CHAPTER - III

EDUCATION IN INDIA - HISTORICAL PERSPECTIVE

Very few studies with detailed assessment of the economic and social consequences of education and employment for a particular section of the population have been made in India. And as such the economic and social impact of expenditure on education and employment in India does not seem to have been analysed so far for all practical affairs. The present study of the impact of expenditure on higher education and employment covers a specific period of time pertaining to a particular section of the population namely the weaker section and its socio-economic consequences and as such it attempts to fill the gap, only partially.

The education and employment was not a common feature to all sections of population in India excepting those elites in the higher strata of the society. Hence, the study of the impact of expenditure on higher education and employment with a change in the socio-economic condition of the educated and employed weaker section of the society of India has assumed greater importance. To know the inter relation between the recent and the past patterns of education in India, the review of historical background and its perspective are very important for the present study.

Education in general and the technical education in particular has been a powerful force in human development and it has been evidenced by historian, economists, demographers, sociologists and philosophers of the countries
concerned. Hence, education is a multidisciplinary subject and its impact are multi-dimensional in character. In the case of India the pattern of education is almost as old as its history. So, much of the Indian historical survey on education covers manpower development in the process of economic development.

The system of higher education in ancient India had served as an instrument for the transfer of oral and written tradition from one generation to another.

Historically, Taxila was situated in the sub mountainous tract of the Sindh-Jhelum Dual in the close vicinity of historical gate in the Hindustan at Cttock. It was abode perhaps three most important as well the oldest center of higher education in Modern India.

Taxila was conquered by the Persians in the 6th century B.C., the Indo Bactorian in the 2nd century B.C. and the Seythians in the 1st Century B.C. Taxila did not have any college or any university in the modern sense during the early period. Students used to go to taxila only for higher education in mediaeval India\textsuperscript{31}.

\textsuperscript{31} MOURIS RAZA, HIGHER EDUCATION IN INDIA, RETROSPECT AND PROSPECT, Association of Indian Universities, Publishing House, Bombay.
EDUCATION IN MEDIAEVAL INDIA

The mediaeval periods in the history of India portrayed a significant major phase of social and cultural synthesis, resulting from an interaction between the widely diverse life styles of the settlers from the central and Western Asia on one hand, and the early inhabitants of sub-continent on the other.

Buddhist monasteries had developed into corporate educational institutions like Nalanda Valahai, Vikrashimala, and course of time it had become International centre of learning. The doors of these institutions were thrown open to all irrespective of any considerations of caste or country and though organised by Buddhist their outlook remained to be non-sectarian. There were also assemblies of scholars who were experts in Vedas, Dharma Shastras and other religious works.

Nalanda was an institution of higher learning situated near the present Patna the capital city of Bihar, where scholars from all parts of India and abroad such as East India, Mangolia, China and Tibet came for the education. During the 2nd century, it was well reputed and well established educational centre of Medi India.

MAIN FEATURES OF EDUCATION IN MOGHAL PERIOD

As in the case of Hindus of the ancient India, Moghals were also interested in learning and gave due respect to learned men. They had much

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regards for it and considered it as an act of religious merit to encourage learning and respected learned men with their own religious leaders during the moghal period. During Hindu periods education was considered to be purely private affairs. The primary aims of Muslims' education was to obtain knowledge of Islamic religion. There were Islamic colleges in places like Allahabad, Delhi and Lucknow.

EDUCATIONAL DEVELOPMENT DURING BRITISH INDIA

Due to the emergence of large towns and big cities during British period, the education in India has gone tremendous changes. As a matter of fact Indian educational system had a turning point during British period. Lord Maculay, who was the first law member of the Governor General Executive Council, had opened a new chapter in the educational history of India. He had submitted the Report in the year 1835 to British Government. In his report he had advocated the Education of the upper classes and made a vigorous plea for spreading western learning through the medium of English in India.33

Maculay, the founder of British educational system in India, wrote to his father in 1836 revealing his educational policy and prediction in the following lines. "No Hindu, who have received an English education ever remain sincerely attained to his religion, some continue to progress it as a matter of policy, but many profess themselves as desist art some embrace christianity. It is my firm belief that if our plans of education are followed up, there will not be a single idolater (Hindu) among the respectable classes in Bengal, thirty years hence of

heartily rejoice at the prospect. The report reads 'His Lordship in council of the opinion that the greater object of the British Government brought to the promotion of European literature and science among the natives of India and that all the funds appropriated for the purpose of education would be the best employed on English - education alone.

