CHAPTER I

INTRODUCTION
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CHAPTER I
INTRODUCTION

1.1 INTRODUCTION

Education is a human right and an essential tool for achieving the goals of enlightenment, which brings progress, peace and equality. Investing in formal and non-formal education and training for girls and women, with its exceptionally high social and economic return has proved to be one of the best means of achieving sustainable development and economic growth.


Education is a national investment and the most productive of all capital is that invested in human beings. The growth of physical capital depends to a considerable extent on human capital formation.

- Marshall Alfred (1930)

Education is the touchstone of survival, the cutting edge of new knowledge and the guardian of the great human tradition. It is the maker of a prosperous society. In confronting the many challenges that the future holds in store, mankind sees in education an indispensable asset in its attempt to attain the ideals of peace, freedom and social justice. Education is not a miracle cure or a magic formula opening the door to a world in which all ideals will be attained, but it is one of the principal means available to foster a deeper and a more harmonious form of human development and thereby to reduce poverty, exclusion, ignorance, oppression and war.
Human life, which is the best creation of God, has two aspects, the biological and the sociological. The latter is preserved and transmitted by education. It is only man who is capable of being educated. Through education, he tries to seek new ideas and new ways of life. It is again through education that he promotes his intelligence and adds to his knowledge. Without education, the individual would be unprepared for group life. Education means both the acquisition of knowledge and experience as well as the development of skills; habits and attitudes, which help a person lead a full and worthwhile life.

We may find all expression of the Eastern concept of education in Gandhiji and Vivekananda. "By education" says Gandhiji (1993) "I mean all round drawing out the best in child and man especially in body, mind and spirit". Vivekananda (1993) defines it in the following words: "We want that education by which character is formed, mind is strengthened and intellect is expanded". In short, education is all round development of the human being. Education is basically the most powerful instrument of character formation and mental achievement.

The Western concept of education is: "Education is the influence of the environment on the individual with a view to producing a permanent change in his habits, behaviour of thought and of attitude", Thompson (1993). John Dewey (1993) perceives, "Education is the process of living through a continuous reconstruction of experiences". In other words, education is the external influence to develop the capacities of man.
1.2 BROADER AND NARROWER MEANING

In its narrower sense, education is regarded as equivalent to instruction, imparted in a school or college. The amount of education thus received by the child is measured in terms of the number and the grade of examinations passed.

In its broader sense, education means the process of development from infancy to maturity. It begins at birth and continues throughout life. Education becomes the sum total of experience that the child receives inside the school or outside, through the library, the playground, the workshop or through other agencies. Education is social experience through which children learn themselves, develop interpersonal skills and acquire basic knowledge.

Education, the basic infrastructure, enhances the development of economic and non-economic aspects of society. How far the necessity of education is essential to the development of society on the meaningful growth of the individual is the central focus of the following discussion from well-defined perspectives.

1.3 INVESTMENT ON HUMAN CAPITAL

The quantum of knowledge possessed by the people of a country and the capacity of the people to use the knowledge effectively can be termed as the human capital of a country. It includes the initiative, resourcefulness, capacity for sustained work, right values, interests, attitudes and other human qualities conducive to higher output and accelerated economic growth. The investment on human capital in the
form of investment on education leads to increasing productivity, which in turn increases the economic growth rate of the country.

Education leads to improved knowledge, increase in skills, change in attitudes, finally culminating in improved efficiency. As the level of education increases from the primary to the secondary, from the secondary to the higher secondary and then to the collegiate level, the number of skilled professionals such as doctors, engineers, scientists, nurses and teachers increases. The improved human resource along with the natural resource of a country paves the way for increased economic development.

To quote Fredrick H. Harbison (1962); “The rate of modernisation of a country is associated with both in stock and rate of accumulation of human capital. High level of manpower is needed to introduce new and expanding government services, to introduce new systems of land use and new methods of agriculture, to develop new means of communication to enhance industrialisation and to build the education system”.

In other words, the innovation or the process of change from a static or traditional society required very large doses of strategic human capital. The countries, which are making rapid and spectacular innovations, are invariably those, which are under pressure to accumulate this kind of human capital at a fast rate.

The formation of human capital is essential for the growth of developing countries. Perhaps it is more essential for economic development but for which the national economic activity would be
unproductive. Skilled labourers are necessary for the development of a country. Its absence renders other complementary resources like unskilled labourers and natural resource available in abundance as of no use.

In developing countries, the worth of a man is judged not by what he can do but by the academic degree that he possesses and the material goods that he has. Both education and training are essential for improving the mobility and productivity of the labour force of a country.

Referring to the Russian experience of the contributions of education to productivity, Strumulin (1964) states, "One year of primary education increases the workers' productivity on the average as much as 30 per cent. The increase in the workers' productivity varies with the level of education, the higher the education, the higher will be productivity".

Under the pressure of technological progress and modernization, the demand for education for economic purposes has been constantly on the rise in most countries. New skills are needed and education systems are required to meet that need by providing not only the minimum of schooling or vocational training, but also training for scientists, innovators and high-level specialists. Education systems can therefore no longer be expected to train a labour force for stable industrial jobs; they must instead train individuals to be innovative, capable of evolving, adapting to a rapidly changing world and assimilating change.

Investment in education therefore, raises the quality of the labour force and raises its contributions to national income. Education should be
considered as an investment and optimal benefits should be derived from it in the form of human resource development.

1.4 EFFECT OF HUMAN RESOURCE DEVELOPMENT

Investment in human capital opens new dimensions for economic growth. The extent to which there is a failure of investment in human capital, to that extent there is a decrease in the rate of physical capital. Hence, the need for investment in human capital becomes vital for national growth. Schultz T.W. (1962) has emphasised this aspect by saying that, "when we have physical capital without human capital, it is like having a map of resource without a mighty river and its tributaries which are fed by schooling, learning on the job, advances in health and a growing stock of the economy".

Spending on education has more than just a social dimension; it is also an economic and political investment yielding long-term benefits. Education systems have to provide the skills that economies will need in the future. National development hinges on the ability of working population to handle complex technologies and to demonstrate inventive dexterity and adaptability, qualities that depend to a great extent on the level of initial education. Investment in education is thus essential for long-term economic and social development.

Thus it is clear that education is the bedrock of national development. A certain degree of education makes people more willing to change the accepted pattern of social behaviour, if given sufficient incentive to do so. The educated parents who know the value of
education are prepared to educate their children in the formal education system. The fact that education incurs expenses means that people prefer fewer children. Thus education leading to awareness, indirectly curbs population growth. If the motivational aspect of the individual is identified, a positive change can be brought about which is the beginning of the human resource development process.

