CHAPTER V

ADMINISTRATION

Kanyakumari District, one among the tiny districts in Tamilnadu occupies an unique place in the history of education. Known for the growth of education from yore, this district has boon with various schools of different grades number of Arts and Science Colleges; Medical and Technical Colleges and Institutes besides the blossoming of Siddha, Ayurveda, Homeopathy and several other Nursing Colleges, Paramedical Institutes which are greatly fulfilling the long felt educational aspiration of the people of different and distant areas. To provide best quality education, all these institutions required a well organized administrative mechanism to manage their multi faceted activities. A perusal of records reveals the introduction of systematic administration in all these educational institutions which make the glory of each and every establishment.

Administration of School Education

Before the formation of Kanyakumari District in 1956, the entire educational institutions sprouted in Kanyakumari District were managed by the Travancore rulers. The Director of Public Instruction of the Travancore – Cochin State was the Head of the Department of Education. Under his administrative control were appointed inspectors, inspectress in the educational district level. Later the posts of the District Educational Officers were created. District Educational Officer had direct control over all
high schools, training schools and special schools. He was assisted by a personal assistant in his office. For effective administration then Trivandrum Educational District was divided into many sub-districts each under the control of an Assistant Educational Officer. The Assistant Educational Officers were in charge of the Inspection of Primary and Middle Schools. The four taluks of Agastheeswaram, Kalkulam, Thovalai and Vilavancode which formed a part of the erstwhile Trivandrum District were under the control of the District Educational Officer Trivandrum upto 1954. With the effect from 1st April 1954, the Nagercoil Educational District was headed by the District Educational Officer\(^1\). He was the pivot of administration as far as the Education Department in the District was concerned\(^2\). However, after the merger of the four southern taluks of South Travancore with Tamilnadu, these institutions blossomed in every nook and corner of Kanyakumari District were brought under the administrative control of the Government of Tamilnadu. But, for some years, the old vestigous of Travancore Administration continued in Kanyakumari District even after its merger with Tamilnadu.

When the district of Kanyakumari was formed and added to the then Madras State in 1956, the Education Department of the State was headed by the Director of Public Instructions shortly known as DPI located near Nungampakkam, Chennai. He was assisted by subordinate officers and necessary complementary staff in his office at the State level. The District Educational Officers at the Educational District level and the

---

Inspectress of Girls School at the circle level were created under the administrative and disciplinary control of the Director of Public Instruction. For the inspection process the entire state was divided into two divisions having head quarters at Madurai and Coimbatore\(^3\). Each division was under the control of the Divisional Inspector. When Kanyakumari District was formed it was included under the control of the Divisional Inspector, Madurai who was having Jurisdiction over the districts of Madras, Chengalpattu, South Arcot, Thanjavur, Madurai, Ramanathapuram, and Thirunelveli. The entire Kanyakumari District was formed as one educational district and the post of District Educational Officer for the district was also created. The Coimbatore Division consisted of Educational Districts of North Arcot (Vellore), Thiruvannamalai, South Arcot (Cuddalore), Villupuram, Salem, Dharmapuri, Thiruchirapalli, Pudukkottai, Erode, Coimbatore and the Nilgiris\(^4\).

In the year 1962-63 the number of Education Divisions in the State was increased from 2 to 4. The new Divisions were Madras and Thirunelveli. The Kanyakumari District came under the Jurisdiction of Thirunelveli Division\(^5\). Prior to 1963 the education district with headquarters at Nagercoil was co-terminus with that of the Revenue District. But with effect from 24 August 1963, the education district was bifurcated and the new education district started functioning with headquarters at Thuckalay\(^6\). Another important development in the State Administration in the field of education was the creation of the

---

\(^3\) Report on Public Instruction in madras state for the year, 1956-57, P. 35.
posts of Chief Educational Officers in 1968-69 and the abolition of the posts of Divisional Inspectors\textsuperscript{7}. Moreover Kanyakumari District comprised of three education districts namely Nagercoil, Thuckalay and Kuzhithurai in 1973\textsuperscript{8}. Though there are 3 District Educational Officers administering each Educational District.

