CHAPTER III

GROWTH OF WOMEN’S EDUCATION IN TAMIL NADU

Education is universally regarded as an instrument of improvement in the status of women. It is considered a step-ladder for occupational and social mobility. The post independence period has witnessed a significant improvement in women’s education. The southern region had a relatively favourable record in the field of women’s education but even here the education gap between boys and girls still persists.¹ General education is very important not only for men but also for women because it is the education that makes men and women living, interesting and intelligent. It also makes a person a good citizen of his society.²

Before 200 B.C. women were eligible for the study of the Vedas and the performance of sacrifices. Upanayana, the Vedic initiation of girls had been as common as that of boys. There were women scholars who remained unmarried for a long time devoting themselves to higher studies. It is said that Rigvedic collection contains hymns composed by different poetesses. Maitreyi was deeply interested in the problems of philosophy and Gargi was a great dialectician and philosopher of religion and philosophy. Many of the women made teaching as their profession. There were boarding houses for girl students under the superintendence of women teachers. Girls were free to go to the Upanayana ceremony, wear the sacred thread and live a life of celibacy. They were free to study the Vedas, Vedandas and other subject studies during those days along with their brother pupils.³

¹ Women in Tamil Nadu a Profile, Tamil Nadu Corporation for Development of Women Ltd, Madras, 1986, p.61.
The period between 200 B.C -1200 A.D. female education received a great set back due to the deterioration of the religious status of women and the lowering of the marriage age. The girls gradually lost the privilege of Upanayana, the Vedic initiation, and were considered unfit to recite Vedic mantras or perform Vedic sacrifices. In the Vedic period the girls were married at about the age of 16 or 17, but during this period the marriageable age lowered down to 12. Girls in rich, aristocratic and royal families, however, continued to receive a fairly good literary education. Educated ladies in cultured families had been known to have contributed to literature.4

After 1200 A.D. percentage of literacy among Indian women went down very rapidly during the Muslim rule. Society as a whole became prejudiced against female education. The Mughal Emperors provided liberal education to the princess.5

After 1600 in the Tamil country Brahmanical centres like Kanchi and Srirangam flourished as seats of learning. In these centres Sanskrit education was encouraged with liberal endowments.6 The Tamil villages always had traditional system of education. Under the traditional system of education the teacher and the student never met in common place in the name of instruction. The pupils went to the master’s house where classes were held in the Verandah of his house or under the shade of a tree near the house. As the school was held in the Verandah it got the name “Verandah School” or “Tinnai Palli”. As it was held under the shade of a tree in the open space it was called “Street School” or “Theru Palli”. Its student was called “Pillai”. He was also called “Manavan” with the meaning one who brings or deserves honour. The teacher was called by the terms of “Upattiyar”, “Assiriyr” and “Assan”.7

4 Ibid., p.35.
5 Ibid., p.36.
7 Ibid., p.182.
The Brahmins only taught the Sanskrit language. Those Brahmins who studied most of the subjects of Vedas, Grammar, Astronomy, Medicine, Law, Logic and Music, enjoyed an exalted position in the country. Such Brahmins became teachers of the kings, popularly known as “Raja Guru”.

In the verandah schools a basic grounding in language and literature as well as Arithmetic was provided. Alphabet in those schools was known as “Nedunkanakku”, that teachers were called “Kanakkayar”. There in those schools oral teaching played a major role and the education of those days offered great scope for the training of memory.

Students in the village schools received the initial training by writing on the sand spread on the floor. The common writing materials of those days were palm leaves called “Olai” and the style called “Ezhuthanni”. A bundle of palm leaves was known as “Chuvadi”. The students were taught alphabets and arithmetic as well as arts like music, dance, drawing, painting and sculpture. Martial arts were also taught in the village schools for which the masters got the designation “Assan”.

In some cases the students stayed with the teachers (Assan or Guru) and rendered necessary assistance to him. On completion of the studies they came out of the abode of the master obtaining his blessing on payment of the money gift to the master known as “Guru Dakshina”. This type of education was known as Gurukulam education. The guru remunerated by the disciples or students known as “Sishyas” and the parents never intervened in the dealings of the teachers. In this period, there was no place for women education.

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8 N. Subramaniyan, History of Tamil Nadu upto 1565 (Tamil), Udumalai, 1991, p.266.

9 V. Yesudhasan and R. Isaac Jayadhas, op.cit., p.182.

10 Ibid., pp.183-184.

11 Ibid., p.184.
In India, the Charter Act of 1813 first compelled the East India Company to accept the responsibility for the education of the Indian people. But any involvement in the education of women was still avoided as a measure of administrative wisdom. It was feared that it might create a social commotion. The credit for understanding the task of women education goes to the missionaries who pioneered opening of the girl’s school first for the children of Christian converts and later for others.\textsuperscript{12}

The missionaries conceived education as an effective technique for proselytizing the caste Hindus.\textsuperscript{13} The missionaries made it clear that the Hindu youth admitted in the Christian institutions must attend the scripture class. This provoked the caste Hindu parents. But at length they were forced to send their wards to the schools much enticed by the prospects of government employment.\textsuperscript{14} Missionary experience induced the government to establish public schools to achieve mass literacy. In South Travancore the initiative towards this direction was taken by Rani Gouri Parvathi Bai.\textsuperscript{15}

Christian missionaries were interested in women’s education in Tamil Nadu. The first attempt to educate them was made by the church of England Societies in Tirunelveli in the early years of the nineteenth century. The missionaries of Scottish church took interest in the education of girls in Madras.\textsuperscript{16} In 1709 Zigenbalg started a school for girls at Tranquebar. It was the first girl’s school all over India. James Hough started one girl’s school at Nazareth in 1819 and another at Mudaloor in 1820


\textsuperscript{14} Annual Report of London Missionary Society, Nagercoil Seminary and Home Section, 1865, p.20.

\textsuperscript{15} File No. D.Dis.1329/45/Edn, Dated 13 September, 1945.

\textsuperscript{16} Revenue Consultation, Minute of Munro, Vol.277, Dated 25 June 1822, p.171.
respectively. In 1845, with the help of some Indian gentle men, they opened number of school for girls.\textsuperscript{17}

The missionaries encouraged the women children and the parents by providing free food, clothes and free education. For the girls who came from long distance, they started boarding schools. In these schools, the girls were not only given training in reading, writing and arithmetic but also in weaving, basket making, robe making, sewing, lace and embroidery. The girls taught these crafts to their villagers during the summer holidays. The best students were sent to higher education, especially Teacher Training Institutions. After completing their education, they were appointed as teachers in the newly started schools.\textsuperscript{18}

The pioneering work of the foreigners, India came forward to lend support to organizing of special schools for girls and thereby breaking the traditional resistance to the education of women. Among the Indian pioneers the names of Raja Ram Mohan Roy and Pandit Ishwar Chandra Vidyasagar may be mentioned. The Woods Dispatch (Magna Carta of Indian Education) of 1854 reflected well Lord Dalhousie’s views about education. It recorded that by giving a good education to the women, a far greater proportional impetus can be imparted to the educational and moral tone of the people than is possible by the education of men. The importance of female education in India cannot, therefore, be overstressed.\textsuperscript{19}

In 1868, the Government of India planned to start a normal school for females at each of presidency towns. Accordingly, a female normal school was started in Madras. In 1880, the inspectress of girl’s schools was appointed to supervise and

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\textsuperscript{17} Annual Report of London Missionary Society, Trivandrum District, 1874, p.19.


\textsuperscript{19} Rosapoo and Kalyana Sundari, \textit{India Mahaliriyal}, (Tamil), Madurai, 2005, p.46.
\end{flushleft}
suggest ways and means to promote female education. Mrs. Isabel Brander was the first inspectress of schools appointed in 1880 to encourage female education.\textsuperscript{20}

The Indian Education Commission (1882-83) observed that Female education is still in an extremely backward condition. Hence we think it expedient to recommend that public funds of all kinds-local, municipal and provincial – should be chargeable as well as for boy’s schools.\textsuperscript{21} This time special attention was paid on vernacular schools. Public realization on the importance of education encouraged co-operation, which stimulated the educational progress of the women. But the absence of hostels and lack of cheap transportation restrained the prospects of higher education.\textsuperscript{22}

In 1900’s the women’s colleges were started with the help of various missions. They are, The Sarah Tucker College, Palayankottai, The Presentation Convent College, Vepery, St. Mary’s Presentation Convent College, Black Town in Madras in which there was an aggregate strength of 10 in each. Parents did not take any interest in sending their girls to these colleges.\textsuperscript{23}