Mallein in his historical analysis of modern India reveals that the British were Instrumental in bringing modern education in India. The Westernism and western rationalism appealed quite early to the Indian elites and by 1830, there had been a lot of alterations in the economic, socio-cultural position of the Indian people as a result of application of English ideologies.

Modern education has seriously influenced and modified the structural as well as institutional features of modern Indian society.

The year 1813 was an important landmark in the educational history of India. A charter Act was passed whereby a lakh of Rupees had been set apart for the Education and improvement of Scientific knowledge through journal.

The Charter Act of 1833 marks a definite phase of centralisation, for the Governor General was now made the supreme head, and all executive, legislative


financial authorities were reposed in him. Education was shifted to the centre there around 1919. The first three universities to be established were those at Calcutta, Bombay and Madras in 1857. In 1910, a separate department of education was set up in the Government of India.

What is noteworthy here is that the British, throughout the period and ever later, enunciated their educational politics through the despatches and resolutions which they had issued from time to time. They have also appointed several commissions of enquiry to examine conditions, levels and needs of education. For instance in 1882 an Education Commission was appointed by Lord Ripon's Government, 1902, the Indian University Commission enquired into the conditions and prospects of the universities and in 1917, the Calcutta University Grants Commission, also called Sadler commission suggested that there should be co-ordination and co-operation between Indian Universities.37

Lord Curzon is remembered for his Yeomen service in the cause of education in general and higher education in particular. He worked towards the reconstruction and reform of the system that bore fruit years to come.

From 1870 onwards, education was increasingly viewed as a provincial subject. The act of 1919, through the dyarchial arrangement took this development to logical culmination and placed education in the provincial list.38

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The British Government was not unaware of what had caused Indian desire for freedom. In 1918, at Simla in this hills, the Viceroy came out with statement. The inevitable result of education in the history and taught to Europe was the desire for self determination and the demand that now meet us from the educated classes of India is no more than the right and natural outcome of the work of a hundred years.39

The hallmark of the Act of 1935 was the provincial autonomy which prepared British Indian provinces to become a constituent units of a federation. The Act of 1935 provided for three list of subjects. Educational activity figures in the first two lists. All matters regarding Education, barring those that had been placed in the Federal list, were to be covered by the provinces. While passing the Act of 1935, there was a revival of central interest in education in the last decade of British Rule in India.40

The Act of 1935, which served as an interim constitution was ideally suited to provide the structural frame work on which to base new constitution. The constitutional arrangement whereby education found a place in all the three lists was thus not a satisfactory one. While votaries of state power would justify the continuance of the constitutional decision, there were those who advocated the transference of education from the state to the concurrent list.


40 NAIK & NURALLAH - A student’s history of Education in India.
Higher education in India during the British period benefitted only the elite of the Indian society. Because of social distances of high cost, only the affluent classes could take advantage any kind of education beyond matriculation.

EDUCATION IN THE POST-INDEPENDENT ERA

Education Commission of 1946-47 pointed out that the most important and urgent reform in education was to transform it to endeavor to relate it to the life needs and aspirations of the people and thereby make it a powerful instrument of socio-economic and cultural transformation necessary for realisation of the national goals.

Education in India is now under the heavy starch. It is still in turmoil. It is at crosswords facing crisis of crucial stages. In many states in India the constitutional directive of Universalisation of elementary education is still far away to be realised. In some areas there is disparities among states due to increasing of the number of children between the rural and urban communities.\footnote{JEGANNATH MOHANTY - EDUCATION FOR ALL (EFA). Deep Publications, Rajouri Gar-den, New Delhi, 1994, Page-159.}

The University Education Commission (1948-49) which was set up under the Chairmanship of Dr. Radhakrishnan and secondary education commission (1952-53) appointed under the chairmanship of Dr. Lakshmanana Swami were the fourth-fifth respectively in the series of commission in Education in India.
Another feature of the commission was its conviction that education is the most powerful instrument in the national development. Educational and national reconstruction are intimately interlinked.

