



## Education A Social Necessity - With Special Reference to the State of Tamil Nadu; an Over View

### KEYWORDS

Educational system, women education, social necessity, progress of education, growth of educational institutions

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### ABSTRACT FIELD OF STUDY – EDUCATION

*We world people need education. Education is what separates us from the rest of the animal kingdom. Our ability to learn and teach one another is one of our greatest assets. To not use education would be a very large mistake to make. An educational foundation goes a very long way and helps in many ways too. Education brings changes in behaviour and it must also provide situations at all age levels to simulate creativeness of minds. Education is a social necessity. It socialises the individual, it helps an individual in social adjustment. Educational institutions are the social hub where individual's personality grows and gets shaped. Indian education system has experienced a tremendous change in the recent past. The education system has become very large and complex in nature. The number of schools (private and public), teachers, and students has grown in multi-fold. This expansion and multi-fold growth has also brought stress and strain in effective management and administration. Although there have been efforts to spread education registering many-fold growth in gross enrolment of girls in primary education, girls drop out from primary education and elementary education is still the same. Tamil Nadu is one of the educationally and more industrially progressive state in India. The progress of education in Tamil Nadu in terms of literacy has been impressive during the past few decades.*

### OBJECTIVES OF THE STUDY

- To determine the growth of education in Tamil Nadu and to analyse the changing literacy rate in the state of Tamil Nadu
- To compare the spread of education among male and female in the state of Tamil Nadu and to know the growth of educational institutions in the state of Tamil Nadu
- To know about the mile stone achievement of Tamil Nadu education system
- To determine Tamil Nadu school education policy – a key note review
- To examine the welfare measure schemes and KGBV scheme given by Tamil Nadu Government and determine the rate of students benefited out of it

### INTRODUCTION

Education should bring radical changes in human life, attitude and behaviour. Children should be empowered to be global citizens with intellectual, scientific, social, cultural and human outlook. Education is not to cater to intellectual illumination alone. It should develop skills of problems-solving and social interaction to be inculcated and imbibed for the betterment of the individual and the society. Along with knowledge acquisition, education should direct towards the development of a myriad of desirable values like kindness, charity, tolerance, devotion to duty, self-confidence, truthfulness, Honesty and Non-Violence. Harmonious integrated personality of the child. Education should train the mind to think creatively bringing out the latent talents of the individual. It should further enlighten, equip and entertain the children to face the challenges of day to day life and changing situations. As Pandit Jawaharlal Nehru has said, "Children are like buds in the garden and should be carefully and lovingly nurtured as they are the future of the nation and citizens of tomorrow". Educa-

tion should be able to mould them and enable them to attain and achieve their goal.