1.5 INDICATORS OF HUMAN RESOURCE DEVELOPMENT

There are a few indicators to measure the level of human resource development achieved by a country. They are:

1) the number of teachers (primary and secondary levels) per 10,000 population,
2) engineers and scientists per 10,000 population,
3) physicians and dentists per 10,000 population,
4) pupils enrolled at the primary level as a percentage of the estimated population in the corresponding age group,
5) pupils enrolled at the secondary level as a percentage of the estimated population in the corresponding age group and
6) enrolment at the higher level as a percentage of the estimated population in the corresponding age group.

Applying these indicators to measure the level of human resource development in India, we see that India can be classified in the third level as a semi-advanced country because of the following reasons:

1) the pupil-teacher ratio at the primary level is 45 and at the secondary level it is 21,
2) the Research and Development scientists and technicians per 1000 people is 0.3,
3) the people per doctor are 2,437 and people per nurse are 3,333,
4) the pupils enrolled at the primary level as a percentage of the estimated population in the corresponding age group is 96.22 and
5) the pupils enrolled at the secondary level as a percentage of the estimated population in the corresponding age group is 84.39.

Though the percentage of enrolment at the primary and secondary levels is above 80, yet the availability of professionals, scientists, technicians, doctors and nurses is very low compared to the existing population. It means that the number of professionals produced yearly is much less than national requirements. This may be due to the fact that the Government investment in higher education is very low.

1.6 PLAN OUTLAYS IN EDUCATION

The Kothari Commission (1964-66) had recommended that investment in education should be a minimum of six per cent of plan outlay. However in the Seventh Plan period only 2.6 per cent had been allotted for education. The share of the educational sector in the total plan expenditure has been consistently declining, from 7.8 per cent in the First Plan to 2.6 per cent in the Seventh Plan.

The Intra-sectoral allotment of plan outlays in education in India could be seen from Table 1.1. The Table reveals that intra-sectoral allocation of resource in India during the Plan period showed a lop-sided emphasis on different layers of education.
TABLE 1.1
PLAN EXPENDITURE IN PERCENTAGE ON DIFFERENT LEVELS OF EDUCATION

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Education</td>
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<td>35</td>
<td>34</td>
<td>23</td>
<td>30</td>
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<td>33</td>
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<td>47</td>
<td>58</td>
</tr>
<tr>
<td>Secondary Education</td>
<td>13</td>
<td>19</td>
<td>17</td>
<td>16</td>
<td>18</td>
<td>13</td>
<td>21</td>
<td>24</td>
<td>22</td>
<td>18</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>(200)</td>
<td>(510)</td>
<td>(1030)</td>
<td>(530)</td>
<td>(1400)</td>
<td>(1560)</td>
<td>(5300)</td>
<td>(18320)</td>
<td>(10530)</td>
<td>(34980)</td>
<td>(26035)</td>
</tr>
<tr>
<td>Higher Education</td>
<td>9</td>
<td>18</td>
<td>15</td>
<td>24</td>
<td>25</td>
<td>45</td>
<td>22</td>
<td>16</td>
<td>12</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>(140)</td>
<td>(480)</td>
<td>(870)</td>
<td>(770)</td>
<td>(1950)</td>
<td>(5590)</td>
<td>(5590)</td>
<td>(12010)</td>
<td>(5880)</td>
<td>(15160)</td>
<td>(25000)</td>
</tr>
<tr>
<td>Others</td>
<td>22</td>
<td>28</td>
<td>34</td>
<td>37</td>
<td>27</td>
<td>17</td>
<td>24</td>
<td>23</td>
<td>29</td>
<td>27</td>
<td>17</td>
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<td>(2730)</td>
<td>(5890)</td>
<td>(3230)</td>
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<td>(12450)</td>
<td>(25300)</td>
<td>(76330)</td>
<td>(47450)</td>
<td>(196000)</td>
<td>(203816)</td>
</tr>
</tbody>
</table>

Figures in parenthesis in Millions of Rupees.

Source: Vaidyanatha R.V.-Educational Planning and Administration in India: Retrospect and Prospect, Journal of Educational Planning and Administration Vol – VII No. 2, NIEPA, New Delhi
The allotment for higher education showed some improvement from the First Plan to the Fifth Plan with an increase from nine per cent to 45 per cent, then it started declining to eight per cent in the Eighth Plan. It is only during the Ninth Plan that the amount marked for higher education increased to 12 per cent of the Plan outlay in education.

Since the financial allotment for primary schools was high, it naturally follows that the number of primary schools would also be much greater than the number of higher secondary schools and Arts and Science colleges.

### TABLE 1.2

**SCHOOLS IN INDIA IN 1986**

<table>
<thead>
<tr>
<th>Levels of education</th>
<th>No. of Institutions</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary schools</td>
<td>5,56,652</td>
<td>89.11</td>
</tr>
<tr>
<td>Secondary schools</td>
<td>52,560</td>
<td>8.41</td>
</tr>
<tr>
<td>Higher Secondary schools</td>
<td>15,465</td>
<td>2.48</td>
</tr>
<tr>
<td>Total</td>
<td>6,24,677</td>
<td>100.00</td>
</tr>
</tbody>
</table>

*Source: Fifth All India Educational Survey Volume 1. (1992)*

Table 1.2 clearly shows that 89.11 per cent of schools were in the primary level. In 1986 there were 6040 Arts and Science colleges in India. It is evident that there is a disproportion between the number of higher secondary schools and Arts and Science colleges. There were 136 Universities and 19 deemed to be Universities in 1986. Since the number of colleges is less, naturally, the number of students who could pursue higher education is less.
1.7 ENROLMENT OF STUDENTS IN EDUCATIONAL INSTITUTIONS

Among the students who were enrolled at various levels of education, it would be interesting to study the percentage of enrolment of boys and girls in both the rural and urban areas.

