



## SCENARIO OF THE EDUCATIONAL FACILITIES IN RAHURI TAHSIL OF AHMADNAGAR DISTRICT IN (MAHARASHTRA)

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### *Abstract*

*Education plays a very important role in the all round development of human beings. It also helps in acquiring the human qualities which in turn determine the high level of human development. Thus, role of education is directly proportionate to the level and quality of human development in an area. A minimum level of education is an essential condition for the all round development of the human resource in any region. In other words, it may be stated that the backwardness of any area is directly proportionate to the illiteracy level of the people. Thus, it may be summarized that education and its facilities in Rahuri tahsil play a very important role in all round development of the tahsil and up-liftment of its socio-economic status.*

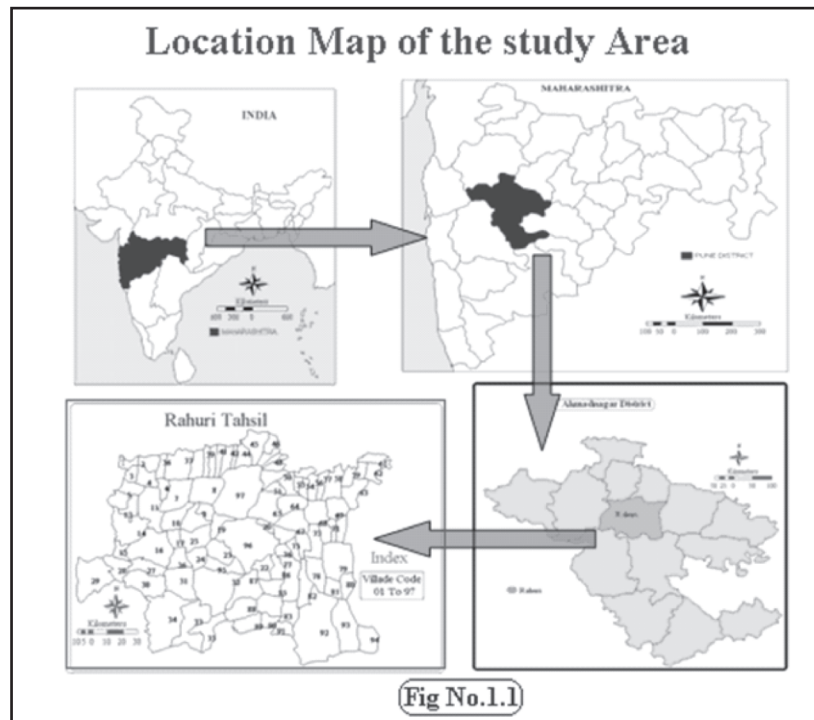
**Key Words:** Education, up-liftment, Primary educational institutes, secondary educational institutes.

### **1. Introduction :**

Education is a very sound medium for all round development of the society and is a medium of acquisition of human qualities, (Singh, 1988). Education play an important and vital role to not only society but also reflects the overall development of the region Hussain,(1994). (Kothari, 2010) has emphasized that the quality and quantity of education plays a major role in the level of development of a country. According to (Gupta, 1998), every human being has to acquire a certain minimum level of education so that he understands the written statements and it also helps in self confidence and decision making ability. Gosal (1988) has shown a direct relation between education and progress of an area or region and also its socio-economic development. Moreover, the education institutes have been described as an industry where production, maintenance and enhancement of human resource development take place. Educational facilities are extremely important for human resource development. Level of education depends on the availability of quality educational institutes. According to (Gupta, 1990), education either formal or informal is one of the main agents of social change, more particularly so for the females in the society. For the females, education exposes them to the outside world, widens their horizon and provides with information regarding many important matters of life. According to (Dube and Misra, 1991) education is the cause and effect of modernization of thought and deed and thus effects all round development of the region. They have further emphasized that level of education is the best exposition of the level of socio-economic development.

