CHAPTER I

INTRODUCTION

Inequality in any sense, is a bane in the society of the modern sputnik world, where science and technology has grown skyhigh to the universe of moon and venus. Ever since the advent of Science and Techno-Industrial renaissance and consequent challenges posed to the time old man-made theories of caste and creed, the mankind strives hard to make an honourable living of his or her choice free from social and religious bigotry. The steady change in the political history of nations, the world over, influenced by great thinkers and writers of medieval ages, are also contributory factors. European civilisation, with socialistic views began to take a firm root in this sub-continent gradually displacing the age old customs and beliefs. The appearance in the social arena in the Indian history of great reformist of the order of Justice M.G. Ranade, Pandit Ishwarchandra Vidya Sagar, Keshub Chandra Sen, Swami Vivekananda, Pandit Madan Mohan Malaviya, Dadabhai Naoroji, Sir Syed Ahmed Khan, Gopal Krishna Gokhale and later Mahatma Gandhi and their socio-oriented leadership had a telling impact on the people and had permeating effect for generations to come. The Indian Constitution enacted in 1950, was a realistic step on a society infested with modern ideas and new civilised living standards left by the foreign rulers, and the Constitution makers notably,
Dr. B.R. Ambedkar, to strike a balance between conventional ideas and changing pattern of life style, compatible to the Indian traditions, to evolve a new order of living to eradicate inequalities and establish equality and fraternity among the people of India, thus paving an enlightened route for universal brotherhood.

The onus of the constitutional verdict in the eradication of inequality, naturally, fell upon the shoulders of educationalists, economists and the law makers as inequality in the society can be traced mainly to illiteracy and poverty.

An effort is being made in this thesis to measure the success of the governing bodies of educational institutions and the policies of the planners in the post-independent era in reducing the gap of illiteracy in the state of Tamil Nadu in general and that of Tiruchirapalli district in particular.

The importance of education has been the foremost in the minds of social scientists and educational planners, in the context of social changes ever since education assumed the current form and structure of a large organised sector in the society. The relationship between education and society is one of the widely debated subjects of recent times.

At one end of the spectrum education is considered as an "ideological state apparatus", devised by the law makers to ensure that society largely, conforms to their ideas and
Thinkers of this persuasion hold that education is an instrument forged by the ruling classes to serve and preserve their own interests and thereby maintain status quo in the existing economic and political power structure. At the other end, the social scientists, politicians and educationists consider education as a very important instrument of social change. This concept is strongly believed, especially in the Third World countries. Education is elevated to the position of most important prime mover of economic development and social change. Such a view exists not only among the intellectuals, political leaders and educational planners of the developing countries but also of the western developed countries.

In a country like India where education is being held sacred, the role of education in building a society to overcome inequality causes flutter among the people. In the liberal paradigm education is looked upon as the agent of social change and instrument of equalising opportunity but if that education is under developed it may in fact hinder social change and widen social cleavages. Such a proposition is worth examining in the Indian context.

Prof. A.P. Sharma of Vidya Bhawan G.S. Teachers College, Udaipur, in his article, 'What is wrong with our education'? has quoted that the Plato's main educational objectives aimed at "Good citizenship."  

He was of the opinion that competence in civic affairs was of prime importance. One could attain citizenship if one knew the proper system of values, possessed profound knowledge and understanding which would lead to wisdom. All these according to Plato could be achieved through proper education. 'Two thousand years after Plato, Swami Vivekananda said in the similar vein.'  

To quote his words, "Education is the manifestation of perfection that is already in man". According to Swami Vivekananda entire scheme of education is based on the values of truth directed towards self realisation. He thought that education should aim at reforming the human mind, produce men of integrity and honesty rather than stuffing some facts in the minds of people. 

It is the very nature of education that issues relating to it, including its development cannot be examined in isolation from a variety of cultural, social and economic problems of the country concerned. Further more, the issues are so inter-related 

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2 Ibid.
that irrespective of the starting point one ends up with the same composite view. Education has kept pace with the socio-economic institutions, whenever there were changes in the philosophy, and the values held by such institutions. Education responded promptly and instantaneously making the system an instrument of evolving changes. It is used by the people with a deliberate and conscious aim, so that whenever the aim changes education also changes, but it is the aim that should change first.¹ The aim for education varied according to the prevailing conditions, but there has always been one basic purpose, that is to increase the learned and intellectual persons. It is for this growth the educational system is designed for, and which is considered to be the most cherishable achievement.