**TABLE 1.3**

**ENROLMENT OF STUDENTS IN PERCENTAGE IN INDIA IN 1986**

<table>
<thead>
<tr>
<th>Levels of Education</th>
<th>Area</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary school</td>
<td>Rural</td>
<td>60.52</td>
<td>39.48</td>
</tr>
<tr>
<td></td>
<td>Urban</td>
<td>54.85</td>
<td>45.15</td>
</tr>
<tr>
<td>Secondary school</td>
<td>Rural</td>
<td>72.68</td>
<td>27.32</td>
</tr>
<tr>
<td></td>
<td>Urban</td>
<td>62.67</td>
<td>37.33</td>
</tr>
<tr>
<td>Higher Secondary school</td>
<td>Rural</td>
<td>75.93</td>
<td>24.07</td>
</tr>
<tr>
<td></td>
<td>Urban</td>
<td>65.14</td>
<td>34.86</td>
</tr>
</tbody>
</table>

*Source:* Fifth All India Educational Survey Volume I. (1992)

It is interesting to note that while the percentage of enrolment of boys in the rural areas is higher than their counterparts, in the urban areas the reverse trend prevails among girls. The percentage of enrolment of girls in the urban areas was higher than that of the rural areas. This may be because of the availability of more schools for girls in urban areas. In rural areas though parents may be willing to educate their boys even by sending them to nearby towns, yet they hesitate to similarly educate their girls, in a similar way obviously because of some deeply entrenched socio-educational values of educating a female child.
At the collegiate level in 1986, 68.4 per cent boys and 31.58 per cent girls were enrolled. In 2000 also the same trend prevailed. 68.97 per cent boys and 31.03 per cent girls were provided collegiate education. Among the girls 4,42,180 were enrolled in urban colleges. The same trend prevails in the Open University System as well. In the Open University System in India out of the five-lakh students, 70 per cent were boys.

Thus we find that both at the higher secondary level and collegiate level, the major beneficiaries are boys. Therefore unless an equal opportunity is given to girls, a balanced economic growth is not possible. Hence, the need of the hour is to provide higher education for girls, especially in the rural areas since the level of educational attainment is far behind in the rural area. The apartheid of gender is very much true not only in India but also around the world. Out of 100 million children worldwide between the ages of six and eleven who do not attend school, 70 per cent are girls. Of the one billion illiterate adults, an estimated two-thirds are women. Under these circumstances, the importance of education for women cannot be over-emphasized.

1.8 EDUCATION OF WOMEN

Education for women is far more important and urgent than education for men since women are the catalysts for change among the younger generation. The Kothari Commission (1964-66) has aptly remarked, "If education has to be limited to man or to woman, then
opportunity should be given to woman, for then it would more surely be passed on to the next generation".

Education is the only means by which the socio-economic position and the general status of women can be raised. Only proper education can give them the correct attitude towards life, the necessary reasoning power and the ability to claim equal rights with man. A wife guided by intelligence, power of judgement and a sound moral attitude is a glory and a light in her family and in the society at large.

The duty of a mother is not merely to beget children. She has to bring up her children properly and also to look after the whole family. She can handle these responsibilities effectively only if she is educated. When a child's education begins, the mother is the first teacher. She teaches the child at home even after the child starts schooling. She can train the child to become a good, useful and worthy citizen. Gandhiji, (1993) the Father of the Nation was thus prophetic when he said that, if we educate a man we educate an individual, but if we educate a woman we educate a whole family. Ipso facto, it means that women's education is the very foundation of societal education for the simple reason that family, of which woman is the kingpin, is the basic unit of society. In other words, women alone could pave the way for social reform, through their families, as they are responsible for the development of human resource as homemakers.

Hence, it becomes obvious that the development of a society is dependent upon the development of women who are an integral part of the society. Women education has a multiplier effect in the society.
Education is an instrument, which can be used systematically to bring about change in the empowerment of women.

Women perform the lion's share of work in subsistence economies toiling longer hours and contributing more to family income than their male counterparts. Gender bias is a primary cause of poverty, because in its various forms it prevents hundreds of women from obtaining education, training, health services, childcare and legal status.

In democracy, women too have a right to vote. Unless they are educated, they cannot exercise their franchise properly. Educated women can fight for equal rights with men. Only they can understand the value of all the nation- building programmes like family planning and adult education. If the literacy level of the girl increases there is a postponement of her marriage, which means late pregnancy, fewer children, higher life expectancy rates and better status in the society.

Education enables women to realise their full identity and powers in all lifestyles. This would enable women greater access to knowledge, resource, freedom in decision making, planning their way of living and greater control over the hazards in life. Education trains women for leadership. An educated woman is not only a light in her house, but enlightens those who encounter her. It reduces their economic dependence as well.

Investment in education, especially female education and that too in rural areas, is therefore of the utmost importance. The government is able to provide only primary education and therefore, the revival of
privatisation of education, especially higher education which began in India in the nineteen eighties, is a must.

1.9 PRIVATISATION OF EDUCATION

Before Independence, the private initiative in education in India was prompted by philanthropic and religious organisations. The main purpose before the private individuals and organisations was to render service to society. Through endowment and liberal donations the private bodies established educational institutions to serve society. Over time, most of the private educational institutions belonged to the category of institutions founded and run by private agencies but funded partly by Government and partly by non-Government sources.

With the increase in demand for education and with the rise in the recurring and non-recurring cost of providing education, the private effort in setting up such institutions declined significantly. Since the 1970's welfare state philosophy has been paving the way for free market philosophy. It is argued increasingly nowadays that it is not the Government but the market that can do everything for everybody. Correspondingly, a reduced emphasis on education particularly higher education by the Government is promoted as an economically and educationally efficient proposal.

The pursuit of this approach has resulted in the establishment of higher educational institutions, which are founded, funded and run by private agencies. Many self-financing institutions mostly in technical and professional courses are fast emerging in India. Still, there is a serious
mismatch between demand and supply of seats in technical and professional education leading to the prevalence of unscrupulous profit seeking educational institutions.

There are also philanthropic educationists who strive hard to establish educational institutions even in less developed and less lucrative rural areas for the sole purpose of providing quality higher education for the downtrodden. One such educational institution is the Aditanar Educational Institution, which has six colleges, all located in Tiruchendur, a town in Thoothukudi District in Tamilnadu, India. Govindammal Aditanar College for Women, one among these six colleges does not collect any capitation fee and is rigidly socio-economically motivated.

1.10 LITERACY LEVEL IN TAMILNADU - INDIA

India is an Asian sub-continent, which has a population of 1,027 million with 531.27 million male and 495.73 million female population. The 2001 census reveals that the literacy rate in the country is 65.38 per cent, out of which 75.96 per cent are male literates and 54.28 per cent are female literates.