### TAMIL NADU EDUCATIONAL HISTORY

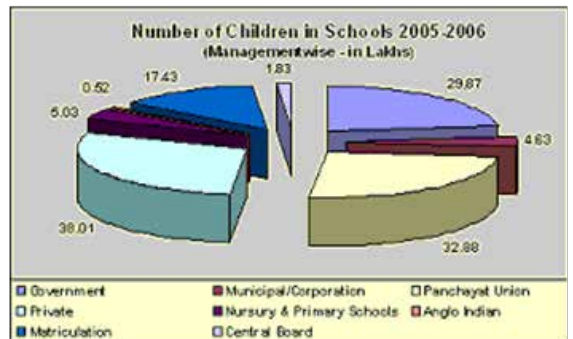
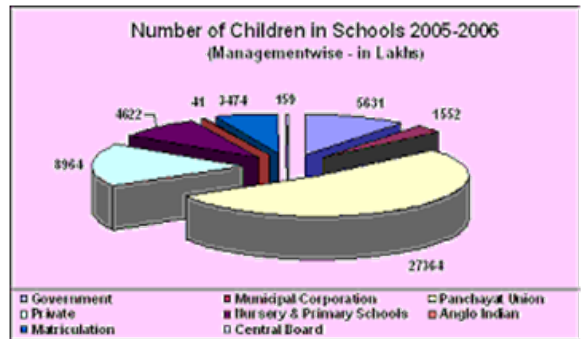
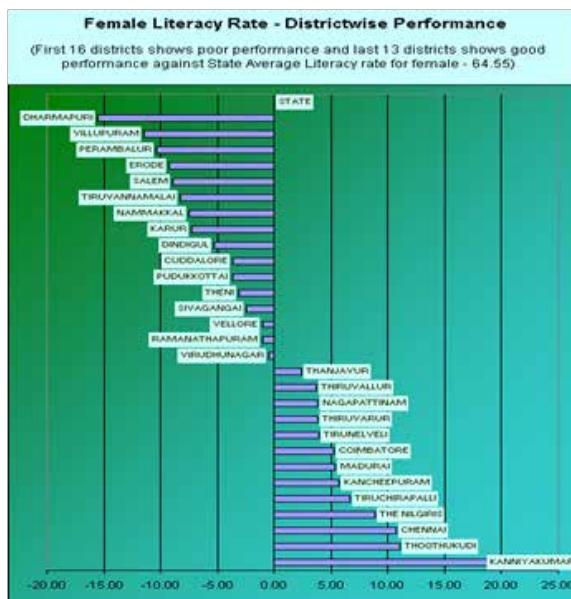
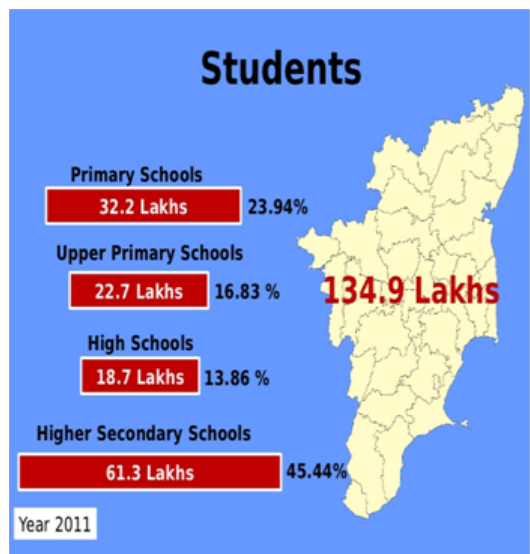
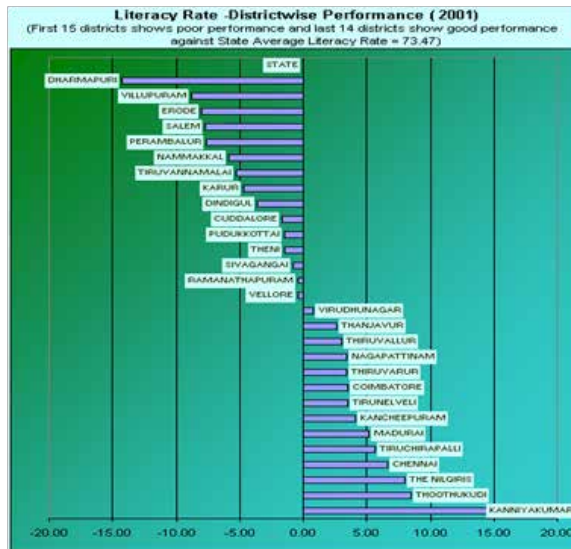
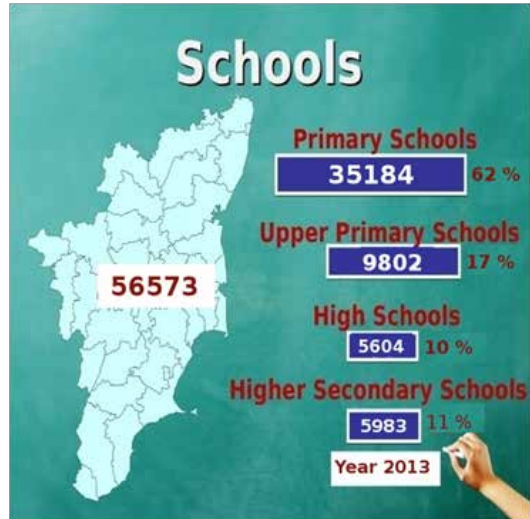
Before the advent of British in India, education was considered as a private affair. Up to 1813, the East India Company did not recognize the promotion of the education among the natives of India. The Governor of Madras Province, Sir Thomas Munro, was responsible to establish the Board of Public Instruction in 1826, which should be considered as the origin of the Education Department. Wood's dispatch on education in 1854 laid the foundation on which the educational system has since developed. In accordance with the recommendations of the dispatch, The Madras provincial government established a Department of Public Instruction in the state. The rules and regulations were designed to assist the indigenous institutions to improve themselves and to give some assistance. The first set of grants for aided schools was issued in 1855. By 1881, a considerable portion of indigenous institutions had become aided schools and thus they moved from the category of private to public schools. Under the Local Boards Act 1871, Local Boards were constituted and empowered to open schools and get subsidy from the government. The Madras Elementary Education Act, 1920 enabled the local bodies to levy an educational cess on land or property tax for advancement of elementary education. In 1920 elementary education was taken from District Boards and entrusted to Taluk Boards and Municipalities and the power of according recognition to aided elementary schools was transferred from the Education Department to the District Education Councils. In 1934 the Taluk Boards were abolished and elementary schools administration was entrusted again to the District Boards. In 1939, District Education Councils were also abolished and the power to recognize elementary schools was restored once again to the