Education is being considered as "individual excellence by some renowned persons like Sir Percy Nunn, and he finds evaluating educational system more pragmatic if it is an individual excellence.² Educational system can be valued by its success in fostering the highest degree of individual excellence which the individuals are capable of attaining. Educational institutions are not a mere storehouse of knowledge, nor is just


training ground for acquisition of mere skills. Education per se is liberating and more so higher education.

Education is meant primarily for self-improvement. Acquisition of knowledge for self-enlightenment had been its goal. The process of learning is continuous throughout one's life and is a means to enhance the qualities of the individual so as to enable him or her to play a useful role in the society. In the ancient India, education in true sense was meant for the purpose of integrating the individual with society. It was intended to promote the proper understanding of interpersonal relationships, moral conduct, and social values. The present Chief Minister of Tamil Nadu Her Excellency Miss J. Jayalalitha, has rightly stressed the inseparability of education and value of life. The intellectual, the scholar, the teacher, the student and everybody played their respective parts in establishing and preserving values in society, in order to promote and maintain peace, harmony and good relationship among people. Arnold Toyanbee, the great historian, emphasises this goal of education as being relevant even in the present day context.¹

The beginning of the industrial revolution heralded the age of the scientific temper and this in turn laid the foundation

¹ Jayalalitha, J., Crisis of Confidence, Convocation Address, 134th Annual Convocation of University of Madras, University News, February 17, 1992, p.36.
for a technological civilisation particularly in the West. All these produced momentous change in man's attitude towards education. Education became the means of living. Acquisition of knowledge is considered to be a source of livelihood. Possession of educational and technical qualification is considered to be one of the methods by which any person could improve his standard of life. No longer the depth of person's understanding, knowledge and sincerity are questioned. The paramount necessity is to acquire skills of a specialised nature, which would help a person to fit into the industrial milieu of modern society.

Education is well recognised as a development input which can serve as an instrument of social change and economical development and political overtures. The resourcefulness of nation's intellectual dynamism and the moral strength is reflected in the quality of higher education, which provides political, intellectual scientific and professional leadership. Scientific and technological basis of modern world has made higher education the most important element in the life and progress of nation. Economic and social development, welfare and security are closely dependent on the extent and quality of higher education. It is no mere rhetoric when one says that destiny of India is being shaped in the colleges and universities. The success of efforts in national reconstruction and social transformation depend on the quality and nature of persons coming out of colleges and universities. In fact it is
the educational system especially the higher education, which is the foundation for all the developmental activities of the country.

In India the form, content, role as well as the need of education have gone through tremendous changes during the past 200 years, and particularly in the second half of this century. In keeping with this change, the method of teaching and learning, which started with the "Gurukulam" system of the past moved on to the "class rooms" of the present and has advanced further to "Distance Education System". Education which was just an ornament and an embellishment with no economic significance during the pre-industrial era has undergone a magnificent growth in the post-industrial era, that too from the later half of twentieth century. The significant development in education is due to the result of emergence of knowledge as the dominant factor in human society. This has brought education to the centre stage and education holds the key to progress. Higher education is needed to master and create new knowledge in Science and Technology, primary and secondary education to enable the people to absorb the advances in science and Technology and use them for development.

Higher Education institutions contribute in a variety of ways to national progress especially through the development of human resources which constitute the ultimate basis for
raising productivity and generating wealth of nations. The development of human resources is indeed both a means as well as an end in itself and therefore almost entire exercises pertaining to socio-economic policy formulation, planning and implementation strategies thereof focus essentially on attaining the goal of human resource development. In economic sense, capital and natural resources are passive factors of production whereas human resources are the active agents who accumulate capital, exploit natural resources, build social, economic and political organisations as the human beings alone have the ability to search knowledge, analyse information, innovate technologies and utilise the same in their day to day routine activities. Obviously, if a country is unable to develop the skills and knowledge of its people and to utilise them effectively in various socio-economic activities, it would be unable to develop anything else. In brief, it is the development of human resources of a nation, not its capital nor its material resources, that ultimately determine the character and pace of economic and social development which, in effect, influence the well being of people.

