolhapur and Amaravati are having 25.04% literacy. Solapur Parabhani, Nanded and Beed show lower progress in literacy. However, one notable thing is that in every district the percentage of literacy is increased in each decade.

In regard with the literacy of scheduled castes in 1981 Table No.III Section-C shows that :

- a) Greater Bombay shows 50.56% literacy.
- b) Bhandra shows 48.32% literacy.
- c) Thana shows 43.71% literacy.
- d) Raigad shows 46.42% literacy.

At the concluding stage it seems that the literacy has been changing during each decade. Table No. III has brought into light these outcomes.

- a) Literacy among scheduled castes in Greater Bombay is 50.56%.
- b) Literacy among scheduled castes at Raigad and Nagpur is 46.42% and 46.27% respectively.
- c) Thane shows 43.71% literacy among scheduled castes.
- d) Wardha shows 42.68% literacy among scheduled castes.
- III-A.7) Comparative Perspective Regarding Literacy among Scheduled Castes and Non-Scheduled Castes :

Table No. IV will show the factuals regarding the educational progress made by Non-Scheduled Caste and Scheduled Castes.

#### TABLE NO.IV

#### LITERACY AMONG SCHEDULED CASTES AND NON-SCHEDULED CASTES DURING 1981

یہ ہے جو میں میں سے حی میں میں میں میں میں میں میں میں میں می	Literacy among Non-Scheduled Castes	Id teracy among Scheduled Castes.			
Greater Bombay	67.98	50, 56			
Nagpur	54,68	46.27			
Thane	52 <b>-</b> 28	43.71			
وہ کھی سی میں سی میں سی سی سی سی سی سی سی میں میں میں میں میں میں میں میں میں می					
Source : Table prepared in accordance with the figures in Census books for States 1961, 1971 and 1981.					

In the year 1981 the literacy  $\Rightarrow$  among Non-scheduled castes is 67.98%. The literacy among scheduled castes is 50.96%. The total difference is 17.42%.

In Nagpur and Pune, there seems fluctuation between literacy of scheduled castes and non-scheduled castes. The scheduled castes shows 46.27% literacy and non-scheduled castes shows 54.68% literacy. Total difference is of 8.41%.

In Thane and Amrangabad the literacy among Nonscheduled castes is 50.28% and the literacy among scheduled castes is 43.71%. The total difference between their literacy is 8.51%.

## III-B) EDUCATIONAL DEVELOPMENT IN PRIMARY EDUCATION OF SCHEDULED CASTES AND NON-SCHEDULED CASTES (MAHARASHTRA) :

III-B.1) Primary Education -<u>General Perspective</u> :

Till 1854, East India Company had made no efforts for the education of masses. The general public was left incurred because in the matter of provisions of educational opportunity, enormous attempts were made by Governors.

Compelled by a sense of moral obligation to the masses, Government thought of directing active and special measures to convey to the Indian people the useful and practical knowledge. Changes were brought about in the policy and programmes of education.

The Indian education commission made recommendations on all aspects of primary education for its speedy growth.

In 1937, Congress came in power in seven provinces. A scheme of free and compulsory education was introduced.

The growing dissatisfaction and realization of the importance of primary education led the Government to publish Sargent Plan. The plan came into existence in 1944. In connection with the primary education, it recommended for the introduction of a system of universal, compulsory and free education for all boys and girls between the age of six and fourteen to be completed in not less than 40 years.

The period of 40 years was too much to complete the plans so in 1948 it was recommended that compulsory and free basic education should be introduced for children between the age of 6 and 11 and the target should be achieved upto 1958. The target for free education of children between the age group of 6 and 11 was suggested to be achieved upto 1944.

Hence the directive principles included in Article 45 of the Constitution laid down that the State should provide free and compulsory education for all children upto the age of 14 years. It was the determining force for shaping the national policy, for the development and progress of primary education.

The serious programme of educational reconstruction was initiated and provisions were made in the plan to fulfil the constitutional directives by 1960.

By taking into account, the constitutional objectives and social needs regarding the education of mass, the education commission executed the planning and manured primary education in the State.

After looking at the Table No. V, it will come to know how there has been educational growth in primary education.

#### TABLE No. V

#### V PROGRESS IN PRIMARY EDUCATION

Type of Education		1971	1981 	
Primary	-	-	-	
Institution	34, 594	45,143	51,700	
No. of students (in '000)	4,178	6,229	8,870	
Source : Economical Survey of Maharashtra, 1982-83, p. 135.				

