

## **Contribution of Chhatrapati Shahu Maharaj In Field of Education in The Modern Times.**

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### **Abstract:**

This Study is philosophical and historical in nature. The investigator used primary as well as secondary sources concerning the educational ideas of Chhatrapati Shahu Maharaj. The ideas of Chhatrapati Shahu Maharaj were organized, critically analyzed and evaluated by consulting the relevant literature published by Chhatrapati Shahu Maharaj and his close associates and followers. Who was great king Kolhapur's Presidency of Maharashtra state in India? It covers the Present relevance and comparison of the ideologies regarding free education, expansion and comparative education in India. The objectives of the study are to highlight the importance given to education by Chhatrapati Shahu Maharaj to study the educational and social scene in the 19<sup>th</sup> century. To find out the efforts of Chhatrapati Shahu Maharaj. To find out the relevance of educational ideas of Chhatrapati Shahu Maharaj in the present context.

**Keywords:** Shahu Maharaj, Education, Social Change, Contribution, Development.

### **Introduction:**

Chhatrapati Shahu Maharaj of Kolhapur was a great social reformer of his times. He worked for society, lived for society and thought of the social upliftment of downtrodden masses. His educational thoughts and work are invaluable.

Being a research student, I was attracted forwards the study of Chhatrapati Shahu's educational thoughts and work in the Princely State of Kolhapur and outside. The methods adopted by him and the systems he had evolved education System. I was tempted to study and put it on paper to take inspiration and also for guidelines.

Chhatrapati Shahu is praised as a philosopher-king because he devotedly worked for the spread of education which was based on his philosophical thoughts on humanity. In his rule, he initiated many revolutionary schemes in the caste discriminating system to promote equality. He also initiated compulsory free primary education in all his states.

### **Justification of the Problem:**

Chhatrapati Shahu Maharaj was the Maharaja or the king of the Indian princely state of Kolhapur, he was known as the great social reformer of his time. He wanted a society based upon equality, justice, liberty and fraternity. He was the first person who passed many laws for the upliftment of women as stopping the parade system, child marriage, dowry system etc. He was the first person who granted maternity leave to women by making laws. He was the first person who passed laws for women to stop them from working in mines. He was the first person who passed re-marriage registration going against manusmriti. He patronized Satya Shodak Samaj. He was the first person who made primary education compulsory and free by making a law. He was the first person who constructed hostels and schools for the downtrodden. He was the first person who provided 50% reservation to the downtrodden by making a law. He helped Dr B.R.Ambedkar with finance and sent him abroad for higher education, who provided all the human rights to the downtrodden and women in the constitution. He provided scholarships to the students to get an education. He provided good jobs to backwards who were excellent in their academic career. He was the father of the green revolution in India. For this, he constructed laws in India for productivity. He formed various laws against customs, casteism and untouchability. He tried to develop a scientific attitude toward people. He was the first person who allowed Shudras to enter Government dispensaries and punished doctors who developed discrimination.

He was the first person who made arrangements for the education of Aadiwasi and constructed houses for them in villages. He was the founder of labour unions in India. He was the first Indian who did a lot for the downtrodden and women. He framed laws for their

education and opened schools and hostels, but that person remained neglected in the history of India. He had done so many great works but that person remained neglected in the history of India. He had done so many great works but even then, he was threatened by brahmins. He did not care for the threats given by brahmins for stopping the works, he was doing it for the upliftment of the downtrodden and women. He was attacked by orthodox people, but he did not take care of his life and continued with his efforts to provide equal status to women and the downtrodden. He supported democracy throughout his life. This made the investigator eager to conduct a study on the contribution of Chhatrapati Shahu Maharaj in the field of education.

#### **The strategy of Educational Policy**

1. To make primary education available for all and then, if possible, secondary education.
2. Positive discrimination in favours of the disadvantaged classes while making education available to them.
3. To open Boarding Houses in the city for students of all communities coming from rural areas.
4. To arrange for employment of the first learners in the backward classes, so that their faith in education, as a means of advancement, was not shaken.

On assuming powers, Shahu undertook an extensive tour of the state to know first-hand the start of things in the education system. He particularly identified the village offices, Charades – the temples, that could be one Kirtikar to it.

#### **Development of Universal and Free Primary Education:**

Brahmanism did not allow the downtrodden and women to get an education but Shahu Maharaj wanted the downtrodden and women to get free from educational slavery. Therefore he implemented free and compulsory law in the state. In 1896, he opened many primary schools in which the downtrodden and women could get an education easily. He appointed many teachers for this purpose. He sanctioned one lakh rupee for this scheme. He tried his best to spread primary education. He tried to open one school in every village and he suggested that schools should be run to that upliftment of the backward class and so they tried to deviate him from his purpose but Shahu Maharaj was intelligent enough to ignore their useless demand. Shahu Maharaj always wanted an equal society. He provided facilities to scheduled castes and non-brahmins for education, employment etc. which was against the prestige of brahmins and so they rebelled against it. Savitribai Phule also contributed to the task of awareness of people in society. She constructed schools, Dharamshala's, and educational homes for the betterment of society. They made education free for those who cannot afford it with a motive to make a united state free from rituals of caste and creed.

#### **Initiatives for Compulsory and Free Education:**

The underprivileged people were not aware of the benefit to them of getting an education. However, they were aware of the sacrifice required and obstacles for taking education in that period, but they were not aware of the benefits to them in terms of future benefits (Bhagat, 1999). Therefore, with education, as with other merit goods, there is a significant information failure in terms of expected benefits. There is no evidence about the Chhatrapati Shahu Maharaj. But, the author feels that Chhatrapati Shahu Maharaj applied the concept and its applications in this regard. He realized the facts about education as a merit good.