It is against this backdrop that the National Policy on Education-1986 has observed that higher education provides people with an opportunity to reflect on the critical social, economical cultural, moral and spiritual issues facing humanity. It
contributes to national development through dissemination of specialised knowledge and skills. Hence higher education is considered as one of the crucial factors for survival. It is indeed difficult to conceive of a plan for building up a sustainable and prosperous society without the development of human resources which is dependent on the health and vitality of higher education. Thus the economic well being of a society and education are inextricably linked with each other. The economy provides necessary resources for promoting the system of higher education, the later prepares in turn, a cadre of manpower with varying degrees of specialisation and levels of skills for increasing productivity in various factors of production which consequently enhances the income and improve the quality of life of people. The planner and policy makers are therefore genuinely concerned about the strength and vitality of the system of higher education so as to generate the required human capital to meet the changing and growing social needs of a society. In a developing country like India with inadequate physical and financial capital but with abundance of labour force with less than the basic level of education, building of required human capital through educational development has been the prime interest of the policy makers.

Higher education in the modern sense is of a recent origin in India. In the long history of India, even before the Christian era, centres of learning had existed.
The ancient universities in India were the leading centres of learning and had attracted scholars from other countries. The earliest of the university was Takshasila in West Punjab which attained great fame in the seventh century B.C.¹ During Buddhist period a good number of universities flourished in different parts of the country, such as Puruspur in Peshwar, Vikramashila and Adantpuri in Bengal, Nalanda in Bihar, Kanchi in Madras and Vallabhi in Saurastra.² These institutions were richly endowed and their studies mainly included literature, art, religion, rituals, holy scriptures, grammar, astronomy, handicrafts, archery, medicine, logic and different systems of philosophy.³ The invasion of Muslims and fall of great empires resulted in destruction of these universities. The establishment of British Supremacy in 18th century further deteriorated the Indian educational system.

Education during the post Takshasila period was one of the most misused and misunderstood commodity. It was made to serve narrow ends of religious propagation. The Madarasa of

¹ Das Kali Kumar, Dr., Current Problems in Indian Education, Scientific Book Depot, Cuttack, 1976, p.15.

² Ibid.

³ Ibid.
Muslim Community used these institutions to convey their theology. The Vedapathasalas of Hindus were monopolised by certain communities and Hindu Vedic education was a privilege by hereditary inheritance. They did not let the knowledge be shared with other communities and used vedic education as an instrument for gaining power, influence and wealth in the form of grants from the Maharajas of those period. The system soon got so degenerated that the practitioners of Vedic education reduced it to mere rituals in generations to come. Development of new knowledge and innovations suffered. The elitist orientation alienated other communities and many of them were weened away by Madarasa which became muslim missioneries for converting deprived low caste Hindus into Muslims. This only served to create social tensions and rift in the society. Thus education in real sense was the big loser. The gains of ancient periods were squandered away and majority of the people lived in utter ignorance and in pitiable social order.

It was in this later periods education in terms of new social order began making strides in Britain. Education became a logical tool for civil administration at local levels and judicial functioning. People's disputes were settled and social power structure was institutionalised in orderly manner. Business deals were structured and codified to meet social philosophy. Further developments saw the education to develop into a vital
tool for newer enlightenment in the fields of Physics, Astronomy and Geology. Literary works spread and the development of mechanical tools took the entire West and America to a new industrial era. This phase was the first industrial revolution. It is during this later medieval and first industrial revolution periods British established colonies around the world. The advantage of practical use of the gains of education gave them the air of superiority and ability to exploit the lesser mortals. They were able to wean their way into the local politics wherever they went and use their superior techniques to acquire ruling rights and administer them. Many parts of India became victims of the exploits of the Westeners. It was pitiable for a land of immense educational heritage of ancient era like India to have failed to keep pace with the developments taking place in other parts of the world and got reduced to ignominity.