According to 1961's census, the literacy was 16.7%. In 1961 there were 34,594 educational institutions who were imparting primary education to 4,178 students. (The quoted figures are in thousand). In the second decade (1971) there were 45,143 institutions who imparted education to 6,229 students. Between these two decades there was increase in institution by 10,549 and the increase in the students was by 2,051.

In 1981, there were 57,260 institutions. The enrolment of the student is near about 8,512. The growth during the second decade is by 2,283 institutions and 6,127 pupils.

Now here is the comparative picture of primary education taken by Non-Scheduled Castes and Scheduled Castes in Maharashtra.

## TABLE No. VI

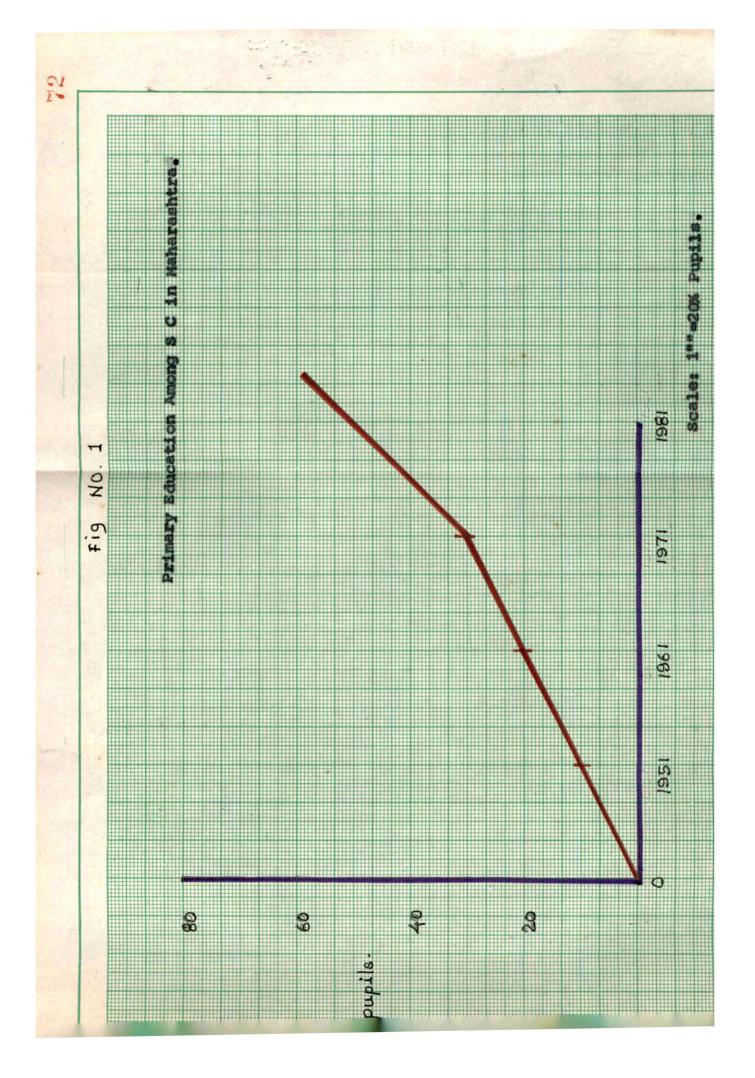
# TOTAL NON-SCHEDULED CASTES PUPILS

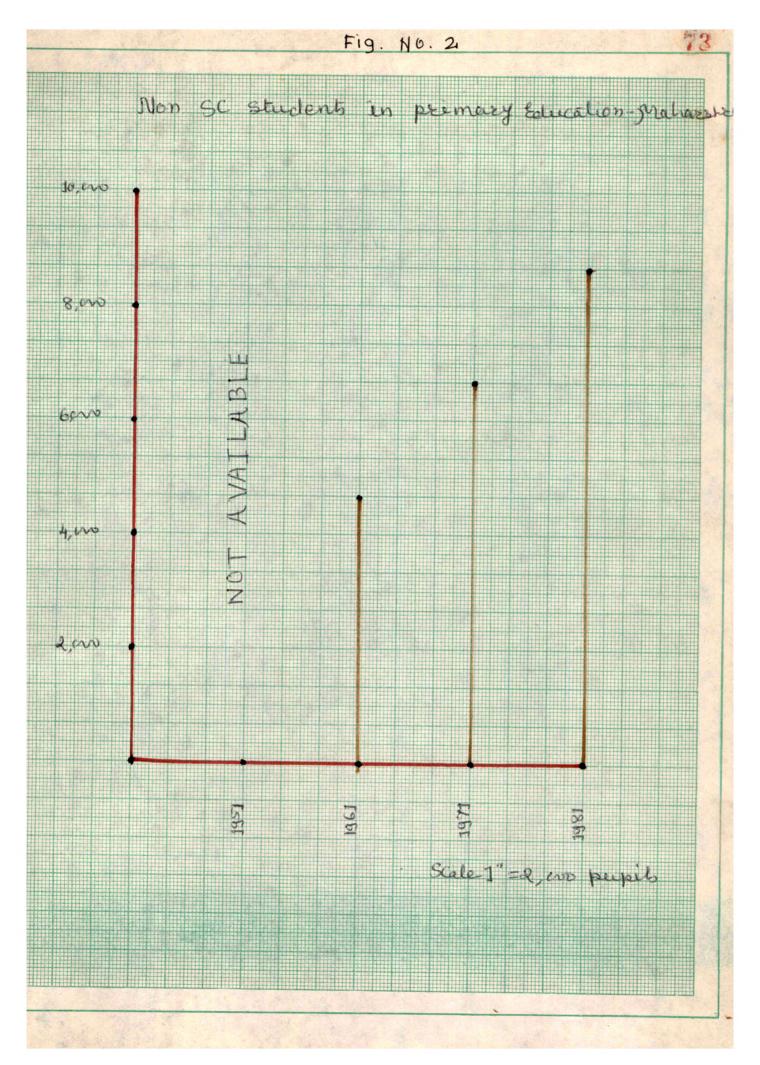
# AND PERCENTAGE OF SCHEDULED CASTES

# PUPILS

Year Year	Number of Institu- tions	Pupils ('000)	Percentage` of Sche- duled castes pupils
1947	N.A.	- N.A.	N•A•
1951	22, 433	N.A.	10:2
1961	34.594	4,178	19.3
196 5-66	41,781	<b>5,</b> 5 <b>3</b> 8	23.7
1970-71	45,143	6,229	26.6
1975-76	48 <b>, 29</b> 9	6,893	31.5
1976-77	48,555	7,305	38.2
1977-78	48,820	7,870	39.9
1978-79	49,374	8,075	43.9
1979-80	49,877	8 <b>,27</b> 1	45.2
1980-81	51,045	8, 390	46.00
<b>1</b> 981 <b>-82</b>	51,260	8, 572	49.13
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Source : Directorate of Census Operation Maharashtra (Second Educational Survey of Maharashtra), p. 99.





It seems that the development in primary education of Scheduled Castes has taken place in right direction. It is as follows :

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- 1) In 1951 the percentage of growth was by 10.2%.
- 2) In 1961 the percentage of growth was by 19.3%.
- 3) In 1971 it was approached upto 26.1%
- 4) In 1980 it rose at 45.2%.