Below the over all administration of Director of School Education at Chennai, separate Chief Education Officer was appointed in 1974 exclusively to look after the school administration in Kanyakumari District. Before the creation of separate CEO office at Nagercoil, the authorities of schools were required to go over to Thirunelveli for administrative purpose to meet the CEO whose office located at Thirunelveli. Then there was no CEO office for Kanyakumari District. The extreme difficult to travel to Thirunelveli and to meet the highest authorities were problematic to the officials of school education below the rank of CEO office. So realizing the in availability of CEO office the Government of Tamilnadu bifurcated the administrative jurisdiction of the CEO of Thirunelveli, a separate CEO office at Nagercoil was ushered in.

The CEO of Kanyakumari District enjoys the rights and privileges enjoyed by the CEO’s of other district as such he is empowered to look after the entire school administration of Kanyakumari District. He is assisted by three District Education Officers, Nagercoil, Thuckalay and Kuzhithurai and the Inspectress of Girls School at Nagercoil. The District Educational Officers and Inspectress of Girls Schools have direct control over

\textsuperscript{7} Report on Public Instruction in the Madras State 1972-73, P.4.
the High and Higher Secondary Schools, while for the Inspection of middle and primary schools there are Deputy Inspectors at Schools at Range level. There are nine ranges and each range is under the control of one Deputy Inspectors of Schools. The Range Deputy Inspectors are having their headquarters at Nagercoil, Suchindrum, Rajakkamangalam, Thuckalay, Colachal, Thiruvattar, Kuzhithurai, Munchirai and Karungal.

The Director of School Education is the authority for planning, monitoring and executing schemes relating to school education, while the Director of Government Examinations (newly created in February 1975) looks after examinations, evaluation and educational research at school education level. The Director of school education is assisted by two Joint Directors, two Deputy Directors, one Personal Assistant, one Chief Accounts Officer, one Administrative Officer, one Senior Account Officer and other Special Officers to look after special items of work. The Director of School education who is the Head of the Department is the technical advisor to the government on all matters relating to the school education. He is over all charge and control of all wings of the Educational Department exculpating collegiate and Technical Education.

In the District level for the effective function of school education the Chief Educational Officer at Nagercoil is assisted by Nine Deputy Inspectors of Schools. Their main function is to do inspection in schools and took steps of improve the standard.

---


of education. They are expected to study the problems of each school and view them comprehensively in the context of educational objectives to formulate suggestions for improvement and help the teachers to carry out his advice and recommendations. In addition to direct recruitment, Inspector should also be drawn from the teachers of ten years experience, headmasters of high schools and duty qualified staff of training colleges who may be allowed to work as such for period of 3 to 5 years.

Next to the District Educational Officers at the Educational District level the Inspectress of Girls School at the circle level (in respect of Girls Schools) and the Deputy Inspectors of school at the range level watch the progress and the development of school education in their respective jurisdictions. The government schools are administered directly by the department. The Inspector of Anglo-Indian school supervises the Anglo-Indian Schools supervises the Anglo-Indian schools in the State. The Chief Inspector of Physical Education and the Women Specialist in Physical Education look after the activities in the High Schools for Boys and Girls respectively.

Upto 1975-76 there are 396 Deputy Inspector of schools throughout Tamilnadu. They are entrusted with academic control and inspection of primary schools under all managements. The Deputy Inspectors of schools who are trained graduates are having jurisdiction over 100 to 70 primary and middle schools. If the number of schools in a range is fairly

---

11 Gopalakrishnan. M(Ed), op.cit, P.691.
large, say 100 and more, Junior Deputy Inspector of School (who are trained – holding Secondary Grade T.S.L.C.) are attached to the ranges. The work load in these offices has considerably increased. Consequently on the delegation of power to inspect the government (A wing) schools with gazettes headmasters and to exercise the financial power\textsuperscript{13}. The District Educational Officers and Inspectresses of girls schools have been authorized to exercise all financial power in respect of A and B wing high schools which were higher to exercise by the Chief Education Officers. Consequent on the decentralization of audit work, the District Education Officers and Inspectress of Girls Schools were empowered to sanction maintenance grant and special fee compensation grant to aided secondary schools and teaching grant of special schools\textsuperscript{14}.

