

Rajarshi Chhatrapati Shahu Maharaj: Folk King-Folk Hero Who Exercised Power for Social Justice and Upliftment of Poor and Weak Ryots.

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Abstract

Chhatrapati Shahu Maharaj also known as Rajarshi Shahu was considered a true democrat and social reformer. First Maharaja of the princely state of Kolhapur, he was an invaluable gem in the history of Maharashtra. Greatly influenced by the contributions of social reformer Jyotiba Phule, Shahu Maharaj was an ideal leader and able ruler who was associated with many progressive and path breaking activities during his rule. From his coronation in 1894 till his demise in 1922, he worked tirelessly for the cause of the lower caste subjects in his state. Primary education to all regardless of caste and creed was one of his most significant priorities. His emphasis was on education and his aim was to make education available to masses. He introduced a number of educational programs to promote education among his subjects. He established hostels separately for different ethnicities and religions like Panchals, Devadnya, Nabhik, Shimpi, Dhor-Chambhar communities as well as for Muslims, Jains and Christians. He established the Miss Clarke Boarding School for the socially quarantined segments of the community. He introduced several scholarships for the poor but meritorious students from backward castes. He also initiated a compulsory free primary education for all in his state. He established Vedic Schools that enabled students from all castes and classes to learn the scriptures and propagate Sanskrit education among all. He also started special schools for the village heads or 'Patils' to make them into better administrators.

Introduction

On April 2, 1894, Shahu Maharaj took over the reins of the Kolhapur State. The manifesto that was published at that time was clear about the direction of his governance. It is our fervent wish that it flourishes in every way.

The basis of Shahu Maharaj's various policies can be found in the above statement in this manifesto. The without discrimination of seniors and juniors in the society; It means that everyone will get equal treatment and development opportunity. It is found that Maharaj planned his policies accordingly. Maharaj's work made it clear that there was no room for discrimination among 'all our subjects' and he had to deal with those who tried to promote discrimination. Therefore, their exploitation did not escape the watchful eye of Maharaj. He realized that the educational backwardness of the Bahujan community was the cause of this situation, this picture should be changed and the development of the whole community should be promoted, Maharaja established the 'Shikshan Samrad Samiti'. Also, what measures should be taken for the education of the Bahujan community. Mahadev Govind Ranade, Gopal Krishna Gokhale, Dr. Ramakrishna Gopal Bhandarkar was consulted.

Educational Philosophy

Shahu Maharaj's educational philosophy was the dissemination of education to create a social system based on equality. To achieve it, he designed and implemented educational policies in his state. He was of the opinion that education will be our salvation.

Rajarshi Shahu Maharaj's educational thoughts are based on the following four sutras.

- To make primary education available to all in the society. then to facilitate secondary and finally higher education, to provide educational facilities to disadvantaged

sections of the society as a special matter. Students from rural areas can come to the city at low cost

- Hostels for all castes are open in the city as a promise to get education to do
- Facilitating employment for first-time graduates to strengthen their confidence in education, keeping job reservations.

Primary Education

Shahu Maharaj wanted the participation of the ryots in the governance to increase. For this the masses should be prepared first and for this the educational movement should grow. Because he was constantly aware that 'compulsory and free primary education is very important for the Bahujan society to overcome the oppressor imposed on the intellect and knowledge of the people'. Maharaja acted in this direction by making primary education compulsory and he issued an order for compulsory primary education. According to this order it was made compulsory to list the children suitable for education and enroll them in schools. Penalty for school truancy the number of primary schools imparting education increased from 27 in 1917-18 to 420 in 1921-22. The number of students increased from 15,296 to 22,007

Teacher

The teacher is an important factor in the educational process. Only if the teacher is qualified, he can produce good students. For this, Maharaj started teacher training and merit promotion schemes for teachers. Also 6 months term classes were started for teacher training. A provision was made to give 6 months unpaid leave to teachers going for training, started to be done. Arrangements were also made to inform the Maharaja about this action. However, considering the situation of the society, if the help of the children is necessary for the urgent work of the parents, the child can be kept at home for 15 days. 1 was also provided.