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5) In 1981-82 it grew upto 49.13%.

So with the help of above convincing proofs it can firmly be said that the Scheduled Castes have kept pace .with non-Scheduled Castes in primary education.

The average growth in primary education of Scheduled Caste is by 3.9%.

- III-C) SECONDARY EDUCATION AMONG SCHEDULED CASTE AND NON-SCHEDULED CASTE IN MAHARASHTRA :
  - III-C.1) Secondary Education. -General :

'Secondary Education' denotes that the education provided by schools for the purpose of guiding and promoting the development of normal individuals for whom on the one hand the elementary school, no longer constitutes a satisfactory environment and on the other hand are either not yet prepared to participate effectively in society unguided by the school, or are not ready for the specialized work of the professional schools or the upper divisions of the liberal arts college.<sup>8</sup>

This definition is a much more significant pronouncement than at first glance, it may appear to be. First, the period comprising secondary education is stated entirely in terms of function. The secondary school has clearly defined task in relation to the assigned responsibility of the elementary school which proceeds it. The secondary school assumed responsibility for the education of the learner when he reaches that stage in his development that the elementary school no longer constitutes satisfactory environment.

The mechanically imposed line does not find there. So the problem of separating the elementary school from secondary school does not raise there. No grade level standards are imposed. No arbitrarily rigid standards determine when the work of the secondary school has been completed. It has the specific responsibility of "guiding and promoting"<sup>9</sup> the development of moral individuals.