The aims and objects of the School Education Department are to expand schooling facilities and achieve cent per cent enrolment of the pupils of age group 6 to 11 and improve the enrolment of age group 11 to 14 and 14 to 17. To improve the quality of education in schools by providing adequate school building, laboratories, school libraries, play grounds and promoting science education in a sustained manner, creating and improving the professional competence of school teachers by giving inservice training improving the methods of evaluating the scholastic attainments of pupils and implementing schemes like free supply of midday meals to poor pupils in elementary schools and free supply of books and uniforms to the needy pupils\textsuperscript{15}.

\textsuperscript{13} Public Instruction Report 1975-76, P.2.
\textsuperscript{14} Gopalakrishnan. M, \textit{op.cit}, P.876.
\textsuperscript{15} Public Instruction Report 1975-76,P.3.
PRIMARY / ELEMENTARY

Director of Elementary Education Officer

District Elementary Education Officer

Assistant Elementary Education Officer

Chief Education Officer

Block Resource Centre

Supervision

Block Resource Teacher’s Educator
Directorate of School Education is the academic wing of the State. It looks after programmes for improving the quality of school education through in service training, research publication of literature and primary school extension work.

**Administration of Collegiate Education**

In order to administer the collegiate education a separate Directorate is formed in the premises of Department of Public Instruction, Chennai in 1965\(^{16}\). Prior to 1965 the Director of Public Instruction acted as Head of the Department at State level for all the colleges in the state, besides his other functions. However, the ever increasing number of colleges and the overwhelming concentration of powers in the hands a single man necessitated the creation of a wing to look after the administration of all colleges in the state. Therefore separate department of collegiate education was formed and the post of Director of Collegiate Education was created to look after exclusively the administration of colleges. Since then, all the colleges in the State have come under the administrative control of the Director of Collegiate Education. Appointment of separate director entirely for college education eased and tension of the Director of Public Instruction and enabled to stream line the administration of colleges in a systematic way. The Director of collegiate education is responsible for the over all control of all the private and public colleges in the state\(^{17}\). The Director of Collegiate education serves as its head. He is empowered with all privileged to look after the administration of the colleges flowered

---

\(^{16}\) Report on Public Instruction for the Year 1975-76, P.16.  
\(^{17}\) Gopalakrishnan. M., *op.cit*, P.977.
throughout Tamilnadu. Due to his enormous powers and privileges he is ably assisted by a Joint Director and the Deputy Director, Chief Account Officer, Special Officer (English), Assistant Director, Senior Accounts Officer, Special Officers I and II for scholarships, Personal Assistant to the Director and five regional Deputy Directors of collegiate education. The Regional Deputy Director Thirunelveli looks after the functions of this departments pertaining to Kanyakumari District. All the colleges in Kanyakumari District come under the regional Deputy Director of Thirunelveli. The Director of Collegiate Education enjoys the rights to sanction aids and other grants and his concurrence is absolutely necessary for the appointment of teaching faculties and other related positions.

To assist the Director of Collegiate Education regional administrative setup also formed. Consequently the state has been divided into five regions namely Madras, Thiruchirapalli, Madurai, Thirunelveli and Coimbatore. Each region is placed under the control on a Joint Director of Collegiate Education. All the colleges with the jurisdiction of each region is brought under the administrative control of Joint Director of Collegiate Education18.

Though the Director of Collegiate Education and his subordinate directors enjoys several privileges they are to follow the recommendations of University Grant Commission. Established in 1956, it was given the mandate to be responsible for the determination and the maintenance of standards of higher education. It is the general duty of the UGC to take in

consultation with university and other academic bodies for the promotion and co-ordination of the university education, examination and Research in Universities. To cherish this UGC, has evolved various strategies, mostly guidelines, such as the minimum standards of instruction for the grant of the first degree through formal education. It also introduced the National Eligibility test shortly known as NET, to establish higher standards of teaching. According to this, a nationwide test is conducted in different subjects based on syllabi prescribed by UGC to certify the minimum capacity to become a lecturer. Since 1989 the UGC and CSIR conduct NET for lectureship and research fellowship\textsuperscript{19}. Besides the UGC review committee inspect the university and the colleges for their growth and identify their status. Moreover the UGC established the NAAC on 16 September 1994 to assess and accredit institution of higher education with an objective of helping them to know their strength, weakness and opportunity through an informed review.