**MAJOR RECOMMENDATIONS OF THE KOTHARI COMMISSION**

The most important and urgent reform needed in the field of education is the transformation of the aspiration of the people into reality and thereby make it as a powerful instrument for the social and economic changes. The purpose of education should be incorporated into development so as to increase the productivity to achieve social and national integration accelerate the process of modernisation and cultivate social, moral spiritual values.42

**UNIVERSITY GRANTS COMMISSION**

The University Grants commission has generally encouraged reforms and supported efforts in educational thinking and experiment. One is entitled to expect that the educational ideas emanating from the University Grants Commission, will be in a remote but effective way, bring about general improvement in the internal life of the Universities. The Education commission (1964-66) accepted the manpower-cum-cultural approach while the Robbins Committee (1961-63) applied the social demand approach for estimating the total entry into higher education and the manpower approach for arriving at the sectoral split among various levels of higher education.

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EDUCATION IN DEVELOPMENT PERSPECTIVE

Education is prime importance of Modern India. Majority of the population have faced with problems affected by poverty hence education can make development and social transformation.

Dr. A.N. Khosal rightly pointed that the wealth of nations consists in its natural resources and the utilisation of manpower to develop these resources. India has vast resource of land, water, and minerals and if the existing manpower is properly trained and properly employed with due sense of urgency. India’s manpower can do miracles in the economic development of the country. The building up of the country’s human resource is therefore first task and education has the most vital role to play in this task.43

Indian Education system has been one among the world’s largest educational systems for quite sometime. But its growth since independence has been truly phenomenal. There has been heavy investments in education made by the Union and State Governments under different Five Year Plans.

Education is an integral part of the country’s developmental process, and thus has been accorded high priority phenomenal expansion in the field of education since independence. The number of universities (including deemed universities) has been increased from 25 at the time of independence to 196 and the number of colleges from about 700 to 8111 in 1991-92. In addition to this,

43 SURAJ BHAH; EDUCATION'S CRUCIAL ROLE IN NATIONAL DEVELOPMENT AND CRUCIAL PROBLEMS IN INDIAN EDUCATION, Mathus Edition Delhi - 1970.
there are 887 institute of polytechnics. The student enrolment in Universities and colleges have been increased from about 2 lakh at the time of Independence to -46 lakh in 1991-92. The literacy rate as per the 1991 census was 52.11 percent compared to 20 percent in 1947.\textsuperscript{44}

Unfortunately educational system did not undergo any noticeable changes even after independence while social political economic conditions are changed radically.\textsuperscript{45}

**TRENDS IN EDUCATIONAL DEVELOPMENT IN MODERN INDIA**

The educational sector has witnessed a very significant growth over the last four decades. Expansion has taken place in all sectors in the country particularly one of the important sectors of the society namely, Education. The growth of educational Institutions witnessed an eleven fold increase in the country.

The expenditure on primary education has been increased more than 18 times, whereas for middle and secondary education, it is around 50 times, As compared to the primary school education, higher education has been increased by more then 90 times. This trend shows that a significant amount of money has also been invested in higher education.

\textsuperscript{44} INDIA 1993 - A REFERENCE ANNUAL, Ministry of Information and Broadcasting, Govt. of India, New Delhi 1994.

\textsuperscript{45} THE "HINDU" July 4, 1990 - Madras.
Education derives its policy from the overall development policy of the economy. But at present most of the state Governments are encouraging the private sector to open up their educational systems to make more investment. The state is playing a very important role for the growth of Modern education in the country.

It is only through education that the lower sections and the disadvantaged groups of the society can enter the positions of power in various sectors of the economy in Modern India. A new strategy for the development of higher education is found to be essential at the present juncture to fulfil the aspirations of all the sections of the Indian society.

In a developing country like India, particularly for the weaker sections viz. Schedule of castes and Tribes, higher education and employment are the major indicators which can effectively work as mechanism for distribution of power and prestige. This may make them feel that they are in the mainstream of national life.