Instead of additive terms one can simply say about secondary education as under : "The stage next below the primary is known as the secondary. Secondary education is the education means for those who have not yet proceeded to University. It is the education that is suited to the requirement of all pupils who have completed the primary education and have not qualified for admission to a certificate diploma or a degree course."<sup>10</sup>

It has a dull role to play. It prepares boys and girls for the persuits of higher education or it equips them to enter into life confidently and to earn their living.

#### TABLE No. VII

# GROWTH IN INSTITUTIONS AND PUPILS

Type of Education ====================================		1971 	1981
Secondary	••••••••••••••••••••••••••••••••••••••	-	-
Institutions	2,468	5, 339	6 <b>, 29</b> 0
Number of Students (in '000)	858	1,936	3, 500

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Source : Economic Survey of Maharashtra 1982-83, p. 135 The above table shows the following details :

1) In 1961, there were 2,468 institutions 858 (figure in thousand) were enrolled.

2) In 1971, there were 5,339 institutions where 1936 pupils were being imparted education.

3) During the first decade the institutions grew by 2,61 and the growth in pupils was by 1078.

4) Upto 1981, there were 6,290 institutions who imparted secondary education to 3,500 ('000) pupils. The institutional growth is by 780 and enrolmental growth is by 1,494 pupils (Figures are in thousands).

Now the researcher wants to show the progress of Non-Scheduled Catste and Scheduled Caste in secondary education.

