CHAPTER 6

DEVELOPMENT IN THE FIELD OF EDUCATION

Modern education in India was initially started during the British regime. During this period the nature of education had undergone a thorough change. Education extension began in Mumbai State. Prior to British, the responsibility of education did not rest with the state. East India Company drafted a comprehensive Education Policy. Christian Missionary Schools were started in India.

British Parliament put restriction on East India Company through its act in 1853 to spend Rs 1 lakh of the revenue on beneficial education for Indian masses. Committee of Public Instruction was formed in Bengal Province in 1823. The committee earlier gave emphasis on the eastern type of education. After Alexander Duff became the member of the committee, gradual attention was given to English Education. Lord Macaulay advocated English education. Governor General Lord Bentinck took up the Macaulay Education policies and decided to spent the money for English education in 1835.

Though Lord Bentinck was the initiated for the English Education, the real foundation of English education system was put by Sir Charles Wood. The letters of Sir Charles Wood brought lasting changes in Indian Education System. The wind of education started reaching throughout the country. The changes were innovative for Indians. Berar had no education system during the regime Nizam and kept the people devoid of modern education.

6.1 Launch of Modern Education in Berar:-

Berar had no system of schools during regime of Berar. The region came under direct control of British from 1853. The Public Instruction department was established in Berar in 1862 to promote education in a systematic fashion. One High school at Amravati and one at Akola started.

In 1877, the Public Instruction department drafted a manual for education. Following the manual standardized education system was prepared. The authorities of review and inspection were given to the civil and education officers.

The control of education at the tehsil and rural places was entrusted to District Education Officer. According to the letter of Sir Wood written in 1854, the thrust of education was given on educating more number of people by appointing more teachers, selecting new syllabus. The
foresighted people put their children into schools. Total 400 students were enrolled at school in Amravati. The number of schools gradually increased. The district Boards gave spontaneous response to English Education.

In Berar there were 62 schools of boys and 15 schools of girls in 1866. Due to the increase of schools, more teachers were required. The problem of teachers was resolved by bringing trained teachers from Pune and Mumbai. As there was not a single college, students in Berar had to go Mumbai or Pune for the higher education. Berar was lagged behind in Education. Special educational reforms were required to take place. Public Instruction department reviewed Berar in 1881-82 and prepared a report. It had following drawbacks. The report was sent to the British government’s secretary of Berar.

1) Berar had no private school institutions.
2) There were no normal schools for secondary classes.
3) Impetus was required to be given to schools for Muslim.
4) The national schools had scanty grants.
5) There were no schools for inferior castes students.
6) There were less number of secondary and Higher Secondary schools.
7) Scarcity of books.
8) No facilities for physical education.
9) No colleges.
10) Backward condition of Girl Education.
11) Few number of schools for Muslim.
12) No Municipal or local Board schools.
13) No examinations for the posts of Patil and Patwari.
14) Night Schools were started but were unsuccessful.
15) Less attendance of students in schools in rural areas.
16) Melghat, the most backward tehsil had utterly lacked education.
17) No schools were for poor and orphans.

The above report pointed out the educational backwardness and lack of educational foresight. The government lacked the required funds to change the situation. Therefore, the progress in education was snail pace in Berar. Normal School in Berar was started at Akola in 1868. Trained teachers were made in these schools.
There was a single Normal School in Berar and its task was not sufficient to fulfill education task. Therefore, the school was brought to Amravati in 1906. Normally schools were started in Yavatmal and Buldana district in 1918 and 1919 respectively. Later Berar region was joined to Central Province; these schools installed of training schools were called as Marathi Normal Schools. In 1915, re-training class was joined to Normal English School. Till then, retraining school was held as a separate institution. Thus, Normal schools in Berar helped propagating education by giving trained teachers. It undoubtedly promoted education and increased literacy rate.

British government inspired people to start new education intuitions to promote education in society. Though late, it gave impetus to private schools in Berar. A private school was opened due efforts of Dadasaheb Khapride.

Special emphasis was put on discipline, formal etiquettes and good conduct. To ensure this, trained teachers were appointed and regular inspections of these schools were held. People in Berar had no experience of the modern education. The complete education system was completely new and therefore to accept it had to take some time.

A kind of silent revolution set in due to the propagation of education in Berar. The old education centered on subjects like Vedanata, Nyay philosophy, grammar, figure of speeches rapidly gave place to subjects like history, geography, physics, chemistry etc advanced sciences. The importance of old ruling class including Wantan dar etc declined and a new class of government officers, traders and industry garnered importance.

Mr. Sinclair was the first director of the Public Instruction. He started organizing an annual conference of the officers in Education department. The responsibility of primary education was entrusted to the local bodies. Thus schools of Municipalities and district and tehsil local bodies began. Anglo vernacular Schools were started in Berar.

6.2 Impact of Modern Education in Berar:-

The headmasters in Amravati districts pointed out the need of a platform for discussing social reforms to Narayan Bhai Dandekar, director of Education of Berar Province. Under the guidance of Narayan Bhai Dandekar, Varhad Shikshak Samaj was formed in 1884. Along with a teachers’ forum ‘Shikshak Sangh’ was established. The society organized many conventions in Berar. Many experienced educated people began to take part in these activities. The work of the society was increased and expanded to include larger issues. Different problems in education
were come for discussion through these forums and conventions. These conventions and meetings offered platform to discuss the problems of teachers and students and general problems in education. In such conventions and councils, certain resolution ensuring progress in educations were passed and were sent to the C.P. & Berar Province for approval.

Bombay State brought for the policy of imparting education through Indian languages. The policy was also pursued and followed in Berar. The education had wider reach through Indian languages Urdu, Marathi and Hindi. Special encouragement was given to Urdu education. Urdu schools were introduced. The primary and high schools of Urdu medium schools were opened up and special grants to these schools and scholarship to the student were provided. Muslim Inspectors were appointed for the education. Initially the percentage of Urdu school was greater to Hindu schools. The percentage of intelligent students in Hindu communities was only 1.1 percent while the percentage of intelligent students in Muslim community was 2.18 percent. It showed that the government had paid more attention on the spread of Urdu education compared to Hindi education. British had already sown the seeds of separation even through their reforms.

District Boards and Education Department attempted to attract attention of students from inferior castes. They understood the less attendance in schools. Higher Caste parents did not allow their children to sit near the children of backward castes. The attendance of the students from lower castes was less in the schools in Amravati, Akola and Elichpur due to their poverty. The Government and local Municipalities gave support to private schools for enrolling these deprived students. A Christian Missionary opened schools for the lower castes at Amravati. Though it was not registered as a special school, it received grants from the government.

Women education was started in Berar. In 1871, there were 27 girls schools and 671 students were enrolled in these schools. But there was general neglect towards girls’ education. The British opened up the doors of knowledge for Indian women. Women confined into the four walls of the house began to come out. But initially the picture was pessimistic due to the orthodox, who were against women’s education. The government understood the failure in women education and decided to give impetus to women’s education.

The progressive thought about women’s education came in the minds of the few social reformers. They started education institutions to broaden the reach of education.
direction of mitigating the problems in the areas. The problems of the students which had been relegated were newly thought upon. These were the positive steps for the growth education.

6.2.1 Vidya Mandir Scheme:

After accepting the charge of Minister for Education and Agriculture, Pundit Ravishankar Shukla put a new programme to make necessary changes in education system. He was of the opinion that only a few people could get education due to discriminating policies of the British Government. He thought that such education which did not transform the society and teach them the values in life and make them independent should be changed. In 1836, only 5.8 percent people were educated. But even after a century the rate of literacy in 1941 was mere 8 percent.\(^9\) During a century increase in literacy was merely 2.2 percent. He understood that the uneducated people cannot bring development. He took out tours in different parts and districts of the province. He presented the education system based on the priorities of the people before the inspectors in Education department. The majority of the councilors and people approved the relevance of the new system. He took complete pains to prepare exhaustive programme of Vidyamandir Education. Mishra approved the schemes and the Congress approved the scheme by majority.