Figure 1.1 is a map of India, which shows the position of Tamilnadu in India. This study concentrates on Tamilnadu where the research work was carried out. Tamilnadu, one among the 28 states in India is in Southern India, bordered on the North by Andhra Pradesh state, on the North-West by Karnataka state, on the West by Kerala state and on the East and South by the Bay of Bengal and the Indian Ocean. It lies in the shape of a rhomboid between the Deccan Plateau and the sea, stretching
Source:
Office of the Registrar General, India
from latitude 8°N in the South-West of Kanyakumari, to the Pulicat lake in the North-East at 11°N. The Western Ghats in the West, the Bay of Bengal in the East and Gulf of Mannar, which separates India from Sri Lanka, in the South, constitute the natural boundaries of the state on the three sides.

Tamilnadu covers over 130,000 sq.km representing about four percent of India’s geographical area. According to the 2001 census, Tamilnadu has a population of 62,110,839 people comprising 31,268,654 males and 30,842,185 females. The number of females per 1000 males is 968. The literacy rate is 73.47 per cent. Among the total population the male literacy per cent is 82.33 while the female literacy rate is 64.55. Among the rural population 58.99 per cent are literate, 58.12 percent males and 41.88 per cent females are literate among the rural population. Among the urban population 73.62 per cent are literate. 54.31 per cent of males and 45.69 per cent of females are literate among the urban population.

There are marked differences in the levels of literacy between the rural and urban areas. In 2001 the rural literacy rate in Tamilnadu was 58.99 per cent while the urban literacy rate was 73.62, which shows quite a tangible difference in the prevailing rates in these areas. The male literacy rate in rural areas was 58.12 per cent as against 54.31 in urban areas, while the female literacy rate was 41.88 in rural and 45.69 in urban
areas. These rates clearly point out the poorer thrust made towards the spread of literacy among female members in the villages of Tamilnadu.

In the case of female literates in rural areas they are in the majority only in three districts, namely, Nilgiris, Thoothukudi and Kanyakumari.

Perhaps this difference in the literacy level favouring the males may be attributed to, firstly, the generally lower level of literacy in Tamilnadu amongst parents and secondly, the cultural heritage which generally favours male rather than female education.

Furthermore, it will be noted that the Government itself has allocated only one-fifth of its total plan outlay for education and this again could be due to other more pressing commitments such as food production, the industrialisation as well as the development of employment opportunities for the teeming millions of unemployed. The total expenditure in Tamilnadu in 1986 was Rs. 2,77,745 lakhs out of which Rs. 60,779.06 lakhs was allotted for education. The Tamilnadu Government spent 21.88 per cent of its plan outlay on education, out of which, 48.79 per cent was allotted for the growth of primary education, 26.60 per cent for secondary education, 7.26 per cent for higher secondary education, 9.65 per cent for University education and 7.7 per cent for special and technical education.

Since the percentage of expenditure on primary education was the highest, the number of primary schools in Tamilnadu far exceeds institutions of higher education.
In 1986 Tamilnadu had 205 Arts and Science colleges with an enrolment of 2,61,413 students. There were 71,994 boys and 1,89,419 girls. It is interesting to note that there were more girls than boys.

1.11 LITERACY LEVEL IN THOOTHUKUDI DISTRICT

Among the 30 districts of Tamilnadu, the District of Thoothukudi stretches from latitude 8.46°N and longitude 78.11°E. The map of Thoothukudi District shows its boundaries and its seven taluks. Tiruchendur is one among the seven taluks. Thoothukudi District is situated in the extreme South Eastern corner of Tamilnadu state. It is bounded in the North by the Districts of Tirunelveli, Kamarajar and Ramanathapuram, in the East and South-East by Gulf of Mannar and on the West and South-West by the District of Tirunelveli. Fig 1.2 is a map of Thoothukudi District.

The total area of the district is 4621 sq.kms. It was formed in October 1986. The district has 12 blocks and two municipalities. The total number of villages is 426. The population as per 1991 and 2001 census is as below:

<table>
<thead>
<tr>
<th>Census year</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1991</td>
<td>7,09,760</td>
<td>7,46,160</td>
<td>14,55,920</td>
</tr>
<tr>
<td>2001</td>
<td>7,64,087</td>
<td>8,01,656</td>
<td>15,65,743</td>
</tr>
</tbody>
</table>

Fig 1.2
THOOTHIKUDI DISTRICT

Source: Director of Survey and Settlement, Madras.
Thoothukudi District has the highest female population in Tamilnadu accounting for 1049 females for every 1000 males. Of the male population 57.27 per cent and of the female 58.16 per cent live in rural areas. The male literacy rate is 88.66 while the female literacy level is 75.64 in 2001.

Major portion of the land in Thoothukudi District is dry and there are some bore wells with which cultivation of plantain and paddy is done. The Thampiraparani river is also a source of water supply. The main source of livelihood of the people is agriculture (44 per cent) and related pursuits, seven per cent in fishing, poultry keeping and livestock rearing.

There are chemical and fertilizer industries in Thoothukudi District. Thoothukudi harbour is the only harbour in India, which has the distinction of being awarded the ISO 9002 certificate (International Standard Organisation). National celebrities like V.O. Chidambaram and Bharathiar hail from this district. The renowned Murugan temple in Tiruchendur is one of the popular Hindu pilgrimage centres.

**TABLE 1.5**


<table>
<thead>
<tr>
<th>Levels of Education</th>
<th>1986</th>
<th>2000</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rural</td>
<td>Urban</td>
</tr>
<tr>
<td>Primary</td>
<td>859</td>
<td>168</td>
</tr>
<tr>
<td>Upper primary</td>
<td>213</td>
<td>91</td>
</tr>
<tr>
<td>Secondary</td>
<td>38</td>
<td>17</td>
</tr>
<tr>
<td>Higher Sec.</td>
<td>24</td>
<td>45</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1134</td>
<td>321</td>
</tr>
</tbody>
</table>

Source: Fifth All India Educational Survey – District Report Thoothukudi District 1986.
- Chief Educational Office Records – Thoothukudi - 2000
Table 1.5 reveals that in 1986, out of 1455 schools, 70.6 per cent of the schools were in the primary level whereas only 4.7 per cent of the schools were in the higher secondary level. While the number of primary schools in the rural areas exceeded the number of schools in the urban areas, the number of higher secondary schools in the urban areas exceeded the number in the rural areas, which reflects a paradoxical trend. The same trend prevailed in 2000.