The education in India during the medieval period was thus reduced to nothing. Ignorance and innocence were the people's asset leading to inequalities in the society. The inequalities that crept into the Indian society during this period led to social turmoil. Thus education during this period in India widened the gap rather than bridging it. History tells how the emerging inequalities if left unattended could play havoc on the society.
It was at this juncture the colonial rulers felt the need to reorient the educational system in India. The main objective of the educational reforms by the British at that time were intended to impart the British literary traditions and spread Christianity through their missionaries.¹ Therefore initially the benefits of the developments in various fields of knowledge that were taking place in Britain and in other parts of the world, were not passed on to the Indian society. The education as perceived by the British was only to serve their narrow political and linguistic needs rather than to bring about a reform in true sense. This was found unacceptable by the Indian reformists who became aware of the maladies that were creeping in the society by the so called new education system imparted by the British. People like Raja Ram Mohan Roy was one among the foremost reformists who insisted upon the introduction of modern education.² They fought against the then existing educational system on the grounds that, the youths who were exposed only to the oriental education would not fit into the changing technological world. This resulted in creating an awareness of the need of an educational system that would not only cater to the requirements of the evolving technologies but also a system by which the inequalities in the society can be bridged to some


² Roy, B.C., Prof. History of Indian Education, Prakash Kendra, Lucknow, 1981, p.94.
extent. This resulted in the establishment of institutions of higher education, namely colleges.

The most prominent of such institutions were Banaras Sanskrit College, Banaras; Hindu College, Calcutta; Presidency College, Madras; Elphinstone College, Bombay etc. These colleges were imparting higher education without any uniformity in functioning. There were as such 23 colleges of general education, three Medical Colleges and one Civil Engineering School.¹ In order to bring about uniformity in functioning and to exercise control over these colleges which were spread in different parts of the country, university in Bombay, Calcutta and Madras were founded, by an Act of Incorporation on January the 24th 1857. From then onwards higher education slowly progressed in India and at the time of Independence in 1947 there were already 19 Universities, 300 colleges and about 106 thousands of students. Since then there has been a rapid growth in higher education and now there are about 182 universities and 6912 colleges.

Higher education has come to play an important role in the present day Indian context. This higher education is imparted to the students through colleges and universities. The universities are expected to frame curricula in such a manner that the students when they come out of colleges or universities

¹ Ibid., p.315.
are well acquainted in their respective fields of education enabling them either to get into any employment or engage in any productive activity so as to contribute to the economy of the nation, as well as improve his or her own economic status. Higher education is also envisaged to bridge any existing social and religious inequalities in the society.

The study on Economics of Inequalities in University Education, in Tiruchirapalli District, Tamil Nadu is undertaken by the research scholar in order to examine the extent to which higher education has contributed in narrowing down the economic inequalities in the district.

Economic analysis of education, interested economists only half a century ago, as it was only by then expenditure on education became a debatable topic as to whether it is an investment or not. The private and social cost on higher education started increasing on one hand and the problem of unemployment on the other started taking enormous proportions. At this juncture it attracted the attention of educationalists and economists to study the socio-economic benefits of higher education. The study of expenditure cost-benefit analysis is to decide whether the nature of expenditure is productive or not. Even though such an enlightening analysis is essential for any area of activity, it is all the more felt essential in case of education. Till recently education was considered only as social
welfare activity. Only in recent times the concept has changed and now it is treated as a part of economic activity and any economic activity is expected to yield reasonable returns. How to measure the returns on education is now being a widely discussed subject matter. Designing a parameter to assess the benefit of an exclusive economic function is accomplishable but education being a socio-economic function, feasibility of setting a measuring rod is not that easy. While forties and fifties witnessed economists of education borrowing models from economics, those models are now well developed in such a way that they have become distinct. Empirical application for these models increased over the years at a very fast pace. Indeed, research in the area swelled over the years into magnificent proportions, firmly laying the basic tenets of the economics of education, human capital formation and the contribution of education to economic growth and income distribution.

If one were to identify a single area in the economics of education in which the largest number of studies have been conducted it is the rate of return analysis. The present area is yet another addition to the burgeoning literature. These studies implicitly emphasis the need to recognise educational planning as a part of the overall planning for the allocation of resources and they also stress the need for ensuring that the decision-making process in education should be based on more scientific
and relevant informations rather than on rule of thumb. Policy makers of the developing countries still treat education as a welfare activity and keep it outside planning framework. The expenditure on education is rarely taken into account in national income estimates. Public resources are allocated for educational system erratically and largely on non-economic grounds.