The main intension of the Vidyamandir scheme was to make students self reliant. To achieve the objective, it was decided to begin the education of children by entrusting some productive task so that students can make some productive. He also appointed a committee chaired by him which submitted the programme of Vidyamandir on Aug 31, 1937.\(^10\) After the programme was approved, Shukla appointed Jakir Husain of Jamia Milia University as the head of the text books writers committee. It included Dr. Mohammad Asrak, Ayarnakram, Disilva, Dr. Venishankar Bhakt, Barrister Chedilal etc. The committee included subjects like weaving, agriculture, social education, general knowledge with main subjects General Science, Mathematics, Geography, Mother Language, Music, drawing etc.

Pundit Shukla wanted to make the education comprehensive by including the principle of self reliance. Mahatma Gandhi was applauded the scheme. He also distributed certificates to the teachers.

Education Minister Pundit Vidyamandir Shukla presented the scheme in Amravati district Council on Oct 15, 1939.\(^11\) Rate of literacy was very low in Berar. The Vidyamandir Scheme was held beneficial in increasing rate of literacy. The students in rural areas could not
concentrate on education due to their traditional works in agriculture. Similarly, many villages had no schools. The Vidyamandir programme attempted to solve different problems. The society gradually came to realize the drastic difference between the rate of illiteracy and literacy. The education should be taken from urban areas to rural backdrop. It asserted the need of education in rural areas.

There were 80 Vidyamandirs in 1941-42. The number remained unchanged in 1946-47. Although in between as many as eight Vidyamandirs had closed down and only 17 of them were self-supporting. Others had deficit budgets and had to be subsidized by the government. In light of the difficulties encountered during the quinquennium when these were managed by the managing committees, whose helpful attitude couple with the apathy on the parts of new Gurus is hastening a pace of deterioration in them, appears, it appease the incumbent to effect the a modification of the scheme and consequent revision of the Act whenever necessary the following remedial measures have been suggested by the divisional Superintendents of Educations for improving matters connected with this valuable scheme.

1) Experienced and fairly aged Gurus may be requisitioned on better prospects to ensure security and stability. These may be recruited from district council or municipal committee primary schools. They may also be given training in agriculture.

2) A system of grant-in-aid be devised to help such Vidya Mandirs as break down on account of failure of crops.

3) Supervision of Vidya Mandir Farms by the Agriculture department may be revived.

4) The teaching of four classes by a single teacher coupled with the additional work of the management of the plot is much heavy a work for a single guru to manage. He should be given assistance both in teaching and agriculture work.

5) Compulsory Education Act may be applied to ensure attendance.

The special post of Vidya Mandir officer (instituted in 1940) was abolished in 1943 and Vidya Mandirs are now under the change of Assistant District Inspectors of the schools.

The scheme offered the lessons of self-reliance. They received the knowledge in agriculture demonstrations. The students were imparted practical education along with mere bookish knowledge. They began to take scientific knowledge in agriculture. It also created a sense of assurance that the children would not cut off from the traditional business and agriculture. The people started to take admission to young pupils in schools. The rural people
were more inclined towards education. The scheme was unified with the agriculture and rural scenario. Its impact was gradually felt as rural communities were attracted to education.

**6.2.2 Wardha Education Plan:-**

Mahatma Gandhi published a series of articles through his mouthpiece Harijan and discussed the system of education. It was entitled as Value Based or Fundamental Education. It was referred to as Wardha Education Plan. Its main principle was education through work. The scheme was brought in detailed before Zakir Hussain committee. It drafted syllabi for different streams. It gave detailed directions on teachers’ training, observation, administration and examination. Manual Product Work was included to receive the salary of the teaching staff. The students had to complete VII course through their mother tongue.

The change sought in 1938 was inclusive of intellectual, physical aspects for making overall development of new generations. It stressed on the intellectual, physical and daily work. Mahatma Gandhi put the plan to remove obstacles in the system. One of the intensions behind the comprehensive Wardha Education Plan was to mitigate the financial difficulties.

It aimed at reaching education to different sections of the society. It also aimed at providing training in relevant trade, handicraft and agriculture. It was decided to run schools from the income sought through these activities at school levels. It would able schools to overcome financial crunch. Therefore, Mahatma Gandhi put Wardha Education Plan to overcome the financial crises faced by the schools run on ideology. It was the main intention of providing impetus physical development along with academic education. The educated people welcomed the Wardha Education Plan. It created enthusiasm in students as they were actively involved in work and learn process. The poor students who could not attend the school due to their poverty was solved. The school used to tackled the problem of employment. The students would also get education on agriculture along with the regular academic education.

Different educational schemes brought all round development in students improving their excellence in academic and life oriented skills. As poorand needy students were imparted education based on agriculture, they were receiving employment. It gave impetus to start Krushi Kendra (Agriculture Centres) at Amravati and Akola in Berar region.

The government provided special attention to the extension of education. The compulsory education was launched through district council schools. It increased the number of primary schools. The people came to understand the importance of education. The number of on roll
students increased. From 1941, it was decided to make primary education compulsory at villages with population above 900 and such an act was passed.

Thus, the government took responsibility of education and took steps for propagation of education. The upper classes’ strong hold on education was cancelled and the doors of education were opened for the people in all communities. As the modern English education was started, students started receiving education in Social Sciences and Physics. Thus, modern thoughts were sown. A generation of highly educated Social workers emerged. It increased contacts among people of diverse areas and boosted the spirit of Nationalism. The education enabled the society to remove the flaws in social and religious system inherited from the ancient or medieval times. To eradicate these flaws, different social movements began and process of churning new thoughts started. It is evident fact that medieval life of the society was thoroughly changed by the western Education system and brought complete transformation from medieval culture.

6.2 Population and Literacy:

Rate of literacy was negligible in pre-British era. It was spread to some extent at higher strata of the society. There was scarcely any literacy in women and other Backward classes in the society.

In 1867 population of Berar was 2,227,654. In next twenty years, Berar was gradually developed. It gave boost to population. But famine occurred during the concluding years of the decade. 1889 year was marked with epidemics. The rise in population in 1881 and 1891 was 20 and 8.4 percent respectively. Many natural disasters occurred during the concluding years. A great famine occurred in 1900 tolling great number of human lives. Its impact was so drastic that the census curtailed by five percent. The population increased by 11 percent in the following decade between 1901 to 1911.16

The census of Berar was 1921-22 was 3,075,316. The increasing network of the school institutions, increasing opportunities of education improved the importance of education. The pursuance by social workers, the compulsory education made the local government and the cooperation and impetus given by District Boards gradually increased the percentage of education in Berar. The percentage of literacy from the four districts is revealed from the following charts:
### Male Female Literacy Rate in Amravati District

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Literacy Rate</th>
<th>Literacy (Men)</th>
<th>Women literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1901</td>
<td>4.75</td>
<td>8.60</td>
<td>0.45</td>
</tr>
<tr>
<td>1911</td>
<td>4.65</td>
<td>8.45</td>
<td>0.29</td>
</tr>
<tr>
<td>1921</td>
<td>5.90</td>
<td>11.0</td>
<td>0.80</td>
</tr>
<tr>
<td>1931</td>
<td>7.95</td>
<td>14.35</td>
<td>1.78</td>
</tr>
<tr>
<td>1941</td>
<td>22.65</td>
<td>39.85</td>
<td>4.95</td>
</tr>
<tr>
<td>1951</td>
<td>22.75</td>
<td>36.0</td>
<td>9.20</td>
</tr>
</tbody>
</table>

The above chart points out higher percentage of education of women in Amravati district compared to other districts.