Indian higher education reflects complex history. In the Socio-economic context in which inequalities and disparities are continuing to persist within the system of higher education in the contemporary India.

In many cases, therefore educational planning in less developed countries like India should be concerned with the reallocation of the existing resources within the educational system along with the expansion of the system.
According to Educational Policy of India the higher education provides people with an opportunity to reflect on the critical, social, economic and cultural, moral and spiritual issues facing humanity. It contributes to national development through dissemination of specialised knowledge and skills. At micro level, being the crucial stage of formal education, it has got a lasting and permanent influence on building the personality of an Individual.

At any point of time, the number of students coming to the Universities in India has never been greater than five percent. It means that a very large section of the population never had an opportunity to be in contact with the institution of higher studies.46

India has vast human resources and reservoirs of creativity, adventure and enterprise. The country needs a new national consensus for social and economic regeneration. Indian education needs to be ‘inspired by a value system which prizes commitment to the simultaneous pursuit of excellence, and social equity.

The share of undergraduate total enrolment in 1950-51 was as high as 83%. The transformation of the colonial structure higher education to meet the demands of independent India was recognised as the key task of educational planning at the Territory level.

Efforts were made to allocate funds to encourage research in selected areas within the universities. The foundations of post-graduate and research in

the educational institution were greatly strengthened in India after Independence. Post-graduate enrolment was increased from 20000 in 1950-51 to 3,80,000 in 1988-89, showing 18 time increase in the last 40 years. Enrolment at the research level during the same period was increase from 1400 to 43,400.

The total enrolment of undergraduates at the territory level went up at an alarming rate during the fifties and sixties, touching the pinnacle at 89.5 percent in 1970. This share appears to be establishing around 88 percent, during the last few years. The net result of after four decades of planned development in one hand and the considerable strengthening of the post-graduate and research segment in higher education on the other indicate the significant fall in its share of total enrolment.

EDUCATION AND HUMAN RESOURCE DEVELOPMENT IN INDIA

Human resources has come prominence during the human capital revolution in the sixties. Investment in education was considered to be an important item of investment in human capital. A number of studies have been undertaken in the areas of economics of human resources development where education has been taken as the only factor in human resources development.

The human resources approach to national development in a country like India must necessarily be taken into consideration with regard to the large segments of rural population. The concept of human resource development therefore needs to be defined in a broad sense to suit Indian socio-economic conditions. Any programmes of human resource development particularly
educational programmes, cannot neglect this phenomenon, before prescribing policy for rural development. Any strategy of education must established in order to have a link between the type of educational programmes and rural development.

**CHANGING PATTERN OF EDUCATION IN INDIA**

India is at present in the state of a new birth. It is still far from its own goal but, the fight should continue and for the brighter and nobler future.

The system of higher education in India has made several outstanding contributions to national development especially in the post - Independence period. Higher education has now been extended to women folk in rural areas and also among the weaker sections including the scheduled castes and tribes. Higher education has also made a significant contribution to the strengthening of democracy and to the more efficient administration of the vast and complex society in India.

The vast majority of the students at this stage are (90 to 95 percent) from the top 10 percent of the society. Most of the institutions of higher education located in Urban areas and in the programme of awarding scholarship to weaker sections. There is a tendency to favour the Urban middle and upper classes by neglecting the weaker sections.

Since higher education showed the vertical mobility for several suppressed groups thereby no new workers and no new type of leadership existed before. In India, under the extreme financial stringent conditions and competing claims
from other priority programmes the under-privileged are to follow a policy of open door expansion of higher education in order to maintain their standards at the adequate levels.

There is yet another significant precondition for successful development of higher education, namely adequate social and political support and what is even more important is the freedom from external undesirable and unacademic performance.

EDUCATION UNDER WELFARE SCHEMES IN TAMILNADU

As education is the only weapon to ward off all the society, the Government of Tamilnadu state has realised that Major allocation of funds have to be made through the welfare schemes for the upliftment of the weaker sections on their education. The Directorate of Adi-Dravida and Tribal welfare under the Social Welfare Department in Tamil Nadu looks after the implementation of the welfare schemes. It is to be noted that more than 60% of the total outlay has been earmarked for educational development in Tamil Nadu.