# TABLE No. VIII

## PROGRESS OF SCHEDULED CASTE AND

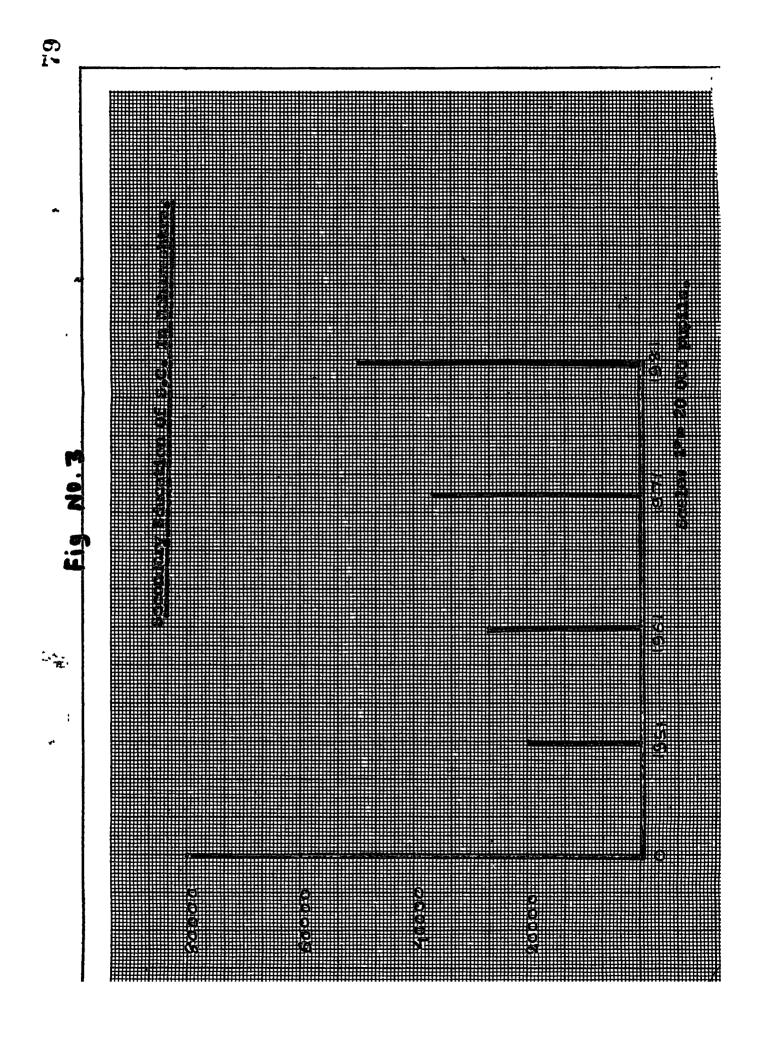
NON-SCHEDULED CASTES IN SECONDARY

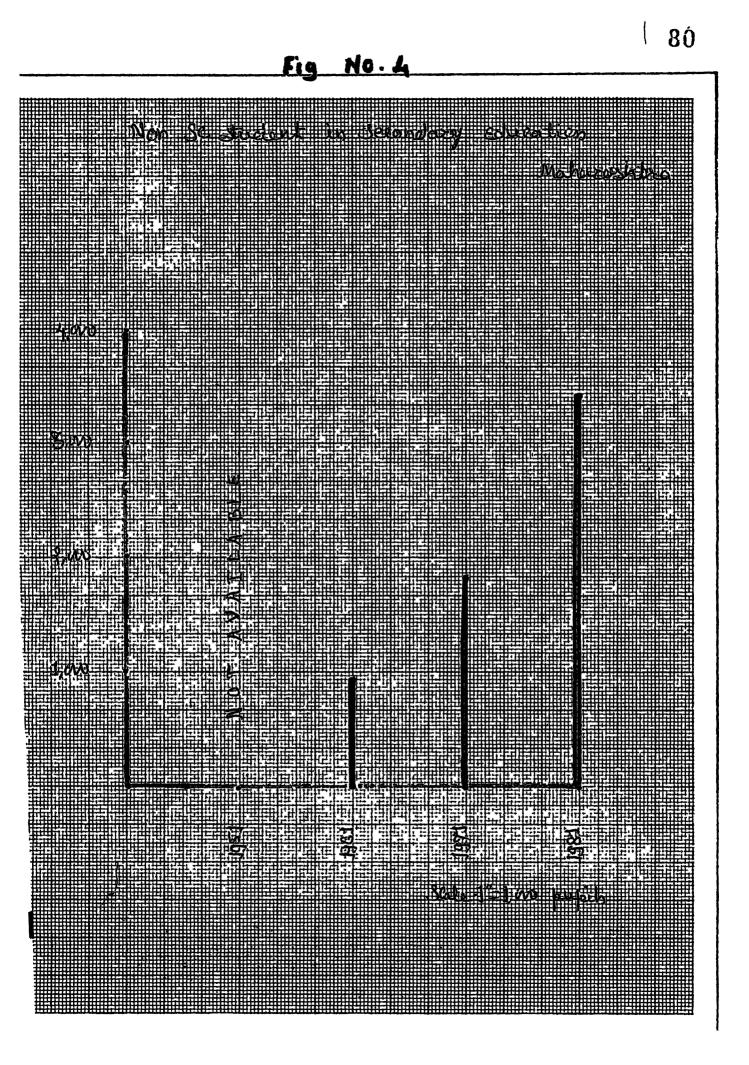
## EDUCATION

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Year	Institu- tions	Pupils in (°000)	Scheduled Caste
	و هي مورد و مرود و	به هبه بین پورد و مروحه ور	pupils
1947	N.A.	N.A.	N.A.
1951	7 56	N.A.	21,765
1960-61	2,648	858	30,511
196 5-66	4,032	1,500	35, 212
1970-71	5 <b>, 339</b>	1,936	40,320
1975-76	5,810	2, 442	46,230
1976-77	5,798	2,571	48, 449
1977 <b>-7</b> 8	5,824	2,708	50, 313
1978 <b>79</b>	5,905	2,878	52,120
1979-80	6,026	3,092	57,520
1980-81	6,119	3, 309	59,213
1981 <b>-8</b> 2	6,180	3, 430	61,940

# Source : Table prepared in accordance with the figures quoted in Statistical Abstracts and Reports published by Maharashtra Government from 1951 upto 1981.

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The details of the Table No. VIII are as under. The growth between Scheduled Castes and Non-Scheduled Castes -

- i) From 1947 to 1951 the growth is by 9 and 5%.
- ii) The growth from 1951 to 1961 is by 5.00% and 6.00%.
- iii) The average growth from 1951 to 1961 is 4.1% and the average growth during 1971 to 1981 is by 7.88%.
- III-D) HIGHER EDUCATION OF SCHEDULED CASTES AND NON-SCHEDULED CASTES IN MAHARASHTRA :

III-D.1) Higher Education : General -

Before turning to the term higher education it is worth viewing the brief historical background.

"Warren Hestings, established in 1781 a school which is known as Calcutta Madarasa. Following the Leeds, different agencies with different point of views founded a number of institutions for higher education in the country."<sup>11</sup>

" 'The Wood's Dispatch' recommended that the establishment of three Universities at the three presidency towns - Calcutta, Madras and Bombay. The model suggested was that of the London University which was purely a examining body. The functions of these Universities were according to that model namely granting affiliation to colleges, inspecting the affiliated colleges, examining the college students awarding the degrees.<sup>#12</sup>

The above extracts exhibit that the rulers were deserving to spread higher education throughout the country. It was their expectation to carry out the same format which was enforced at Oxford and Cambridge and hence commissions were appointed and resolutions were passed.