However all colleges in the state abide by the guidelines of the UGC and University, the Director of Collegiate Education and his subordinates are directly in charge of the administration colleges. Accordingly, for better administration and smooth co-ordination the area of entire Tamilnadu is divided into 5 regional Deputy Directors of Collegiate Education. But the designation of the Deputy Directors was changed as Joint Directors. The Regional Deputy Director or Joint Director of Thirunelveli looks after the functions of this department pertaining to Kanyakumari

\textsuperscript{19} Antony Stella A. Gnanam, Making the most of Accreditation, "Balancing the National and International Developments in Higher Education" New Delhi, 2003, PP.48&49.
and Thirunelveli Districts. All the colleges in the two districts come under the supervisory control of the Joint Director. Besides enjoying the normal powers, in times of emergency or dispute between the management and the staff members or any other unavoidable difficulties, the Joint Director is empowered to look after the administration those college in dispute.

The college is under the control of the respective universities with regard to affiliation, framing curriculum, fixation of fees, conduct examination, issue of certificates and sanction of staff and inspecting the affiliated colleges. Though the over all supervision is vested with the universities, each college is under the control the principal. Depending on the number of students admitted and courses offered and colleges are classified into two grades and so principals of colleges are graded into two grade I and grade II. Usually principals acts as a connecting link between the management and universities, they enjoyed several powers including admission and administration. Mostly they are the drawing officers of the salary of the teachers of the college. All principals are elected to the syndicate. Usually principals are appointed depending on their qualification, experience and seniority. Similarly required qualified teaching faculties are appointed after obtaining permission from the concerned university and the government. Their work load is fixed based on the recommendation of the UGC and the state government. Faculty members of private colleges enjoy the privileges to serve in the same college till their retirement. But the faculty members of government colleges are transferred from one college to another depending on the period of service and on some emergency situation.
Administration of Technical Education

Similar to the Administration Collegiate Education, a systematic administrative mechanism was evolved with regard to Administration Technical Education. For this purpose Directorate of Technical Education was formed in 14 October 1957. Consequent to the suggestions made by the State Standing Advisory Board of Technical Education. The Technical Education Department deals with diploma, post diploma, degree, post graduate courses and research programmes in specified areas. Apart from the above, it regulates the establishment of technical institution including commerce institution such as typewriting, shorthand and accountancy.

To carry out the multifarious activities a hierarchy of administrative officials is appointed in the Directorate of Technical Education. The concerned affiliated universities evolved around the Directorate of Technical Education. Usually the DTE is the head of this department. He controls the over all administration. Similar to the DTE, the administrative head of each Engineering College and Polytechnic is the principal of the institution under whom the concerned colleges function. Students joining in the engineering courses can approach the directorate of technical education for guidance and counseling as such it plays an important role in ameliorating the difficulties faced by the students district in the career in Engineering Course.
**Teachers Recruitment**

In Government Institution under the control of Director of Teaching Education, the teachers are recruited through the teacher recruitment board of the state government. But in respect Government Aided Institutions Teachers are recruited through employment exchange by a staff selection committee constituted by the governing council of the concerned institution. However such recruitment should be got approved by the director of technical education. Similarly in the case of self financing institutions, staff is recruited by advertising the vacant posts in the leading newspapers. But these appointments made in the self financing Engineering Colleges shall have the rectification of the Universities concerned.

The teaching staff appointed in Government and Government Aided Institution are paid remuneration according to AICTE Sales of Pay.

