

Original Article

A Comparative Study of Education in Maharashtra

Sudewad S.V.

Sociology Department, Gondwana University, Gadchiroli

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Abstract

Education plays a vital role in the overall development of individuals and society. It contributes to the formation of values, norms, morality, and responsible citizenship. After India's independence, the education system underwent significant transformation through various policies, commissions, and constitutional provisions ensuring the right to education for all sections of society. The present study focuses on a comparative analysis of primary, secondary, and higher education in Maharashtra, with special reference to literacy rates, enrolment patterns, gender disparities, and dropout rates.

The study is based on secondary data collected from sources such as Census reports, AISHE, and the Economic Survey of Maharashtra. Statistical data reveal a steady increase in literacy rates and educational infrastructure; however, challenges such as regional imbalance, gender inequality, and dropout rates—particularly at the secondary level—continue to persist. The findings highlight that while Maharashtra has made notable progress in education, focused policy interventions are required to address rural-urban disparities, female enrolment in higher education, and retention at the secondary level. The study emphasizes the need for inclusive and equitable educational development to strengthen social and economic progress in the state.

Key Words: Education system, primary education, secondary education, higher education, Maharashtra.

Introduction

“Education is what remains after one has forgotten what one has learned in school.” Albert Einstein.

According to the 2020–21 All-India Survey of Higher Education, the state had 49.94 lakh pupils enrolled in and total number 71 universities, 4,532 colleges, and 2,153 standalone organizations. A total enrolment of 49.94 lakh. Furthermore, as indicated by the economic survey for 2022-23, as of 30th September 2021. there were 1,05,848 primary schools (classes I to VIII) with a total enrolment of 154.2 lakh, and 28,612 secondary and higher secondary schools (covering classes IX to XII) with all students 66.4 lakh. Today's children are tomorrow's citizens. Education makes humans versatile, because it plays a major role in the development of social construction. Education is an important investment in the progress of both countries. India's independence in India, the Constitution of India, has given the right to education to all sections of society. In India there are Education commissions, policies, and various amendments make education the strongest and most powerful. Education is the process of enlightening both men and women. Boys and girls need to receive education for societal progress, but the level of education of girls in rural areas is lower than that of boys, which is a social process. Teaching is derived from the English word teaching, which means to teach. The objective of the education was beneficial. Teaching is a fundamental social process, and the term teaching originates from the English word teaching, which signifies the act of imparting knowledge. This is a multifaceted process in which both educators and learners develop their identities through the curriculum. In essence, teaching involves the exchange of ideas or interactive engagement between the instructor and student, utilizing any subject matter as a conduit for learning.

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Address for correspondence:

Sudewad S.V. Sociology Department, Gondwana University, Gadchiroli

Email: satya291977@gmail.com

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Education is useful to humanity and secularism. In India, traditional education was oriented toward ancient times. Different education is undertaken for different arts; however, in the present situation, the nature of education is changing. The country is progressing towards development through education. At an early age, children are taught the importance of education. In the early days, the standard of education was very low and girls were not given the right to schooling. In India, after struggling with the education of girls, the "Jyotiba Phule" and "Savitribai Phule" receive girls' education. He fought the importance of women's education in society. On July 3, 1851, the first school for girls opened. Education is what we can learn by examining things around us. Education helps us easily understand objects or situations. Without education, a person is incomplete and life is considered meaningless. Education leads to improvement in knowledge, skills, and confidence.

This research article focuses on primary, secondary, and higher education in Maharashtra, studying the dropout of children, the total number of schools, and so on.

Literature review-

1. Jyotsna S. Lal, Inter District Disparities in Education in Maharashtra (May 2024). This study attempted to measure the extent of inter-district disparities in terms of education indicators in Maharashtra. The research found wide inter-district variations in various learning indicators, covering four aspects of education. The range and standard deviation clearly show a wide dispersion in education status, in some districts making very low on education infrastructure but very high on access to and use of school facilities.
2. Status of education in Western Maharashtra: a Geographical Analysis by Hira Malhotra (2020). The survey clearly shows that there are geographical shifts in literacy rates in rural-urban and male-female, as well as tahsil-wise. The literacy rate in western Maharashtra is affected by socioeconomic and physical factors.
3. Dr-Dada Nanaware by research article Analysis of Education Development across Regions in Maharashtra, March 2019. The current study investigated the geographical setting and the impact of education development to the human development of the state of Maharashtra in five distinct areas.