Education Department.

**WELFARE SCHEMES**

In the state of Tamil Nadu 100 percent enrolment and retention and quality education have all been made achievable by the welfare measures.

- Supply of four sets of uniform for school kids
- Special Cash Incentive to reduce drop out
- Supply of Laptops to Students of Class XII
- Supply of Footwear
- Supply of Educational Kits
- Supply of Note-books
- Supply of Text books
- Providing of Woollen Sweaters
- Supply of Bi-Cycle
- Puratchi Thalaivar MGR Nutritious Meal Programme
- Bus Passes
- Financial Assistance for students who have lost their bread winning parents
- Introduction of Chess Game



**INTERPRETATION FOR THE ABOVE TABLE**

From the above statistical figures education in Tamil Nadu has grown and has shown growth when compared with the year 2005-2013. Primary schools contribute 62% upper primary schools contribute 17% high schools contribute 10% and higher secondary schools show 11%. 16 districts show poor performance with regard to literacy rate and 14 districts show good performance. With regard to female literacy 16 districts show poor performance and 13 districts show good performance.

**GENERAL EDUCATIONAL STATISTICS OF TAMILNADU**

In Tamilnadu, there are 30 Revenue Districts, 73 Revenue Divisions, 206 Taluks and 17,371 Revenue Villages. On the development side, there are 6 Municipal Corporations, 102 Municipalities, 611 Town Panchayats and 64,846 habitations in the State. The entire State has been divided into 39 Parliamentary Constituencies and 234 State Legislative Assembly Constituencies. There are 385 CD Blocks, 64 Educational Districts, 385 Block Resource Centres in CD Blocks, 27 Urban BRCs in Urban areas, 4,088 Cluster Resource Centres, 43,113 Village Education Committees, 17,371 Revenue Villages and 13,230 Panchayats.

**Schools by Category – 2010-2011**

S. No	Management	School Category					KGBV
		Primary only	Primary with Upper Primary	Primary with Upper Primary & High / Hr. Sec. School	Upper Primary Only	Upper Primary & High / Hr. Sec. School	
1	Govt.	22877	8279	42	17	4568	54
2	Private Aided	5071	1572	107	36	1645	-
3	Private Un-aided	6124	587	3344	15	406	-
4	Others	154	53	210	1	13	-
	Total	34226	10491	3703	69	6632	54

