



## EDUCATIONAL STRUCTURE AND SITUATION OF MAHARASHTRA IN CURRENT SCENARIO

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### ABSTRACT

#### KEYWORDS:

*Problems, strategy, efforts, suggestions, government, values*

*Maharashtra is situated in the west-central part of India and it is surrounded in north and east by Madhya Pradesh, south by Goa, Karnataka, and Andhra Pradesh, west by the Arabian Sea and North-West by Gujarat and Daman. The total geographical area of Maharashtra is 307,713 sq. km. According to 2011 census its population was 11,23,74,333 against 9,68,78,627 in 2001, it means an increase of 1,54,95,706 in 2001-11 decade. As per the Bombay Reorganization Act 1960, the Bombay Presidency was divided into Gujarati and Marathi speaking people. Later on, on 1<sup>st</sup> May 1960 the Maharashtra state was formed. Its Capital is Mumbai and winter capital is Nagpur. The state has 35 districts, 355 Tehsil, 534 Towns and 43,665 villages.*

*Literacy rate in Maharashtra is 82.3 percent (male 88.4% and female 75.9%) which is higher than the national literacy rate 73.0%. Similarly the rate of female literacy 75.9% and male literacy 88.4 is much higher than national female literacy 64.6% and male literacy 80.9%. There are 98,213 primary schools in Maharashtra with 160,44,000 pupils. In this article, Detail study has been carried out with context to educational structure and situation of Maharashtra.*

### INTRODUCTION

Right from the beginning of its formation on 1<sup>st</sup> may, 1960 the Maharashtra state was committed to development of elementary education. After the independence with the First Five year Plan in 1951 the planning process was started in the country and Maharashtra joined this process of socio-economic development from Third Five Year Plan onwards. Five Year Plan survey helped State to understand the status of primary education in rural areas. During the First five year plan, among the schemes related to primary education, importance was given to the scheme related to introduction of compulsory primary education.

### HISTORICAL BACKGROUND

During pre-British period, educational institutions were mostly runs by individuals under the patronage of King. For education there was no system of regular funding from the state. The educational institutions were very less in number and students were mostly from upper caste and from elite families. Schools were used to give knowledge about religion. Rulers and some elite families used to give economic support to these schools and some fund they were manages from students. Schools were run in temple, home, mosque, Ashram and under the tree also. Administration and curriculum were

mostly controlled by teachers (Gurus) and head of the institution. Guru used to get salary in the form of presents from their students as Guru Dakshina. Education became a business when British introduced Grant-in-aid system recommended by Wood in 1854. In 18<sup>th</sup> Century, East India Company made some rules to promote education and granted one lakh rupees per annum for education in India. The East India Company started English education for upper and middle caste people so that they can create a group of people capable to assist them in their work. In every district head quarter, English schools were set up by British government and educational inspector was appointed to inspect these schools. Due to this domestic education system deteriorated and was replaced with new system of education introduced by British. However British schools did not achieved their expected target and hence British started supporting domestic school through grant-in-aid. Domestic schools were performing according to British expectation and it also satisfied student need for the development. British government tried to improve the education of domestic schools by offering some scholarship and training for the teachers.

The Education department at the national level is divided into 10 various other department. Each department is headed by joint secretary. The district primary education program

(DPEP) is mostly focused on the improvement of primary education with local support. The joint secretary of elementary education is interested in advancement and spread of elementary education. Similarly joint secretary of higher education, Secondary education, adult education, technical education, scholarship and languages are more concern about the work of their dept and their outcome. There are some national and state level institutes which work with the education department.

**SOME NATIONAL LEVEL ORGANIZATIONS IN EDUCATION SYSTEM**

- 1) **NCERT** – National Council for Educational Research and Training. The head office is situated in Delhi. It was established in the year 1961 to bring qualitative improvement in school education (mainly secondary level) and teacher education. It conducts programs like research, development, training, extension, innovation, dissemination etc.
- 2) **NIEPA** - National Institute for Educational Planning and Administration, It was renamed in 1979. In past it was called ‘Asian Institute of Educational planning and Administration’. The institute aims at preparing professionals in educational administration.
- 3) **UGC** - University Grants Commission. Coordinates and sets standards in the area of higher education.
- 4) **NOTE** - National Council for Teacher’s Education- aims at development of trained teachers.

**ORGANIZATIONAL STRUCTURE OF EDUCATION IN MAHARASHTRA**

The Maharashtra state education department is headed by the education ministry combines of cabinet minister and state minister of Maharashtra. The state came into existence ...<sup>st</sup> March 1960 after the bifurcation of central province and Bombay province. The cabinet minister look into the matter related to higher education and technical education. The state minister look into the matter related primary, secondary and higher secondary education.

The Education Secretary is the head of education department who is assisted by the director of primary to higher secondary education, director of higher education and director of technical education. Each director of education supported by joint director and deputy director. This study mainly focused on school education that is why we will talk about only school education department. The Maharashtra state is divided into seven regions and each region is headed by one deputy director. In each region there are number of district and each district is controlled by education inspector who is assisted by senior auditor, an educational officer of Zilla Parishad and principals of government colleges of the district.