### Male Female Literacy Rate in Akola District

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Literacy Rate</th>
<th>Literacy (Men)</th>
<th>Women literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1901</td>
<td>4.49</td>
<td>8.50</td>
<td>0.34</td>
</tr>
<tr>
<td>1911</td>
<td>4.34</td>
<td>8.29</td>
<td>0.26</td>
</tr>
<tr>
<td>1921</td>
<td>5.79</td>
<td>10.59</td>
<td>0.78</td>
</tr>
<tr>
<td>1931</td>
<td>7.86</td>
<td>14.21</td>
<td>1.20</td>
</tr>
<tr>
<td>1941</td>
<td>22.50</td>
<td>39.42</td>
<td>4.83</td>
</tr>
<tr>
<td>1951</td>
<td>22.60</td>
<td>35.70</td>
<td>9.00</td>
</tr>
</tbody>
</table>

Akola district recorded the second place after Amravati. The rate of literacy was negligible till 1931. The percentage of girls’ education was also scanty. But after 1931, the percentage of male female literacy increased comparatively.
Male Female Literacy Rate in Yavatmal District

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Literacy Rate</th>
<th>Literacy (Men)</th>
<th>Women literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1901</td>
<td>2.94</td>
<td>5.65</td>
<td>0.17</td>
</tr>
<tr>
<td>1911</td>
<td>2.98</td>
<td>5.15</td>
<td>0.16</td>
</tr>
<tr>
<td>1921</td>
<td>3.66</td>
<td>6.84</td>
<td>0.37</td>
</tr>
<tr>
<td>1931</td>
<td>4.80</td>
<td>8.33</td>
<td>0.84</td>
</tr>
<tr>
<td>1941</td>
<td>10.43</td>
<td>17.67</td>
<td>3.02</td>
</tr>
<tr>
<td>1951</td>
<td>14.40</td>
<td>23.77</td>
<td>5.08</td>
</tr>
</tbody>
</table>

The above chart clearly points out that the rate of literacy was negligible during 1901 to 1931. The education received impetus since the education department was established in Berar. Initially, education was propagated in the district at snail pace. But since 1931, the process of education received impetus. However, education growth was little compared to Amravati and Akola district.

Male Female Literacy Rate in Buldhana District

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Literacy Rate</th>
<th>Literacy (Men)</th>
<th>Women literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1901</td>
<td>4.08</td>
<td>7.98</td>
<td>0.18</td>
</tr>
<tr>
<td>1911</td>
<td>4.11</td>
<td>7.92</td>
<td>0.25</td>
</tr>
<tr>
<td>1921</td>
<td>4.98</td>
<td>9.33</td>
<td>0.53</td>
</tr>
<tr>
<td>1931</td>
<td>7.74</td>
<td>14.31</td>
<td>0.98</td>
</tr>
<tr>
<td>1941</td>
<td>16.53</td>
<td>27.42</td>
<td>5.32</td>
</tr>
<tr>
<td>1951</td>
<td>20.78</td>
<td>32.32</td>
<td>9.03</td>
</tr>
</tbody>
</table>

The rate of literacy was negligible from 1901 to 1931. Women literacy rate was very thin. In comparison to Amravati and Akola district rate of literacy was less. The district took much time to take education within reach of neglected sections. The educational development was held at snail pace. After 1931, the education was propagated on greater basis. The message of education started reaching from adjoining Akola district. They took interest in education. During 1931 to 1951, the education saw steady improvement. Like Amravati and Akola district, the primary education in Buldana district was started by the British Government. As Yavatmal and Buldana districts were backward, they took their time to come on the map of education.

The charts of the four districts of the Berar pointed out the fact that rate of literacy was slowly but gradually increased. The stream of knowledge reached to the neglected sections of the
society. Women education was stressed upon. Untouchables were brought into the streams of education. In order to bring poor and deprived students into stream of education, scholarship scheme was launched. The society at large was attracted towards education as special emphasis was also put on professional education. Education was socially extended. Primary Education was made compulsory by making an Act. The established stronghold of the higher caste was broken due to the education.

The influences of education boosted the habit of reading. Libraries and newspapers were established. It could be fairly said that then society started critically analyzed the prevailed socio-political conditions. They began to understand the worthlessness in the age old rotten customs and traditions. They began to think the way and means to eradicate caste discrimination. Thus reading caused a change in outlook.

The percentage of teachers and clerks increased due to education. Another class of government employees emerged. They began to understand the policies of the British Government. They became the admirer of the government. Those who understood the policies of the government shun the services and participated in the freedom struggle. The selfish people did not go against the government. The new social reforms were started due to education. The medieval mindset of the society was gradually removed to accept the modernity. However, it was the picture of urban area, the rural parts continued to lag behind in the process of the development.

6.4.3 Primary Education:-

Though Berar was economically a rich region, it was backward in Education. The government had seemingly paid attention to primary education. But factual implementation of the policies was to require huge amount of money and strenuous efforts. The government started mulling the option of allowing private institution with the government grants. It was the objective of Primary Education to provide education through their mother tongue and educate them to make them competent for right jobs or positions. The government adopted policy of spreading Primary Education and gave impetus to the private education institutions. The government provided grants to the primary schools.

In 1866, there were 30 primary schools in Berar. The figured reached up to 163 till 1868. That is during period of mere two years, 133 schools were made. It highlighted the extraordinary rise in education during the pre independence India. The number of schools increased due to
government grants. The grants were given on the result of the schools. The regional government had put separate rules for giving grants to schools in Backward areas.21

The primary schools were controlled through local bodies or Public Funds Board. Similarly Normal Schools were started for the training of teachers of primary standard. Its impact was felt in rise in number of schools. But comparatively to rise of number of students the percentage of the strained teachers was negligible.

In 1882-84, the epidemic of small pox and cholera broke in. It therefore cast an adverse impact in the number of schools and number of schools enrolled at these schools. The following charts points out the clear figures.

<table>
<thead>
<tr>
<th>Schools</th>
<th>Year</th>
<th>Decrease</th>
<th>Number of Institutions</th>
<th>Number of pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>Govt Primary Schools</td>
<td>1882-83 1883-84</td>
<td>Decrease</td>
<td>430 -429 ------- 001</td>
<td>23,917 -23,872 ------- 00045</td>
</tr>
<tr>
<td>Aided Primary Schools</td>
<td>1882-83 1883-84</td>
<td>Decrease</td>
<td>217 -200 ------- 017</td>
<td>4698 -4,252 ------- 0366</td>
</tr>
<tr>
<td>Unaided Primary Schools</td>
<td>1882-83 1883-84</td>
<td>Decrease</td>
<td>196 -77 -------- 119</td>
<td>2,739 -1,021 -------- 1,718</td>
</tr>
</tbody>
</table>

The above chart revealed the absentee of the students during the period of epidemics. The result of the primary schools was satisfactory during 1882-84. The percentage of students passing increased from 59.3 percent to 60.6 percent. The diseases, epidemics and natural calamities caused a negative impact on the growth of education.
The number of schools and number of students during 1884-85

<table>
<thead>
<tr>
<th>Date</th>
<th>No of Primary Schools under the dept and Municipal Management</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Govt Schools</td>
<td>Municipal Schools</td>
</tr>
<tr>
<td>On the 31st</td>
<td>439</td>
<td>24,182</td>
</tr>
<tr>
<td>On the 31st March 1885</td>
<td>548</td>
<td>27,459</td>
</tr>
<tr>
<td>Difference</td>
<td>+109</td>
<td>+3,287</td>
</tr>
</tbody>
</table>

The above chart pointed out that the number of primary schools was increased significantly during the period. The percentage of students in Buldana and Yavatmal districts was less when compared to the students from Akola and Amravati districts. Even then people were gradually educated through primary education. The interest was created for the primary education.

Industrial schools were also started with the primary Schools. An Industrial school was stated in Amravati district in 1866. The Night Industrial School was also started at Akola due to efforts of Deorao Vinayak Digambar. Similarly, he started classes of technical education of around 25 to 30 students at his own factory. The first Industrial School started at Akola in 1890.

Industrial Education institutions were also opened up in view to create technical work force by giving them employment. With immerge of factories and mills, the industrial education got impetus.

The primary education was implemented on four levels

1) Government Schools
2) District council and dependent local Board Schools
3) Municipal and Notified Areas Committee Schools
4) Private Schools
The district Council schools were administered through special officer who was given status of Officer in charge. The Municipal Committee had a subcommittee to control the primary schools. Practicing School were government Normal Schools. Some of the schools were controlled by Forest Department. Some other schools were controlled and run by special local Board and Notified Areas Committee. The following chart pointed out the different Primary schools run. 27

<table>
<thead>
<tr>
<th>Management</th>
<th>Number of Primary Schools</th>
<th>Increase or decrease</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1941-42</td>
<td>1946-47</td>
</tr>
<tr>
<td>Government</td>
<td></td>
<td>291</td>
</tr>
<tr>
<td>Municipal</td>
<td></td>
<td>611</td>
</tr>
<tr>
<td>District Council</td>
<td>Private</td>
<td>3831</td>
</tr>
<tr>
<td>Aided</td>
<td></td>
<td>295</td>
</tr>
<tr>
<td>Unaided</td>
<td></td>
<td>138</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>5,466</td>
</tr>
</tbody>
</table>

The above chart pointed out that the number of granted school came down by 58. But number of other schools increased. There were different impediments in the development of primary education; chief of them was the abject poverty. During the same period, the World War II started during the same period. It put adverse impact on education. Total 225 schools were closed during 1942-43, 151 schools were closed in 1942-43. The condition improved as only 9 schools were closed down in 1943-44. Later the percentage of schools increased manifold.