### **2. Study Area:**

The Rahuri tahsil of Ahmadnagar district in Maharashtra state has been selected for the present work. The tahsil comprises of 95 villages and two urban centers spread over an area of are 100868 hectares. The absolute geographical location of the study area can be expressed as from 19° 15' N to 19° 34' N latitude and 74° 23' 30" E to 74° 50' E longitude. Rahuri tahsil lies in the rain shadow zone of the Western Ghats in the middle of Pravara and Mula basin. About 45 % of the net Sown Area (NSA) is under irrigation which provides the base for establishment of two sugar factories and 14 chilling plants with a good network of dairy collection centres.



### 3. Objective:

To observed the overall educational Scenario of the Rahuri Tahsil of Ahmadnagar District In Maharashtra

### 4. Population:

The population of the tahsil according to the 2001 census is 295093 with about 51.70 % as male and 48.30 % as female population. According figures of 2011 census the total population of the tahsil increased to 325932 with decadal growth of 10.45 %. According to 2011 census 69.83 percent population are Literate .The Rahuri tahsil is bounded by Rahata tahsil on the north, Nagar tahsil on the south, Nevasa on the east and Sangamner and Parner tahsil on the West, of the same district.

### 5 Approach:

The aim of the present study is to investigate the level of educational development of the study area.. The study has been carried out according to the following steps:

#### I). Demographic Study:

The demographic data have been analysed to understand the population resources which has direct bearing on the human resource development. The parameters like density, growth and sex ratio have been considered as the indicators of the demographic resources

#### II). Study of Social Parameters:

The socio-cultural profile of any village is dependent upon the social structure of the population and educational, the data regarding such education facilities have been analysed to understand the level educational development for all the villages in Rahuri tahsil.

**6. Analysis:**

**1 Educational institutes in tahsil:**

According to the recent data gathered in addition to the primary and secondary educational institutes, there are observed eleven junior colleges, three senior colleges and one college each for imparting engineering and medical education in the tahsil. These facilities at tahsil level can be termed as adequate, though there may be some regional imbalance within the tahsil. Moreover, it should be made clear that the agriculture university situated in the area of the tahsil has not been considered as the educational institution facility for the people in the tahsil as it is a research institute for agriculture and provides post-graduate courses in agriculture which obviously do not benefit directly for the local population of the tahsil.

**Table No. 1  
Educational Facilities in Rahuri Tahsil**

Sr.No	Category	PS	S. S.	Junior College	Senior College	Engg. And Medical College
1	Government	01	01	0	0	0
2	Institute with Aided	207	30	10	02	0
3	Institute non-Aided	07	13	01	01	02
	<b>Total</b>	<b>215</b>	<b>44</b>	<b>11</b>	<b>03</b>	<b>02</b>

(Source: The district socio-economic survey 2010-11)

It should be added that in the provision of the educational facilities in the tahsil, the major role is played by the locally based private institution namely, the Shivaji Shikshan Prasarak Mandal run by Rahuri Sugar Mill. The educational facilities in Rahuri tahsil have been gathered and tabulated in table (Table No.1).

From the table (Table No.1), it can be observed that the educational institutes in Rahuri tahsil are of two categories, viz. government and private. In the private institutes, there are two types, namely, government aided and non - aided institutes. The educational institutes are of five types. They are primary, secondary, junior colleges, senior colleges, professional and technical colleges such as engineering and medical institutes.

**I) Primary Education Facilities:**

Amongst the 97 settlements in the tahsil, there are in all 215 primary educational institutes. Out of these, one primary school is run by the government and the rest 214 are privately owned institutes. Amongst the privately owned institutes, there are two categories, viz. the institutes aided by the government and the institutes not aided by the government. Thus, from the table it is seen that out of the total 214 privately owned primary institutes, 207 are aided by government and only seven institutes are non-aided institutes. Thus, the proportion of the government aided institutes far exceeds the non-aided primary education institutes. This works out to almost 97 percent aided institutes and only three percent institutes are non-aided.