The Government, to accelerate the progress of women’s education in addition to the establishment of model primary schools for girls at important centres, initiated with the appointment of additional female staff and creation of inspecting agency.\textsuperscript{24} In 1902-03 there were 478 primary schools exclusively meant for them with strength of

\begin{itemize}
\item \textsuperscript{20} Report of the Education Commission, 1882, p.548.
\item \textsuperscript{21} Report of the Education Commission, 1882, p.549.
\item \textsuperscript{22} File No.233 of 1909, Education Section, Tamil Nadu, 1909.
\item \textsuperscript{24} G.O. No. 215, Education, Dated 06-04-1904, p.28.
\end{itemize}
3,975.\textsuperscript{25} At the secondary stage also the growth was impressive. The number increased from 2,800 in 1902-03 to 3,348 in 1911-12. During 1911-12 there were 19 women’s colleges.\textsuperscript{26} But only three women students took the M.A. Degree of the Madras University in 1912.\textsuperscript{27}

Madras University is one of the earliest institutions to provide special courses suited to women and women’s education has flourished in this university to a much greater extent than in any part of the country. Degree courses like B.Sc, M.Sc in Home Science were offered in order to make them good wives, mothers and citizens.\textsuperscript{28}

The Resolution of Government of India (1913) referred to the education of women by suggesting a special curriculum of practical utility and an increase in the number of women teachers and inspectors. Government proceedings of 1919 suggested the opening of more departmental schools in backward areas.\textsuperscript{29} Dropouts were quite large, particularly among the females, often as a result of increasing cost of education. To contain the dropouts, the Director of public instructions suggested a stipend of three annas (18 paise) per month as an inducement.\textsuperscript{30} The percentage of pass in the secondary schools was low due to inadequate infrastructure, poor number


\textsuperscript{25} G.O. No. 215, Education, Dated 06-04-1904, p.28.


\textsuperscript{27} P. Subramanian, \textit{Social History of the Tamils (1907-1947)}, New Delhi, 1996, p. 346.

\textsuperscript{28} Report of Post War Educational Reconstruction, 1944, p.4.

\textsuperscript{29} File No.89 of 1919, Education Section, Tamil Nadu, 1919.

\textsuperscript{30} File No. R.Dis/771/36/Edn.Dept, Dated 1-06-1936. Letter from the Director of Public Instructions to the Chief Secretary, Dated 29 April, 1934.
of teachers and lack of real interest on pupils.\textsuperscript{31} In 1921, education was transferred to the control Indians under the system of Diarchy and in 1937, Provincial Autonomy was introduced in education. The school education was gone on in such a way.\textsuperscript{32}

\section*{3.1 University Education Commission (1948-49)}

The University Education Commission, with Dr. Radha Krishnan as its Chairman, was appointed by Government of India on 4 November, 1948, to report on Indian University Education and to suggest improvement and extensions suitable for the present and future requirements of the country. The commission presented its study on University Education before the Government of India in August 1949.\textsuperscript{33}

The University Education Commission (1948-49) included a short chapter on Women’s Education but did not pose any special issues relating to it. Regarding higher education, it observed, women’s and men’s education should have many elements in common, but should not generally be identical in all respects.\textsuperscript{34}

The University Education Commission had made the suggestion that the education of women should lead them to pretty accomplishments such as drawing, painting or the like-skills which will enable well-to-do women to pass their time harmlessly while their husbands do the really important work.\textsuperscript{35}

The university education commission wrote Indian universities for the most part are places of preparation for a man’s world. Little thought has been given to the

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\textsuperscript{31} File No. R.Dis/285/1926/ Dated 18 March 1926, Report from the Director of Public Instructions to the Chief Secretary, Dated 17 December, 1917.

\textsuperscript{32} Mugibul Hasan Siddique, \textit{op.cit.}, p.5.


\textsuperscript{34} Annual Report of India, 2003, Ministry of Information and Broadcasting, Government of India, New Delhi, 2003, p. 89.

\textsuperscript{35} Mugibul Hasan Siddique, \textit{op.cit.}, p.19.
\end{flushleft}
education of women. Women must share the same programme as men, or go without. There are many ways in which women’s interests or fields of work diverge from those of men and educational programmes should, take these facts into account. This Commission has recommended the following special courses for women in Home Economics, Nursing, Teaching and Fine arts.

3.1.1 Recommendations

After prolonged and enlightened discussion on women’s education, the University Education Commission made the following recommendations:

- Ordinary amenities and decencies of life should be provided for women in colleges originally planned for men but to which women are being admitted in increasing numbers.

- There should be no curtailment in educational opportunities for women but rather a great increase is needed.

- There should be intelligent educational guidance, by qualified men and women, to help women to get a clearer view of their real educational interest, to the end that they shall not try to imitate men, but shall desire as good education as men get.

- Women students in general should be help to see their normal places in a normal society, both as citizens and as women and to prepare for it, and college programmes should be so designed that it will be possible for them to do so.

- Through educational counsel and by example, the prevailing prejudices against study of home economics and home management should be overcome.


• Standards of courtesy and social responsibility should be emphasised on the part of men in mixed colleges.

• Women teachers should be paid the same salaries as male teachers for equal work.\textsuperscript{38}

The University Education Commission noted that separate schools for boys and girls between the age of thirteen and eighteen should be established. As college education starts, there may be co-educational institution.\textsuperscript{39}

After the formation of University Education Commission, in India only 20 universities were there (1.87 crore people / University). In Tamil Nadu only two Universities were there (1.3 crore people / University). They were The University of Madras, 1857 and Annamalai University, Chidambaram, 1929.\textsuperscript{40} The University Education Commission recommended the following pay scales for University and College teachers.

Scale of pay for University teachers:

Professors : Rs. 900-50-1350

Readers : Rs. 600-30-900

Lecturers : Rs. 300-25-600


\textsuperscript{39} \textit{Ibid.}, p.7.

Scale of pay for affiliated colleges with no post graduate classes:

Lecturers : Rs. 200-15-320-20-400

Senior posts : Rs. 400-25-600

Principals : Rs. 600-45-800

Scale of pay for which have post graduate classes:

Lecturers : Rs. 200-15-310-20-400-25-500

Senior Posts : Rs. 500-25-800

Principals : Rs. 800-40-1000 41

3.2 Constitutional Provisions for Women Education (1950)

In the Indian Constitution, education is both a Union and a State subject. It means that both the centre and the state are responsible for its expansions and progress. Our Constitution has guaranteed free and compulsory education to every child up to the age of 14 years without distinction. It is the responsibility of the Centre and the States to see that every individual is equipped with the necessary knowledge, skills and attitudes to discharge his duties as a responsible and cooperative citizen so that the proper functioning of democracy in the Nation and also at the international level can be maintained with its limited resources in all aspects like social, economic, political, educational and familial, etc.42

The following articles in Constitution of India make specific provisions for the education of women:


Article 15(1) states: “the state shall not discriminate against any citizen on grounds only of religion, race, caste, sex, place of birth or any of them”.43

Article 15(3) states: “nothing in this article shall prevent the State from making any special provision for women and children”.44

Article 16(1) states: “there shall be equality of opportunity for all citizens in matters relating to employment or appointment to any office under the State”.45

Article 39(a) states: “the citizen, men and women equally have the right to an adequate means of livelihood”.46

In the Indian Constitution it is assured that no one is discriminated against on the basis of sex. But in reality social taboos have historically been retarding the progress of women, especially in the field of education.47

The number of universities of India was increased 17 to 24 in 1940-50 (1.5 crore people / University). But in Tamil Nadu the number of Universities was not increased, it is still in the number of two (3.01 crore people / University). In 1950-51 budget estimates only 1.1 billion rupees was allotted for the educational development of India.48

43 Indian Constitution, Article 15(1).
44 Indian Constitution, Article 15(3).
45 Indian Constitution, Article 16(1).
46 Indian Constitution, Article 39(a).
3.3 Secondary Education Commission (1952-53)

Dr. Lakshmanswami Mudaliar served as the chairman of this commission. This Commission feels that, our social evolution, there is no special evolution, there is no special justification to deal with women’s education separately. There should be equal education for men and women. It is also stated that for girls as well as for boys—education needs to be more closely connected with the home and the community. Education should do much more to prepare them for the part they will have to play later as parents and as citizens.

The commission is of the opinion that where it is possible, separate schools for girls should be established as they are likely to offer better opportunities than in mixed schools, to develop their physical, social and mental aptitudes. The commission stated that in a democratic country where all men and women have to discharge their civic and social obligations.\(^{49}\)

In co-educational or in mixed schools there should be facilities for special co-curricular activities suited to girls. In such schools there should be women representatives who will be able to see that the necessary facilities for girls are provided by the management.\(^{50}\)

3.3.1 Recommendations

The Secondary Education Commission made the following recommendations in favour of co-education:

1. While no distinction need to be made between education imparted to boys and girls special facilities for the study of home science should be made available in all girls’ schools and in co-educational or mixed schools.