The primary schools were one teacher which pointed out the platitude of the education system. Lower Primary Schools pointed out a single untrained teacher with education of VII std passed. He was regarded as capable to teach primary Schools. He had to give necessary documents. Then he used to get certificate of the trained teacher. The teachers working at Municipality schools had to have better salary. Trained teachers used to get Rs 20 Permensen while teachers at the District would get Rs 18 Permensen. 28
Earlier people attracted to primary Education in view of employment. Thus it created a teaching community in the world. The teachers’ community attempted to promote the reformist movement.

6.3.1 Secondary Education:

Earlier there were two government schools at Amravati and Akola in Berar. But a not a single secondary school in the region. The secondary schools were very few and as a result the work was examination was also less. All examinations were conducted by teachers and government inspectors.

Scholarship had been started after the education policy in 1854. Inspecting officers had to keep school reports. These reports include the discipline, general management of the school, etiquettes and student conducts. After passing in examination, the students were promoted to next standard only after consulting education officer. High schools were given facilities of good library, mechanical and chemical apparatus.

Hari Ramchandra Rohinkhedkar of Akola achieved the credit of first graduate from Berar. His name was included in the list of tehsildar. The second graduate was Deshpande from Buldana district. Many students educated from Secondary Schools and achieved important position of Commissioner, deputy commissioner.

Government had subdivided the secondary education in two standards. After the secondary education, the students could either pursue university education or take professional education. The scholarship, according to the letter of Wood, was given from public funds. After receiving the scholarship, it continued for the given period. The school education was imparted through English and mother tongue. English was put as an additional subject. Following education in the vernacular, it gave impetus to good results.

Local government did justice to the task of providing education. Hostels were attached to the secondary schools. It gave impetus to enrollment of students in the secondary schools.

In 1882-83, there were 22 secondary and 2 higher secondary schools. The enrollment of students increased from 4247 to 4355 in secondary classes and the enrolment of the higher secondary schools from 314 to 338 students. The passed out students were also increased from 317 to 359 students. The clever students who were taking education in English medium were
also increased from 317 to 359. The intelligent students who were taking English education were increased 921 to 1044.

The educated sections of the higher classes started possessing government census at higher posts. The British received a class of educated employees to better administer the nation.

In 1881 13 students of Akola and Amravati high school were sent for the examination of matriculation to Bombay University. Out of them 6 students were successful and they all were from Amravati high school.\(^{32}\)

There were 7 Secondary schools in complete Berar. Out of which 2 Secondary schools were at Amravati and Akola. Marathi and Hindustani Secondary schools were in both the tesils. Anglo-vernacular school was at Elichpur. The primary schools which were different from the secondary schools were isolated from primary schools. The primary schools were handed to municipal board. Few students from high school used to get college education. Large number of educated youths were employed at government or private offices. As vernacular languages had an optional subject it was easy for university examinations.

Similarly, the students who didn’t appear for the examination they were allowed for public services as the certificate of 9\(^{th}\) std. were eligible. Initially the grants were provided for library book and other instruments.\(^{33}\)

After the beginning of the twentieth century, many private schools were started in Berar. Akola Education Society was established in Berar in 1927. The society started New English High School.\(^ {34}\) In 1935, Berar General Education Society was established at Akola. The society started Modern High School. Shivaji Education Society started High school in Amravati district. The private high schools were also opened up in Yavatmal and Buldana districts. With emergence of the private high schools, the reach of education was increased. Education was stressed upon.

The government implemented different policies for the spread of secondary education. The government took interest in spread of primary education. They established numerous primary schools and made a law for compulsory primary education.

The secondary education was available through schools runs by private Indian institutions and English medium schools under the direct supervision of the government special officer. Assistant District Inspector used to examine the schools. A common examination for Std VII was held by District Council. The qualification for the primary teacher was passing in the secondary school examination. The salary of teachers at the secondary school and the primary
school was the same. The facility of physical education was provided through the schools and different Indian games were taught. Scout and Guides camps were also organized.\textsuperscript{35} Kho-Kho, Hutu Tu, Atyapatya games were taught at the schools. Hanuman Prasarak Vyayamshala was privately started at Amravati.\textsuperscript{36} Different Akharas were established in Akola as well. Necessary Physical education schools and akharas were started. Later, these Akharas became a centre of National awareness and freedom movement. They played instrumental role in propagating freedom movement.

The high schools were supervised by the Inspector of European School. He used to supervise divisional superintendent of Education. Graduation degree was the criteria for appointing high school teacher. The facility of physical education was included in the high school. Physical Instructors used to impart training in physical education. Indian games were also included. The British government provided different facilities to the high schools. They provided funds for construction of school buildings, furniture, laboratories and libraries.

The British also introduced hostels. The government had made it mandatory for schools to provide books, laboratories, sport ground, sport material, medical checkup, height, weight charts etc. Its impact was seen in increasing enroll students. The students came to understand the social conditions and the world happening. Naturally, the young generation was also inclined to think of the larger interest of the nation. The high schools students were often given employment in secondary and primary schools by taking their consent letters.\textsuperscript{37}

\textbf{6.3.2 Educational Development of Muslim:-}

Since the establishing Public Instruction department in Berar, the education for Muslim communities was stressed upon. Urdu schools were given special status and provided teaching facility of Urdu and Parisian. Special scholarships were started. Muslim inspectors were appointed for Muslim schools. Public Instruction department sent different recommendations for the Muslim schools. Therefore, initial period, the result of Muslim schools was comparatively higher to Hindi Medium schools. The percentage of Hindu school students was mere 1.01 percent while the percentage of Muslim students was 2.18 percent. Seldom Muslim students could reach to the Matriculation examination. They were given scholarships for higher education.

The youths who completed secondary education were inducted into the government or private jobs. They came into the contact of the government and began to understand the policy of
duplicity. But they had to serve the government for earning their livelihood. The educated youths closely observed the social condition and made comparative study between the age old tradition and newly arrived thoughts. They understood the vanity of the age old social customs and traditions. They understood the backwardness of the Indians compared to the western people. Similarly, a thought of throwing out the foreign rule from the country created the place for the spirit of nationalism. English language did not remain mere a royal path to acquire employment but also served as a key to unlock the new values and sciences. They began to understand the secret of their progress and physical development. The winds of social change pervaded Berar.

There were 86 schools in Hindustani medium. In 1884, two Alngo Urdu medium schools were started. Marathi was kept as an optional subject. Muslim students learning in English medium at Amravati High Schools were offered special scholarship. These scholarships were given to motive students towards education. A special department was deployed for Muslim education in the Public Instruction department of Hyderabad Asine District. Due to all these facility percentage of the Muslim students was comparatively large to Hindu students.

It is evident from the following chart.

<table>
<thead>
<tr>
<th>Race</th>
<th>The percentage of pupils to population of schools going age</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
</tr>
<tr>
<td></td>
<td>1883-84</td>
</tr>
<tr>
<td>Mohomedans</td>
<td>34-33</td>
</tr>
<tr>
<td>Hindus</td>
<td>16.01</td>
</tr>
</tbody>
</table>

It is evident from the above table that during the initial years the percentage of literacy in Muslim community was increased. Muslim community was engrossed in old customs and traditions. Therefore, the percentage of education was also comparatively less. They were lagged behind in the progress.
Muslim society backed the British due to the as the British government had a liberal policies for Muslim communities. Muslim leaders backed the British in different schemes and plans of the British. Its greater impact was felt on every movement in the freedom struggle.

6.3.3 Formation of Rashtriya Vidyalaya:-

In education front, there was a satisfactory condition of education in Berar. Over the years, Berar saw a gradual increase in students. The leaders also used their schools to create awareness about the national freedom. Some of the workers started teaching profession in schools. Some others established Rashtriya Vidyalayas.