The growth of public expenditure on education through welfare schemes in Tamilnadu over the past four decades will show a very impressive trend in money terms. Among various facilities provided by welfare schemes the Loan scholarship is one of the significant schemes of the welfare department. The required monthly allotment to the students of scheduled castes and tribes to meet out their hostel expenditure is not adequate. The Government of Tamilnadu, appears to be in a helpless position to sanction the Loan scholarships to all the eligible students for want of adequate funds.
However, with a noble aim of providing facilities for primary, secondary and higher education, the Government of Tamilnadu is now allocating funds through its annual budget for Welfare schemes on the priority basis in the educational field.

THE LEVEL OF EDUCATION AMONG THE STATES IN INDIA

Table 3:1 presents the results of the average level of educational deprivation in selected states in the country for both males and females in rural as well as urban areas. Significantly the measurement indicates both the rank and the distance from the states from each other. At another level, the data gave greater light on the magnitude of deprivation in different parts of the country.

In the case of rural females, for example, deprivation indices for the best in Kerala and the worst in Rajasthan constituting 0.474 and 0.962 respectively. Kerala is educationally ahead of the rest of the states in the country. Less optimistically, however, the educational gap that divides the country appears to be particularly perilous in some parts of India.

It is pertinent to point out here that the level of women which is one of the vital components of human resources development is not upto the mark for want of formal education.
### TABLE 3:1

DISTRIBUTION OF DEPRIVATION OF EDUCATION IN INDIAN STATES IN 1981

<table>
<thead>
<tr>
<th>States</th>
<th>Rural</th>
<th></th>
<th>Urban</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Rank</td>
<td>Female</td>
<td>Rank</td>
</tr>
<tr>
<td>Andhpradesh</td>
<td>.718</td>
<td>14</td>
<td>.901</td>
<td>10</td>
</tr>
<tr>
<td>Bihar</td>
<td>.677</td>
<td>11</td>
<td>.930</td>
<td>12</td>
</tr>
<tr>
<td>Gujarat</td>
<td>.590</td>
<td>6</td>
<td>.836</td>
<td>7</td>
</tr>
<tr>
<td>Himachalpradesh</td>
<td>.563</td>
<td>4</td>
<td>.809</td>
<td>2</td>
</tr>
<tr>
<td>Karnataka</td>
<td>.617</td>
<td>8</td>
<td>.860</td>
<td>8</td>
</tr>
<tr>
<td>Kerala</td>
<td>.337</td>
<td>1</td>
<td>.474</td>
<td>1</td>
</tr>
<tr>
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<td>.700</td>
<td>13</td>
<td>.939</td>
<td>14</td>
</tr>
<tr>
<td>Maharashtra</td>
<td>.541</td>
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<tr>
<td>Orissa</td>
<td>.598</td>
<td>7</td>
<td>.870</td>
<td>9</td>
</tr>
<tr>
<td>Punjab</td>
<td>.644</td>
<td>10</td>
<td>.815</td>
<td>4</td>
</tr>
<tr>
<td>Rajasthan</td>
<td>.739</td>
<td>15</td>
<td>.962</td>
<td>15</td>
</tr>
<tr>
<td>Tamil Nadu</td>
<td>.559</td>
<td>3</td>
<td>.825</td>
<td>3</td>
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<td>12</td>
<td>.936</td>
<td>13</td>
</tr>
<tr>
<td>West Bengal</td>
<td>.572</td>
<td>5</td>
<td>.829</td>
<td>5</td>
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<tr>
<td>India</td>
<td>.630</td>
<td>-</td>
<td>.870</td>
<td>-</td>
</tr>
</tbody>
</table>

**Source:** "MANABI MAJUNDAR" Exclusive in Education Evidence from Indian States. Paper presented at interdisciplinary Research Methodology workshop, August 2-5, 1995, At TMAM orientation center Kottayam.
LEVEL OF EDUCATION AMONG SOCIAL GROUPS

Table 3.2 shows the range of educational backwardness separately for the social groups - viz scheduled castes, scheduled tribes and Non schedules castes and scheduled tribes. In majority of states, scheduled castes and scheduled tribes (especially women of these communities) suffer from deprivation of the most serious kind. The rural women of scheduled castes and scheduled tribes and their background, the deprivation value is very close to unitary in every single state except the one is an overwhelming testimony to the heritage of deprivation of education which is significant portion of Indian women population commonly shared in almost every corner of India.