Even though, Chhatrapati Shahu Maharaj thought that if we provided education for only a few people we should allot the administrative duties to the few, which will be dangerous to society. Hence, the Chhatrapati Shahu decided to provide education as compulsory merit good to them all. He was very familiar with the concentrated power of administration of bureaucracy in hands of forwarding communities in that days. So he tried to the essentiality of spreading the knowledge in all society before the transfer of power and made education compulsory for all.

### **Inclusiveness of Free and Compulsory Education:**

In General, it's found that the bureaucratic and administrative power is always in hands of educated and economically empowered people. But there is a close association between education and economical empowerment. He examined that there is a strong relationship between education and economic empowerment status. The author assumes that this relationship is in the modern era. But Chhatrapati Shahu Maharaj has realized this so early period of the modern era, it is the gratefulness of the Maharaj.

### **Women Education:**

The history doesn't focus on the efforts taken by the Chhatrapati Shahu Maharaj for women's education. However, he had taken significant efforts for the providing education to women, even though he tried to provide education to women, even though he tried to provide education to women who belong to backward communities (Latthe, 1924). On 3<sup>rd</sup> March 1913, he announced Radhabai Akkasaheb Maharaj Scholarships and Shri Nandkuvar Maharani, Bhavanagar Scholarships for girl students in Kolhapur State. At that time the backward community girl was hesitant the taking education at the schools and colleges. Hence, to solve this problem Maharaj had appointed lady servants belonging to backward communities to ensure lady students. Chhatrapati Shahu Maharaj also took efforts to provide English language education to the girl students, during 1911 to 1914 total of 8369 girls had taken education through this system. For this purpose, six lady teachers were deputed for training to female training College and one lady teacher from the Matric class has been awarded a scholarship on the condition that she undertook to serve in this State.

### **Technical and Industrial Education :**

Chhatrapati Shahu Maharaj was aware of the different types of education needed in society. He thought that different people have different needs to get educated either doing agriculture, industrial work, profession, trade etc. hence, he registered his opinion at public addresses that different communities want different sorts of institutions. He mentioned that there is a need for military education, and arts education, including technical or industrial education. Chhatrapati Shahu also advised the workers to be educated because it is very easy to unite an educated society.

### **Agricultural Education:**

The importance of agricultural education at the state Chhatrapati Shahu Maharaj had started king Edward Agricultural Institute, Kolhapur. This institute was specially meant for education and training in modern agriculture. For this purpose, he collected a donation of Rs. 30,000 and deposited it in the state treasury at a 6 per cent of interest rate which has annual Rs. 2100 of interest income and he added Rs. 1200 per year for the appointment of better teachers in agriculture. Now a days, agriculture is becoming methodical and to get success in regards to agricultural education in India. He didn't believe only in the importance of agriculture but also the agricultural education.

### **Support for Higher Education :**

Chhatrapati Shahu Maharaj recognized the importance of not only primary education but also higher education. From 1910 to 1911 he sent 15 Students and from 1911 to 1912 in 10 students for taking higher education in Bombay, Pune, Madras and other places (Latthe, 1924). Regarding higher education, Shahu Maharaj not only sent these students for taking conventional education but also professional education in medical Science. From 1913 to 1914 he sent 6 students to Medical College, Bombay, Medical School Poona, and Deccan College, Pune.

### **Conclusions :**

Chhatrapati Shahu Maharaj stressed on universalization of education for all irrespective of caste, colour, creed, sex and poverty. Shahu Maharaj had done a lot in his life to reforming society, to fight for establishing equality in society. As he wanted education for all, the same is the motto of the present education system, to provide education to all. Following the principle of Shahu Maharaj, Dr B.R. Ambedkar complied with the constitution in which we have provided for free and compulsory education and universalization of

education in the constitution in article 45 but the target of this article is yet to be achieved which was to be achieved within 10 years from the commencement of the constitution. 30 crore people in India are illiterate. 32 thousand of Schools are without buildings and students. 2 lakhs schools are without a building. There is only one teacher each in 1 lakh and 75 thousand schools. According to Kapil Sibbel's report that 36 crore children leave their schools after 5<sup>th</sup> class. 13 crores have not seen the face of schools yet.

Higher education is out of range for poor people because it is very expensive. In our constitution, the provision was made that free and compulsory education will be provided within 10 years from the commencement of the constitution but till now this target has not been achieved rather we are far from the achievement of this aim. Sarva Shiksha Abhiyan is going on, which shows that we are still behind to achieve what our ancestors had thought for. The even USA has rechecked the nations of the world and analyzed that if the masses are to be educated to the extent; their potentialities are to be converted into their capabilities. So there is still a need for the philosophy of Shahu Maharaj which is very much relevant in the present time also. Even today govt. is framing various policies keeping in view the ideas of Shahu Maharaj.

Unless political democracy changes into social democracy based upon the principles of justice, cooperation, fraternity, liberty and equality, unless caste system is abolished, unless fair and impartial policies are framed on the part of government, unless exploitation against women, minorities, weaker section of the society is abolished, unless representative is given according to their number, unless male dominated society is abolished, unless cruelty against these is abolished, unless constitution of India implemented seriously, unless right to education is implemented properly, unless all Indian become educated which is the property of a nation, unless investment in the field of education is considered the best investment for the development of our nation, unless expenditure on education is increased at least up to the extent which has been mentioned into our nation, unless expenditure on education is increase at least up to the extent which has been mentioned into our constitution (6% of the GDP was to be spent but at present less than 2% is being spent on education) unless feeling of universal brotherhood is developed, unless new social system without exploitation, without discrimination and without sorrow is implemented the ideology of Shahu Maharaj will remain relevant because for this cause Chhatrapati Shahu Maharaj fought for the whole life.

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