2. Efforts should be made by State Governments to open separate schools for girls wherever there is demand for them.

3. Definite conditions should be laid down in regard to coeducational or mixed schools to satisfy the special needs of girl students and women members of the teaching staff.\textsuperscript{51}

After the formation of secondary education commission, 24.95 per cent males and only 7.95 per cent females got education in India. In Tamil Nadu, the state government also took efforts to increase the female education. The Tamil Nadu state government implemented the mid-day meal programme in 1956. The directorate of technical education of Tamil Nadu was established on 14 October 1957 to formulate new policies and promote developments in the field of technical education both in Degree and Diploma level.\textsuperscript{52}

\textbf{3.4 National Committee on Women Education (1958-59)}

The problems of education of girls and women have acquired a new significance since the attainment of Independence. Education panels of the Planning Commission at its meeting held in July 1957 recommended that a suitable Committee should be appointed to go into the various aspects of the questions relating to the nature of education for girls at the elementary, secondary and adult stages and to examine whether the present system was helping them to lead a happier and more useful life.\textsuperscript{53}

This recommendation was placed before the Conference of the State Education Ministers held in September, 1957. The Conference also agreed that a special


\textsuperscript{52} Encyclopaedia of G.Os and Proceedings Related to School Education Department, Chennai, 2003, p.42.

\textsuperscript{53} G.O. No. 1485, Department of Education, Dated 29-07-1958.
committee should be appointed to examine the whole question of women’s education. A National Committee on Women’s Education was accordingly set-up by the Government of India in the Ministry of Education, under the Chairmanship of Smt. Durgabai Deshmukh, who was also the Chairman of Central Social Welfare Board.54

3.4.1 Recommendations

National Committee on Women Education has given following recommendations regarding women’s education:

• The education of women should be regarded as a major and a special issue in education and a bold and determined effort should be made to face the difficulties and to close the existing gap between the education of men and women in as short a time as possible.

• Every state should be required to prepare comprehensive development plans for the education of girls and women in its area.

• At primary level concessions in kind should be given to all girls, whether from rural or urban background, of parents below a certain income level.

• At middle and secondary level more and more co-educational institutions should be started. Free and subsidised transport should be provided to girls in order to make middle and secondary schools, within easy reach.

• Steps should be taken to set up additional training institutions for women teachers in all such areas of the country where a shortage exists at present.

• Girls should be encouraged to take up courses in commerce, engineering, agriculture, medicine, etc., at the University stage by offering them scholarships and other concessions.\textsuperscript{55}

• The services of the voluntary organizations should be used in the field of middle, secondary, higher, social and vocational education of women.

• The problem of wastage and stagnation can be eliminated partly by educative propaganda and by a strong enforcement of the compulsory education law.\textsuperscript{56}

After the formation of this committee, the universities of India were increased from 24 to 47 in 1950-1960. But in Tamil Nadu the number of universities was not increased. It is still in the number of two. In 1960 the scheme for free supply of uniforms for school children was organized in Tamil Nadu. It increased the number of girl students studying school education in Tamil Nadu.\textsuperscript{57}

3.5 Hansa Mehta Committee 1961-1962 (Committee on Differentiation of Curriculam for Boys and Girls)

The National Council for Women’s Education at its meeting held on May 10, 1961, appointed a Committee, under the Chairmanship of Smt. Hansa Mehta, to examine comprehensively the problem of curriculum for girls at all stages of education.\textsuperscript{58}

\begin{itemize}
  \item Mridula Bhadauria, \textit{op.cit.}, p.8.
  \item \textit{Ibid.}, p.9.
  \item N.L. Gupta, \textit{Women Education Through the Ages}, New Delhi, 2000, p.145.
\end{itemize}
3.5.1 Recommendations

The committee suggested following points regarding women’s education:

- The public mind will have to be disabused of all traditional concepts of the physical and intellectual inferiority of women.

- Women teachers should be appointed in all educational institutions which are ordinarily meant for boys. Similarly some men teachers should also be appointed in separate secondary schools and colleges for girls.

- The Committee realized that in the progressive society like ours the women are expected to share the social and economic responsibilities of men.

- Education will be related to individual capacities, aptitudes and interest.

- In text books adequate attention should be paid to the needs, experiences and problems of girls by adding relevant topics about women.

- The possibility of employment for women in as many vocations as possible, to be explored.

- The proportion of women working as primary teachers should be increased.

- Transport facilities should also be provided to enable girls to attend schools which are not easily accessible from their homes.\(^\text{59}\)

The effect of Hansa Mehta Committee was increasing the female literacy in India. It was increased in 7.95% to 12.95% in 1951-1961. Details of literacy level below 15 years in rural and urban Tamil Nadu in 1961 is clearly indicated in the following table no. 3.5.2.

\(^{59}\) Mridula Bhadoria, \textit{op.cit.}, pp.9-10.
### 3.5.2 Literacy level below 15 years in Tamil Nadu -1961

<table>
<thead>
<tr>
<th>Area</th>
<th>Male</th>
<th>Female</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td>28.3</td>
<td>14.8</td>
<td>34.4</td>
</tr>
<tr>
<td>Urban</td>
<td>43.4</td>
<td>35.9</td>
<td>39.6</td>
</tr>
</tbody>
</table>

### 3.6 Bhaktavatsalam Committee – 1963

The National Council for Women’s Education at its meeting held in April 1963 appointed a Small Committee under the Chairmanship of M. Bhaktavatsalam, Chief Minister of Tamil Nadu to look into the causes of lack of public support, particularly in rural areas, for girl’s education and to enlist public cooperation. The committee made the following recommendations:

#### 3.6.1 Recommendations

- In order to encourage people to contribute towards educational awakening and advancement, school improvement conferences should be arranged widely throughout the state.

- The basis of recruitment of women teachers should be widened and their conditions of work should be made more attractive.

- Women teachers, as far as possible, should be posted in or near their own villages.

- Local bodies should be made responsible for the provision of school buildings, equipment, playing fields and the observance of the educational code in the state.

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• In the fields of social education, determined effort should be made to increase the number of literacy classes for women in rural areas and to carry out intensive campaigns for the spread of literacy amongst women.\textsuperscript{62}

• The State Government should made all reasonable provisions for the advancement of girls’ education and government should explore the possibilities of raising the local resources for the purpose of meeting the full requirement of the advancement of girls’ education.

• Provisions should be made for offering of electives comprising subjects which would be of special interest of girls and which would help them later in their fields of activity.\textsuperscript{63}

After the formation of Bhaktavatsalam Committee, free education upto high school level was established in Tamil Nadu in 1964. It increases the education of girls throughout Tamil Nadu.\textsuperscript{64}

3.7 Kothari Education Commission (1964-1966)

The Kothari Commission was setup in 1964, under the chairmanship of Dr. D.S. Kothari. It considered the women issue and made some recommendations under Chapter VI (Towards Equalization of Educational Opportunity) and Chapter XII (Higher Education Enrolments and Programmes).\textsuperscript{65} The Commission has broadly and essentially endorsed the recommendations of the National Council on Women’s Education.\textsuperscript{66}


\textsuperscript{63} Mridula Bhadauria, \textit{op.cit.}, p. 11.

\textsuperscript{64} V.T. Patil, \textit{op.cit.}, p. 63.


\textsuperscript{66} Mugibul Hasan Siddique, \textit{op.cit.}, p.49.
3.7.1 Recommendations

- The education of girls should accelerate on the lines of the measures recommended by the National Committee on Women’s Education.

- Efforts should be made on establishing separate schools for girls, provision of hostel and scholarships, and part-time and vocational courses.

- Research units should be set up in one or two universities to deal specifically with women’s education.

- The employment of women teachers should be encouraged at all stages and in all sectors of education.

- Increasing facilities should be provided for education through correspondence courses.67

The effects of Kothari Commission increased the girls education in the field of higher education. It became much better in 1965-66 than before, the total enrolment of girls at university stage in the year 1950-51 was 40,000 and in 1965-66 it rose to 2,71,000. This shows that women are now taking higher education much more seriously than ever before and are also moving with men in different walks of life like familial, economic, political, social and educational.68

In Tamil Nadu the Directorate of Collegiate Education was formed in the year 1965. At present 1245 colleges (62 Government Colleges, 7 Government Colleges of Education, 162 Aided Colleges, and 1014 Self Financing Colleges) are functioning under the administrative control of the directorate of collegiate education. In 1966 Madurai Kamaraj University was established. So the total numbers of universities in Tamil Nadu was increased to three.69

67 Mridula Bhadauria, *op. cit.*, p.11.


3.8 National Education Policy (1967-68)

After the implementation of Kothari Commission Report, the 33 meeting of ‘The Central Advisory Board of Education’ was held on 22-23 of August, 1967, at New Delhi, under the chairmanship of Dr. Triguna Sen, the then Minister of Education. The Central Advisory Board created the National Education Policy.\(^70\)

The National Educational Policy Statement made provisions and recommendations for women education in the last of its 35 paragraphs, runs as under

The education of girls should receive special emphasis and funds required for its advancement, particularly for the implementation of its special programmes, should be provided on a priority basis. The funds for girls’ education and its special programmes should be earmarked so that there is no possibility of their being diverted into other uses.\(^71\)

It is noticed that the educational gap between the boys and girls is actually widening in the field of vocational education for lack of adequate facilities of vocational education for girls. It is urgently necessary to expand and improve the programme of vocational education for girls by organizing I.T.I’s and polytechnics for women, offering suitable courses leading to jobs or to self-employment.\(^72\)

Condensed courses for adult women should be organized on a large scale and it should be ensured through proper coordination among different agencies and government departments that women who complete the courses are suitably employed. This is one important way of meeting the present shortage of women personnel.\(^73\)

\(^70\) Mugibil Hasan Siddique, *op.cit.*, p.55.