The regional deputy director of education keep eye on working of educational institution in the region. The regional deputy director has power to giving and withdrawing recognition to secondary school also takes decision on grant-in-aid to school of his region. The regional deputy director is responsible for implementation of schemes related to primary and secondary education, to give direction to the district officers time to time and to supervise the audit work of education department in every district. He is also the person who takes care about the complaint related to teacher management.

Maharashtra State Board of Secondary and Higher Secondary Education is an autonomous body. It is established in the year 1965 by the act of parliament. The main function of this board is to conduct 10<sup>th</sup> (SSC) and 12<sup>th</sup> (HSC) exam at Maharashtra level. The director takes care at state level and commissioner takes care at regional level.

Like NCERT (National Council for Educational Research and Training) at national level, at state level there is a SCERT (State Council for Educational Research and Training). The SCERT frames the syllabus for state board education; conduct research on education related matter and organizes various workshop and conferences for teacher training. The director is the head of SCERT who is supported by joint director of administration and joint director of DPEP (District Primary Education Program). The SCERT works for the curriculum development and quality improvement.

**Number of schools in Maharashtra**

Area	Total Number of Schools	School According to						
		Type			Management			
		Boys	Girls	Co-ed	Govt.	Local Bodies	Private Aided	Private Unaided
Rural	34,527	459	610	33,458	624	32,807	679	417
Urban	6,289	265	431	5,593	96	2,436	1,897	1,860
Total	40,816	724	1,041	39,051	720	35,243	2,576	2,277

Source: - Seventh All India Education Survey, Department of Educational Surveys and Data Processing National Council of Educational Research and Training New Delhi

**MORAL EDUCATION**

The world ‘Morality’ is derived from the word ‘Morus’ which means Social customs and manners or principles of right or wrong in conduct or the laws of community. It is means behavior that reflexes his morality.

Education essentially means all round development of personality including moral development. The knowledge about the growth and development of children and the realization of the possibility that a child could be grow and develop with respect to certain prepared objectives made the teacher and education planners aware of the possibility that

an ideal society could be built if we could develop the child with the ideals in our mind and transmit certain values which are consistent with the ideal society. The need of such an education has been felt gradually in view of the turmoil through which the human society is passing.

**THE INDIAN EDUCATION SYSTEM**

Education in India is provided by the public sector as well as the private sector, with control and funding coming from three levels: central, state, and Local. Takashashila was the earliest recorded centre of higher learning in India from at

least 5<sup>th</sup> century BCE and it is debatable whether it could be regarded as university or not. The Nalanda University was the oldest university-system of education in the world in the modern sense of university. Western education became ingrained into Indian society with the establishment of the British Raj. Education in India falls under the control of both the Union and the State Governments, with some responsibilities lying with the union and the states having the autonomy for others. The various articles of the Indian constitution provide Education as a fundamental right. Most universities in India are controlled by the Union or the State Government. India has made progress in term of increasing the Primary Education attendance rate and expanding literacy to approximately three quarters of the population. (S.M, 2013)

### Challenges before Education

The first and foremost challenge before education is to create an atmosphere which will compel everyone to think for uproot of these evils of our society, develop and foster those mental aptitudes and capacities of the citizens which would enable them to pounce upon these evils and eradicate them.

### Challenges of Coming Century

When we want to plan to equip the new generation to face the challenges of the coming century, we should visualize these challenges in various fields, vividly and plan the line of action in the light of these challenges.

### Population Explosion

Population explosion is the first and foremost challenge before the coming century. The rate of growth in our population is not satisfactorily reduced despite various programmes of adult education. Tremendous population explosion will pose serious problems in economic, mental health and hygiene and law and order if not properly dealt with. Two pronged planning appears to be essential, right from today to deal with this calamity. Preventive and corrective measures should be planned to deal with this monster.

### Explosion in Knowledge

Due to researches in various fields of knowledge, horizon of knowledge is expanding day by day. Present day techniques of acquiring knowledge or storing knowledge would prove to

be useless in the coming century. New techniques therefore will have to be evolved and taught to our new generation to enable them to derive necessary benefits from them, to stand in competition from the various nations and planets and to cope up and gain mastery over the situational onslaught.

### CONCLUSION

Twenty first century is going to be space age and under water age. The mankind on the earth will have to find out new worlds for its habitation and feed its teeming number. The space, snow-clad regions, vast desert expanses, impenetrable jungles, and vast ocean regions provide the rich potential for such new worlds. Richer sophisticated communication and control techniques would enable the people to gain mastery or upper hand in the control over these new lands. It is therefore essential to equip our young generation with the knowledge of new techniques and tools of communication and control and invent new ones which would excel the similar in the field.

Education always require for holistic development of human being. There is a need to improve status of primary education for betterment of current and future generations. All components of society have to participate in education system.

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