During the agitation in 1905, 24 Rashtriya Vidyalayas were built in Berar including major ones in Amravati, Akola and Yavatmal. These schools gave valuable cooperation in the freedom struggle. It boosted the spirit of nationalism. The schools started chanting Vande Mataram. These schools not only educated the students but also propagated a sense of patriotism in students. These schools became the centres of National movements. Rashtriya Shala at Akola was the centre of freedom struggle.

Young patriots at Mehkar in Budlana district established a New English School on the line of Rashtriya Vidyalaya. Rajenderkar was the headmaster of the school while Haribhau Dade, Dadasaheb Soman and Bhausaheb Desmukh worked as the teacher.

Vidyagruha, a national school was also established at Yavatmal on Mar 26, 1906. Hari Ganesh Fatak, Sonaji Tikle, D W Apaté and others of the school also propagated the spirit of nationalism in students. Tapaswi Paranjape, Shyam Deshpande, Jatkar, Hirgiri Goswami, Vishnupant Ketkar and others started celebrating the national festivals in schools.

On Dec 4 1908, Tilak Rashtriya Vidyalaya here was established with initiative of Desai Wakil and Marathe. The repeated tours of Lokmanya Tilak in Berar had cast influence of his thought on Berar. Dadasaheb Khaparde was one of the close associate of Lokmanya Tilak and his ardent follower. His public meetings and tours were repeated held in Berar. Its influence was directly felt on students. They started attending political meetings. However, the education department used to take every precaution to keep students apart for the politics and freedom struggle. Government hostels were attached to the government schools. The government had every authority and means to keep control on students.
6.4 Higher Education:

Berar was a small province with agriculture as its main occupation. As it was educationally backward, there was no facility of Higher Education. The students also were least inclined to take Higher education. After secondary education the student either joined public services or teachers at normal schools. Very few students went to big cities to complete university education.

Public Instruction Department sent recommendations to government to start colleges in Berar but the government denied citing the reason of immaturity of the region. In 1923 Nagpur University was established at Nagpur. King Edward was affiliated with the university. It was the only college in Berar due to which students had no need to go for other cities to take education. Later the college was named as Vidarbha Mahavidyalaya. The college was run with support of King Edward Memorial Funds. Each college was attached with a hostel. It cast its impact on the private education institutions.

Berar General Education Society started Berar Arts College at Akola on July 2, 1938. It was followed with Rajasthan Aryan College at Washim on July 1, 1944. The educated people solved the problem of higher education of their region. Nagpur University used to offer five scholarships under the Endowment Funds.

Earlier, the British started education in English medium and as such it was restricted to the higher classes. Larger section was remained deprived of education. Thus a sense of isolation was created between the English Educated class and non-educated class. Later the British came to understand that English medium education would hit their empirical interest. Therefore, the government started education in local languages.

The education provided a chance to established different political organizations. The emergence of political movement was an indirect impact of the education. The educated youths brought the real nature of British empirical system. The educated youths took lead in the national freedom struggle.

The new scientifically based education brought out the insignificance of age old traditional learning. Instead importance of subjects like history, politics, economics and human sciences was highlighted. The importance of age old occupations of priests and other positions of landlord, jahagirdar etc gradually became out dated. Instead government services, teaching jobs, trade and industries gradually achieved importance. The new education made the students
introspective on utility of education as it used to stress mundane facilities. Generations of reformers including Deorao Digambar, Dadasaheb Khaparde, Lok Nayak Ane, Mudholkar, Moropant Joshi, Vishnu Bhagwat, Pandharinath Patil, Dadasaheb Soman, Dr Shivajirao Patwardhan, Dr Panjabrao Deshmukh immerged in Berar.

The newly educated students put the thought of social reforms and modern outlook. They took up a campaign of making social reforms. Varhad Sarvajanik Sabha, Varhad Samajik Mandals etc, organizations created conducive atmosphere for social change. Thus, efforts were made to create awareness about the irrelevant and rotten customs and tradition.

6.5 Women’s Education:-

Patriarchal culture prevailed in major parts of India which resulted into inferior status of women in society to men. Its direct impact felt on her education and she remained deprived of education. The age old thought that girls cannot achieve redemption and fulfillment without marriage had its strong impact till the beginning of the seventeenth and eighteenth century. It was perverted to the extent that the marriages were made by tying nuptial knots to the cradles. Girls should be imparted thorough education and should be married to well-deserved man; this ancient concept had been evaded and she was married at mere age of eight years. Naturally education of girls abated and women were scarcely found educated. The society upheld household choirs as their sphere of activities and gradually she did not have any value outside her household choirs.

A change gradually began to happen during the British regime. The impact of western values, culture and thought definitely felt on the active members of the society. Gradually thought of girls’ education was emphasized. Local people also took initiative with the British people. Christian Missionaries started actual work by starting convent education. Leaders like Raja Ram Mohan Roy and Mahatma Fule took relentless effort to start women education so as to raise their social status through education. They pleaded that woman are first human beings and they equally have right to take education. They suffered the strong criticism by orthodox people and public protest as well.

In Berar the government school for Girls was started in 1867. It was the first school for girls’ education in Berar. In 1871, the figure of girls’ school rose to 27 schools giving considerable impetus with taking number of girls students to 671. Initial period, the people of
established sections were not ready to send their daughters to schools. The traditional bent of their mind, ignorance and negative perception about women’s education did not receive encouragement. As the government schools were open for all castes, so obviously whether upper castes would their children to sit near lower castes was a big question. Thus, the percent of women education was little in Akola, Amravati and Chikhali in Berar.

Public instruction department pursued the government for propagation of girl education. The progress in women education was snail pace and some stringent steps were required to take. Different recommendations and reports were sent to the government to promote girls’ education, to which the government replied as per following.

1) Female Education has long been treated as legitimate charge on Municipal and Provincial Funds, but till very the education cess was not spent on it. The branch of Education should receive special encouragement as well.
2) There were no institutions in the province to which this recommendation could be made applicable.
3) These has been partly anticipated here, as our grant in aid rules provide double grants for girls schools
4) Our standard for girls schools are simpler than those for boys schools. The later part of recommendation should be adopted.
5) Our texts books are those used in Bombay Presidency.
6) Up to September 1882, girls were charged no fees. The payment of small fees has been lately made compulsory in Government schools only.

Thus, the British Government gave impetus to Girls’ education. The condition of girls’ education would have been neglected in Berar where the parents were not even concerned about the education of their sons. The girls at some tehsil places went to take education. Even their parents in rural areas where agriculture was the only source of living were least inclined to send their children to school. The government took initiative in the education of girl students at such agriculture based male dominated Berar. It created awareness among people to send their children to school. The government also provided special funds, furniture, teachers, schools, awards and scholarship to encourage students.

Lady teachers were appointed for Girls’ Schools. Scholarships were granted to some of the reputed schools. The recommendations were sent requesting prizes for regular students,
building of Special School Houses with garden and sport ground etc. It was also pointed out that if these facilities would be provided for Schools at Amravati and Akola, these would encourage students. On the request of Amravati Municipality, a trained teacher was called from Pune to train the teachers at Normal Schools.

Girls’ school was run by a lady teacher at Ajangaon in Achalpur tehsil. There were some problems for the running of school. Students also left the school. At such time, a thought to appoint Headmaster at school came up. But male teacher was not allowed at the girls’ school. But Headmistress was appreciated for successfully administering the school. Later the school also received grants. It stressed the need of lady teacher. Despite snail pace progress, Women’s education was continued. It is evidently shown in the following table.

<table>
<thead>
<tr>
<th>Year</th>
<th>No of Female Schools</th>
<th>Female schools or classes</th>
<th>Boys Schools</th>
<th>Total No of Girl students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1882-83</td>
<td>12</td>
<td>392</td>
<td>102</td>
<td>494</td>
</tr>
<tr>
<td>1883-84</td>
<td>20</td>
<td>525</td>
<td>161</td>
<td>686</td>
</tr>
<tr>
<td>1884-85</td>
<td>30</td>
<td>916</td>
<td>172</td>
<td>1,088</td>
</tr>
</tbody>
</table>

The development of girls’ education was less in comparison to boys. They were put under severe social burden. The development was restrained to the girls in educated class. The highly educated parents send their children including girls to the schools. Similarly, higher caste men also started teaching their wives secretly during night. The elderly people in the family disliked their education. Some of the women received education from their husband during their pregnancy period. However, the religious heads continued their agenda against women education by spreading false gossips like the early death of her husband or she remained bereft of son etc. There was casteism at its peak and as such, girls’ education was constantly mocked upon. The religious heads were often against girls’ education. The parents who showed courage to send their daughters to school had to face public wrath.