\(^72\) G.O. MS. No. 2217, Department of Education, Dated 14-10-1976.

\(^73\) Mugibil Hasan Siddique, *op.cit.*, p.56.
3.9 Committee on Status of Women (1971-74)

The committee on the status of women in India was appointed by the Government of India to examine the constitutional, legal and administrative provisions that have bearing on a social status of women, their education and employment and to assess the impact of these provisions during the two decades on the status of women in the country, particularly in the rural sector and to suggest more effective programmes. Major recommendations on education of women given by the Committee are following:

3.9.1 Recommendations

• Co-education should be adopted as the general policy at the primary and secondary level. There should be no ban on admission of girls to boys institutions.

• There should be common courses of general education for both sexes till the end of class X, all courses being open to boys and girls. At the university level there is a need to introduce more relevant and useful courses for all students.

• Free education for all girls up to the end of the secondary stage should be made compulsory.

• Development of more employment opportunities, particularly of a part-time nature, to enable women to participate more in productive activities.

• For the sake of national plans of development, it is imperative to increase the social effectiveness of women.

• The committee stated that the educational system must produce young men and women of character and ability, committed to national service, and

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74 Mridula Bhadauria, *op.cit.*, p.11.
development. Only then will education be able to play its vital role in promoting national progress creating a sense of common citizenship and culture and strengthening national integration.75

- Provisions should be made to establish mobile schools for children of nomadic tribes, migrant laborers and construction workers.
- At least 50 per cent of teachers in girls schools should be women.
- There should be greater flexibility in admission procedure in schools to help girls to complete their schooling.76

The effect of the committee on status of women was introduced in higher secondary education (10+2) in Tamil Nadu on 1978. In the same year Anna University was established in Chennai. So the number of universities in Tamil Nadu was increased to four. In the same year Tamil Nadu female below primary education was 65.4%, below metric education was 25.8%, under graduate was 7.8%, graduate and above was 1.0%.77 The details of literacy level below 15 years in rural and urban Tamil Nadu in 1978 is clearly indicated in the following table no. 3.9.2.

### 3.9.2 Literacy level below 15 years in Tamil Nadu- 1978

<table>
<thead>
<tr>
<th>Area</th>
<th>Male</th>
<th>Female</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td>48.5</td>
<td>39.9</td>
<td>44.3</td>
</tr>
<tr>
<td>Urban</td>
<td>59.2</td>
<td>56.4</td>
<td>57.8</td>
</tr>
</tbody>
</table>

75 Ibid., p.12.
78 V.T. Patil, *op.cit.*, p.103.
3.10 National Policy on Education (1979)

The National Policy on Education was presented on 1979 by Janatha Government. It emphasized that highest priority must be given to free education for all up to the age of 14 as laid down in the Directive Principles of the Constitution. Education up to this stage should be general and not specialized. With the help of tool subjects, it should develop among students the scientific attitude. Elementary education should be an integral stage.

Development of personality and character both of boys and girls should be the objective of the elementary education. The content of education at this stage should include language, arithmetic, history, simple elementary sciences with special reference to environment, cultural values and physical education.\(^79\)

It is necessary to expand the facilities for formal education in elementary school for all children, in the age group 6-14. It is also important to formulate schemes of non-formal education for drop outs and the older children in the age group who have not got any schooling. The aim should be to cover all the children in the age group 6-14 in the next ten years. Incentives such as mid-day meals, free text-books, stationery and uniforms should be given to the education of girls and children of scheduled Castes and Scheduled Tribes.\(^80\)

Since the programme is not only meant for removing illiteracy alone but its aim is also to create awareness about other problems, it would be desirable that such programmes as family planning, health and nutrition, child and mother care should be built into this programme.\(^81\) In Tamil Nadu the female literacy percentage was different in district to district. It is clearly indicated in the following table no. 3.10.1.

\(^79\) Mugibul Hasan Siddique, \textit{op.cit.}, p.59.


\(^81\) Mugibul Hasan Siddique, \textit{op.cit.}, p.60.
### 3.10.1 Tamil Nadu: Female Literacy by District, 1981.

<table>
<thead>
<tr>
<th>District</th>
<th>Female Literates (in thousands)</th>
<th>All Literates (in thousands)</th>
<th>Female Literates %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Madras</td>
<td>960</td>
<td>2,241</td>
<td>42.8</td>
</tr>
<tr>
<td>Chengalpattu</td>
<td>632</td>
<td>1,736</td>
<td>36.4</td>
</tr>
<tr>
<td>North Arcot</td>
<td>612</td>
<td>1,805</td>
<td>33.9</td>
</tr>
<tr>
<td>South Arcot</td>
<td>493</td>
<td>1,545</td>
<td>31.9</td>
</tr>
<tr>
<td>Dharmapuri</td>
<td>182</td>
<td>579</td>
<td>31.4</td>
</tr>
<tr>
<td>Selem</td>
<td>470</td>
<td>1,352</td>
<td>34.8</td>
</tr>
<tr>
<td>Periyar</td>
<td>276</td>
<td>823</td>
<td>33.5</td>
</tr>
<tr>
<td>Coimbatore</td>
<td>620</td>
<td>1,625</td>
<td>38.2</td>
</tr>
<tr>
<td>Nilgiri</td>
<td>138</td>
<td>356</td>
<td>38.8</td>
</tr>
<tr>
<td>Madurai</td>
<td>782</td>
<td>2,148</td>
<td>36.4</td>
</tr>
<tr>
<td>Tiruchchirapalli</td>
<td>585</td>
<td>1,648</td>
<td>35.5</td>
</tr>
<tr>
<td>Thanjavur</td>
<td>766</td>
<td>2,046</td>
<td>37.4</td>
</tr>
<tr>
<td>Pudukkottai</td>
<td>138</td>
<td>448</td>
<td>30.8</td>
</tr>
<tr>
<td>Ramanathapuram</td>
<td>540</td>
<td>1,511</td>
<td>35.7</td>
</tr>
<tr>
<td>Tirunelveli</td>
<td>757</td>
<td>1,863</td>
<td>40.6</td>
</tr>
<tr>
<td>Kanyakumari</td>
<td>417</td>
<td>909</td>
<td>45.9</td>
</tr>
<tr>
<td><strong>Tamil Nadu</strong></td>
<td><strong>8,370</strong></td>
<td><strong>22,638</strong></td>
<td><strong>37.0</strong></td>
</tr>
</tbody>
</table>

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82 Census of India, Paper I of 1982 Series 20, Tamil Nadu, Final Population Tables of Tamil Nadu, 1981.
The National Policy on Education presented by the Janata Government in 1979 could not be fully implemented, for soon after the Janata Government went out of power. In May, 1986 however, a National Policy on Education was approved by the Parliament, covering different aspects of education, including women education.\(^83\)

The New Education Policy was severely criticised by various educationists and thinkers. Some said there was nothing new in it. But then the Human Resource Development Minister and Honourable Prime Minister of Our country, P.V. Narsimha Rao rejected the criticism that there was ‘nothing new’ in the new policy and that it was a repetition of the National Policy on Education. In fact as Rao said, all element of the draft policy were new except the language policy. The language policy incorporated in the National Policy on Education 1968, according to him, was perfect and therefore needed no change.\(^84\)

3.10.2 Policy parameters and strategies

- The National education system would: (i) play a positive interventionist role in the empowerment of women, (ii) contribute towards development of new values through redesigned curriculam and textbooks and (iii) women’s studies will be promoted as part of various courses.\(^85\)

3.10.3 Targets and implementation strategy

- To gear the entire education system to plan a positive interventionist role in the empowerment of women.

- Building a positive image and self-confidence.

- Developing ability to think critically.

\(^83\) Mugibul Hasan Siddique, *op.cit.*, p.63.

\(^84\) *Ibid.*, p.64.

• Ensuring equal participation in the process of bringing about social change in order to bring about change in the society encouraging group action.\textsuperscript{86}

3.10.4 Achievement of the above parameters

• Every educational institution should, by 1995, take up active programmes, built around a study and awareness of the women’s predicament and for promotion of communication and organization among women.

• Women teachers and women instructors in adult/non-formal education programmes should receive special orientation to enable them to play an activist’s role towards women’s equality.

• The women’s access to technical education will be improved qualitatively and quantitatively.

• Social programmes should be developed by many social organizations. Special programmes should be developed by research institutions, voluntary institutions and professional groups of artists to promote general awareness and self image amongst women.\textsuperscript{87}

• All teachers should be trained as agent of women’s empowerment.

• At the state level, women’s education cell should be set up in all the states with adequate supporting staff.

