

CHAPTER - III

ROLE OF KISAN VEER MAHAVIDYALAYA IN SOCIO-ECONOMIC DEVELOPMENT

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ROLE OF KISAN VEER MAHAVIDYALAYA IN SOCIO-ECONOMIC DEVELOPMENT

3.1 INTRODUCTION :-

Today's education system provides various facilities and opportunities to the students. It gives degree's in various fields to the students. But the main problem is whether today's educational system can help in solving the Social, Economical problems after completing the education.

The existing system of education was introduced to cater to the needs of the British empire. Their aim was only to provide bookish knowledge, so that they could get Indian clerks having information about routine office work in English. The Macaulay system of education is still perpetuating even after 47 years of independence. It only aims at earning bread. It is not linked with the past Indian traditions. A complete break with the past in the present system of education has been disastrous. In spite of all our endeavors to improve education coupled with mushroom growth of college and universities, human values and the educated and the educationists are distant neighbors. It would not be an exaggeration to say that human values and existing system of education are not on talking terms.

The college education should be so oriented as to form a bridge between the past and the future. The classical values of the truth and goodness must be so embedded in the pupil that his achievement in the life may reflect his character and conduct. But the question is whether we could solve the unemployment problems of the students with the help of present education system.

3.2 ROLE OF KISAN VEER MAHAVIDYALAYA IN SOCIO-ECONOMIC DEVELOPMENT :-

Kisan Veer Mahavidyalaya has been playing a role in socio-economic development. This role is very important for students, local people and Mahavidyalaya. The Mahavidyalaya provides reasonably good facilities and plays important role in socio-economic development.

In economical development, it provides various facilities to the talented and poor students. It provides various job opportunities to local population. The Mahavidyalaya helps the poor students for taking higher education.

In addition the college arranges the various camps regularly for social work and social improvement. It makes efforts not only in educational and economic field but also social field. These variety of roles are being played by the Mahavidyalaya.

The role of the college is important because many students of college have been holding various posts in education, defence, government and private sector. These roles are helpful for social improvement. Thus the Kisan Veer Mahavidyalaya plays an important role for social and economical development with the help of following programme and plans :-

- I) Adult education programme is carried on with the joint efforts of senior and junior lecturers in Mahavidyalaya. In this way, an effort is made to make adults educated.
- II) An effort is made through the N.S.S., N.C.C. students of Mahavidyalaya to make the society aware by arranging rallies an prohibition, ban on Gutkha etc. So also an invaluable cooperation is ex-

tended by the N.S.S. students of Mahavidyalaya in maintaining peace during the various festivals such as Shree Ganesha festival and on national days.

III) Through the department of N.S.S. of Mahavidyalaya the social works such as village cleanliness, drainage clearance, road repairing etc, are done.

IV) For the progress of agriculture, programme are arranged by the Mahavidyalaya to teach the farmers or make aware the farmers regarding consumers protection laws, new agricultural technology and the various techniques based on farming.

V) The various needy people are given financial help through the teachers and students of Mahavidyalaya as a part of social duty.

VI) With the help of ‘Nature-protection boards’ of Mahavidyalaya, lectures are arranged to make aware the people as preserve the environment.

VII) Survey’s are arranged and conclusion are drawn by Mahavidyalaya on various problems such as effects of televisions on society, standard of living of society, the evaluation of academic programme the problem of unemployment etc and thus awareness is created in the society.

VIII) With the ‘Students Aid Fund’ of Mahavidyalaya the poor students are provided concessions in S.T. Pass, financial aid is given to students to purchase books and notebooks.

IX) Through the ‘students’ cooperative store students and teachers are provided with stationary materials and other necessities at cheep rates. The needy students are allowed to run or manage such stores.

Thus an employment is created.

X) As a moral duty, various memorial days are observed and celebrated through Mahavidyalaya.

XI) Through 'Vocational guidance department' of Mahavidyalaya, the guidance is given to students and ex-students of Mahavidyalaya.

XII) Guidance is given by the professors and expert lecturers on various problems through 'social-science committee' of Mahavidyalaya.

XIII) Through various scholarships and encouragement is given to intelligent student to study hard.

XIV) The canteen of the college is run by the ex-student and the ex-employee of the college.

3.3 EMPLOYMENT PATTERN OF SELECTED TEN VILLAGES:-

The employment pattern shows the real situation of graduates of Mahavidyalaya. From the another point of view, this pattern shows the utility of today educational system, importance of education and problems of unemployed. This pattern indicates the strength of graduates and shows how many graduates are in the government and non-government jobs and other sectors.