Higher Education is defined as under :

"Higher education is the general term employed to represent those educational opportunities on the next level above secondary education. The junior college as a part of the free public school system is coming to be classified rather generally as secondary education, but the junior college under the present form of education in most of the colleges is considered a part of higher education."<sup>13</sup>

# III-D.2) Higher Education in <u>Maharashtra</u>:

Before independence there were a few colleges in Maharashtra. After 1960 and when the weaker sections were given concessions in S.S.C., higher education reached at the huts. The neighbouring table will show the growth nature of higher education.

## TABLE No. IX

# FACULTYWISE DISTRIBUTION OF HIGHER EDUCATION

university	Foun- dation year	Arts and Comm- erce Coll- eges	Law Coll- eges	Train- ing Coll-	Tech- nical Coll- eges	Medical Colleges
꺴e Zee 값 해석 전 전 전 전 전 전	يو هي هي هي هي م	بسينية معتبة يوركا يبد	ی سین سرور دهی	- 24 26 26 26	# 23er 23 es 23er)	
Bombay	1857	87	12	11	4	15
Nagpur	1923	115	2	11	4	9
Pune	1948	. 92	8	13	2	8
S.N.D.T.	1951	18	-	2	2	1
Marathawada.	1958	69	6	9	2	4
Shi vaji	196 3	70	6	10	l	6

Source : Dastane and Hardikar - Maharashtra Education, Maharashtra Government Publication, 1983, p. 34.

In the field of education the efforts made by private institutions are of great importance. Their share is praiseworthy. Rayat Shikshan Sanstha, Deccan Education Society, Peoples' Education Society, these are the examples of private bodies.

Today, there are nine agricultural institutions and seven other universities. There are 76 research institutes in Maharashtra where research is carried out in many fields.

Now, here the general progress in education is taken into account.

#### TABLE No. X

#### PROGRESS IN HIGHER EDUCATION

Type of Education	- <u></u>	<u></u>	1981
All kind of Higher Education	-	-	-
Institutions	211	547	76 3
Number of Students	110	328	6 47

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Source : Economic Survey of Maharashtra, 1982-83, p. 135.

Table No. X points out the following details : In 1961 a) there were 211 educational institutions. b) enrolment of the student was 100. ('000).

In 1971 -

c) there were 547 educational institutions.

d) enrolmental figure was 328 ('000).

- e) From 1961 to 1971 there came up 336 new higher institutions and students grew by 218 ('000) number.
- f) In 1981, there are 763 educational institutions.
- g) And enrolment is 615 ('000).

These figures show that there is growth and development in education. Similarly there is growth in literacy. (Please refer map showing literacy of Maharashtra).

Next to this the educational development of Scheduled Castes and Non-Scheduled Castes will be glanced at.