• The interventions and programmes referred to above will be planned, coordinated, monitored, and evaluated continuously both at the national and state level. Each organization responsible for the programme will have to be strengthened. The women’s cell in UGC will be strengthened in order to monitor the implementation of various programmes at higher education

\textsuperscript{86} Ibid., p.14.

level.\textsuperscript{88} In Tamil Nadu the details of the enrolment of female students in secondary schools between the year 1975-1985 are clearly indicated in the following table 3.10.5


<table>
<thead>
<tr>
<th>Year</th>
<th>Indian High Schools</th>
<th>Anglo-Indian High Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female (in thousands)</td>
<td>All (in thousands)</td>
</tr>
<tr>
<td>1975-76</td>
<td>560</td>
<td>1,608</td>
</tr>
<tr>
<td>1977-78</td>
<td>613</td>
<td>1,726</td>
</tr>
<tr>
<td>1979-80</td>
<td>289</td>
<td>728</td>
</tr>
<tr>
<td>1981-82</td>
<td>287</td>
<td>723</td>
</tr>
<tr>
<td>1982-83</td>
<td>302</td>
<td>762</td>
</tr>
<tr>
<td>1983-84</td>
<td>366</td>
<td>896</td>
</tr>
<tr>
<td>1984-85</td>
<td>396</td>
<td>953</td>
</tr>
</tbody>
</table>

In Tamil Nadu the enrolment of female students in arts and science colleges are increasing year by year. The details of the enrolment of students in arts and science colleges by sex between the years 1975-1985 are clearly indicated in the following table 3.10.6.

\textsuperscript{88} Mridula Bhadauria, \textit{op.cit.}, p.15.

3.10.6 Tamil Nadu: Enrolment of Students in Arts and Science Colleges by Sex, 1975-1985.

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
<th>All</th>
<th>Female %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1975-76</td>
<td>1,38,119</td>
<td>58,467</td>
<td>1,96,586</td>
<td>29.7</td>
</tr>
<tr>
<td>1977-78</td>
<td>1,45,227</td>
<td>63,684</td>
<td>2,08,911</td>
<td>30.5</td>
</tr>
<tr>
<td>1979-80</td>
<td>90,432</td>
<td>45,294</td>
<td>1,35,726</td>
<td>33.4</td>
</tr>
<tr>
<td>1981-82</td>
<td>1,11,359</td>
<td>59,927</td>
<td>1,71,286</td>
<td>35.0</td>
</tr>
<tr>
<td>1982-83</td>
<td>1,17,036</td>
<td>65,629</td>
<td>1,82,665</td>
<td>35.9</td>
</tr>
<tr>
<td>1983-84</td>
<td>1,19,063</td>
<td>68,966</td>
<td>1,88,029</td>
<td>36.7</td>
</tr>
<tr>
<td>1984-85</td>
<td>98,707</td>
<td>72,360</td>
<td>1,71,073</td>
<td>42.3 90</td>
</tr>
</tbody>
</table>

3.11 National Commission on Self Employed Women and Women in the Informal Sector (1987-88)

The commission stated that Education is both an important instrument for increasing and bettering the chances of women’s employability and for empowering women as they learn to think for themselves, become confident and also develop for capability of recognising more acutely the areas of exploitation. The commission suggests that following steps be taken by which working women and their children, specially the girl children, may benefit:

• Incentives for sending the girls to schools will have to be given to promote their education. Similar facilities including mid-day meals, free textbooks, free uniforms and exercise books could be extended to all girl students at least upto primary school level.

• The syllabus needs to be made more relevant for the children of rural areas.

• Greater emphasis has to be given on the vocational aspect of education. More experiments need to be undertaken to combine general and vocational education, spirally for rural areas.

• For the vocational training of girls, there should be a revolving fund from which they may be given scholarships to bear the cost of training and hostel facilities and they should reimburse the amount after they get suitable jobs.

• The commission recommends that any attempt to eradicate poverty should lead the women to deal with the question of equality, social justice and development. Therefore it is crucial to have teaching materials and teachers who deliver the service with these objectives.91


National Perspective Plan formulated important specific objectives, so that women may participate much on social, cultural, economic, political and educational fields. These important objectives to be obtained by 2000 A.D., in regard to women’s education are:

1. Elimination of illiteracy, universalization of elementary education and minimization of the dropout rate in the age group 6-14 years and stagnation to negligible proportions.

91 Mridula Bhadauria, *op.cit.*, pp.16-17.
2. Substantial vocationalization and diversification of secondary education so as to provide a wide scope for employment and economic independence of women.

3. Making education an effective means for women’s equality by (a) Addressing ourselves to the constraint that prevent women from participating in the educational process, (b) Eliminating the existing bias in the system, (c) Making necessary intervention in the content and processes of education to inculcate positive and egalitarian attitudes, and (d) Ensuring that teachers perceive this as one of their essential roles.

4. Providing non-formal and part-time courses to women to enable them to acquire knowledge and skills for their social, cultural and economic advancement.\(^\text{92}\)

5. Impetus to enroll in various professional degree courses so as to increase their number in medicine, teaching, engineering and other fields substantially.

6. Creating a new system of accountability, particularly in respect of the basic educational services, to the local community by active involvement of women.\(^\text{93}\)

### 3.12.1 Recommendations

To achieve these objectives for women’s education, the national perspective plan makes the following important recommendations:

1. Awareness needs to be generated among the masses regarding the necessity of educating girls so as to prepare them to effectively contribute the socio-economic development of the country, to strengthen their role in society and to

\(^{92}\text{Ibid.}, \text{p.20.}\)

\(^{93}\text{Thina Thanthi, Tamil Daily, 12 August 2000, p.8.}\)
realize their own capacities. The media and various forms of communication have to be geared to this end.

2. A fruitful report has to be established between the community at large and the teachers and other education personnel.

3. Involvement of local leaders, voluntary agencies and women’s groups is also necessary.

4. For improving enrolment and minimizing drop outs and wastage in case of girl students, it would be helpful if learning is made more attractive by providing adequate teaching materials in schools. 94

5. The number of teachers should also be increased so that the interaction between the teacher and the students, which is so essential for good education, also increases.

6. School curriculum should be imaginatively developed to stimulate creativity largely through play rather than over burdening children with formal or rote learning.

7. School timing should be flexible and fixed to suit local conditions and the needs of the working girls and must be available within the walking distance of the child.

8. In addition to incentives like free text-books, free supply of uniforms, award of attendance, scholarships and mid-day meals, facilities such as proper school building, safe drinking water, and toilets, etc., need to be provided to encourage school enrolment and retention of girls especially girls from educationally deprived social groups and from hilly tribal desert and remote rural areas and urban slums.

94 Mridula Bhaduria, op.cit., p.21.
9. Local talent must develop in order to meet the need for recruiting women teachers at the primary and elementary levels especially in rural and tribal areas. In this endeavour national agencies, Mahila mandals and local self-government agencies can make a significant contribution.\textsuperscript{95}

10. There should be a reservation of 50 per cent posts for women teachers in elementary schools. Women teachers working in the rural areas should be provided suitable accommodation.

11. Multi-entry system for girls who cannot attend schools continuously should be adopted.

12. Wherever necessary, schools meant exclusively for girls may be set up.\textsuperscript{96}

13. Condensed courses of education at elementary and middle school levels for girls must be started in all the rural areas and for weaker sections of the urban community.

14. Special efforts are necessary for bringing tribal children particularly, girls into school system. Tribal dialects, extreme poverty, problems of community, rigidity of formal education and its irrelevance to the tribal culture and the tribals distrust of the ways of the mainstream society, must be borne in mind while formulating strategies.

15. Non-formal education is an alternative to the formal system which has the potentiality of becoming the major programme of education for girls who cannot attend school during normal school hours due to various reasons. The Central Government is already implementing a centrally sponsored scheme under which grants to the extent of 90 per cent are provided towards

\textsuperscript{95} \textit{The Hindu}, English Daily, 11 August 2000, p.6.

\textsuperscript{96} Mridula Bhadauria, \textit{op.cit.}, p.22.
maintenance of non-formal education centres exclusively for girls in nine educationally backward states.

16. Diversified course leading to occupational preparation should be of parallel duration to the general secondary courses. At least 30 per cent seats should be reserved for girls in apprenticeship training courses on a non-transferable basis.97

17. Multiple entry system should be introduced in the secondary classes. Part-time education facilities should also be made available.

18. Correspondence courses and self study programmes can be especially useful for girls desirous of continuing education but are unable to do so because of circumstances.

19. The open school system should be expanded extending the facility to all the girls in rural and backward areas.

20. Special scholarships may also be offered to rural women, who opt for teachers’ training especially those who complete the condensed courses at the secondary stage.

21. There is a need to open more colleges and polytechnics for girls, especially in rural areas.98

22. Incentives like scholarships, freeship etc., should be provided to enable girls from rural areas to pursue higher education especially for girls belonging to weaker sections.