In Berar, Amravati was ahead in women reforms. Yashodabai alias Akkasaheb Joshi, wife of Moropant Joshi was one such reformer of progressive thought. She was one of the first women social workers in Berar. She played instrumental role in propagating women’s education, increasing marriage age of girls, works for widows and installing Arogya Bhawan for women. They also increased interest in listening lectures to increase their intellectual acumen.
A kind of social revolution was started set in due to the impetus given to girls’ education. It cast a far reaching impact on religious sentiments, literature, customs and homely lives. The social change was revolution in a respect. Therefore, it was not directly acceptable.

During the first decade of the twentieth century, the atmosphere was prepared to stress the relevance of girls’ education. The propagation for the education had already been started. A small meeting was held on July 15th 1901 at Mehkar. Tulsibai, wife of Bahadur Narayan Amrutsingh presided over the meeting. She stressed the need of girls’ education. She had pointed out that little children can quickly learn from their children. It was important that a wife of educated man understand the importance of an education at a small place like Mehkar. Thus, an atmosphere was created for women’s education. Wanita Samaj, Sharda Samaj and Ladies Home Class etc had not only provided education but also the opportunities to earn their livelihood.

Educated women could then independently start thinking. She understood her inherent potentiality that she could contribute in the national progress and eke out in national wealth. The educated people wanted to pursue the examples set up by Dhondo Keshav Karve at village Higne. Understanding the foundation of progress is in education, Manutai Bapat started Ladies Home Class, an education institution for women on Oct 10, 1911.

“These institutions were started with primary aim of providing necessary education for daily needs. These were started with an aim to make them better citizens” Therefore, a education programme was drafted to enable them to discharge their social and national responsibility. The institution was run initially during 2.30 pm to 3.30 pm. These women were imparted education right from the alphabets to standard IV. The elderly women were only taught to read and write.

In 1912, sewing class was started. Tailoring of shirts of children, pants, girls’ dresses etc were taught. Tailoring and other handicraft was made compulsory to excel them. Embroidery and designing during weaving were also taught.

Since 1918, a drawing class was started providing facility of Eliminatory and Intermediate Examination. The classes to teach playing of Harmonium were started from 1929. Major ragas and few songs were taught to women. The education of making paper designs and paper flowers was also started since 1930. After achieving mastery on respective arts, some income sources were also searched out through such activities. The founder of these institution also thought to make women self reliant. In 1939, Manutai Kanya Shala came to prominence.
The education institutions also helped divorced and abandoned women. Manutai Bapat, the founder of the social institution worked throughout her life for welfare of girls and women. Manutai who was widowed in her childhood made a remarkable work for the empowering women.

Since 1946, the check up of Primary Girls’ school was held by 4 Assistant officers. Till 1946-47, different institutions had started for the propagation of education in the region of Berar. It is clearly pointed out from the below given tables. Recognized Institution for Female.

<table>
<thead>
<tr>
<th>Educational Institutions</th>
<th>1946-47</th>
<th>1945-46</th>
<th>Increase or decrease</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts College</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Professional Colleges</td>
<td>1</td>
<td>--</td>
<td>+1</td>
</tr>
<tr>
<td>High Schools</td>
<td>37</td>
<td>27</td>
<td>+10</td>
</tr>
<tr>
<td>Middleschools</td>
<td>109</td>
<td>94</td>
<td>+15</td>
</tr>
<tr>
<td>Primary Schools</td>
<td>488</td>
<td>503</td>
<td>-15</td>
</tr>
<tr>
<td>Sper Schools</td>
<td>12</td>
<td>11</td>
<td>+1</td>
</tr>
<tr>
<td>Total</td>
<td>648</td>
<td>636</td>
<td>+12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Educational Institutions</th>
<th>schools</th>
<th>Increase or decrease</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1946-47</td>
<td>1945-46</td>
</tr>
<tr>
<td>Arts College</td>
<td>1282</td>
<td>160</td>
</tr>
<tr>
<td>Professional Colleges</td>
<td>54</td>
<td>---</td>
</tr>
<tr>
<td>High Schools</td>
<td>2,340</td>
<td>1,849</td>
</tr>
<tr>
<td>Middleschools</td>
<td>14,213</td>
<td>11,962</td>
</tr>
<tr>
<td>Primary Schools</td>
<td>47,549</td>
<td>47,271</td>
</tr>
<tr>
<td>Sper Schools</td>
<td>1,025</td>
<td>877</td>
</tr>
<tr>
<td>Total</td>
<td>65,363</td>
<td>62,119</td>
</tr>
</tbody>
</table>
The trend of girls’ education spread from urban folds in Berar to rural parts. There was a few numbers of women who used to come with self awareness. The paucity of women teachers had been felt.

The traditional minded people continued to harp the fear that education would damage their reputation they acquired as good mothers and good wives would damage due to education. Similarly, girls education with boys would distract their attention, overlooked the family affairs, more concentrate on personality development, would not be inclined for marriage, would have wish to remain free and would demand economic freedom and live shoulder to shoulder with men. Women are feeble and frail compared to men. They would attract more to art and literature than required knowledge. They are intellectually not competent with men. They are more sentimental and devotional. They are jealous. They liked to work under the hand of someone who is great. Such type of numerous male dominated perceptions about women had been in fashion. Therefore, they thought it necessary to provide education which is centred on the daily house hold.

Similarly, children’s upbringing is a great national and social work and women should not ignore in her responsibility. Another thought was also immerged in society to put restrain around the possible progress of women who were eager to opt for industry and enjoy financial freedom. Many felt that the model of education should be drafted in such a way that they would prove instrumental in the national reconstruction. Ethics and personal integrity was highly stressed upon and such a traditional education was decided to provide to children.

On Lord Curzon’s thoughts on Female education, the government declared a policy of education through a separate resolution in 1931. It aimed at constructiveness in the education of women. Reforms which would make thorough changes were much anticipated. It was also necessary to handle the situation in different province separately. The government declared the women’s policy without bringing any change in its policy.

1) The education imparted to girls should be necessary and analogous to social etiquettes and life patterns.
2) It should not be competitive and it should also not be examination oriented.
3) It should provide more information health and school life and centred on these facts.
4) Women should be appointed freely instead of men teachers.
5) Check up of the schools should be made and should have such a condition in which the control of the director of the institution will work.⁵⁸

Along with school education, much stressed was also given on the construction of the society. Women started moving ahead on the path of her thorough development. It also helped to lay foundation of her future progress.

Women’s primary and secondary education was rapidly increased. Some of the social reformers started their work to increase marriage age limit of girls. Similarly, separate forums for women’s education were established. The government kept its close watch on development of women. But many women were deprived from the fruit of education. Women’s forums were established to promote education. Its president used to check the education institutions. The work of Middle School at Akola was also important. Its direct impact was seen as large number of institutions started their work towards educating girls and women. It created awareness among women. She began to understand intricate social problems. She came to understand her problems and humiliation she faced in the society. The education created awareness about her deprivation and continued humiliation. In post Independent era, women are seen organized to fight for her rights. They started participating in social and political works.

6.7 Development of Education in Dalit communities:–

Like India, there are different castes of Dalit people. Save barely few castes, larger castes were socially, economically and intellectually backward communities. Dalit communities were disallowed to take water from public wells and were also denied entry into the temples. Untouchability was the stigma on the society.

Out of the total population of Berar 92,33,742, 16,48,982 are Dalits. There percentage in Amravati, Nagpur, Buldana, Akola and Wardha is 33, 29, 28, 27 and 20 percent. The district officers made efforts to attract Dalit children, who were regarded as untouchables then, towards education. Some school directors in rural parts did not heed to include Mahar community students to include in the schools. However, the schools in Amravati, Akola and Elichpur used to allow backward classes students and they were used to sit with other students. They hailed largely from poor families. Even giving concessions in school fee was not enough to bring these students to schools.