It is seen that this policy of Shahu Maharaj had very good results. Because (1) The number of primary schools increased from 183 in 1893-94 to 496 in 1921. (2) The number of students studying in 1893-94 was 11042 which increased to 26,628 in 1921-22. Also compulsory and free Primary Duty to Educate the Society "In order to achieve our goals in the present situation which Our duty is to educate our society. This is only one way to unravel this very important question. That is why every society has to strive for the welfare of every person in its society. I am keenly following the method of educating people from different communities and wish to continue the same method in the future of my life. I have tried to help Maratha caste families in this direction. Again, the important thing is that in order to achieve the goal of breaking the caste system and uniting the minds of each other, we must forget the past historical facts such as the fact that Rama conquered Parashurama, Rama was a Kshatriya and Parashurama was a Brahmin, if we start to remember things vividly. , so I am sure that the same arrangement as Rama and Parashuram will continue among us." Necessity of Compulsory and Free Primary Education "Compulsory and free primary education is very necessary for Bahujan society to overcome the heavy and oppressive religious yoke imposed on the intellect and knowledge of the lower class people. I have started giving such education to my ryots. Compulsory education has been enacted for that purpose. I am sure that the next generation will become literate and literate. My emphasis is on primary education. However, I am not less focused on secondary and higher education. Even though my state is smaller than the districts of Satara and Belgaum, we have High schools are in progress and two will start soon

Rajarshi Chhatrapati Shahu Maharaj Schemes of hostels

Shahu Maharaj emphasized on the spread of primary education. According to that, it was his position that the students who completed primary education should get secondary and higher education, so that the problem of children living in the villages after

coming to the city can be solved and they can get education built hostels for the children of different castes in order to solve the problem of village children staying after coming to the city and to enable them to get education. Among them are Victoria Maratha Boarding House, Jain Boarding, Miss Clerk Hostel, Dayanand Hostel, Saraswat Boarding, Kayastha Prabhu Boarding, Jingar Hostel, Panchal Brahmin Hostel, Vaishya Boarding, Devang Boarding, Sutar Boarding, Mohri Samaj Boarding, Vedic School Hostel, Arya Samaj Gurukul, Prince Shivaji Doding, etc. Maharaj also made special efforts for the education of girls. He also encouraged business education so that industrial progress would not be promoted without business education.

Jaisingrao Ghatge Technical Institute, Industrial School von Zingers and educational institutions like Shivaji Regional Vedic School, Satyashodhak Samaj School, Sardar School, Sanskrit Pathshala, Dongar School, Urdu School, Arabic School, Deval Club, Scout etc. Apart from this, Shahu Maharaj also established educational institutions like Tarabai Maratha Boys Hostel, Pune, Udhojirao Maratha Hostel, Nashik, Depressed Class Boarding Nashik, Maratha Vidya Prasarak Mandal, Pandharpur, Shivaji Fort Students Hostel Ahmednagar, Depressed Class Boarding Nagpur, Shivaji Society Pune, Shivaji Education Society Amravati, etc. A lot of financial support was provided. Maharaj acted in accordance with the educational thoughts he made. From that, they wanted to create such an environment in the society that, Their overall goal is to promote the creation of an egalitarian society Educational attitudes and actions can be easily discerned from this.

As a part of this, he started schools for untouchables. It was Maharaja's vision that social disparity should be destroyed through education. However, when they realized that this was not possible due to the independent schools for untouchables, they ordered to close the schools and admit the untouchables to government schools like other children, giving them equal treatment in such places and instructing them to treat them with respect. Punishment was also provided for those who are lax in it. Shahu Maharaj's role behind this was that children of all castes and religions of the society would come together so that they could remain united and help in the work of eradicating social disparity. Along with this, he had started a policy of giving scholarships to the backward class students to encourage them and increase

Patil School

Village is an important element in the state system. From earlier, the administration of the village was going on through Patil, Kulkarni. Kulkarni was learned in this. However, Patil is not necessarily educated. In the state system of Shahu's time, the two elements of village governance i.e. Patil and Talathi were in daily contact. Since the development of the village depends on its efficiency, the Patil School and its associated Talathi classes were started in order to inculcate the knowledge of the various components related to the village cart and the work to be done and its methods. The subject related to village governance was included in this class. It was ordered that those who pass this examination will be hired.