23. Girls should be encouraged to enter in professional courses.

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97 V.C. Kulandai Swamy, Higher Education in India, New Delhi, 2003, p.114.

24. Vocational counselling and guidance service should be organized exclusively to help girls in colleges and universities opt for suitable courses relevant to their talents and interests.

25. Vocational and technical education for women, both formal and non-formal, should be a major feature of the programmes of rural universities.

26. In order to increase the representation of rural girls in higher education courses 30 per cent seats may be reserved for girls.

27. All agencies involved in the preparation of curriculam prescription of text-books and organization of educational processes will have to evince awareness towards women’s issues. Women’s universities and women’s centres in colleges need to take an active role in women’s development and in influencing the attitudes of future generations.

28. Facilities for part-time self study and correspondence courses should be provided on a large scale to enable girls who are not in a position to join higher education institutions on a regular basis to continue their studies.

29. Entrepreneurship development programme should be organized separately for education of women in the age group 18-30 years, with a minimum of matriculation level of education.99

30. Adult education will have to be composed of three-inter-related strands aims at:

(i) Continuous flow of new information especially to rural and tribal areas, particularly to inculcate positive attitudes towards women,

(ii) Continuous training of the people in the use of modern tools and methods of production, and

99 Ibid., p.25.
(iii) Acquisition of permanent reading and computation skills.

Following from the above three types of programmes may be offered to the learner:

(i) Information and literacy.

(ii) Information and training in new technology and literacy.

(iii) Information and training in new technology with or without literacy. Continuous information flows relating to human affairs, gender relations and the use of science and technology for betterment of life would be the common factor in all three programmes.

31. The growing availability of communication media should be directed towards keeping up information flows and portraying positive images of women in non-conventional roles.

32. Rapid strides in the development of technologies and tools for the reduction in women’s drudgery and easy access to work places, water and fuel supply, child care, health services and population control can contribute significantly to the success of learning programmes for women.100

33. All women working in industries or employed elsewhere should be made literate by allotting time from the working hours for their education.

34. At least 50 per cent seats in pre-service courses in all teachers training institutions should be reserved for women.

35. Provision of composite teacher training courses for women who have had insufficient education to improve their educational qualifications along with their training, should be made.

100 Ibid., p.26.
36. Decentralisation is the key to the successful application of the strategies lined above. In this decentralized approach, the village cluster of the block level is seen as most appropriate for the delivery of programmes.

37. The strategies spelt out in the National Policy of Education 1986, the Programme of Action for its implementation and the National Literacy Mission and the successful achievement of the goals, imposed in their documents, would be important for improvement in the status of women.¹⁰¹

The female literacy in Tamil Nadu is increasing year by year. The details of the male and female literacy in Tamil Nadu from 1951-2001 are clearly indicated in the following table no. 3.13.

### 3.13 Literacy Rate in Tamil Nadu from 1951-2001.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>1951</td>
<td>20.8</td>
<td>31.7</td>
<td>10.1</td>
</tr>
<tr>
<td>1961</td>
<td>31.4</td>
<td>44.5</td>
<td>18.2</td>
</tr>
<tr>
<td>1971</td>
<td>39.5</td>
<td>51.8</td>
<td>26.9</td>
</tr>
<tr>
<td>1981</td>
<td>54.4</td>
<td>68.0</td>
<td>40.4</td>
</tr>
<tr>
<td>1991</td>
<td>62.4</td>
<td>73.7</td>
<td>51.3</td>
</tr>
<tr>
<td>2001</td>
<td>73.45</td>
<td>82.4</td>
<td>64.4</td>
</tr>
</tbody>
</table>

¹⁰¹ Ibid., p.27.


The effect of National Perspective Plan gives more opportunities to the girl students of Tamil Nadu. In 1990 the Directorate of Teacher Education Research and Training was established. Many universities were also started in Tamil Nadu. They are, Manonmaniam Sundaranar University, Tirunelveli was established in 1990. Periyar University, Salem was established in 1997. Thiruvalluvar University, Vellore was established in 2002. Tamil Nadu Physical Education and Sports University, Chennai was established in 2005. Anna university of Coimbatore, Tiruchirappalli and Tirunelveli were established in 2007. The increasing number of universities in India and Tamil Nadu are clearly indicated in the following table no. 3.14.

### 3.14 Increase of Universities in India and Tamil Nadu

<table>
<thead>
<tr>
<th>Year</th>
<th>India</th>
<th>Tamil Nadu</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.of Universities</td>
<td>Population (crore)</td>
</tr>
<tr>
<td>1940</td>
<td>17</td>
<td>31.9</td>
</tr>
<tr>
<td>1950</td>
<td>24</td>
<td>36.1</td>
</tr>
<tr>
<td>1960</td>
<td>47</td>
<td>43.9</td>
</tr>
<tr>
<td>1970</td>
<td>84</td>
<td>54.8</td>
</tr>
<tr>
<td>1980</td>
<td>115</td>
<td>68.3</td>
</tr>
<tr>
<td>1990</td>
<td>147</td>
<td>84.4</td>
</tr>
</tbody>
</table>

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3.15 Women’s Education in Five Year Plans

Economic planning is a panacea for the economic ills. A planned economy is essential for the growth of any country in all directions. After Independence, the Government of India set up a Planning Commission in March, 1950. Jawaharlal Nehru, the first Prime Minister of India followed the five year plans of Stalin of Russia. The Planning Commission decided that each plan should be for five years. India’s five year plans are a detailed programme of development of agriculture, industry, transport, education, trade and social services. It gives more importance to women education.  \(^{107}\)

**The first five year plan (1951-56)** provided due importance to women’s education under its Chapter XXXIII Education. It stated under its point 8 Women’s Education that the general purpose and objective of women’s education cannot of course be different from the purpose and objectives of men’s education.\(^{108}\) Women cannot always be educated in the same continuous fashion as men. Unlike boys, girls are forced to suspend their studies in the early teens due to a variety of reasons and take up wider responsibilities of the home arrangement. They should therefore be made to facilitate resumption of studies at a time when they have leisure.\(^ {109}\)

**The second five year (1956-61)** plan describes the importance of girl’s education in its Chapter XXIII Education under its head ‘Secondary Education (Girls Education)’. At the Secondary stage, the education of girls lags seriously behind.\(^ {110}\) Plans of states do not provide in sufficient measure for the education of girls, for the

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107 W. Anlet Sobithabai, *op.cit.*, pp.142-144.


110 Anita Arya, *op.cit.*, p.70.
number of high schools for girls is expected to increase from 1500 to 1700 only by the end of the Second Plan.\textsuperscript{111}

The third five year plan (1961-66) describes the importance of women education in its Chapter XXIX Education under the head of ‘Elementary Education (Girls Education)’. It stated that ‘A very large gap still exists between the proportion of boys and girls attending school. The National Council for Women’s’ Education carefully considered the special measures needed for promoting the education of girls at the primary, middle and secondary stages and made a series of recommendations. These include the provision of quarters for women teachers, special allowances for women teachers working in rural areas, condensed education courses for adult women so as to enlarge the supply of women teachers, stipend for women teacher trainees, attendance prizes and scholarships, appointment of school mothers in coeducational institutions and provision of necessary amenities to some extent. The proposals on these levels have been embodied in the plans of the states.\textsuperscript{112}

The fourth five year plan (1969-74) described the importance of education in its Chapter XVI ‘Education and Manpower’ under ‘Girls Education’. It stated that ‘Sustained efforts to extend education among girls have been made from the First Plan period. Girl Students, as a percentage of their population in the relevant age-group, increased from 25 in 1950-51 to 1959 in 1968-69 in classes IX-XI. The gap between the enrolment of boys and girls is still considerable.\textsuperscript{113} During the fourth

\begin{itemize}
\item \textsuperscript{111} Report of Second Five Year Plan (1956-61), Planning Commission, Government of India, New Delhi, 1961.
\item \textsuperscript{112} Report of Third Five Year Plan (1961-66), Planning Commission, Government of India, New Delhi, 1966.
\item \textsuperscript{113} Report of Fourth Five Year Plan (1969-74), Planning Commission, Government of India, New Delhi, 1974.
\end{itemize}
plan, the enrolment of girls will be further increased through the organization of special programmes the nature of which will vary from state to state.\textsuperscript{114}

In the period of \textbf{fifth five year plan (1974-79)} the central and state governments have taken a number of steps to stimulate the education of girls and women. These included creation of separate cells in the State Directorates of Education to look after the programmes of girls’ education, establishment of polytechnics for girls, construction of staff quarters for women teachers in rural areas and girls hostels, introduction of condensed educational courses, assistance to voluntary educational organizations working in the field of women’s education and holding of seminars in different states to discuss problems and programmes of girls’ education.\textsuperscript{115}

In the history of planning in India, the first time, the separate chapter on “women and Development” was introduced in the \textbf{sixth five year plan (1980-85)}. This chapter included three important sectors for women in India like: education, employment and health. The plan stated that “In the field of education, under the programme for universalisation of elementary education, there has been a special drive for higher enrolment and retention of girls in schools.\textsuperscript{116} There was also the provision of incentive for school-going girls, like uniforms, free books, stationery and attendance scholarships. A centrally sponsored scheme on 50:50 basis with the State Governments was provided for the construction of hostel facilities for encouraging scheduled caste and scheduled tribe girls.\textsuperscript{117}

\begin{flushleft}
\textsuperscript{114} Mugibul Hasan Siddique, \textit{op.cit.}, p.82.