Ten villages have been selected for the survey of this employment pattern. These villages are representative developed villages in Wai taluka. These villages are educationally, economically and socially well developed. These ten villages are Bhavadhan, Bhunj, Bopegaon, Gulumb, Kavathe, Ozarde, Pasarni, Pimpode, Surur and Vele.

Table no. 3.1 shows the employment pattern of these selected villages as on 2000-01.

Table No. 3.1
TABLE SHOWING EMPLOYMENT PATTERN
OF SELECTED VILLAGES
(As on 2000-01)

Village	Number of Graduates	Employed		Others	Total
		Govt.	Non. Govt.		
Bhavadhan	29	-	1	28	29
Bhunj	21	-	1	20	21
Bopegaon	6	1	-	5	6
Gulumb	19	-	6	13	19
Kvathe	26	-	2	24	26
Ozarde	31	3	-	28	31
Pasarni	22	-	1	21	22
Pimpode	15	-	-	15	15
Surur	20	2	-	18	20
Vele	23	2	4	17	23

Table no. 3.1 indicates the position of graduates in selected ten villages in the year 2000-01. The highest strength of graduates is in Ozarde and lowest strength of graduates is in Bopegaon during the study period. Table also shows that only eight graduates could get the government jobs. These graduates are from villages viz. Bopegaon, Ozarde, Surur and Vele. The

graduates in villages of Bhavdhan, Bhunj, Gulumb, Kavathe, Pasarni and Pimpode could not get government jobs. Table shows that fifteen graduates got private sector jobs but graduates of villages of Bopegaon, Ozarde, Pimpode and Surur here not fortunate in getting the private sector jobs also. The maximum number of graduates of Gulumb village is working in private sectors. The column shows the sectors of farming, business and unemployment etc. The 28 graduates of Bhavadhan and Ozarde have been classified in others column, this strength is higher than the strength of other villages.

3.4 EXTRA-CURRICULAR ACTIVITIES :-

In the present world, it is the education that determines the level of prosperity & welfare of people. Education is one of the important part for development of each country, like India, where the need for an educational policy containing in built flexibility adjustable to the changing circumstances is imperative. Our success in the great enterprise of national reconstruction whose principal objective is to raise standard of living of people depends on quality of number of persons coming out of educational institutions.

Woods Despatch (1836), Calcutta University Commission (1917-18), Dr. Radhakrishnan Committee (1948-49), Secondary Education Commission (1948-49), Dr. Kothari Commission (1964-65) pointed out the need of provision of co-curricular and extra-curricular activities for the students in their college life to become good citizens in future. The qualities such as love for humanity, development of scientific mind and out-look tolerance, concern for public interest and public service, self discipline, self reliance initiative and positive attitude to work are the qualities which help students to climb the ladder for success of life. Therefore colleges should keep in mind this aspect while framing syllabus of degrees and post graduate classes by the university bodies where college teachers have representations.

College should give opportunity to students to develop their careers through N.C.C., N.S.S. regular participation in games and sports. Lecturers of experts, Library facilities, Hostel facilities, co-operative stores, seminars, conferences and symposiums etc. They are essential to keep the students well informed, useful to his education and update in different subjects of learning. If any college neglects this essential activity, it is at the cost of students career. So co-curricular and extra-curricular activities are important for every college and every student.

3.4.1 NATIONAL CADE CORPS :-

After independence, Indian Government started many social development programs and policies to build the nation and its prosperity. National Cade Crops is one of the useful programs, which is playing important role in students life. National Cadet Corps teaches the Cadets Unity, discipline, co-operation and humanity. So with this idea, National Cadet Corps has been started in schools and colleges. Today, many students have been taking training and army education under the National Cadet Corps programs. Day-by-day the importance of National Cadet Corps is increasing in schools and colleges.

National Cadet Corps has been made compulsory from 1962 to all fe male students of colleges. However, National Cadet Corps flag started fluttering in the premises of Wai college from 20th June, 1964, under the command of Lt. Dr. B. H. Patil, the principal of college. The aims of National Cadet Corps of Kisan Veer Mahavidyalaya are highly imbedded in the minds of cadets. Cadets undertake the task of maintaining law and order in all social festivals and programs. First camp of National Cadet Corps of Kisan Veer Mahavidyalaya was arranged at Rethare, near Karad. All camps of National Cadet Corps teach the unity, leadership, sportsmanship, discipline to the cadets. These camps are arranged per year by 22nd Maharashtra Battalion, Satara. This battalion is the main centre of National Cadet Corps of Mahavidyalaya at district level.