Applying a modified Education Development I state-specific literacy rates (for those aged seven and up

State	Census 2001			Census 2011		
	Male	Female	Persons	Male	Female	Persons
Andhra Pradesh	70.3	50.4	60.5	74.8	60.0	67.4
Gujarat	79.7	57.8	69.1	85.8	69.7	78.0

index, the present research tried to assess regional academic growth and intraregional variations in educational development in five areas of the state of Maharashtra.

4. Aparajita Chattopadhyay and Vijaya Dur Dhawale in research article Primary schooling in a tribal district of Maharashtra: Some policy relevance by September, 2009. Therefore, we decided to conduct research in Nandurbar District. The highest concentration of indigenous people in Maharashtra was found in this district. This district is home to Bhil, Pawara, and Kokani tribal communities. This district was chosen for the following reasons: it is the entire state of Maharashtra, including each district. Thus, the research focuses on the state of elementary. Thus the study focuses on the situation of primary school attendance in some selected villages of Nandurbar district.
5. A Study of Online Education with Special Reference to Maharashtra Yogesh Baldev Puri (2022) the writer research about and told that many changes have been made in the nation, and the online education system has become important. However, there are still problems regarding the resources accessible to online teaching and learning. Thus, thorough preparation should be performed in the future. By keeping these guidelines, the goal and philosophy of the online learning system will succeed.

Importance of the study

In the present situation, the status of education and dropout percentage of primary and secondary schools in Maharashtra. The current research topic was selected for this purpose.

Objective

1. To examine literacy rates for specific states (aged seven years and older).
2. To study enrolment and primary and higher education in Maharashtra.
3. To study the dropout percentage of primary and secondary schools in Maharashtra.

Hypothesis

1. In year 2018-19 the dropout rate for secondary education was higher than that for secondary education.
2. The percentage of girls enrolled in higher education was unsatisfactory.

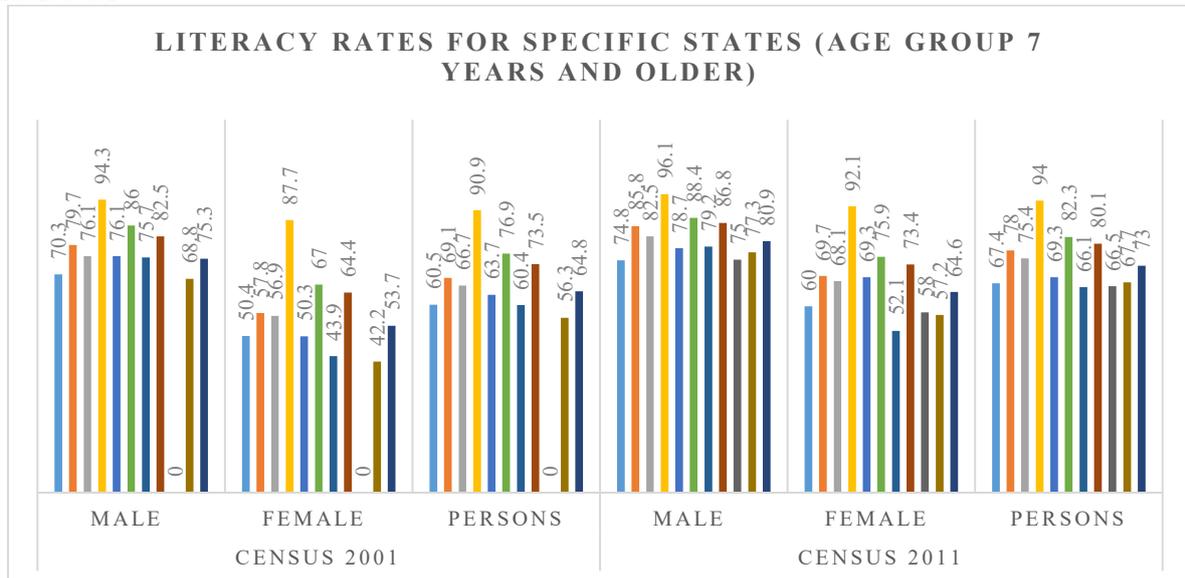
Methodology

The current research article was written using secondary data.