It is by now established beyond doubt, that the education is an investment that pays. The present study analyses the economic returns to investment in the field of education of the weaker sections as compared to others. The study which is an application of the rate of return model to data on Tiruchirapalli District, Tamil Nadu, shows that investment in education pays dividends to both men and women after an age of thirty five and this return is higher in case of persons educated upto college, higher degree in college or professional courses. The weaker section of the society, viz., women, educated upto higher levels enjoy higher dividend though not in equitable terms with that of men. The study further bring to light the inequality existing in the society in respect of educational and employment opportunities between weaker section viz., Scheduled Castes and Scheduled Tribes and other non-Scheduled Castes and Tribes and between sexes.

It provides an economic rational in support of arguments for allocation of more resources for the education of the weaker sections. The study highlightens inequalities in investment in
education between different cross-section of the population and argues for elimination of discrimination in employment and wages, so that the economy would reap maximum gains from investment in education.

Tamil Nadu is one among the twenty five States in India having a fairly good literate population of 63.72 per cent \(^1\) as against 52.11 per cent in India and it ranks in tenth place. It has a total area of 1,30,058 sq.km. and a total population of 55,638,318.\(^2\) There are twenty-two districts in this State and Tiruchirapalli is one among them.

Tiruchirapalli District in Tamil Nadu is well known for promoting higher education. It has a population of 41,14,325 of this more than 53.7 per cent are literates.\(^3\) There are about twenty two colleges in Tiruchirapalli district for imparting higher education. Bharathidasan University, Tiruchirapalli, founded at the time of trifurcation of Madras University, in 1982 is one among the fourteen Universities functioning in Tamil Nadu.

In this thesis an earnest attempt is made to study empirically the economics of inequalities in University education in Tiruchirapalli District. The main objectives of this study are:

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2 Ibid.

1. To identify the various economic facets of inequality in the sphere of University education in Tiruchirapalli District.
2. To know about inter-group inequalities.
3. To assess the extent to which women are subjected to several forms of economic and non-economic discrimination.
4. To analyse the causes for inequalities in educational opportunities and investments by examining the rates of return on education to the weaker sections and their counterparts.
5. To evaluate the inequalities in human capital formation between different groups of population.
6. To offer suggestions for reducing economics of inequalities in University education.

The significance of the present study consists in subjecting this University education to a systematic acute academic analysis so as to draw therefrom an inferential framework for further development of this significant economic activity.

For the preparation of this thesis, primary data are more relied upon than secondary data. However, in order to update the general knowledge relating to university education in Tiruchirapalli District, the District Statistical Officials, District Educational Office, Directorate of Schools and Collegiate Education, University Grants Commission, Ministry of Education, Government of India, District Industries Centre, are consulted and some data of general in nature are collected from them.
The strategy adopted to generate data for this thesis is interview technique. A pilot study was conducted among few households with the help of model questionnaire. Later, the questionnaire used for this study was prepared by modifying the model questionnaire and made comprehensive with the assistance of experts in the field.

The Survey was undertaken covering 1200 households in Tiruchirapalli district. Twelve survey centres were selected for conducting survey and from each centre hundred households were selected. The survey centres are (i) Tiruchirapalli town, (2) Karur, (iii) Manaparai, (4) Kulithalai, (5) Musiri, (6) Lalgudi, (7) Perambalur, (8) Ariyalur, (9) Andimadam, (10) Veppanthattai, (11) Manikandam and (12) Thuraiyur.

Besides these rural and urban households Grama Sevakas, Panchayat officials, Village Administrative Officers and the officials of the District Collectorate were contacted to collect information regarding the socio-economic conditions of the households and that of respondents. The sample households classified castewise is presented in Table 1.1. and is also exhibited diagramatically with the help of BAR DIAGRAM 1.1.