**Class wise Enrolment – 2010- 2011**

Class	Boys	Girls	Total	% girls
I	620939	586200	1207139	48.56
II	613001	581625	1194626	48.69
III	619382	588804	1208186	48.73
IV	634892	600495	1235387	48.61
V	655566	615889	1271455	48.44
VI	646083	608464	1254547	48.50
VII	623217	581583	1204800	48.27
VIII	632038	589086	1221124	48.24
I-V (total)	3143780	2973013	6116793	48.60
VI-VIII (total)	1901338	1779133	3680471	48.34
I - VIII (Total)	5045118	4752146	9797264	48.50



**KGBV Evaluation – Tamil Nadu**

Category	SC	ST	MBC/OBC	Minority	Others	Total
Girls enrolled	514	579	718	58	10	1879
Percentage in each	27.35	30.81	38.21	3.09	0.53	100
social group				Source: data as of 30 January 2007.		

**INTERPRETATION FOR THE ABOVE TABLE**

From the above statistical data it is clear that male students have enrolled more than the female students. Comparatively in primary class the total enrolment is more with a full combination of male and female students but upper primary shows a dropout rate of female students. Our government has shown efforts in establishing primary schools which touches **22877** school units in primary education, where government has to take efforts to establish more upper primary schools to facilitate the upper primary education. **Ksturba Gandhi Balika Vidhayalaya** and Sarva Shiksha Abhiyan program, to provide educational facilities for girls belonging to Scheduled Castes, Scheduled Tribes, Other Backward Classes, minority communities and families below the poverty line in Educationally Backward Blocks by our government is a positive initiative with 54 educational units. Gender disparities still persist in rural areas and among disadvantaged communities. Looking at enrolment trends, there remain significant gaps in the enrolment of girls at the elementary level as compared to boys, especially at the upper primary levels. The objective of KGBV is to ensure access and quality education to the girls of disadvantaged groups of society by setting up residential schools with boarding facilities at elementary level is fulfilled by the efforts taken by Tamil Nadu government.

**OTHER SCHEMES AND FACILITIES**

- Supply of Nutritious Noon Meal for the Standard 1 to 10.
- Supply of Free Slates for I Standard.
- Supply of Free Bus Pass for all students coming over to school.
- Supply of Free Text Books for all students from Standard 1 to 5 and students of 6 to 8 covered under Puratchi Thalaivar MGR's Nutritious Meal Scheme.
- Supply of uniform for students from standards 1 to 8 covered by Puratchi Thalaivar MGR's Nutritious Meal Programme
- Teaching Learning Materials through Operation Blackboard Scheme in elementary, middle schools.
- Provision of infrastructural facilities under Operation

Black Board Scheme, Eleventh Finance Commission, Prime Minister's Gramadaya Yojana programme, Area Intensive Programme, Educational Technology Scheme.

- Provision of Computer Education in 1197 Higher Secondary Schools by which students from Standard IX to XII are benefited.
- Provision of Vocational Education at Higher Secondary Level
- Provision of free cycles to girls students of SC/ST studying in +1 & +2 standards.
- Total Literacy and Post-Literacy Campaigns and Continuing Education Scheme for adults
- Non-formal Education for dropouts.
- State Open Schools those who completed 8th Standard.
- Sharmik Vidya Peeth (at 3 places)
- Diploma in Teacher Education thro Teacher Training Institutes (83 Institutions)
- National Bank for Agricultural and Rural Development assistance scheme for provision of infrastructure facilities such as building, drinking water, toilet facilities in high and higher secondary schools.

### CONCLUSION

Education of girls is considered as a basic human right issue. It is a crucial prerequisite not only for social justice and equity but also for the overall economic growth of the nation. The challenges in the 21st century are in the womb of the future. We may visualise the educational system but still may not see it clearly. Knowing fairly the present challenges, initiatives are taken to show improvement in the field of education and the government of Tamil Nadu has shown positive growth in providing the best education scheme. KGBV is to ensure access and quality education to the girls of disadvantaged groups of society by setting up residential schools with boarding facilities at elementary level is fulfilled by the efforts taken by Tamil Nadu government.

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