Karnataka	76.1	56.9	66.7	82.5	68.1	75.4
Kerala	94.3	87.7	90.9	96.1	92.1	94.0
Madhya Pradesh	76.1	50.3	63.7	78.7	69.3	69.3
Maharashtra	86.0	67.0	76.9	88.4	75.9	82.3
Rajasthan	75.7	43.9	60.4	79.2	52.1	66.1
Tamil Nadu	82.5	64.4	73.5	86.8	73.4	80.1
Telangana	-	-	-	75.0	58.0	66.5
Uttar Pradesh	68.8	42.2	56.3	77.3	57.2	67.7
All-India	75.3	53.7	64.8	80.9	64.6	73.0

Source-http://mls.org.in/PDF2023/BUDGET/ESM_2022_23_Eng_Book.pdf

Table No.1

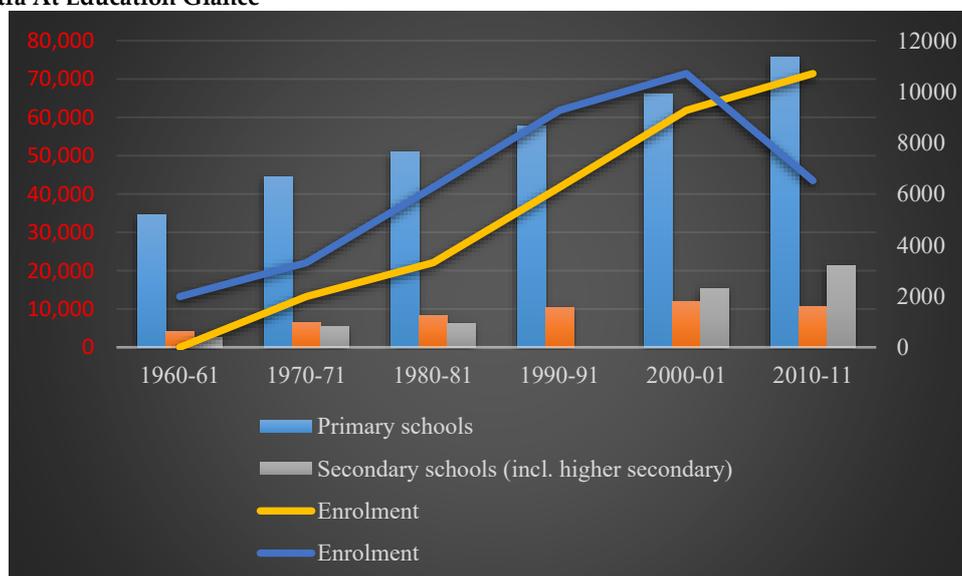


Source: https://mahades.maharashtra.gov.in/ESM1920/chapter/English/esm2122_e.pdf.

This table shows the literacy rates (in percentage) for males, females, and the total population in 10 Indian states according to the 2001 and 2011 censuses. Overall, the literacy rate in India has increased from 64.8% in 2001 to 73.0% in 2011. Kerala had the highest literacy rate in both 2001 (90.9%) and 2011 (94.0%), while Uttar Pradesh had the lowest literacy rate in both years (56.3% in 2001 and 67.7% in 2011). Among these states, Kerala, Tamil Nadu, Maharashtra, and Gujarat showed significant improvements in literacy rates between 2001 and 2011. Conversely, literacy rates in Rajasthan, Madhya Pradesh, and Uttar Pradesh showed the least improvement during this period.

Table No.2

Maharashtra At Education Glance



Source: Economic survey of Maharashtra -2021-2022 and the Economic Survey of Maharashtra -2022-2023.

The above table compares the number of primary and secondary schools and their enrolment in Maharashtra, India, from 1960-61 to 2021-22. The number of primary schools in Maharashtra has increased from 34,594 in 1960-61 to 1,05,848 in 2021-22, while the number of secondary schools has

increased from 2,468 to 28,612. Enrolment in primary schools also increased from 4,178 to 15,421, while enrolment in secondary schools increased from 858 to 6,640. However, the rate of growth in the number of schools and enrolments has slowed in recent years.