**TABLE 1.6**

**MANAGEMENTWISE CLASSIFICATION OF SCHOOLS IN THOOTHUKUDI DISTRICT IN 1986.**

<table>
<thead>
<tr>
<th>Area</th>
<th>Management</th>
<th>Primary Schools</th>
<th>Upper Primary Schools</th>
<th>Secondary Schools</th>
<th>Hr. Sec. Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td>Government</td>
<td>439</td>
<td>69</td>
<td>27</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Local Body</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Private aided</td>
<td>420</td>
<td>144</td>
<td>11</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Private unaided</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>859</td>
<td>213</td>
<td>38</td>
<td>24</td>
</tr>
<tr>
<td>Urban</td>
<td>Government</td>
<td>40</td>
<td>5</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Local Body</td>
<td>11</td>
<td>10</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Private aided</td>
<td>117</td>
<td>76</td>
<td>13</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>Private unaided</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>168</td>
<td>91</td>
<td>17</td>
<td>45</td>
</tr>
<tr>
<td>Total</td>
<td>Government</td>
<td>479</td>
<td>74</td>
<td>30</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Local Body</td>
<td>11</td>
<td>10</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Private aided</td>
<td>537</td>
<td>220</td>
<td>24</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td>Private unaided</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1027</td>
<td>304</td>
<td>55</td>
<td>69</td>
</tr>
</tbody>
</table>

*Source: Chief Educational Office Records-Thoothukudi – 1986.*
Table 1.6 reveals that while there were 479 primary schools managed by the Government in 1986 there were only 18 higher secondary schools under the Government. This may be attributed to the Government policy of providing universal primary education to all. Consequently Government investment in higher education has shown a gradual decline.

This situation is evidenced by the fact that in 1986 among the nine Arts and Science colleges in Thoothukudi District, there was not even a single Government college. All the colleges were private aided colleges; five of them were located in urban areas of which two were exclusively women's colleges. In 2000 there were altogether 13 Arts and Science colleges out of which four were private unaided colleges. There were five colleges in the rural areas; one of them was a college exclusively for women.

A glance at the enrolment of students at the higher levels of education will show that the enrolment of students at the collegiate level was much less than the enrolment level at higher secondary schools.
TABLE 1.7
STUDENT ENROLMENT IN THOOTHUKUDI DISTRICT (1986 AND 2000).

<table>
<thead>
<tr>
<th>Levels of Education</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>21,140</td>
<td>1,08,711</td>
<td>1,29,851</td>
<td>64,765</td>
<td>61,532</td>
<td>1,26,297</td>
</tr>
<tr>
<td>Upper primary</td>
<td>49,440</td>
<td>39,769</td>
<td>89,209</td>
<td>52,468</td>
<td>52,761</td>
<td>1,05,229</td>
</tr>
<tr>
<td>Secondary</td>
<td>14,138</td>
<td>10,753</td>
<td>24,891</td>
<td>15,678</td>
<td>14,744</td>
<td>30,422</td>
</tr>
<tr>
<td>Higher. Sec.</td>
<td>5,610</td>
<td>5,007</td>
<td>10,617</td>
<td>10,537</td>
<td>12,023</td>
<td>22,560</td>
</tr>
</tbody>
</table>

Source: Fifth All India Educational Survey - District Report Thoothukudi District - 1986

Table 1.7 reveals that in 1986 at all levels of education boys outnumbered girls except at the Primary level. The same trend prevailed with regard to collegiate education. There were 4647 boys and 2666 girls enrolled in the nine Arts and Science colleges in Thoothukudi District.

In 2000, both at the higher secondary level and collegiate level girls outnumbered boys. There were 6274 girls and 3254 boys studying in the 13 Arts and Science colleges in Thoothukudi District. This is because all the boys' colleges were converted into co-educational institutions. What is remarkable to note is that, given the opportunity, women would pursue higher education with as much gusto, skill and efficiency as men.

1.12 COLLEGE FOR WOMEN IN TIRUCHENDUR

The present study was conducted in Tiruchendur - a rural area in which Govindammal Aditanar College for Women is located. It is the southern most town in Thoothukudi District, on the shores of the Gulf of Mannar. Tiruchendur, which has the famous Murugan temple, is a Hindu
pilgrimage centre, a taluk headquarters and a selection grade panchayat with a population of 26,747 people - 12,435 males and 14,312 females. There are no industries here and people are mainly engaged in farming, fishing and in the service sector. The economic status of the people is generally low.

Among the higher secondary schools in Tiruchendur taluk, there were six schools exclusively for girls and seven were co-educational. From these schools, every year a large number of girls completed their higher secondary education and were ready to join college for tertiary education. However strangely enough, in spite of this vast catchment area of girl students, there was no exclusive women's college in Tiruchendur Taluk until 1986.

Few families who could afford and determined to provide college education for their daughters had to send their wards to Thoothukudi-52 Kms. Away, Nagercoil-100 Kms. away or Tirunelveli-52 Kms. away from Tiruchendur in pursuit of higher education. Consequently, the transition rate from school to college was abysmally low.

Govindammal Aditanar College for Women was founded with a far reaching social vision for the sole purpose of imparting quality higher education to girls in rural areas and make them self reliant, good and useful citizens and to imbibe in each one of them the traditional nature of Indian culture so that they may acquire the right faith in God and hold aloft the hoary tradition of our Motherland. The aim of the college is not just to produce degree holders but to forge them into intellectually enlightened,
morally upright, emotionally mature and spiritually enlightened women with inner grace, elegance, courage and tenderness.

1.13 MANAGEMENT OF COLLEGE FOR WOMEN

The Aditanar Educational Institution in Chennai is a renowned society registered under the Societies' Registration Act of 1860 on 15.2.1963 of which Dr. B. Sivanthi Aditanar is the Chairman. The aims of the Aditanar Educational Institution are:

i) To establish, run, manage or assist colleges for teaching Arts, Science or Professional Courses.

ii) To establish, run, manage or assist schools or other educational organisations which exist solely for educational purposes.

Dr. B. Sivanthi Aditanar, a well-known journalist and the Director of the Daily Thanthi was also a senate member of Madurai Kamaraj University, Annamalai University and Bharathiyar University. He holds prominent positions in various organisations and sports bodies at national and international levels.