Special Schools for Dalit students were set up at Amravati and Akola.⁵⁹ The private Special School at Akola was given encouragement through the government and Municipality.
Though Missionary School at Amravati was not registered as Special School, it has 60 students of Dalit communities. It used to receive monthly grants of Rs 30.60

The government, in its order dated Feb 3, 1882, issued an order to start schools for all communities, making regulation that those schools to be given grants and local bodies and Education department should give them encouragement. It stressed to open the doors of schools for all communities. It made provisions that if required funds were not enough for education of Dalit, then Public schools’ grants should be procured. No student should be denied admission on the basis of mere caste. Grants should not be reserved only for the special classes. These schools should not be registered as the special schools so as to maintain balance in Special Schools and other primary schools.61 Free studentship and special schools would be given acquired to required conditions. As the government had given special attention to educational development of backward students, the following tables point out the continuous and gradual increase in school enrollment.

<table>
<thead>
<tr>
<th>District</th>
<th>No of Low Caste Pupils on the 31st of March</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1881</td>
</tr>
<tr>
<td>Akola</td>
<td>122</td>
</tr>
<tr>
<td>Buldana</td>
<td>87</td>
</tr>
<tr>
<td>Basim</td>
<td>29</td>
</tr>
<tr>
<td>Amravati</td>
<td>102</td>
</tr>
<tr>
<td>Wun</td>
<td>35</td>
</tr>
<tr>
<td>Elichpur</td>
<td>73</td>
</tr>
<tr>
<td>Total</td>
<td>449</td>
</tr>
</tbody>
</table>

Dalit students gradually attracted toward education. Vishwanath Narayan Gothwakar started a school for the downtrodden at Akola in 1885.63 Then in next 10 to fifteen years, different hostels for these students were come up. Januji Kacharu Khandare, resident of Paras established Januji Kaksha Boarding at Balapur.64 He was held as one of the reformers. Not only backward community leaders worked for the propagation of Dalit education, but leaders from upper castes also worked in the same direction. These included Dr Panjabrao Deshmukh, R B Wamanrao Kolhatkar, Sir Gangadharrao Chitnis, R N Mudholkar, Sir Moropant Joshi. Kisan Fanguji Bansode, Ganesh Akkaji Gawai from Dalit community also took initiative. They took up the work of propagation of education. The impact of modern education was felt on the social conditions and culture in Berar.
After the 1919 reforms of the dyarchy, a dual form of government, the untouchables received four seats in the legislature of Central Province & Berar. Nanasaheb Gawai was the member of Legislature put the bill of Eradication of Untouchability in 1930 and made instrumental role in passing it. Kalicharan Nandagawali, another member of a depressed class made reforms for the depressed classes. The education department of the C.P. & Berar was given to Narayanrao Kelkar. He took a noble initiative to provide overall educational facilities to the depressed classes and made it possible for them to take education right from the primary education to the higher education. They also took benefit of the new facilities. The age of self sufficient was initiated in 1937. The newly educated generation was prepared to take benefit of the political rights received through Pune Pact.

The blemish of untouchability was removed by achieving education. It became a source of social change. It propelled them to organize to achieve their denied rights since time immemorial and fight against the continued atrocities committed against them.

They were enslaved and shackled in the socio-religious system. With opening of education, slowly but steadily the education was propagated in them. They began to understand their social abilities and started their struggle for equality. They became aware of the mental slavery. The depressed sections had been denied education. The door of education was opened during the British Era. The darkness of ignorance in their lives was dispersed with the education. It created a sense of self respect and the process of awareness gained momentum.

Imparting education to the depressed section was held as a grave sin. The scripture had denied them the right to education. They had thought that educating them was the sin against God, religion and the society. But these rotten thoughts and customs were thrashed away by starting education for them depressed section who were denied education since antiquity. The traditional minded peoples ranted against the change. As numerous opportunities of growth and prestige had been bestowed by birth upon the upper castes, they used held high their scriptures. They did not support in creating the new society. On such dismal backdrop, the social reformists did not heed the wrath of the established and powerful sections.

As the door of education was opened to all religions and castes, the educated people largely participated in the task of imparting education to untouchables. There was general lack of interest in bringing reforms for the depressed sections. Even in such atmosphere, some of their children completed their education and became aware of the age old shackles of the deprivation.
They were engrossed in superstitions, pessimism and dependency on the upper classes. It was impossible for them throw away the yoke of emasculating traditions. But education brought a new dawn. A positive thought that they could achieve their rights as human being started pullulating with the spread of education. They thought equality as indispensible for their progress. A gradual revolution for equality started in Berar and its impact were obviously felt in Berar. Along with the educated people in the depressed sections, others from the upper sections started to work to eradicate the evils of caste discrimination and untouchability. The depressed sections came to know the pangs and anguish they were forced to endure by the upper classes. The education enabled them to know their plight which was worse than animals. They understood the pangs and devoted their energies for creating awareness among them. Under the guidance of Maharshi V. R. Shinde, Nanasaheb Gawai started his work for empowerment of the depressed classes. Many Reform Houses for untouchables were started in Berar.

Depressed Classes Mission Society of India was established at Mumbai on Oct 16, 1906. The mission took impetus and twelve branches were opened at Nagpur, Akola, Amravati, Bhavnagar, Indor, Manmad, Pune, Hubli etc. Its positive impact was definitely felt on the Berar. Both educated Dalit and men in upper classes started work jointly for the upliftment of the depressed section.

The Depressed Classes Mission started two night schools at Amravati and Akola. The fund of Rs 200 was collected for Night School at Akola. Dr Vinayak and Sawatram Pran contributed gols, rafters and corrugated iron sheets. Some of the Mahar families started donating weekly one anna for the school. They put the examples of self sacrifice. The land for the building was provided by the government.

Another Night school was started at Paras in Akola district. Messer Hosali and Parchure spent their money for the task. The school had strength of 10 to 25 students. One Night class was also started by Punjaji Payis and his community men at Wadegaon. N. W. Harkare visited all the centres and donated grants. He attempted to change the picture of the government and won the sympathy for the government.

Night School was started at Patipura in Amravati on Jan 11, 1901. It was a locality of Mahar community. On the day of inauguration of Sharma School, 20 Mahar children were present. Another school was started at Mahajanpura on Feb 19, 1901. The school has 37 students enrolled who include from Kunbi, Dhangar Muslim, Chambhar, Dhor, Buchar and Mahar castes.
Some of the people worked in tanning industry to derive leather while other had agriculture. Many were workers on daily wages. People in these areas were eager to educate their children. Bapuna Dhore and another landlord donated their houses for the school. The school used run during 7 pm to 9 pm.

R. G. Mundle, general secretary (Yavatmal) and V. M. Mahajani (Akola) and other Messers came to help on Dec 31, 1912. They all started collecting funds for constructing New Hostel at Yavatmal. R. G. Mundle was one of the able leaders from the community. He ran the school from his own expenses.

The social workers took efforts in reaching education to neglected and deprived sections. A attitude of fellow feeling and compassion was created among the higher classes. The lower classes started feeling their inferior positions in the society. They started taking efforts to uplift them through education. Different social organizations were set up in the same direction.

The British government provided many opportunities by giving concessions for the depressed sections. The educated men became aware of the backwardness of their communities. They attempted to educate poor and ignorant society. Along with leaders in depressed communities, leaders in high casts also made efforts in the same direction. Attempts were made to change the mind set of men in upper casts. The parents in upper classes disliked the idea of sitting their children with the children of untouchables. They were not ready to send their children to school. On such a backdrop the government started special schools for Dalit students. After that upper casts people sent their children to the school. The special schools were an initiative approved by both the communities. The continuous humiliation of the poor Dalit children was stopped. The government did not put any fee for the poor students.

R.B.Ranganath, Mudholkar, Sir Moropant Johi, Ganesh Akkaji Gawali, Vinayak Devrao Digambar, Dr. Panjabrao Deshmukh, Veer Wamanro Joshi, Dadasaheb Khaparde, Ramchandra Anant Kanetkar etc. took relentless efforts. They open hostles for them. Depressed Class Mission also help in the task.