Table No.3
 Several key indicators of secondary and higher secondary education

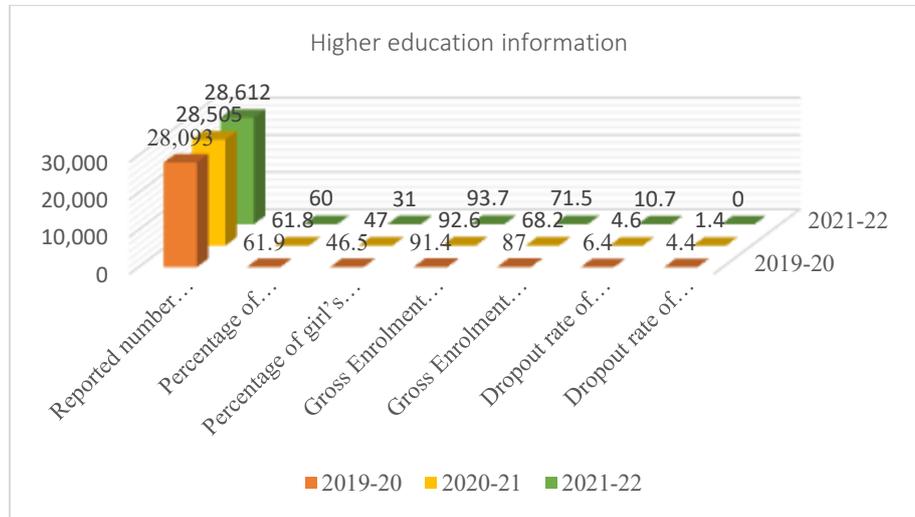
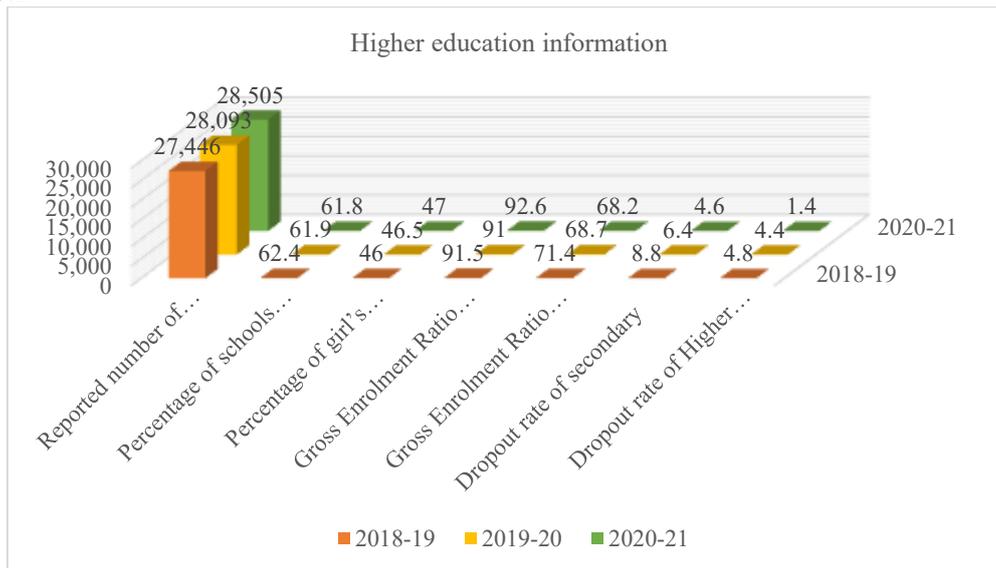


Table No.4



Source: Economic survey of Maharashtra -2021-2022 and the Economic Survey of Maharashtra -2022-2023.

Several key indicators of secondary and higher secondary education. The percentage of schools in rural areas in year 2018-19 was 61.9 and in 2019-20 was 61.8. The dropout rate of secondary in year 2018-19 was 6.4 and in 2019-20 it was 4.6. The dropout rate of the higher secondary in 2018-19 was 4.8 and 2019-20 was 4.4.

Statistics regarding higher education in the State as derived from AISHE

Statistics regarding higher education in the State as per AISHE 2022-23		
Particulars	2019-20	2020-21
Universities	65	71
Colleges	4,494	4,532
Stand-alone Institutions	2,393	2,153

Enrolment in Higher education	42.65	45.46
All institutions (lakh)	45.75	45.19
Percentage of females		
University and Constituent Unit Enrolment for All Institutions (lakh))	9.66	10.88
University and Constituent Unit Enrolment proportion of women	39.41	41.83
The ratio of gross enrollment (18–23 years of age) Every category	32.3	34.9
SC	30.7	33.9
ST	15.4	16.5
Gender Parity Index (18-23 years of age) All categories	0.93	0.92
SC	1.02	0.96
ST	0.78	0.78
Number of teachers (in lakhs) at all	1.63	1.63
The student-teacher ratio in every institution	26	27
Statistics regarding higher education in the State as per AISHE 2022-23		
Particular's	2018-19	2019-20
Number of Universities:	62	65
Colleges (Number)	4,340	4,494
Number of Independent Institutions:	2,260	2,393
Higher Education Enrolment	42.30	42.65
All institutions (lakh)	45.1	45.8
Percentage of females		
Every institution (in lakhs)		
Females as a percentage: University and Constituent Unit Enrolment	9.43	9.66
Every institution (in lakhs))		
University and Constituent Unit Enrolment proportion of women	39.4	39.4
Gross enrolment ratio for all age groups (18–23 years old)	32.0	32.3
SC	31.2	30.7
ST	15.2	15.4
All institutions number of teachers (lakh)	1.58	1.63
Teacher-to-student ratios across all institutions	26	27