**IMPACT**

Kanyakumari District though a tiny part of the present Tamilnadu and erstwhile Travancore State plays a significant role in the history of education known for its scenic beauty, rich national resources pleasant climate, geographic and strategic location, Kanyakumari District provided settlement to people of different communities who followed various socio-cultural and politico-economic principles and practices. As such, the orthodox people, with the on set of time obtained a status equal to educated people of neighboring states especially Kerala. Sangam
literature portrays the development of education in South India. During late period education appears to be secular in nature and was not the peculiar preserve of any particular community or caste or sex\textsuperscript{20}. Accordingly the educated people got honour not only in their mother land but all over the world. The development of education in the subsequent period is gleaned from several records and inscriptions\textsuperscript{21}. The dawn of the 6\textsuperscript{th} century witnessed the spread of intense Bhakthi Movement and as a consequence a number of temples were flowered in every nook and corner of Tamilnadu. People never settled in villages which was devoid of Temples. In course of time when the temples flourished which gave primary importance to Education. Most of the famous temples in medieval Tamilnadu patronized Education. The spacious mandapas of Temples served as class rooms for learning. Moreover the conductive and calm atmosphere prevailed in the temples gave a philip to the growth of education. The libraries known as \textit{Sharaswathi Pandaram} which were attached with the big temples reveals the importance given to Education\textsuperscript{22}. It is evident from inscription that Kanyakumari District in the medieval period was not lag behind in Education. The famous \textit{salas} other wise known as Vedic Colleges established at Munchirai and Kanyakumari namely Parthibesekharapuram and Rajarajaperumsalai respectively\textsuperscript{23} provided ample opportunities to the spread of education though a limited section of the society. The rulers too extended their

\textsuperscript{21} Ten Pandya Copper Plates, pp. XVI-XVII, A1 – A18.
\textsuperscript{22} Desayar, M., "\textit{Temples and Social Integration}”, Nattalam, 2002, pp.30-31.
\textsuperscript{23} Desayar, M., "\textit{Sketches on the Sales of South Travancore}”, \textit{Ithas}, (Journal of the Andhrapradesh State Archives and Research Institute), Hyderabad, 1996, pp.103-112.
whole hearted support to the growth such institutions by means of their launch endowment mostly in the form of land and various other necessary requirements. A peep into the records reveals a extensive support given to their progress. However with the decline of monarchical form of government followed by dwindling economy of the temples resulted in the fall of temple centered education and unhearing in other mode of education centers. However, with the arrival of missionaries the existing pattern of education too changed. They after visiting different places and studying the socio-economic condition of the people, introduced their own system of education in South India which left, an indelible legacy in the minds of the people. In course of time under their hard sweat and toil a number of Education Institution’s were blossomed in Kanyakumari District which not only changed the monopolistic attitude of the high caste people. But provided opportunities to equip knowledge to all other people24.

Education denotes the methods in which a society hands down its knowledge, culture and values from one generation to the other. It helps all round development of the individual and makes him fit physically, emotionally and morally an accepted personality in society to achieve this objective the government, missionaries and other private agencies strived hand to establish education institutions consequently, a number of people got opportunities to learn and to develop the society. Most of the educated people in those days served as models to the young ones of the succeeding generations. As a result, people who

24 L.M.S. Report, 1822, p.84.
entered into the educational campus learnt not only the art of living but impeded best culture and earn a honest living too.

Before the introduction of education to all, people of this part were orthodox, believed in all sorts of superstitious believes and practiced witch craft and appeased ghosts and spirits. Moreover the spread of contagious diseases like Cholara and Malaria devasted the entire villages. Even on such a situation most of the people attributed the wrath God as reason for all these calamites. Therefore without taking proper medicine, they will fully engaged in pacifying the evil spirits, responsible for the spread of disease and other natural disorders. At this time of total senseless activities, the Christian Missionaries who stepped into the shoes of the soil, visited different places in Kanyakumari District noticed the ruthless practices of the ignorant as well as ill-literate people. During their course of religious propagation, they thought the need for shaping the future of the people through education. With this motto, schools were established and compelled the people to send their sons and daughters to the near by educational institutions. But in the beginning stage the missionaries suffered untold difficulties to bring the children to schools. Hence in order to attract the children and their parents the missionaries supplied food, clothing and valuable medicine freely while preaching the gospel. This initiative inspired the people to send their wards to equip knowledge. Slowly one by one number of schools increased consequent to the spurt in enrollment. Moreover the missionaries advised the people to keep their houses and its premises neat and tidy.