\end{flushleft}
The **seventh five year plan (1985-90)** made the emphasis on women education under the following:

- Efforts will be made to provide 100 per cent coverage for education of girls up to the age of 14 years. Priority will be given to retain girls in schools. Incentives like uniforms, text-books and attendance scholarships will be continued for the needy girls in all schools. Non-formal education will be expanded to benefit girls in 6-14 age groups.

- It has been proposed to provide free education for girls up to the end of the higher secondary stage.

- The number of non-formal education centres for girls will be increased. In the rural areas, Integrated Rural Development Programme (IRDP), National Rural Youth for Self Employment (TRYSEM) and the other such programmes will have a component of functional literacy for women.\(^{118}\)

- Talented girls all over the country will be encouraged to pursue higher education. For this, it is proposed to expand the ‘Open Learning Systems’ including correspondence courses for women.

- For the promotion of technical and vocational education for girls, more and more polytechniques for women are to be set up during the plan period. Programme for vocationalisation of education for girls is to be expanded.\(^{119}\)

- To boost education among the girls belonging to scheduled castes, scheduled tribes and other weaker sections additional facilities would continue to be provided under the ‘Development of Backward Classes’ Sector.

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• Participation of girls and women in sports and games will be encouraged. Stress will be laid to identify sports talent among women and provision made for sports scholarships, coaching and nourishment support for promising girls to raise their standards of performance in competitive games.

• Priority will be given to women in teachers’ training programmes to increase the availability of trained women teachers.\textsuperscript{120}

The thrust areas of \textbf{eighth five year plan (1992-97)} in the field of education for both the sexes are as follows:

• Universalisation of elementary education, eradication of illiteracy in the age group of 15 to 35 and strengthening of vocational education so as to relate it to the emerging needs in the urban and rural settings.

• The need for according the highest priority to universalisation of elementary education is, therefore, well established. Within the overall school-age population, the focus would be on girls, who accounts for two-thirds of the target and among adults the focus would be on women’s literacy which has a beneficial impact on children’s literacy as well as other national objectives like population control and family welfare.

• Special attention would be paid to increase retention, improvement of quality, specification of minimum levels of learning and their attainment by the learners.

• In regard to literacy, skills gained and on the achievement of goals of remediation, continuation and application of skills to actual living and working conditions.\textsuperscript{121}


The first five year plan invested Rs. 1.5 billion on education. The expenditure rose to Rs. 254 billion in the eighth plan.\textsuperscript{122} The total allotment for education in Second five year plan was Rs. 15 crores, including about Rs. 10 crores in the national extension and community development programme.\textsuperscript{123} During the third five year plan, steps were taken to setup or develop all the four national libraries at Delhi, Calcutta, Bombay and Madras. It also increased the numbers of libraries at the district and taluk levels. Besides these, educational institutions had libraries of their own. Expenditure on education declined from the third five year plan onwards up to the fifth five year plan. The expenditure on education in real prices in the fourth five year plan was less than four-fifth the expenditure in the third plan and the expenditure in the fifth plan was about three-fourths the expenditure in the fourth plan.\textsuperscript{124}

After the completion of seventh five year plan Tamil Nadu has witnessed some improvement in literacy levels. Both the rural and urban female literacy levels in Tamil Nadu are higher than the nation and rest of Southern Region, excluding Kerala.\textsuperscript{125} Imbalances also exist in the literacy levels in different parts of Tamil Nadu. The district wise literacy of male and female in 1991 was clearly indicated in the following table no. 3.15.1

\textsuperscript{122} R. Govinda (Ed), \textit{India Education Report}, National Institute of Educational Planning and Administration, New Delhi, 2002, p.273.


\textsuperscript{124} Ibid., p.106.

\textsuperscript{125} Women in Tamil Nadu a Profile, \textit{op.cit.}, p.61.
## 3.15.1 Women Literacy District wise- Tamil Nadu, 1991.

<table>
<thead>
<tr>
<th>District Name</th>
<th>Female Literacy</th>
<th>Male Literacy</th>
<th>Total Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chengalpattu-MGR</td>
<td>55.22</td>
<td>77.07</td>
<td>66.38</td>
</tr>
<tr>
<td>Chidambaranar</td>
<td>64.57</td>
<td>82.02</td>
<td>73.02</td>
</tr>
<tr>
<td>Coimbatore</td>
<td>55.73</td>
<td>76.45</td>
<td>66.35</td>
</tr>
<tr>
<td>Dharmapuri</td>
<td>34.23</td>
<td>57.21</td>
<td>46.02</td>
</tr>
<tr>
<td>Dindigul</td>
<td>43.94</td>
<td>69.19</td>
<td>56.68</td>
</tr>
<tr>
<td>Kamarajar</td>
<td>50.17</td>
<td>75.67</td>
<td>62.91</td>
</tr>
<tr>
<td>Kanniyakumari</td>
<td>78.39</td>
<td>85.70</td>
<td>82.06</td>
</tr>
<tr>
<td>Madras</td>
<td>74.87</td>
<td>87.86</td>
<td>81.60</td>
</tr>
<tr>
<td>Madurai</td>
<td>54.74</td>
<td>77.74</td>
<td>66.41</td>
</tr>
<tr>
<td>Nilgiri</td>
<td>61.47</td>
<td>81.79</td>
<td>71.70</td>
</tr>
<tr>
<td>North Arcot</td>
<td>48.58</td>
<td>72.94</td>
<td>60.87</td>
</tr>
<tr>
<td>Pasumpon M Thevar</td>
<td>49.74</td>
<td>76.92</td>
<td>63.04</td>
</tr>
<tr>
<td>Periyar</td>
<td>41.58</td>
<td>65.54</td>
<td>53.80</td>
</tr>
<tr>
<td>Puddukkottai</td>
<td>43.62</td>
<td>71.78</td>
<td>57.63</td>
</tr>
<tr>
<td>Ramanathapuram</td>
<td>48.90</td>
<td>74.76</td>
<td>61.59</td>
</tr>
<tr>
<td>Selam</td>
<td>41.45</td>
<td>64.58</td>
<td>53.31</td>
</tr>
<tr>
<td>South Arcot</td>
<td>39.70</td>
<td>65.59</td>
<td>52.86</td>
</tr>
<tr>
<td>Thanjavur</td>
<td>54.77</td>
<td>77.24</td>
<td>66.02</td>
</tr>
<tr>
<td>Tiruchirapalli</td>
<td>48.94</td>
<td>73.36</td>
<td>61.22</td>
</tr>
<tr>
<td>Tirunelveli</td>
<td>54.23</td>
<td>77.46</td>
<td>65.58</td>
</tr>
<tr>
<td>Tiruvannamalai</td>
<td>39.25</td>
<td>66.71</td>
<td>53.07(^{126})</td>
</tr>
</tbody>
</table>

The ninth five year plan (1997-2002) outlay for education was Rs. 20,381.64 crore. It was higher than the eighth plan outlay of Rs. 7443 crore by 27 times. The outlay for education sector in the ninth plan excludes the sum of Rs. 4526.74 crore, which was the provision for nutritional support to primary education (mid day meals) for the last three years of the ninth plan. The central plan outlay for education had been substantially increased from Rs. 1825 crore in 1995-96 to Rs. 3383 crore in 1996-97, Rs. 3895 crore in 1997-98, Rs. 4245 crore in 1998-99 and further to Rs. 4700 crore in 1999-2000.127

3.16 Impact of Women Education

Due to the growth of educational level among the women there was positive impact on women. Educated women could lead new social and economic life by acquiring and attaining the following aspects.

Women’s education should not create only good wives and mothers as expected in the past, but also enable them to become qualified women as well as responsible citizens who are capable of making independent decisions. Each and every woman should have the awareness of their rights and responsibilities in the society and should have adequate opportunities to get involved in the social activities at the national level. This could be achieved only through 100 % female literacy.128

Education has highlighted social awareness among women both for themselves as well as for their children. As women come out of their homes to become literates, they acquire a heightened sense of self-awareness and desire to gain

127 Desh Raj Chopra, op.cit., p. 103.
knowledge of host of women’s issues. Education has promoted gender equality and has sought to empower them as to decision making about themselves, their families and their communities.\textsuperscript{129}

The education has motivated and encouraged women to educate their children, particularly their girl children. An evaluation study of the literate women shows that the biggest achievement of the adult literacy programme has been its impact on girls’ education.\textsuperscript{130}

The education made the women to break the isolation which is socially structured into their lives, giving them a chance to meet other women and learn collectively rather than learning simply as individuals. The newly acquired skills have enhanced their ability to solve family problems and learn new skills. Women are communicating how they have started feeling more confident and they have learnt to function independently.\textsuperscript{131}

Education can give freedom to women from the clutches of poverty, oppression, exploitation and violence. Educated women can contribute to the economic condition of their homes and improve the standard of living of their families.\textsuperscript{132} Education played a significant role in improving the status of women within their families. Whereas traditionally, women have little say in the family

\textsuperscript{129} M. Lakshmipathi Raju, \textit{Women Empowerment (Challenges and Strategies)}, New Delhi, 2007, p.464.