Table No.5

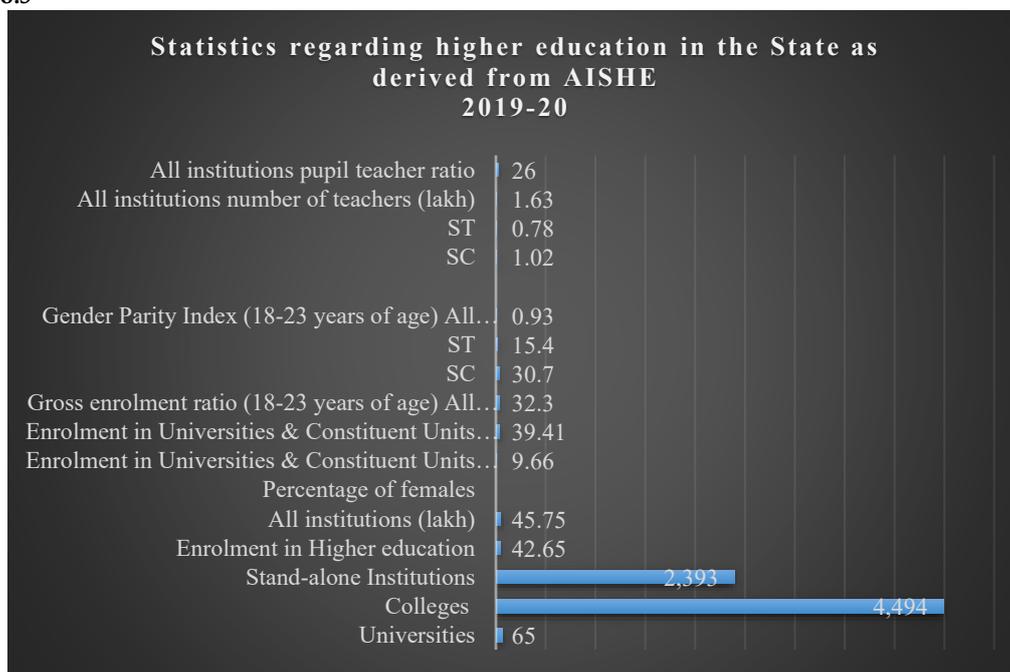
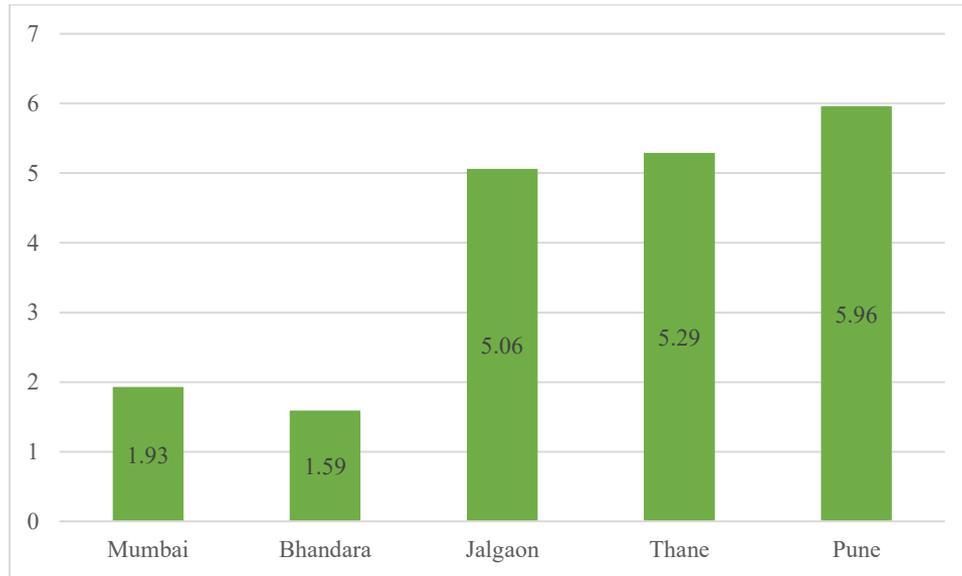


Table No.6

The above table describes the statistics regarding higher education in the state, as derived from AISHE2019-2020.



Source- Jyotsana S. Lal M.M.P Shah Women's College, Research article by Enter District Disparities in Education in Maharashtra. May 2024 Table illustrates the availability of public schools per 1000 children across all districts of Maharashtra. The state average is 6.4, with Beed district having the highest availability at 16.89, while Mumbai district has the lowest at 1.93. Graph 1 depicts the top and bottom five districts in terms of public-school availability per 1000 children.

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Conflicts of interest

The authors declare that there are no conflicts of interest regarding the publication of this paper

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