

## **Kolhapur Region’s Educational Vision of Rajarshi Chhatrapati Shahu Maharaj and Its Prolonged Consequences.**

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### **Abstract:**

Rajarshi Chhatrapati Shahu Maharaj was the ‘Lokraja’ king of Kolhapur region in Maharashtra state. The king donated his whole life for the sake of common people. Shahu Maharaj had done great improvements in all fields. Contemporary education field in Kolhapur region was weak. Maharaj took initiative to empower education for common people. Many boarding houses were established under the patronage of Maharaj. Within hundred years Kolhapur becomes hub of Education. Educational institutes in Kolhapur provides many capable persons in almost all fields to state and nation. Intellectual persons who had skilled themselves in boarding houses of Kolhapur, contributed in state and nation’s cultivation in post-independence era.

**Key Words:** Shahu Maharaj, education, boarding house, development, institution prolonged consequences etc.

### **Introduction:**

Modern formal education started in India with the arrival of British East India Company during last decades of eighteenth century. There was spread of education but that was limited to the provinces of Bombay, Madras and North-Western parts of India. Till the end of nineteenth century, there was remarkable expand of education in prominent places of country. During the early decades of twentieth century education uplifted common people due to visionary attempts of then social reformers. As well as from pre-independence era there was establishment of different government policies for education development. Different commissions from the Hunter Commission to National Education Policy 2020, from British Raj to Current Age, have been set up to suggest remedies on educational issues, in our country. To enhance the quality of education, to meet the needs of requirement through education and to utilize education for the sake of human’s life and obviously of state and nation’s life, the principles from commissions are implemented during the whole decades of education in India.

Meanwhile in Maharashtra, Bombay was the centre for advanced social and educational reforms which was limited to particular class of contemporary society. Mahatma Phule and Savitri Phule in Pune had started education movement and focused on education of common people and specially girls with certain principles of virtues during nineteenth century. The situation of Kolhapur in that contemporary time about education was not sound for most common people. At that time the King became social reformer. It is said that in pre-independence period in India, Education was in the hands of two forces: one was ruling Princes and another British reign. Rajarshi Chhatrapati Shahu Maharaj was the ruling Prince of contemporary Kolhapur. ‘Rajarshi’ the one who lived his life like sage means ‘Rishi’, though he was king means ‘Raja’. Role of Shahu Maharaj in set up of Education system in Kolhapur was so important that the decisions and initiatives by Shahu Maharaj changed Kolhapur into hub of ‘Education centre’ and those implementations by Maharaj has prolonged consequences in education field of Kolhapur region.

### **Objectives:**

To prepare this paper, certain objectives are supposed. Its prime duty of researcher to explain the worth of great works of Shahu Maharaj. For this purpose related to specially education, to analyse the situation of education field in Kolhapur

region becomes essential. To focus on contribution by Shahu Maharaj in Education field is equally important. Development of educational field in Kolhapur is an essential part of this research. To check the outcomes of educational field in Kolhapur region and contribution to development of state and nation is the contemporary relevant objective of this research.

**Hypothesis:**

Rajarshi Chhatrapati Shahu Maharaj established educational centres in Kolhapur region before hundred years ago, those centres provided capable persons in the increasing progress of Kolhapur and also Maharashtra and India.

**Method of the Study:**

The present study to prepare this paper is basically socio-historical study. It is based upon secondary sources of informative relevant books, journals and articles. The method is analytical.

**Content:**

a) Educational Field in Kolhapur before Shahu Maharaj

‘Kolhapur’ the place situates on the bank of Panchganga , was developed as market place of jaggery and other significant things by Shahu Maharaj. However education facility was not available for people in Kolhapur and surrounding area. To pass in matric exam was the supreme achievement in education in those time. Higher education was the rarest thing for common people. The available education was for higher class people in contemporary society. If any student from common class could pass metric, he had to give up education as there was no availability of higher education for him. As well as there was no boarding facility to live in Kolhapur.

Caste and class discrimination was the root cause behind lacking of education facilities for common people. As a result many children and young people deprived of education and nation deprived of their intellect.

b) Contribution of Shahu Maharaj in Educational Field of Kolhapur

Chhatrapati Shahu Maharaj was well visionary king. As he acknowledged the lacking of educational facilities in Kolhapur region, he immediately took initiative to set up boarding houses for learners. Maharaj started free and compulsory primary education for all. Shahu Maharaj had done very significant work in higher education. Maharaj had set up boarding in Kolhapur for each group of community. The purpose behind community wise boarding was that any student could feel comfortable to live and grasp education with same community brother. Basically Shahu Maharaj was against caste and class structure and Maharaj had done tremendous work in eradication of such discrimination.