For the sole purpose of providing quality education at affordable cost to the rural poor, Dr. B. Sivanthi Aditanar established Govindammal Aditanar College for Women in 1987 and four more colleges in rural areas, Dr. Sivanthi Aditanar College of Physical Education in 1993, Dr. Sivanthi Aditanar College of Education in 1995, Dr. Sivanthi Aditanar College of Engineering in 1995 and a Community College in 1999. His father
Amarar Si. Pa. Aditanar established the Aditanar College of Arts and Science, an aided institution in 1965.

1.14 HISTORY OF THE COLLEGE

On obtaining the permission of the Government of Tamilnadu (G.O. MS. No. 1202 Dt. 27-07-1987) and with the affiliation granted by the Madurai Kamaraj University, the Govindammal Aditanar College for Women was started in the year 1987. The college first functioned at Kadarkarai Illam, in Tiruchendur from where it was shifted to the present location on 4.12.1988. In 1991, the college came under the jurisdiction of the Manonmaniam Sundaranar University. The cash endowment is Rs.11 lakhs. The present worth of the land and building is about Rs.3 crores. The Chairman sanctions annually Rs. 15 lakhs for the development of the college.

1.15 PROFILE OF THE COLLEGE

Govindammal Aditanar College for Women is situated in Gandhipuram, a village on the way to Tirunelveli, 3 kms away from Tiruchendur bus-stand and railway station. The college is housed in a very spacious and modern building constructed over a site of 31.49 acres. The college building, constructed over 1 1/2 acres, is well equipped with all necessary teaching aids and other infrastructures.

The building is at present ‘U’ shaped with two storeys. The offices of the Principal, Secretary and Chairman are in the main block. There are 28 neatly ventilated classrooms and nine staff rooms. The library is
located in the right wing on the first floor. Two photographs of the college are given in Appendix C.

(i) Faculty Contributions:

The college offers eight under-graduate courses- Economics (1987), Commerce (1987), Mathematics (1987), Zoology (1988), Computer Science (1988), Chemistry (1991), Physics (1992) and English Literature (1993). Every year about 300 graduates pass out of the portals of the college. The credit for the outstanding achievements of the college goes to the efficient, industrious and loyal teaching and non-teaching staff who are the real pillars of the college. They have an abundance of goodwill and are greatly concerned about the welfare of the students. The lecturers, besides presenting papers at University level seminars, publishing articles in State and National level journals, also seize every opportunity for academic advancement by attending University, State and National level seminars. Among the 48 lecturers, one holds a doctorate degree, 32 hold Master of Philosophy degrees and four are research scholars. There are 16 non-teaching staff members to assist in the smooth running of the college. To develop the analytical and creative faculties of the students, besides teaching, the lecturers involve students in various co-curricular activities. The highlights of their contributions to the college are:

The members of the English Department encourage their students to publish their own house journal. The first batch of Literature students (1993) started the house journal called "Echoes". Apart from conducting
Bridge Course and Spoken English Classes, Shakespeare famed literary works are also screened. The Tamil Department also has a house journal with articles written by students and staff members. Five faculty members handle classes for aspirants of Competitive Examinations. Under the guidance of the staff members, R. Meenakshi, a III B.Sc., Physics student secured the First place in an All-India Essay Competition conducted by the Department of Atomic Energy, Bombay in 1997. Within a short span of 14 years the college has produced 14 first ranks, 10 second ranks and 202 other University ranks.

(ii) **College Library:**

The college library is a virtual treasure trove of knowledge. Within 14 years of the inception of the college, the library has acquired 11,894 books and subscribes to 71 journals to update the knowledge of the students. The annual addition of books to the library ranges from 500 to 1500. There are 24 journals in Tamil and 47 journals in English, consisting of six dailies, 12 weeklies, six fortnightlies, 29 monthlies, two bi-monthlies, 10 quarterlies, two half-yearlies and four annuals. The library subscribes to one foreign journal. Among the dailies, one is *Business Line*.

The money invested on the purchase of books since the inception of the college till 1999 was Rs. 10,45,334. Every year Rs. 1.5 lakhs is allocated for purchase of books and journals. The Library is capable of accommodating about 50 students at a time. The department libraries supplement the college library.
iii) Examination Pattern:

Lecturers refresh students daily on lessons taught the previous day. On completion of a topic, once a week a written test is conducted. Oral and written quiz are also held on the same topic. Monthly tests are carried out simultaneously for all classes and the marks are sent to the parents. The undergraduate course has six semesters and at the end of each semester the students appear for a University Examination. Practical examinations are conducted in March.

(iv) Remedial Teaching Technique:

The lecturers identify the weak students and conduct coaching classes for them. Better students are requested to assist weaker students and thus they promote peer learning. The lecturers provide simplified study materials, to the weaker students, which fall well within the grasp of their comprehension. Though the medium of instruction is English, to ensure the better understanding of the subject, the lecturers explain the important portions once again in Tamil. During leisure time, the lecturers supervise the studies of the weak students.

(v) Laboratory Facilities:

All necessary up-to-date equipments and instruments are available in the Computer Science, Physics, Chemistry and Zoology laboratories. The laboratories are spacious, well ventilated and furnished. Four photographs of the Computer Science, Zoology, Physics and Chemistry Laboratories are given in Appendix C.
(vi) Transportation:

As the college was started with the aim of imparting quality education to the girls of the locality and thereby improving the lifestyle of the people of this backward area, the management has provided three buses which reach every nook and corner of Tiruchendur and its surrounding villages to pick up students. Each bus covers a distance of about 30 kms per trip daily. It is of immense help to dayscholars, whose tension and time loss is reduced considerably by this service. The transport facilities offered by the Management have impressed the Muslim community at Kayalpatnam, a coastal hamlet ten kms from Tiruchendur and have motivated them to send their daughters to college without any inhibitions.

(vii) Hostel Facility:

A two storeyed hostel with well-designed infrastructure is provided on the college campus itself. The hostel provides a peaceful and congenial atmosphere for serious study. There are 90 spacious well-ventilated rooms with a ceiling fan in each room. Apart from eight rooms allotted for the staff members, students occupy all the other rooms. Both vegetarian and non-vegetarian meals are provided. Meals are prepared in a hygienic surrounding in a well-equipped kitchen fitted with modern utensils, gas connection and grinders. The well-balanced meal is served in a 250 seater dining hall.

During recreational hours, the hostellers make use of the television, video or audio deck. There are loud speakers installed in the
two storeys. To develop the habit of reading among the hostellers, two daily newspapers and magazines are provided in a separate reading room. There is a Stationery store in the hostel to cater for the needs of the hostellers. Generator facility is also available to avoid unnecessary critical situations due to power failure. There are modern toilets and bathrooms with 24-hour water supply. Four keet-o-flashes have been installed to trap insects swarming within the campus.