The education played the important role of searching the essence in dalit communities. They became aware of their rights and they organized. They understood that they too have rights to live life like higher classes. The education is the only key to get their rights. They established their organizations and organizing their meetings. Dalit communities made efforts to make aware the higher classes the importance of equality.
6.6 Contribution Dr. Panjabrao Deshmukh in dissemination of Education:-

Dr. Panjabrao Deshmukh and Barrister Ramrao Deshmukh founded Berar Maratha Education Society in 1925. Under the same society, they also founded “Swami Shradhanand Orphanage in 1927. The education facility was provided to backward community students and reached the stream of education to the rural parts and made a way for the development of backward communities.

Dr. Panjabrao Deshmukh had real concern for education of the backward communities. When he became president of the District Council he opened up a school in rural area and provided facility of education to rural students. It attracted the students from rural parts.

These night schools propagated education in Backward communities and they came to understand the fallacies in different inhuman restricts imposed on them since time immemorial. The Dalit movement immerged due to the awareness created by the education and knowledge about their deprivation and continuous social, religious and economical exploitation. When leadership of Dr. Babasaheb Ambedkar immerged, the intensity of the movement increased manifold. He gave the message to his people to educate, organize and struggle for achieving their development. The new generations became educated, cultured and progressive. The credit of educating them goes to Dr. Panjabrao Deshmukh as well.

Dr. Panjabrao Deshmukh established branches of Shri Shivaji High schools in different towns and cities. His works in the fields of education is important. He provided facility of education to the Backward Communities in urban and rural areas. They came to emancipate themselves from ignorance and vicious superstitions. Dr. Panjabrao Deshmukh took relentless efforts for eradication of untouchability, reservation for Backward Communities and free and compulsory education. He also established schools and hostels. Therefore, the Backward Communities became educated. The communities those were earlier forced to live in abyss of poverty and sickness came out from the basic requirements of Food, Cloths and protection. They began to exert their voice. They became aware of their rights and authority. Dr. Panjabrao Deshmukh who took relentless efforts to provide stream of education to denied castes and neglected sections.

Dr. Panjabrao Deshmukh was elected by majority votes in the Legislative Council in 1930. He took oath as a Minister of C.P and Berar province in Dec 30. He was entrusted important portfolios Education, Agriculture, Public Works and Co-operation. Then he took
special efforts to bring reforms in Education. Farmers in India live in rural parts. There was huge difference in Urban and Rural areas. The education institutions were centered in urban areas leaving children of farmers bereft of education who live in rural parts. Peon in Urban area could provide education to his son but the rich farmers in rural areas could not provide education to their sons. To provide education to students in rural parts, Dr. Panjabrao Deshmukh provided 34 percent fee concession for farmers’ children in High School and Higher education.

Poverty ridden farmers’ children started educating their sons. They were gradually developed bringing higher life style. They became aware of their rights. It is due to education they came to understand the slavery in which they had been forced to endure their deprived lot.

Following the law of Compulsory Education, the facility of education was provided in rural areas. 100 new primary schools were opened. Education was made compulsory for children below 11 years. Had the parents not sent their children to school, they would have been held guilty. It was due to this law, the children of denied and backwards castes including Mahar, Mang, Sali, Koli, Kunbi etc caste began started taking education. It increased the rate of literacy and became the second district with highest rate of literacy.

Dr. Deshmukh also propagated women’s education through District Council. Women had not come forward to work as school teachers. He adopted a policy of appointing women teachers. It gave impetus to girls’ education. Educated women also came forward in the task of education.

Physical education has no place in any University in India. Meanwhile, Dr. Lakshamanrao Kokardekar (who later became a member of Hanuman Prasarak Mandal) returned India with a degree in Physical Education. But then the university syllabi had not included physical education. Dr. Deshmukh started physical education and appointed Dr. Kokardekar as the director of the department. He understood the importance of sport in education. With the same view, he established Sport and Athletic Board. Dr. Panjabrao Deshmukh was the president of the Board. Dr. Lakshmanrao Kokardekar was the executive chief while Nateshwarrao Drawade was vice president of the Board.

Physical development of students in Berar was possible due to the new facility of physical education. Intellectual, physical and mental development was possible at the school. These schools opened the door of education for the pure and neglected sections of the society. Dr. Panjabrao Deshmukh implemented the scheme of Compulsory Education. He gave financial
boost up for Shri Shivaji Education Society to work for propagating education and extended its ambit by starting new schools and colleges in its folds. He was the chief initiator of the 26th convention of All India Maratha Education Council at Amravati in 1939. Many intellectuals, technocrats and scientists came out of the Shri Shivaji Education Institutions. Dadasaheb Kalmegh, Dadsaheb Thakre, Dr. K. G. Deshmukh and principal H. B. Ulemale ably handled the post of Vice Chancellor. Many public representatives at Parliament and Legislative Assembly, scientists and social workers came out of the institution. Dr. Panjabrao Deshmukh received special assistance and help from S. V. Deshmukh, Mamasheb Londhe, Aabsaheb Dharfalkar and Bapusaheb Deshmukh etc.

Shri Shivaji Education Society started different streams of education including Arts, Commerce, Science, Agriculture, Rural Education, Physical Education, Law, Engineering, education etc. It also took into its compass hostels, orphanages, nurseries and training institutes. The Society was instrumental in propagating different streams in Education. It boosted the education in larger sections of the society.

Though education was made compulsory it was not possible for weaker sections in the society to take Higher Education. There were many difficulties, even if the students of these communities to take up as their pursuit. After taking secondary education, many of them used to go back to their farms. Dr. Panjabrao Deshmukh drafted a innovative plan of Lok Vidyapeeth to propel these students to complete their formal education. Education revolution was important for bring much required social changes. He wished that Lok Vidyapeeth should bestow degrees on quality of self educated students. He appointed Dr. Jwalaprasad as the vice chancellor of Lok Vidyapeeth. The first president Dr. Rajendra Prasad inaugurated Shri Shivaji Lokvidyapeeth on Jan 30, 1950.

The process of social change began with the educational work of Dr. Panjabrao Deshmukh. It put restrain on the superstitions, wrong customs, poverty etc. The intellectual and education standard of people started improving. They received a path of progress. New men and women enabled to understand their true benefits. It gave impetus to create men who had strong faith on public welfare. A generation was prepared to fight against illiteracy, ignorance and superstitions. The benefit of education percolated to the last stratum of the society. Thus, Dr. Panjabrao Deshmukh gave immense contribution for educational upliftment.
The British regime was started in Berar in 1853. Public instruction department was established in Berar for systematic propagation of education. Rate of literacy was considerably increased as special emphasis was put on primary education. People were inclined for education. Different schemes were implemented for the primary education. Students became self-reliant due to Vidya-mandir and Wardha Shikshan Scheme. Along with bookish education they started receiving practical education. Thus, they were more inclined towards education. The educated youths began to get employment in government and private offices. They came in contact with the government. They began to understand the duplicity of the British government. Educated students understood the customs and traditions from close hand. They realized that education was the only means to bring a positive social change. The new trends of social change began in Berar.

A special attention was given for education of Muslim Youth. Initially, the percentage of literacy was better but it depleted in later phase. It generated a spirit of nationalism. Some of the national workers opened National Schools. These schools participated in the freedom struggle. The colleges were established in Berar for higher education. Different social organizations were established for social reforms. They created conducive atmosphere for social change.

Girls’ education was emphasized during British regime. Women became educated. They took interest in education. They become aware of the injustice they meted out in male dominated society. She became self-reliant and independent. The education brought awareness in Dalit communities about the injustices and atrocities they faced from the ancient times. They become aware. They began organizing for their rights.

Dr. Panjabrao Deshmukh took a lion’s share in reaching education to general and neglected sections of society in Berar and made education a simplified process for ruler people. His contribution in education is incomparable. Poor farmers and dalit people could take education. He started schools for poor children and also started hostels for them. He worked for women education. He provided different facilities for the farmers’ children. He made many reforms during his tenure as a Minister.

The process of social change received impetus due to the immense contribution of Dr. Panjabrao Deshmukh. The process of education stated during British era reached to the neglected section of the society and created socio-political awakening.