Social Ideas of Shahu Maharaj

Rajarshi Shahu was a great social reformer who wanted to uplift the down-trodden classes and castes of the society. He had experienced the consequences of the Brahmin dominance in many fields such as social, economic and political and he wanted to establish to society based on democratic principles - equality, justice and fraternity. According to him the main hindrances in the development of just society were deep rooted caste system, untouchability, dominance of Brahmins in the field of education and administration and the wrong conception of religion. He not only suggested a programme of social development but also brought it into practice.

Religious ideas of Shahu Maharaj

Shahu Maharaj was not an atheist and he believed in existence of God and the efficacy of vedic religion. Like all the leaders of his age he was in search of true religion that would pave the path of the emancipation. He was opposed to the false Brahmanical religion which was rooted in justice inequality and untruth. Though Shahu was opposed to Brahmanical religion he was a great supporter of Arya Samaj which was established by Swami Dayariand., He was of the opinion that Aryadharm was the best in the world, it gave an opportunity to all the depressed classes to enjoy equal religious rights. He was of the view that if every body followed the truth of Aryadharm. He could become a great man because Aryadharm based on the true wisdom of Vedas was a great religion. Vedas preached justice and this time was a time of great action and enterprise. During the British rule in India, Chhatrapati Shahu Maharaj worked tirelessly to provide justice to the common people and worked for their benefit. Shahu Maharaj, popularly known as Chhatrapati Shahu Maharaj or the Shahu of Kolhapur was the Marathi social reformer and reigned from 1894-1922. He played a key role in the social upliftment of the Bahujan Samaj and for the development of Dalits.

Chhatrapati Shahu Maharaj was born on June 26, 1874, and breathed his last on May 6, 1922. On the great king and reformer's birth anniversary, let's take a look at some of the lesser-known facts about him:

1. Chhatrapati Shahu Maharaj was born to Jaisingrao Ghatge and Radhabai. His father was the village chief, and his mother was from the royal family of Mudhol. However, he was then adopted by Queen Anandibai who was the widow of King Shivaji IV of Kolhapur.
2. Chhatrapati Shahu Maharaj stressed education and its relevance. Shahu Maharaj made primary education compulsory and free in Kolhapur during his reign. Parents who do not use to send their children to school were charged Rs. 1 per month as a fine.
3. While Chhatrapati Shahu Maharaj worked for Dalits, he also ensured the upliftment of women and constructed schools for girls' education. He issued a royal decree to spread women's education and also legalised widow remarriage in 1917.
4. Chhatrapati Shahu Maharaj abolished the practice of setting up separate schools for upper castes and untouchables. He also formed a law recognizing interracial marriage in his state.
5. The king was very fond of wrestling. He encouraged the same in Kolhapur and also established a huge wrestling ground like Khasbagh Maidan in 1912. Several people started to visit Kolhapur to learn wrestling.

Conclusion

Chhatrapati Shahu made great efforts to abolish the concept of caste segregation and untouchability. He introduced (perhaps the first known) reservation system in government jobs for untouchable castes. His Royal Decree ordering his subjects to treat every member of the society as equal and granting the untouchables equal access to public utilities like wells and ponds, as well as establishments like schools and hospitals. He legalised inter-caste marriages and made a lot of efforts for the upliftment of the dalits. He discontinued the hereditary transfer of titles and tenures of revenue collectors (Kulkarni), a caste infamous for exploiting the masses, especially enslavement of the Mahars, a lower caste. The Chhatrapati also worked towards betterment of the conditions of women in his empire. He established schools to educate the women, and also spoke vociferously on the topic of women education.

He introduced a number of projects that enabled his subjects to self-sustain in their chosen professions. The Shahu Chhatrapati Spinning and Weaving Mill, dedicated market places, establishment of co-operative societies for farmers were introduced by the Chhatrapati to alleviate his subjects from middle men in trading. He made credits

available to farmers looking to buy equipment to modernise agricultural practices and even established the King Edward Agricultural Institute to teach the farmers to increase crop yield and related technologies. He initiated the Radhanagari Dam for welfare of his subjects and made Kolhapur self-sufficient in water. His seminal contribution in social, political, educational, agricultural and cultural spheres earned him the title of Rajarshi, which was bestowed upon him by the Kurmi warrior community of Kanpur.

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