The cadets of National Cadet Corps in Mahavidyalaya have been participating in various competitions at district, state and national level and examinations of A, B and C certificate of National Cadet Corps are taken by

head offices of National Cadet Corps. Maximum cadets obtain awards in these competitions and examinations. Some cadets have attended Republic Day parade at Delhi. The large number of cadet are working in Army, Navy and Airforce only because of training of National Cadet Corps. The National Cadet Corps of Mahavidyalaya has been participating in many Mahavidyalaya's programme and other social programs. So National Cadet Corps is one of the important extra-curricular activities for the students.

Table no. 3.2 shows the number of students participating in National Cadet Corps of Mahavidyalaya.

Table No. 3.2
STRENGTH OF NATIONAL CADET CORPS
OF MAHAVIDYALAYA.

Year	Strength of Cadets
1964-65	89
1970-71	71
1980-81	80
1990-91	106
2000-01	110

Source : Office Records of N.C.C. Unit.

Table no. 3.2 indicates the strength of cadets of Mahavidyalaya during the period 1964-65 to 2000-01. The strength of cadets increased from

89 to 110 during the study period. There is around 24 percentage increase in the strength of cadets during study period. But there is no proportionate increase in the number of cadets considering the number of students in the college.

Table no. 3.3 gives the details of the yearwise number of cadets in National Cadet Corps of Mahavidyalaya.

Table No. 3.3
YEARWISE NUMBER OF NATIONAL CADET
CORPS CADETS

Year	Number of Cadets			Total
	I	II	II	
	Year	Year	Year	
1964-65	89	-	-	89
1970-71	60	8	3	71
1980-81	62	15	3	80
1990-91	65	35	6	106
2000-01	60	30	20	110

Source : Office Records of N.C.C. Unit.

Table no. 3.3 shows the yearwise strength of cadets in National Cadet Corps of Mahavidyalaya. In Ist year strength of cadets decreased from 89 in the year 1964-65 to 60 in the year 2000-01, because of the restrictions of the government. In IInd year, number of cadets increased from 8 to 35, but it

decreased during last year of study period. In IIIrd year cadets strength increased from 3 to 20 during the study period.

Table no. 3.4 shows the passing results of cadets in National Cadet Corps.

Table No. 3.4
PASSING NUMBER OF CADETS OF NATIONAL CADET
CORPS IN A, B, C CERTIFICATE

Year	Number of Passed Cadets			Total
	A	B	C	
	Certificate	Certificate	Certificate	
1964-65	16	---	---	16
1970-71	13	3	1	17
1980-81	15	3	5	23
1990-91	30	25	4	59
2000-01	30	27	10	67

Source : Office Records of N.C.C. Unit.

Table no. 3.4 shows passing number of cadets in A, B and C certificate during the period 1964-65 to 2000-01. The examination of A, B and C Certificate is taken by the 22nd Maharashtra Battalion, Satara. If cadet completes his Ist year successfully, he gets 'A' certificate. When he completes IInd year successfully he gets 'B' certificate and when he completes IIIrd

year successfully, he gets ‘C’, certificate. Above table indicates the passing number of Ist year cadets increased from 16 to 30 and IInd year passing cadets strength increased from 3 to 27 during the study period. In IIIrd year, number of passing cadets increased from 1 to 10 during the study period. Table shows that the total number of passing cadets in A, B, C, certificate have increased during study period. It increased from 16 in the year 1964-65 to 67 in the year 2000-01. There is around 319 percentage increase in the total strength of passing cadets in A, B and C certificate during 1964-65 to 2000-01.

3.4.2 NATIONAL SERVICE SCHEME :-

In simple words ‘students development’ is concerned with development of personality. It includes physical, intellectual, creative attitude of students. The various co-curricular activities are useful to the student’s development. The National Service Scheme exposes the students to the social problems and educates them to know the commitment to their countrymen. National Service Scheme teaches the students about their duties towards nation.

National Service Scheme of Kisan Veer Mahavidyalaya has been playing important role in students life. National Service Scheme started in Kisan Veer Mahavidyalaya on 2nd Oct. 1972. It arranges various social programs and functions. It also arranges camps for social plans for improving rural situations. The main purpose of these camps is to solve the problems of rural people. These camps are arranged by the unit of National Service Scheme of Mahavidyalaya per year in rural area. 24 September is a National Service Scheme Day, various programs are arranged by the unit of National Service Scheme in Mahavidyalaya. On this day, National Service Scheme is very important in college life because it gives to the students different type of education which is not available in regular courses. The unit of National Service Scheme in Kisan Veer Mahavidyalaya has been playing important role in development of students.