To instill religious atmosphere in the hostel, on every Friday, Pooja is conducted in the Pooja room. Inter-religious prayer is also offered. There are two study periods daily supervised by study wardens. The hostel is managed by the Principal who is also the Warden and by a Deputy Warden. Three sub-wardens ably assist them. Sports competitions and get-togethers are arranged occasionally. At the end of the academic year a gala hostel day is held.

(viii) Co-curricular Activities:

The objective of education is to mould each student into a well integrated personality, physically, mentally, socially, morally and emotionally. Hence, besides curricular activities, co-curricular activities are organised in order to develop the personality of the students. These co-curricular activities are also intended to create social awareness among the students and to develop creative and critical capabilities within them. The following co-curricular activities are the annual features of the college.
There is a College Union operating under the guidance of the Principal with a Chairman, Secretary and a Joint Secretary chosen one from the Third year and two from the Second year students. Despite the fact that the students themselves form the College Union, they are guided and directed by two senior lecturers acting as the Vice-Presidents of the College Union. All the activities of the College Union are carried out under the direct and vigilant supervision of these two staff members so that the students' potential is channelled in the right way and they are also thus prevented from going astray.

Furthermore, there are thirteen associations affiliated to this College Union. The staff members of the different faculties take turns to supervise the activities of these associations. The annual general meeting of the College Union and its affiliated associations is celebrated in a very colourful and splendid way with an eminent personality as the chief guest. Once the College Union is inaugurated a chain of events begins to initiate students into academic life. Multifarious activities like talks by guest lecturers, seminars, paper presentations, debates, panel discussions, exhibitions, symposia and competitions of different kinds are organised. Apart from professors from within the University, a number of other dignitaries from many parts of Tamilnadu address the students.

Study tours and field visits are also arranged in order to help the students relate learning to life. The students normally visit major cities like Chennai, Kodaikanal, Madurai, Trivandrum and Salem. They have
also visited Ramco Cements, Lakshmi Mills, banks, factories and historical sites.

Thus these associations strive hard to improve not only the knowledge of the students by providing them a lot of information about the latest trends in the areas of their specialisation but also enrich wisdom by exposing them to various practical experiences. They also develop in them leadership qualities like courage, self-confidence, initiative, organisational skill, administrative expertise, the capability to make decisions and the like.

(x) Advisory System:

Each staff member acts as an adviser for 30 students. The adviser studies the growth of the students taking individual care, concern and attention on every student. A cumulative record is maintained for students for three years wherein their curricular and co-curricular achievements are recorded and kept safe for future reference.

The students freely express their problems and seek help for redressing them. Though the students can approach their advisers at any time for help, two hours are set aside regularly each month especially for the purpose of meeting their advisers. They guide their students with regard to studies and suggest reference books so as to promote reading habit.

(xi) Health Care Programme:

Every year a medical check-up and blood group identification is arranged for the First year students. The college doctor conducts a free
medical examination and submits a report about the general health condition of the students. If any serious illness is found in any student, it is immediately reported to the parents and special care and attention is given to the ailing student.

(xii) **Personality Development Courses**

Personality development courses are organised by trained personnel from SPIC Nagar Jaycees and lecturers from Dr. Sivanthi Aditanar College of Education. With the guidance and help of these experts from outside, a team of college staff takes classes on significant topics like self-image, self-confidence, self-actualization, transactional analysis and the like. Such valuable courses go a long way in boosting the morale of the students.

(xiii) **General Awareness Programmes**

The students should be exposed to all areas of knowledge and their general tendency to confine themselves within their subjects should be checked. In order to broaden the knowledge of the students in all fields, quiz sessions both written and oral are conducted periodically. The main objective of the quiz club is to create a general awareness of all the achievements, advancements and inventions made in various fields and keep pace with the fast moving modern era. Also, by conducting a written test, it helps select the best students of the college, who are then given special coaching to prepare them for participation in quiz competitions held outside the college. As the club conducts a written quiz every
semester, all the students of the college become confident enough to face any competitive examination or interview.

(xiv) **Youth Welfare Forum:**

Youth Welfare Forum of the college takes extraordinary care and pains to bring out the potentialities of the students to the limelight by holding a total of 45 competitions during the Youth Festival celebrated annually for three days. The students seize with enthusiasm all the golden opportunities provided to them and reveal all their creative and critical faculties. Even the average students shed all their inhibitions and participate willingly in many events and allow them to be shaped. The performance of the students is watched with keen attention and the students of extraordinary accomplishments are identified. They are given special training in the events in which they have excelled themselves and are encouraged to participate in inter-collegiate competitions. As a result of the constant encouragement and practice, the students win laurels in many contests and enhance the fame and prestige of the college.

(xv) **Spiritual Development:** (Anmiga Valarchi Kalagam)

It is a well-known fact that the students should be shaped up not only physically, intellectually, and socially, but also morally and spiritually so that they can emerge as dutiful and responsible citizens. In order to achieve this ideal there is "Anmiga Valarchi Kalagam" in the college. It conducts Vilakku Pooja (the devotional worship of the traditional light), organises special lectures related to Hinduism and works hard for the spiritual development of the students. At the end of every year, a very
grand vilakku pooja is held in order to invoke the blessings of God for the outgoing students. Pongal that is popularly known as ‘Tamilar Thirunal’ is also celebrated in full glory and traditional gaiety every year. Students from the First, Second and Third year write examinations on Ramayana, Bharatha panpadu and life history of Vivekananda respectively every year.

(xvi) Celebration of Important Occasions:

The College Day and Convocation Day are two days of great prominence and significance, which provide a jubilant occasion for highlighting the noteworthy achievements of the students and for displaying their artistic tastes and talents. Every year Sports Day, Independence Day and Republic Day are celebrated.

(xvii) Part IV and V Activities:

Under Part IV, two Foundation courses are taught. Under Foundation course ‘A’ general awareness class is conducted for the First year students. Under Foundation course ‘B’ for the Second year students several relevant and need based courses like the following are taught:

i) Indian economy since Independence (non-Economics students can opt)

ii) Gandhian Thought

iii) Ecology, Environment and Pollution studies

iv) Status of Women in India

v) Consumer Protection and Social Responsibilities in Business
vi) Secularism

vii) Science and Society (non-Science students can opt) and

viii) History of Science.