In the analysis of the rural-urban deprivation of education among Indian states, the data relating to male and female educated classification in various states indicates that Kerala ranks first in all aspects of education followed by Himachalapradesh. As regards the rural urban disparity: in education Himachalpredesh is singularly fortunate enough to stand first and second in female rural education urban male and female. Tamilnadu stands only Third in male rural and fourth in rural female and fifth in urban male and female education. It is really a vital and significant information for a comparative analysis.
### TABLE 3.2

**DISTRIBUTION OF DEPRIVATION OF EDUCATION AMONG STATES (1981)**

<table>
<thead>
<tr>
<th>States</th>
<th>Male Rural</th>
<th>Male Urban</th>
<th>Female Rural</th>
<th>Female Urban</th>
<th>Others Rural</th>
<th>SCST Rural</th>
<th>Others Urban</th>
<th>SCST Urban</th>
<th>Others Female</th>
<th>SCST Female</th>
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<td>Andhra Pradesh</td>
<td>.668</td>
<td>.878</td>
<td>.362</td>
<td>.612</td>
<td>.879</td>
<td>.970</td>
<td>.634</td>
<td>.837</td>
<td></td>
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</tr>
<tr>
<td>Bihar</td>
<td>.625</td>
<td>.814</td>
<td>.335</td>
<td>.643</td>
<td>.913</td>
<td>.979</td>
<td>.628</td>
<td>.889</td>
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<tr>
<td>Gujarat</td>
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<td>.728</td>
<td>.320</td>
<td>.498</td>
<td>.804</td>
<td>.927</td>
<td>.534</td>
<td>.785</td>
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<td></td>
</tr>
<tr>
<td>Himachal Pradesh</td>
<td>.508</td>
<td>.688</td>
<td>.249</td>
<td>.460</td>
<td>.772</td>
<td>.900</td>
<td>.402</td>
<td>.719</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Karnataka</td>
<td>.562</td>
<td>.807</td>
<td>.322</td>
<td>.545</td>
<td>.829</td>
<td>.966</td>
<td>.550</td>
<td>.808</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kerala</td>
<td>.312</td>
<td>.523</td>
<td>.250</td>
<td>.396</td>
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<td>.672</td>
<td>.369</td>
<td>.546</td>
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<td>.497</td>
<td>.714</td>
<td>.288</td>
<td>.448</td>
<td>.810</td>
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<td>.499</td>
<td>.752</td>
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</tr>
<tr>
<td>Orissa</td>
<td>.480</td>
<td>.779</td>
<td>.289</td>
<td>.652</td>
<td>.805</td>
<td>.968</td>
<td>.566</td>
<td>.913</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rajasthan</td>
<td>.685</td>
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<td>.352</td>
<td>.591</td>
<td>.947</td>
<td>.995</td>
<td>.669</td>
<td>.944</td>
<td></td>
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<tr>
<td>Tamil Nadu</td>
<td>.518</td>
<td>.732</td>
<td>.280</td>
<td>.512</td>
<td>.800</td>
<td>.930</td>
<td>.512</td>
<td>.770</td>
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<tr>
<td>Uttar Pradesh</td>
<td>.642</td>
<td>.811</td>
<td>.413</td>
<td>.650</td>
<td>.921</td>
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<td>West Bengal</td>
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<td>.597</td>
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<td>.477</td>
<td>.807</td>
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<td>India</td>
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<td>.839</td>
<td>.954</td>
<td>.550</td>
<td>.829</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Source:** MANABI MAJUNDAR, "Exclusive in Education Evidence from Indian states. Paper presented at inter disciplinary workshop August 2-5, 1995, TMAM Orientation center, Kottayam.
Drawing the analytical inferences from table 3:1 the educational level of rural and urban male - female of the people in general in Tamilnadu is evidently clear and it is also quite warranted to compute the level of education of scheduled caste with that of other non-scheduled caste group in Tamil Nadu. Further it is also useful for the specific purpose of assessing the impact of welfare expenditure on weaker section of the population in Tamil Nadu. As pointed out earlier, in comparison with Kerala, the data indicated in Table 3:2 shows that male rural and urban scheduled castes are more in number whereas the Himachal Pradesh indicates still more is the significant point to be noted in the educational trend among Indian states.