The members of these households were interviewed to generate information such as their education, employment, income expenditure pattern etc. To know how many male and female respondents were interviewed, the respondents of survey centres were again classified sexwise, Table 1.2 give such classification of respondents which is also presented in BAR DIAGRAM 1.2.
TABLE 1.1*

CASTEWISE DISTRIBUTION OF HOUSEHOLDS

<table>
<thead>
<tr>
<th>Survey Centres</th>
<th>O.C.</th>
<th>B.C.</th>
<th>M.B.C.</th>
<th>S.C.</th>
<th>S.T.</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karur</td>
<td>39</td>
<td>46</td>
<td>-</td>
<td>15</td>
<td>-</td>
<td>100</td>
</tr>
<tr>
<td>Manaparai</td>
<td>32</td>
<td>40</td>
<td>10</td>
<td>12</td>
<td>6</td>
<td>100</td>
</tr>
<tr>
<td>Kulithalai</td>
<td>18</td>
<td>27</td>
<td>23</td>
<td>20</td>
<td>12</td>
<td>100</td>
</tr>
<tr>
<td>Musiri</td>
<td>18</td>
<td>32</td>
<td>28</td>
<td>17</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>Lalgudi</td>
<td>10</td>
<td>30</td>
<td>16</td>
<td>9</td>
<td>15</td>
<td>100</td>
</tr>
<tr>
<td>Perambalur</td>
<td>16</td>
<td>33</td>
<td>-</td>
<td>28</td>
<td>23</td>
<td>100</td>
</tr>
<tr>
<td>Andimadam</td>
<td>6</td>
<td>18</td>
<td>14</td>
<td>34</td>
<td>28</td>
<td>100</td>
</tr>
<tr>
<td>Veppanthattai</td>
<td>5</td>
<td>29</td>
<td>8</td>
<td>32</td>
<td>26</td>
<td>100</td>
</tr>
<tr>
<td>Manikandam</td>
<td>10</td>
<td>32</td>
<td>11</td>
<td>27</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>Tiruchirapalli</td>
<td>32</td>
<td>46</td>
<td>7</td>
<td>12</td>
<td>3</td>
<td>100</td>
</tr>
<tr>
<td>Thuraiyur</td>
<td>21</td>
<td>27</td>
<td>2</td>
<td>31</td>
<td>19</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>215</td>
<td>385</td>
<td>133</td>
<td>289</td>
<td>178</td>
<td>1200</td>
</tr>
</tbody>
</table>

* Field Survey
questionnaire was prepared. The questionnaire was backed by oral interview and informal chat with the persons in the sample households. This was done after establishing rapport with Head of households, all schools and colleges situated in the selected villages and Towns were covered with a view to collect data on several aspects of the educational institutions from their unpublished records, particularly the institutional costs of education.

Income per household, income per head and expenditure per household are studied as a whole and their components such as expenditure on food, clothing, education etc., are analysed to estimate the standard of living of the households.

The fieldwork for the collection of data was undertaken in the month of February to December 1990. It extended over a period of 298 days. Block officials and District Educational Officers, Directorates of School and Collegiate Education and direct employment exchange officers were contacted and with their help a list of households were prepared.

Interview were then carried on the conventional manner. Mostly respondents were contacted during their convenient time. Many times the respondents were not readily available and therefore repeated visits were made to contact them for the study. Help was sought from the educational youth, and village and administrative officers to contact and get information from the respondents.
### TABLE 1.2*

**DISTRIBUTION OF HOUSEHOLDS - SEXWISE**

<table>
<thead>
<tr>
<th>Survey Centres</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karur</td>
<td>148</td>
<td>155</td>
<td>303</td>
</tr>
<tr>
<td>Manaparai</td>
<td>214</td>
<td>113</td>
<td>327</td>
</tr>
<tr>
<td>Kulithalai</td>
<td>134</td>
<td>138</td>
<td>272</td>
</tr>
<tr>
<td>Musiri</td>
<td>162</td>
<td>142</td>
<td>304</td>
</tr>
<tr>
<td>Lalgudi</td>
<td>129</td>
<td>131</td>
<td>260</td>
</tr>
<tr>
<td>Perambalur</td>
<td>143</td>
<td>209</td>
<td>352</td>
</tr>
<tr>
<td>Ariyalur</td>
<td>181</td>
<td>178</td>
<td>359</td>
</tr>
<tr>
<td>Andimadam</td>
<td>137</td>
<td>162</td>
<td>299</td>
</tr>
<tr>
<td>Veppanthattai</td>
<td>142</td>
<td>149</td>
<td>291</td>
</tr>
<tr>
<td>Manikandam</td>
<td>165</td>
<td>160</td>
<td>325</td>
</tr>
<tr>
<td>Tiruchirapalli</td>
<td>437</td>
<td>423</td>
<td>860</td>
</tr>
<tr>
<td>Thuraiyur</td>
<td>412</td>
<td>404</td>
<td>816</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2404</td>
<td>2364</td>
<td>4768</td>
</tr>
</tbody>
</table>