\textsuperscript{130} Personal Interview with Mr. Sounder Raj, Advocate, District Court Nagercoil, Aged 40, Residing at Muttai Kadu, Dated 12 January 2010.

\textsuperscript{131} Anitha Jenkins, President, Kumarapuram Panchayat, Speech on the Independence Day Meeting held at Kotticode, Dated 15 August 2010.

\textsuperscript{132} Nirmala Jeyaraj, \textit{op.cit.}, p.420.
decision making, but participation in literacy programmes have made them to express their newly found self-belief in having say both within and outside the family.\textsuperscript{133}

Educated women could enhance knowledge and skills for better management of expenditure and for improving earning capacities. They have also begun to set-up thrift societies. Education has helped them to spread knowledge about health care and nutrition, thereby enabling mothers to keep their families in better health and to care better for their children. Education also disseminated information for creating awareness about problems of early marriage, spacing and small family norms.\textsuperscript{134}

Education equips women for employment. The more education a woman has, the more likely she is to be in a better job. The important factor that forces more and more women to employment is the hard economic necessity. Employment has undoubtedly entailed economic freedom to women, if not fully at least partially. Economic freedom or access to self-generated income is considered as the major means of empowerment of women in the urban middle and lower middle classes.\textsuperscript{135}

The government of Tamil Nadu established many schools for the educational development of Tamil children especially girl children. The district wise schools in Tamil Nadu are clearly mentioned in the following table no. 3.17.

\begin{table}[h]
\centering
\begin{tabular}{|c|c|}
\hline
District & Number of Schools \\
\hline
Tamil Nadu & 100 \\
\hline
\end{tabular}
\end{table}

\textsuperscript{133} Personal Interview with Mr. Sounder Raj, Advocate, District Court Nagercoil, Aged 40, Residing at Muttai Kadu, Dated 12 January 2010.

\textsuperscript{134} Anitha Jenkins, President, Kumarapuram Panchayat, Speech on the Independence Day Meeting held at Kotticode on 15 August 2010.

## 3.17 Tamil Nadu: District – Wise Schools 2008-2009

<table>
<thead>
<tr>
<th>No</th>
<th>Block</th>
<th>Primary Schools</th>
<th>Middle Schools</th>
<th>High Schools</th>
<th>Higher Secondary</th>
<th>Other Schools</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Chennai</td>
<td>608</td>
<td>230</td>
<td>215</td>
<td>444</td>
<td>7</td>
<td>1504</td>
</tr>
<tr>
<td>2</td>
<td>Coimbatore</td>
<td>1716</td>
<td>529</td>
<td>288</td>
<td>351</td>
<td>5</td>
<td>2869</td>
</tr>
<tr>
<td>3</td>
<td>Cuddalore</td>
<td>1217</td>
<td>413</td>
<td>136</td>
<td>155</td>
<td>3</td>
<td>1926</td>
</tr>
<tr>
<td>4</td>
<td>Dharmapuri</td>
<td>912</td>
<td>354</td>
<td>95</td>
<td>106</td>
<td>4</td>
<td>1471</td>
</tr>
<tr>
<td>5</td>
<td>Dindugul</td>
<td>1254</td>
<td>268</td>
<td>116</td>
<td>144</td>
<td>-</td>
<td>1602</td>
</tr>
<tr>
<td>6</td>
<td>Erode</td>
<td>1489</td>
<td>386</td>
<td>161</td>
<td>202</td>
<td>17</td>
<td>2255</td>
</tr>
<tr>
<td>7</td>
<td>Kancheepuram</td>
<td>1318</td>
<td>452</td>
<td>255</td>
<td>252</td>
<td>9</td>
<td>2296</td>
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<tr>
<td>8</td>
<td>Kanyakumari</td>
<td>550</td>
<td>201</td>
<td>165</td>
<td>154</td>
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<td>1125</td>
</tr>
<tr>
<td>9</td>
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<td>676</td>
<td>145</td>
<td>55</td>
<td>65</td>
<td>3</td>
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<tr>
<td>10</td>
<td>Krishnagiri</td>
<td>1206</td>
<td>358</td>
<td>147</td>
<td>107</td>
<td>3</td>
<td>1821</td>
</tr>
<tr>
<td>11</td>
<td>Madurai</td>
<td>1292</td>
<td>342</td>
<td>184</td>
<td>220</td>
<td>11</td>
<td>2049</td>
</tr>
<tr>
<td>12</td>
<td>Nagapattinam</td>
<td>662</td>
<td>296</td>
<td>113</td>
<td>95</td>
<td>3</td>
<td>1389</td>
</tr>
<tr>
<td>13</td>
<td>Namakkal</td>
<td>798</td>
<td>210</td>
<td>89</td>
<td>158</td>
<td>3</td>
<td>1264</td>
</tr>
<tr>
<td>14</td>
<td>Perambalur</td>
<td>720</td>
<td>231</td>
<td>117</td>
<td>96</td>
<td>-</td>
<td>1164</td>
</tr>
<tr>
<td>15</td>
<td>Pudukkottai</td>
<td>125</td>
<td>355</td>
<td>127</td>
<td>109</td>
<td>2</td>
<td>1628</td>
</tr>
<tr>
<td>16</td>
<td>Ramanathapuram</td>
<td>1005</td>
<td>255</td>
<td>65</td>
<td>90</td>
<td>-</td>
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</tr>
<tr>
<td>17</td>
<td>Salem</td>
<td>1414</td>
<td>407</td>
<td>191</td>
<td>203</td>
<td>20</td>
<td>2235</td>
</tr>
<tr>
<td>18</td>
<td>Sivagangai</td>
<td>959</td>
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<td>106</td>
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<td>Thanjavur</td>
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<td>157</td>
<td>1</td>
<td>1953</td>
</tr>
<tr>
<td>20</td>
<td>Theni</td>
<td>515</td>
<td>161</td>
<td>77</td>
<td>89</td>
<td>3</td>
<td>865</td>
</tr>
<tr>
<td>21</td>
<td>Nilgiris</td>
<td>421</td>
<td>108</td>
<td>100</td>
<td>83</td>
<td>-</td>
<td>712</td>
</tr>
<tr>
<td>22</td>
<td>Thiruchirapalli</td>
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<td>368</td>
<td>175</td>
<td>175</td>
<td>-</td>
<td>1945</td>
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<tr>
<td>23</td>
<td>Thirunelveli</td>
<td>1741</td>
<td>440</td>
<td>150</td>
<td>239</td>
<td>2</td>
<td>2582</td>
</tr>
<tr>
<td>24</td>
<td>Thiruvallur</td>
<td>1409</td>
<td>361</td>
<td>270</td>
<td>245</td>
<td>38</td>
<td>2341</td>
</tr>
<tr>
<td>25</td>
<td>Thiruvannamalai</td>
<td>1532</td>
<td>420</td>
<td>183</td>
<td>143</td>
<td>5</td>
<td>2283</td>
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<tr>
<td>26</td>
<td>Thiruvanur</td>
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<td>247</td>
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<td>78</td>
<td>-</td>
<td>1195</td>
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<td>27</td>
<td>Thoothukudi</td>
<td>1167</td>
<td>327</td>
<td>101</td>
<td>142</td>
<td>-</td>
<td>1737</td>
</tr>
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<td>28</td>
<td>Vellore</td>
<td>2039</td>
<td>543</td>
<td>244</td>
<td>244</td>
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<td>3078</td>
</tr>
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<td>29</td>
<td>Villupuram</td>
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<td>553</td>
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<td>147</td>
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<td>1598</td>
</tr>
<tr>
<td></td>
<td>Tamil Nadu</td>
<td><strong>34180</strong></td>
<td><strong>9938</strong></td>
<td><strong>4574</strong></td>
<td><strong>5030</strong></td>
<td><strong>168</strong></td>
<td><strong>53890</strong></td>
</tr>
</tbody>
</table>

---

In the past years, it was considered that women were only for the profession of home-making. When the girl gets matured her education will be finished. Now things have changed considerably. Women education makes the women to be equal with men in all positions. The urban women are entering into the men’s reservations and their performance in this sphere is no longer inferior to that of men. As a result of their entry into special fields, we have now woman engineers, woman doctors, woman scientists, woman technocrats, woman lawyers and woman politicians etc.\textsuperscript{137}

\textsuperscript{137} S.P. Agrawal and J.C. Aggarwal, op.cit., p.1.