The following types of programs are arranged by the National Service Scheme unit of Mahavidyalaya :-

- I) Blood donation programme.
- II) Co-operation at university and college level competitions.
- III) Survey reports of social problems.

- IV) Plantation programs.
- V) Maintenance of cleanliness in college area.
- VI) Implementation of Adult education programme.
- VII) Arranges various types of information programs about education, aids awareness, environment, agriculture and government policies regarding the people.
- VIII) To arrange the programme to awaken the people regarding the social problems such as health of women exploitation, equality in men and women, aids anti-dowry and anti smoking programs.

Table no. 3.5 shows the number of students participating in National Service Scheme of Mahavidyalaya.

Table No. 3.5
NUMBER OF STUDENTS PARTICIPATING IN
NATIONAL SERVICE SCHEME OF MAHAVIDYALAYA
DURING THE PERIOD 1962-63 TO 2000-01

Year	Number of student in National Service Scheme
1962-63	---
1970-71	50
1980-81	100
1990-91	106
2000-01	200

Source : Office Records of National Service Scheme Department.

Table no. 3.5 shows the number of students participating in National Service Scheme of Mahavidyalaya during the study period. In the year 1962-63, National Service Scheme was not there since the government has no policy for National Service Scheme. The strength of students increased from 50 in the year 1970-71 to 200 in the year 2000-01. Table shows then number of students has increased during study period. There is around 300 percentage increase in the number of students in National Service Scheme during study period.

3.4.3 HOSTEL OF KISAN VEER MAHAVIDYALAYA :-

Hostel facility is another essential facility of Mahavidyalaya. It is very useful for students who come from rural areas. Hostel facility helps the poor students to continue their education. In other words, hostel is another house of poor students. Hotel life helps to get different experience to the students of hostel, that is not available in text books.

Hostel of Mahavidyalaya has been playing important role and providing essential facilities to the students. The hostel of Mahavidyalaya started on 11 July 1969. At that time, government and U.G. C. gave the financial aids to the Mahavidyalaya. Maximum number of poor and needy students take the benefit of the hostel facility. The strength of hostel students increased because increase in number of students day-by-day, so the importance of hostel in college life increasing.

Following table no. 3.6 shows the strength of hostel during the period 1962-63 to 2000-01.

Table No. 3.6

TABLE SHOWING NUMBER OF STUDENTS IN HOSTEL OF
MAHAVIDYALAYA DURING 1962-63 TO 2000-01.

Year	Number of students
1962-63	16
1970-71	30
1980-81	38
1990-91	40
2000-01	46

Source : Office Records of Hostel.

Table no. 3.6 indicates the number of students in hostel of Mahavidyalaya during the period. The number of students in hostel increased from 16 to 46 during study period. There is around 188 percentage increase in the number of students in hostel during study period.

3.4.4 LIBRARY OF MAHAVIDYALAYA :-

Library is nothing else but a book bank. It is the part and parcel of college life. It plays very important role in college life. Every student requires library facilities for development of his / her career and personal development.

The library was built in the year 1976. It is quite sizeable and maximum students library be accommodated for their study. The library of Mahavidyalaya has lot of books on various subjects. The number of books have been increasing from the establishment of library. The library of Mahavidyalaya started with establishment of Mahavidyalaya. The library is implementing various schemes. Such as :-

- I) Reading Room Facility.
- II) Lending Library Scheme.
- III) Book Bank Facility.

Above schemes and facilities are important for every student. These facilities of library solve the problems of getting books by the poor students. The various institutions have given books as present to the library of Mahavidyalaya. Some of such institutions are as follows :-

- I) Library of Pune University, Pune.
- II) Prajana Pathshala Mandal, Wai.
- III) Library of British Council, Mumabi.
- IV) Rotary club, Panchgani.
- V) St. Josehp School, Panchgani.

In addition, the college has purchased books from U.G.C. grants and other schemes.

The table no. 3.7 shows the number of books in library of Kisan Veer Mahavidyalaya.

Table No. 3.7

TABLE SHOWING NUMBER OF BOOKS IN LIBRARY

Year	Number of Books
1962-63	1330
1970-71	8500
1980-81	25764
1990-91	39596
2000-01	47775

Source : Office Records of Library.

Table no. 3.7 shows the growth in the number of books in Library of Kisan Veer Mahavidyalaya during the period 1962-63 to 2000-01. The number of books increased 1330 to 47775 during the study period. There is around 3492 percentage increase in the number of books in library. Besides the college has several periodical journals and magazines. It also subscribes to several newspaper in Marathi, Hindi and English.

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