**II) Secondary educational facilities:**

There are in all 44 secondary schools in the tahsil. Out of these, one is owned and run by the government and the remaining 43 institutions are owned and run privately. Here, it would be appropriate to mention the only government owned and managed school in the tahsil which is situated in Rahuri town. This is the Sant Gadge baba Sevashram institute which runs a residential primary and a secondary school mainly for the poor class children. The map (Fig No.2) shows the facility of the

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secondary school education available in the villages. It was observed that the northern part of the tahsil has more secondary educational facilities and the southwest part of the tahsil and especially the villages at the west of Rahuri town are having comparatively less facilities for secondary education.

### **III) Higher Secondary Educational Institutes:**

As is mentioned earlier, there is only one school each in the primary and secondary category in the tahsil run by the government. However, there is no government run junior college in the tahsil. In all, there are eleven junior colleges in the tahsil out of which one is non-aided and remaining ten are state-aided private institutes. It should be mentioned that there are no separate institutes for junior colleges. They are either attached to the secondary schools or to the senior college.

### **IV) Higher Education Facility:**

In this category, again it may be mentioned that there is no government institute for the higher education facility. In all, there are three senior colleges in the tahsil. Out of these, two are government aided and one senior college is non-aided. The two government institutions are located at Rahuri town and Satral, the non-aided institute at Deolali.

### **V) Engineering and Medical Education Facilities:**

There are two institutes in the tahsil in non-aided category, one each for engineering and medical education. Obviously, these are privately run institutions owned and managed by the Shivaji Shikshan Prasarak Mandal, situated in the area of Deolali Pravara.

### **2 Village wise Educational Facilities:**

As stated earlier, there are five different categories of educational institutes in the tahsil. The number of institutes in each category has already been discussed. In this section, it will be interesting to know the number of villages where these facilities are available.

#### **I) Primary Education:**

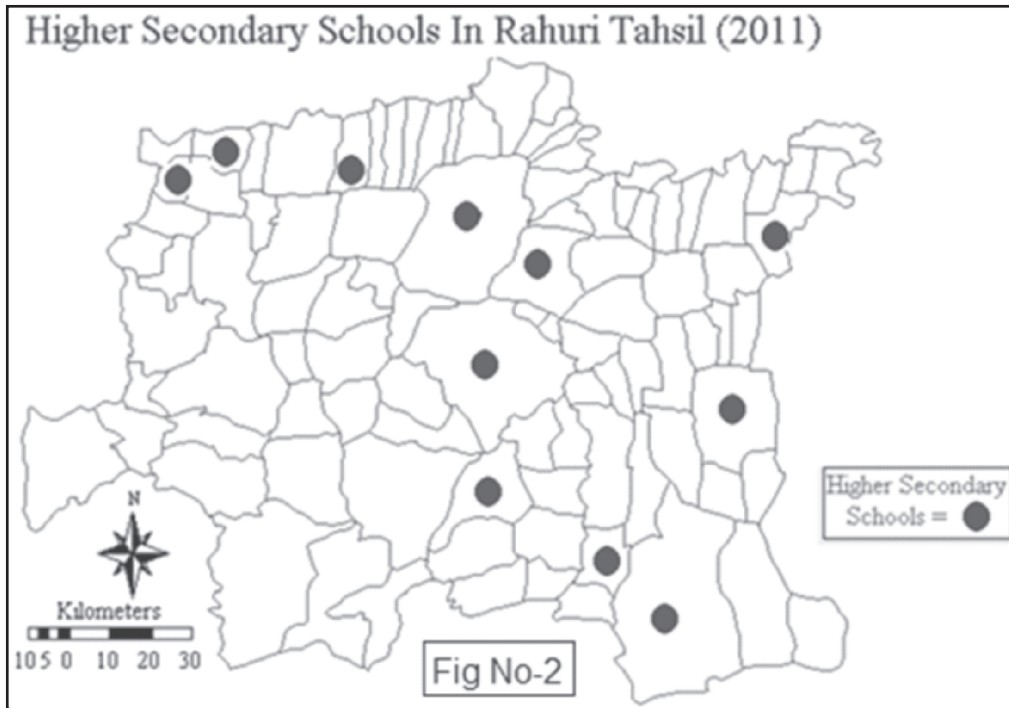
It is stated here that all the 97 settlements in the tahsil have at least one primary school.