* Field survey

The units for study were selected from each stratum on the basis of the random sampling technique. The sample design involves three stages (1) The selection of the universe of the study, (2) the selection of representative villages and towns and (3) The selection of households. To collect the required information regarding the conditions of rural, urban households a
BAR DIAGRAM - 1.2
DISTRIBUTION OF HOUSEHOLDS SEX-WISE
IN SURVEY CENTRES

SCALE: 1 cm = 200 PERSONS.

KA-KARUR MA-MANAPARAI KU-KULITHALAI
MU-MUSIRI LA-LALGUDI PE-PERAMBALUR
AN-ANDIMADAM VE-VEPANTHATAI TH-THURAIYUR
MN-MANIKANDAM TI-TIRUCHIRAPALLI
The collected data were scrutinised, edited and tabulated mostly two-way cross tables were constructed for presenting the data in an orderly manner. Comparative information in each households was also highlighted, statistical methods of analysis like percentage, correlation coefficient, standard deviation, Return on investment, Chi-Square Test were used to analyse the data in an effective manner.

This study has been divided into Eight Chapters and a brief idea of each is given below.

CHAPTER I

This introductory chapter is intended to provide a preliminary idea of the content of thesis, which includes the nature of topic, the importance of higher education, the area of study and the objectives of the study. The methods used for the collection of information, data, statistical tools used and chapter classification have also been incorporated in this chapter.

CHAPTER II

In the Second Chapter, "Scene of Higher Education in Tiruchirapalli District", an attempt has been made to present the profile of the district with special reference to educational development and provision for higher education which is important to know the socio-economic conditions of the people residing in the area under study.
CHAPTER III

The Third Chapter "Educational Growth Analysis" gives a brief outline of educational policies formulated since independence and the expenditure set aside and incurred by the Government of India for promoting higher education and the extent to which this has eradicated the problem of illiteracy in India and in Tamil Nadu has been discussed.

CHAPTER IV

This chapter, "Equity, Equality and cost of Higher Education" probes the extent to which education brings about equity and equality amongst the people belonging to different strata of the society and the role expected to be played by education in uplifting the weaker section of the society. This chapter also tries to enlighten the fact that reducing the cost of education will not result in helping the society but only will damage the quality of education and ultimately the goals of education.

CHAPTER V

Education which is essential to overcome illiteracy cannot be imparted by any individual but only through institutions so as to accomplish the effectiveness of education. This chapter "Organisation of University Education in India" deals with historical background of educational system in India and the emergence of the existing system of education and various organisations and institutions involved in imparting and co-ordinating such education and educational institutions.
CHAPTER VI

Having assessed the growth and organisation of University education, this chapter "Investors in Higher Education" tries to enumerate the economical outcome of higher education as whether there is sufficient economic viability corresponding to the expenditure incurred and what economic return is being enjoyed by the investors in education.

CHAPTER VII

Based on the relevant data and information collected through survey, an exhaustive analysis have been made and this has resulted in the formulation of this core chapter of the whole thesis entitled as "Inequalities in Universities Education in Tiruchirapalli District". The outcome of the empirical study points to the fact that equality does not exist amongst literate population in their economic condition and further traces the causes for such inequality.

CHAPTER VIII

An attempt is made in the last chapter to consolidate the information provided and observations made in the earlier chapters, titled as "Resume". This is intended to make the thesis a comprehensive whole with a beginning and a proper end.

A diagrammatical and graphical interspersion wherever necessary is being made in this thesis, a comprehensive bibliography is also provided at the end of thesis.