#### TABLE No. XI

# PROGRESS AMONG SCHEDULED CASTES AND NON-SCHEDULED CASTES IN HIGHER EDUCATION

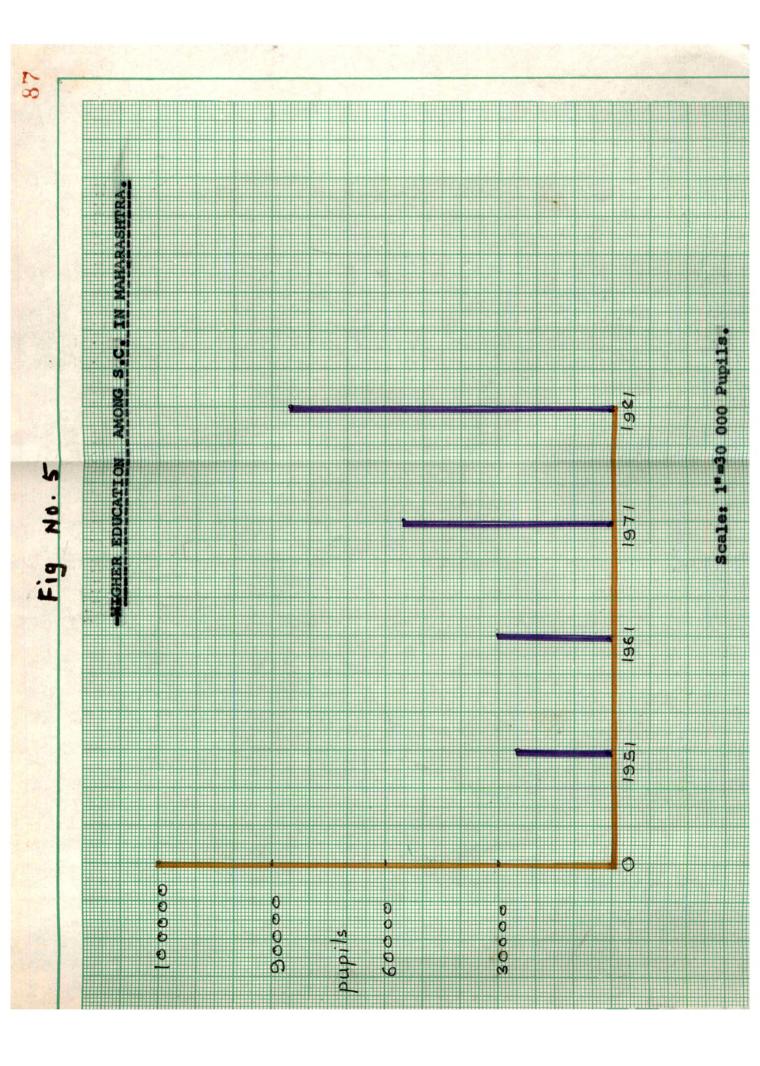
ہی میں حد کھے حد	سی سی میں میں میں س	ز سی میں میں میں '		
Year	Insti- tutions	Pupils ( (in '000)	S.C. pupils ('000)	Non- S.C. pupils
1.	2.	3.	4.	5.
سري مدين مدين سري مري	هي مي مي مي	و هيچ سيچ اين مهچو		
1947	N.A.	N.A.	N.A.	N.A.
1951	96	56	30	N.A.
1960-61	211	110	41	305051
196 5-66	361	189	. 51	353200
1970-71	547	328	65	400120

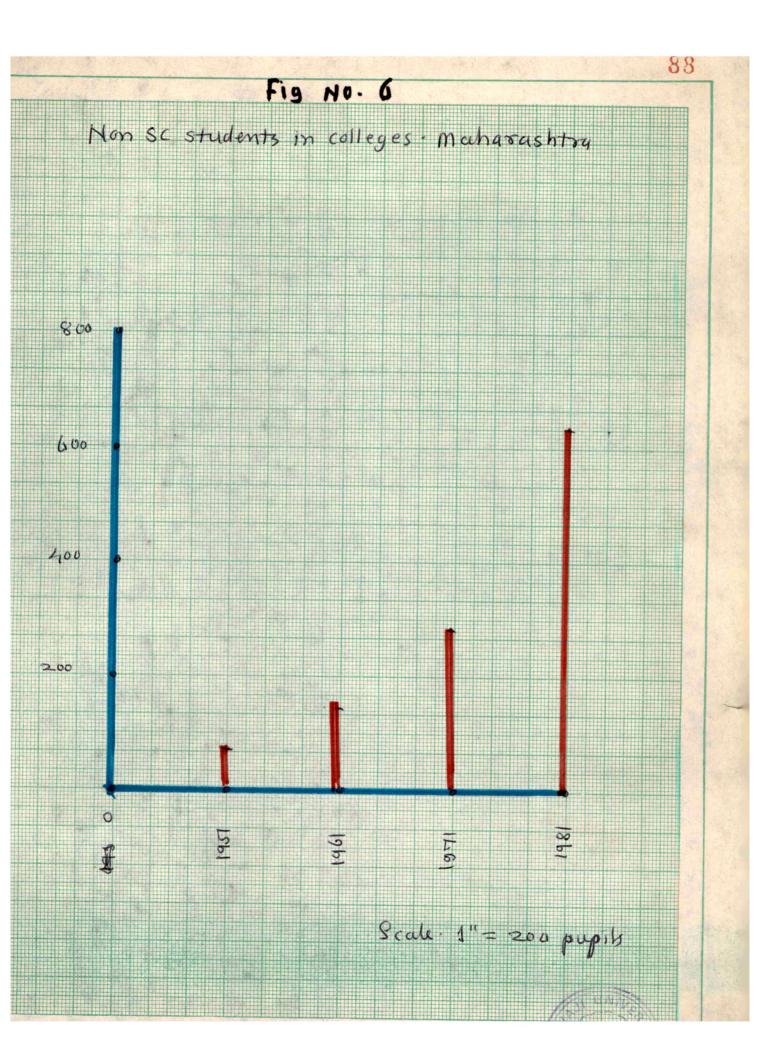
ھن ملا میں سے علومیں 1 . میں میر میں میں میں علو	ی مکسو میں میں 2 <b>.</b> 2 میں میں میں میں			ی حد می میں۔ 5 <b>.</b> 27 میں میں
1975-76	701	474	<b>.</b> 70	427150
1976-77	710	483 `	90	512091
1977-78	712	512	101	512414
1978-79	711	538	130	713124
1979-80 '	724	. 554	180	712155
1980-81	730	585	191	820011
1981-82	744	615	205	831123

TABLE No. XI (Contd...)