EDUCATIONAL GAP IN THE SOCIETY

The educational gap that divides the socially and economically advanced and the backward communities of different states in India is enormous that creates the image of two ‘alternative realities’ such as two alien communities living within the same physical boundaries yet in two different planets in educational terms.

Disparities among communities exist in all states of India but some states more worse than others in terms of bridging the inter-community gulfs. Moreover, the rankings of states for different population groups roughly coincides some states like Gujarat, Maharashtra pay to some extend with noticeably greater policy attention to the grievances of the disadvantaged communities thereby to improve their rankings. While the educational progress of the scheduled castes and tribes remains unchanged.
EDUCATIONAL TREND IN TAMIL NADU

Top priority seemed to have been given for education during the period of Sangam as mentioned in Tamil literature. The rulers of ancient Tamil Nadu also said to have emphasised it for building human personality. The ‘Thirukkural’ speaks of the efficacy of education and in three chapters mention the virtue of being educated, the handicap of having no education and learning by listening wisemen.47

The post-independence period is believed to have witnessed a trend of brisk activity in educational development in Tamil Nadu. The most note-worthy point is that greater developments appeared to have taken place during the last two decades from 1970 than ever before resulting with a significant educational achievements in Tamil Nadu state.

The gravity of the problem can be traced out fittingly in the words of Malcolm-Adisesiah an eminent educationalist, "This large mass of liberates in the state constitutes on the one hand, a denial of the right of life and the education of the majority of its people on the other hand, a source of political instability, and apathy, economic retardation, social rigidity, cultural sickness and miseducation. In otherwords, illiteracy in our state is a denial of our humanity and provides the base for the under development of Tamil Nadu".

Today, Tamilnadu is poised for greater reforms in education. It has been providing more and more of people with better education. The State has witnessed phenomenal success in its policy of expanding educational facilities and employment opportunities.

**EXPENDITURE ON EDUCATION THROUGH WELFARE SCHEMES**

Theoretically, expenditure on education is one of the most important types of public expenditure which is also productive one in Economic terms. In India, more and more of budgetary allocation is resorted to by the exchequer for the human resource development through education.

Expenditure on education through welfare schemes is an increasing trend in present days. Provision of basic services and facilities access to opportunities for educational development are also brought in to special component plans.

For the educational development of the weaker section, number of welfare schemes have been implemented since Independence. The expenditure on Welfare schemes such as post-metric scholarship, hostels facilitis and book bank schemes are being extended to the socially and economically backward groups in Tamil Nadu. Some of the welfare schemes are funded by Union Government and some are shared by State Governments on 50:50 basis.

Special assistance programmes sponsored by Union government gave a great fillip to state Governments so as to put in larger outlays in their special component plans for the welfare schemes on education. In order to have sustainable welfare schemes the Government is laying special emphasis on the
educational need for the weaker sections through various state level Welfare schemes in Tamil Nadu.

The Union Ministry of Social Welfare directing all State Governments to look after the welfare of scheduled castes and tribes and insisting that every state would be directly responsible for the implementation of the welfare schemes. By the dawn of the 21st century in India both union and State Governments are expected to give top priority for the education through welfare schemes.

Education in Modern days can be considered as the integral part of Manpower Planning and Economic Development with social change. The metropolitan city of Madras being the capital of Tamilnadu State is a fertile ground for the generation of socio-economic changes. Hence, the analysis of the socio-economic conditions of the weaker sections of the population after their higher education through welfare schemes and employment in various departments of both the Union and the State Governments offices situated in the Madras Metropolitan Area would be helpful to know the extent to which the socio-economic Development changes that have taken place and the benefit accrued to the people in general and weaker sections in particular during the study period.