Kolhapur has been called ‘the mother boarding’ and the cause is obvious, Maharaj had set up so many boarding for all people by donating place to set up buildings of boarding and farm land for earning of boarding. Such was the great vision of Shahu Maharaj regarding education in Kolhapur region. Maharaj established Victoria Maratha Boarding (25 September 1901), Jain Boarding (1901), Muslim Boarding (15 November 1906), Lingayat Boarding (1907), Ekeshwari Mandir Boarding (14 April 1908), Daivadnya Boarding (1914), Shri Namdev Boarding (2 April 1911), Panchal Brahman Samaj Boarding (1912), Saraswat Brahman Boarding (20 May 1915), Kaystha Prabhu Boarding (1915-16) as well as Indian Christian Boarding, Aarya Samaj Boarding, Vaishya Samaj Boarding, Indumati Ranisaheb Boarding and Vaidik Vidyalaya and Boarding.

c) Educational Development after Shahu Maharaj

It looks that, structure of education in post Shahu Maharaj period is modelled on the system of education set by Shahu Maharaj especially primary education model. In Kolhapur region there was open doors for all who had eager to pursuit education. Considering Higher Education, there was establishment of colleges affiliated to University in those period. Those colleges were starting under the boarding houses which were established by Maharaj.

During the period of hundred years, lot of development occur in the field of education from primary to higher levels. Kolhapur becomes the hub of education for surrounding area. Maximum learners uplift their position to higher education. Shelter of residue in the form boarding become available for children and youngsters in all communities. Consequently, the percentage of literacy is increased. The specific thing is that number of literate and intellect persons are increased in Kolhapur region due to this sound attempt.

d) Contribution of Educational Field of Kolhapur to State and Nation:

It is the prolonged consequence of the educational vision of Shahu Maharaj that the land of Kolhapur provides so many wise people who are milestones in decision making and implementation of social reforming schemes by state and nation governments. Those people do outstanding works in various fields like politics, education, law, agriculture, social movements and literature. Kolhapur became the centre of movements of freedom fighters in pre-independence era and those revolutionaries were lived in boarding houses. It is remarkable thing that from the historical fact of freedom fighting to today's activities in various fields, Boarding Houses and Colleges in Kolhapur contribute on greater level. Here are some names and their fields of working. They were living in boarding houses while they were pursuing education.

B. D. Jatti (former Acting President of India), Shri. J. P. Naik (Education advisor of government of India), Dr. P. C. Patil (well-known agro-scientist), Shri. Yashawantrao Mohite (former cooperative minister of Maharashtra), Shri. D. R. Chavan, Shri. V. G. Sarnaik (former ministers of Central Government), Ad. H. R. Chougule (additional sessions judge Mumbai), Bhujangrao Dalavi (Homeguard Commandant and District Judge of Belgoan), Rajratna R. S. Mane Patil (Acting Diwan of Baroda Sanstan), B. P. Jagtap (Diwanbahhadur), P. B. Salunkhe (member of State Parliament), Gulabrao Patil (prominent personality in state cooperation filed), M. R. Desai (Sanskrit Scholar and Principal), V. T. Patil (former member of Central Parliament), Dadasaheb Jagtap (former minister), G. L. Thhokal (well-known poet and writer), , D. C. Pawate (former governer of Punjab), M. P. Patil (former minister of Mumbai Division), S. N. Angadi (Diwanbahhadur), Ratnappa Kumbhar (former state minister), S. S. Mirajkar (former mayor of Mumbai and Communist leader), Rajaram Bagade (former member of state parliament), Balasaheb Desai (former home Minster of state government), Datta Deshmukh (leader of workers), Nagnath Naikawadi (freedom fighter), Santaram Patil (Comrade)

**Limitations:**

This research paper is limited to the overview of certain prolonged effects of educational vision seen by Shahu Maharaj. Further researchers should consider other aspects of prolonged consequences related to above subject.

**Conclusion:**

In 1929, Hartog Committee remarked about university education as one of the primary functions of any university was, "the training of broad-minded, tolerant

and self-reliant citizens'. Exactly we can see this expectation about education is seen in the views of Shahu Maharaj. The purpose of Maharaj was clear that children of all corners must be literate but at the same time they should become good persons. Shahu Maharaj always remarked about his vision behind establishing the boarding houses in Kolhapur that each and every child from all classes either from specific community or poor class, must learn, be a part of education system. That's why Maharaj provided his own land for boarding as well as scholarships for poor students. It was the great vision with concrete contribution of Maharaj and the uncountable result is in front of our eyes.

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