The students opt for any one of these courses and undertake an in-depth study of the area of their interest and choice.

Under Part V the students can select any one activity from N.S.S., Physical Education, Yoga, Tailoring, Typewriting, Veena, Violin and Bharathanatyam, Taekwondo. These Part V courses build up not only the efficiency of the students but also make them realise the value of our glorious tradition and the need for keeping up our national heritage.

(xviii) National Service Scheme (N.S.S.):

There are two N.S.S. units actively functioning in campus with all vigour and enthusiasm. Each unit consists of 100 volunteers. The N.S.S. units follow the motto “Not me but you” very faithfully and render selfless service. The N.S.S. units were started with a view to promoting social consciousness, a sense of responsibility, discipline and dignity of labour among students. The scheme utilises the leisure time of students during the first two years of their college life in various areas of social service, which not only helps the community but also provides an opportunity to the students to appreciate the conditions prevalent in the community. The ultimate aim is to develop the personality of students through community service.
The scheme has brought N.S.S. volunteers in direct contact with community problems and needs. Activities undertaken by the N.S.S. have included environment enrichment and conservation, health, family welfare and nutrition programmes, programmes aimed at creating an awareness of the need to improve the status of women, to do voluntary service in hospitals and welfare institutions, non-formal education and assistance to local authorities in relief and rehabilitation work during natural calamities and emergencies.

Each unit adopts a village once in three years and conducts a 10-day special camp there. National days are observed with all interest and zeal in the adopted village to bring home the significance of the message of the day and also to inculcate in villagers the patriotic fervour. Socially significant days like Literacy Day, Aids Awareness Day and International Women’s Day are observed in order to make people realise certain basic responsibilities and duties.

The N.S.S. volunteers are given training in First Aid and skills to undertake socially useful works. Training in handicrafts is given to all the students according to their taste.

(xix) Physical Education:

True education educates the whole man. Mere learning only sits on a man like a drop of water on a duck’s back. Education must aim at giving a triple training of the head, heart and hand. The college provides ample facilities for physical education.
The Physical Education Department keeps itself very active throughout the year. Strenuous practice is given to kho-kho, kabbaddi, volleyball, ball badminton, table tennis, chess and athletics. Every year the players do their best to put up outstanding performance in all the contests in which they participate. The college has produced 46 University Blues, two State players and one National player. The maximum number of prizes has been won in kho-kho, athletics, and chess. The college hosted the Fifth Inter-collegiate tournament for women in 1995 in all group based sports and games.

Apart from these activities, under Part V the students are engaged in mass drills, pyramids, loops and dumbbells. Theory classes are also offered in order to strengthen the theoretical and the conceptual understanding of the students regarding all the games and sports in which they participate. Skill tests are conducted to assess the performance of the students.

**(xx) General:**

The activities of the College Union and the associations culminate annually with the Valedictory Function. Prizes are awarded to the students who secure the First two places in all the competitions conducted throughout the year.

A canteen and a stationery store are run for the students to shop at ease.
1.16 SCOPE OF THE STUDY

This study is devoted to methodically tracing the genesis, growth and academic achievement of Govindammal Aditanar College for Women from its inception till 2000. The study also focuses on the impact created by diverse curricular and co-curricular activities of the college and how the various strands of curricular and co-curricular programmes of the college could be improved in order to meaningfully integrate into the academic mainstream provisions to enhance the status of women and to ensure women's all round development.

1.17 NEED AND SIGNIFICANCE OF THE STUDY

It is a singularly unique phenomenon in the present era in India in which privately run educational institutions are profit motivated and therefore located in urban centres, that the Govindammal Aditanar College for Women has been established by the Aditanar Educational Institution in a socio-economically backward rural environment solely for the purpose of bringing the overall benefits of education to the future generations of rural women and bringing about human resource development of particularly young women who have been traditionally denied the fruits of educational opportunities.

Since Tiruchendur is an industrially backward area and due to scanty rainfall, 60 per cent of the men are involved in the traditional occupation of toddy tapping and the women assist their husbands in this occupation-their only source of livelihood which fetches them a meagre income. Only a few families who could afford, send their children to
school, and when their daughters attained puberty, they were rather compelled to stay at home.

The Chairman of the Aditanar Educational Institution felt that only by providing higher education to the women at low cost, economic upliftment of the family was possible. When a girl in a family is educated she can educate the whole family. It is indeed a great accomplishment of the Aditanar Educational Institution, through the Govindammal Aditanar College for Women, which now offers a systematic imparting of University education to first generation learners in a rural environment.

After the establishment of this college, the rural poor have started sending their girls to college. The setting up of this institution has proved beyond doubt that given the opportunity, scholars and students in rural areas can easily match their counterparts in the urban centres as now evidenced by the numerous outstanding achievements that this college has scored both in academic and athletic spheres since its inception in 1987. After its emergence, four more colleges were started near Tiruchendur and the future aim of the Aditanar Educational Institution is to elevate itself into a Deemed University.

This study, "EFFICACY OF GOVINDAMMAL ADITANAR COLLEGE FOR WOMEN ON DEVELOPING HUMAN RESOURCE" is undertaken mainly with a view to objectively evaluating the serious purpose and benefits of providing educational opportunity in a rural area and that too particularly for young women transcending the narrow clannish consideration of caste, creed or religious affiliation in offering higher education.
The investigator has served in this college as a lecturer for ten years and therefore has thorough firsthand knowledge of the various academic and non-academic programmes of the college. The investigator undertook this study to dispassionately measure, assess and highlight the overall academic achievements of the college and its contribution to tapping and auguring the development of the human resource particularly of the women in Tiruchendur.

1.18 STATEMENT OF THE PROBLEM

In the present day, education for rural women is an inescapable component of their very existence, survival and life pattern. Unless a woman is educated, she cannot be the skilled, scientific and aesthetic builder of a healthy family, which decides its own destiny and socio-economic concerns. Education in rural areas is not just for employment, but from a broader perspective it is mainly for awareness creation and development of human resource. In the present study, the investigator intends to find out how Govindammal Aditanar College for Women through its well-planned and systematically executed curricular and co-curricular programmes has succeeded in highlighting, assimilating and internalizing the rich, latent and hitherto untapped human resource in all its dimensions in a vast cross-section of rural women who have been the traditional victims of denial syndrome. Hence the statement of the problem:

"EFFICACY OF GOVINDAMMAL ADITANAR COLLEGE FOR WOMEN ON DEVELOPING HUMAN RESOURCE".