Source : Table No. XI is prepared in accordance with the figures quoted in abstracts, manuals, reports published upto 1981.

Table No. XI shows that Scheduled Castes are paying attention to higher education. During the first decade that is from 1951 to 1961 the enrolmental growth among scheduled castes students is by 11.00% (figures are in thousand). During the second decade the growth is by 24 and during the third decade it stands at 140.





#### TABLE No. XII

# COMPARISON BETWEEN NON-SCHEDULED CASTES AND SCHEDULED CASTES ENROLMENTAL GROWTH

ے حق حق ہے جن حق حق حق حق A69 L ش حی حق حی حق میں دق مق	Growth among Non-Scheduled Castes Students	Growth among Scheduled Castes students		
First decade	54	11		
Second decade	113	24		
Third decade	292	140		
ید می				

As compared to the growth among Scheduled Castes and Non-Scheduled Castes it seems that the growth among Scheduled-Caste in higher education is lower. In the first decade the difference between these twos is by 33. In second decade it is by 189 and in the third decade it is by 72 only.

But if we compare this growth in accordance with the population of scheduled castes it can be said that the progress is ascending.

The Education Commission published a white paper in 1968. In that paper following points were stressed :

- 1) Equality in education to all.
- 2) Stress on educationally and economically backward classes.

- 3) Experiments to be administered.
- 4) Provision to weaker sections.
- 5) Clothing to weaker sections.

Due to these provisions we can see the growth in education among scheduled castes.

#### DISCUSSION :

Government has accepted the principle of decentralisation of democracy. So Zilla Parishads have been entrusted the responsibility of primary education. State is having more than 47,500 primary schools. Out of them 42,000 schools are run by Zilla Parishads and 2,700 schools are run by private Sansthas. Upto 1981, 97.47% people have been provided the facilities. The increase in enrolment, at primary level, is by 30.00%. Upto 1981, 77 lakhs students have been enrolled. The new comers are increased by 24.00%.

In regard with the primary education of scheduled castes we may notice that in the year 1951 there is growth of scheduled castes students by 10.2%. Upto 1961 it is increased by 19.3%. It means the growth is by 9.10%. In 1971 there were 26.00% scheduled castes students. Their percentage and increase is by 6.8%. In the year 1981 there is better growth by 49.13%. The difference between the

growth of 1971 and 1981 is by 23.03%. After the act of 1961 and the time to time resolutions, and special provisions in connection with the education of scheduled castes we may see the progress made by them. Government has provided 51,700 primary schools.

Government is paying particular attention to the secondary education also. Today, Maharashtra State is having 6,290 educational institutions where secondary education is given. In 1961, there were 858 (1000) pupils in secondary education, up to 1981 their enrolment is standing by 3,430 (1000) students. There is growth in number of schools by 46.00%. The enrolmental growth is by 68.00%. 29 lakh students are weile, taking secondary education.

In connection with the education of scheduled castes it may seen that in 1951 the enrolment of scheduled castes pupils was by 5.1%. In 1961 it was by 6.1% up to 1961 there was growth by 1.00% only. In 1971, the growth was by 4.1%. In this decade the growth is by 2.00%. In 1981, the enrolmental growth is by 7.88%. Here, it seems that the progress is taken place by 3.87%.

In the last decade there finds proper growth in education because :

- 1) After 1968, so many changes were made in the rules of grants and 97.50% amount was given to the Sansthas by the Government.
- Schools had launched programmes such as providing books and clothing, residential facilities to the poor pupils.

There are, in total, 763 higher educational institutes in Maharashtra. The enrolment of the student is 647 ('...). There is growth by 4.15 lakh students.

Regarding the education Scheduled Castes it seems that there were 11 ('000) students in colleges. Upto 1981 there is growth by 140.00%. As compared to the Non-Scheduled Castes the educational progress of Scheduled Castes in higher education is lower. Similarly, the percentage of Scheduled Castes students' with their total population is lower. It is lower by 1.97%.

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