#### **II) Secondary Education:**

There are in all 44 secondary schools in the tahsil. These are as brought out earlier, either run by the government or by the private institutions. These 44 institutes are located in 31 villages including the two towns in the tahsil. In other words, 66 villages out of the total 97 settlements do not have the secondary education facility in their area. This proportion obviously can not be considered a favourable one. This also means, due to the unavailability of the facility, the children have to travel long distances for their post-primary education.

#### **III) Higher Secondary Education (10+2)**

There are as is known eleven institutes which provide the higher secondary education facility in the tahsil. These are located in eleven villages or towns in the tahsil area. It was observed from the map (Fig No.2) that these institutes are mainly spread over the four villages in the Northwest part, three villages in the south east part, two each in the east and middle parts of the tahsil. In other words, this implies that the western and southwest part of the tahsil is deprived from the higher secondary education facilities.



**IV) Higher Education:**

There are only three institutes in the tahsil which provide the higher education. These are located one each in the two towns in the tahsil and the remaining one is in the village Satral located at the Northwest part of the tahsil.

**V) Professional Education:**

There are only two such institutes which provide the medical and engineering education, both located at the town Deolali Pravara. Moreover, as has been mentioned earlier, the Mahatma Phule Agriculture University and Research institute is located at village Digras.

**3 Number of Teachers:**

It can be agreed that an adequate number of the trained teachers to teach the pupils is an essential factor for maintaining the quality of the education sector. It would be proper to see the position of the teaching staff at various levels in the tahsil.

**I) Government Sector:**

As made out earlier, there is one primary and one secondary school in the government sector in Rahuri tahsil. In the primary school, there were 29 teachers, whereas in the only secondary school in the state sector, there were only seven teachers.

**Table No. 2**  
**Teachers in Rahuri Tahsil**

Sr. No	Category	P S	S. S.	Junior College	Senior College.
1	Government	29	07	00	00
2	Local Institute and Aided	847	482	462	48
3	Local Institute and non-Aided	45	89	08	11
	<b>Total</b>	<b>921</b>	<b>578</b>	<b>470</b>	<b>59</b>

Source: Socio-Economic Review - 2010

**II) Private Sector:**

**A) Primary Schools:**

There are in all 207 primary schools in the aided institutes' category and only seven institutes in the primary education category are unaided. The aided primary schools have 847 teachers. The seven non aided primary schools have 45 teachers. It was observed that the non-aided schools are located either in the two towns or highly populated villages like Takalimiya, Vambori etc.

**B) Secondary Schools:**

In this category, there are 30 aided schools with 482 teachers. In the non-aided 13 secondary schools, there are 89 teachers in the tahsil.

For the ten aided junior colleges in the tahsil, there are 462 teachers. As is well known, there are three streams in the junior college level, namely, Arts, Commerce and Science.

Thus, in conclusion it may be stated that in all, there are 921 primary teachers, 578 secondary teachers and 470 junior college teachers in the tahsil.

**C) Senior Colleges:**

In this level, there are two aided institutes in the tahsil which have 48 teachers in total. There is in addition, one non-aided senior college where eleven teachers were working during the time of observation.

**7. Conclusion :**

The facility of primary education is available in all the villages in the tahsil. However, the facility of secondary and higher secondary is not available in the south western part of the tahsil. The higher education facilities are concentrated only in the central part of the tahsil in and around the town area. The technical and vocational education is not available in the tahsil.

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