---

addition hygienic toilets were provided in every houses which avoided the usual practice of both sexes to pass excreta in open air. Besides they advised them to use protected drinking water so also so people in general and their school going children in particular learnt the use of proper dress an age when wearing of upper cloth by the Nadar Women and other depressed community was strictly enforced. This nefarious activity though upset the depressed communities for a long time, they agitated over this pernicious practice and began to use upper cloth or par with high caste women thanks to the services of Christian Missionary\textsuperscript{26} and the introduction of western education.

Similarly the society in Kanyakumari District was caste redden social customs, taboos and caste gradation and other socio-economic disparities that prevailed among the people completely upset the depressed community\textsuperscript{27}. Any deviation from the established social norms and economic restrictions from the already established systems and ancestral practices were seriously viewed with suspicious and punishment. Moreover the caste system divided by Hindu Society into number of groups. The prevalence of untouchability, unseeability and unapproachability completely deprived the depressed communities. In the social ladder, the Brahmans stood high and enjoyed all privileges as religious head and royal advisers. The privileges position of the caste Hindus including the Nairs enabled them to assist their influence and to acquire landed

\textsuperscript{26} Hardgrave, Jr., The Breast Cloth Controversy : caste consciousness social changes in South Travancore”, \textit{The Indian Economic and Social History Review}, Vol.V, No.2, June 1968, p.183.

properties as well as high positions in government service. For example the Nairs in South Travancore the Nairs replaced the Maravars in the Military Services and gained control over the revenue system and many of them were employed as accountants and clerks in the state\textsuperscript{28}.

The various taboos enforced on depressed communities especially the Ezhavas, Nadars, Mukkuvars, Pulayas and Paryas completely prohibited their progress. In consequence, the low caste people were subjected to various hardships and social disabilities and disparities such as denial of worship in temples, denials of rights to walk on public roads, denial to purchase or sell goods in market places, discrimination in housing, clothing, hair style and ornaments, prohibition of commensality between caste and sub castes, denial of the right to milk one’s own cow, denial of enter into the court of justice, prohibition of the use of normal language, denial of right of education and the government jobs\textsuperscript{29}.

However, with the introduction of education to all the people alike the educated people came to know the disparities and social injustices imposed on them by the high caste people and began to agitate seeking equal rights, privileges and opportunities as enjoyed by the high caste neighbors. In the subsequent periods one could see the enactment of various legislations to remove all the social taboos imposed on them. The Christian Missionaries and their educational institutions tried to


expose the mythological concepts that governed the caste restrictions\textsuperscript{30}.

Thus, education as an eye opener of the depressed communities placed them on equal footing with that of high caste. Slowly, one by one the various restrictions prevailed over them began to fade away as a result of education. Before independence people got the right to enter into the temples for worship, walk on public roads, draw water from the public wells, the right to use upper garments, use chapels, construct multi storied houses, sell and purchase goods and services from the market and the abolition of untouchability, unseeability and unapproachability and above everything was giving employment opportunities as well as education to all irrespective of caste, creed or colour. One could imagine all these privileges only after getting education.

The introduction of midday meal scheme not only removed poverty and boosted the physical strength after consuming nutritious good but helped greatly to peruse higher studies and avoided unnecessary dropouts. Moreover the supply of uniforms, books, bus pass, freely and other fee concessions and other scholarships encouraged the parents to send their wards to update their knowledge to compete with modern challenges to enhance their status. Thanks to the establishment of various educational institution and the impetus given to update the skill avoided ignorance and the illiterate became literate which rise their standard of living and status too. Thus nomadic people

after attaining education became cultured. Similarly the introduction of uniform dress to the pupils impend out the social disparities as well as caste gradations strictly practiced in the society. Further, people of different communities sat together in the classroom while learning and eating the lunch together. These measures helped them to forget the caste disparities which made them to enhance their social status. Besides the extensive study tours arranged in schools enabled them to see different places and peoples, listen them to the different languages spoken in other areas their mode of dress behavior, their customs and manners which motivated them to learn other good customs and practice, way behavior, mode of talk and the like which made them to imbibe a cosmopolitan outlook. Thus education has a telling impact on the social life of the educated.

**Economic Impact**

The growth of education left tremendous impact on economic sphere too. Though Kanyakumari District is endowed with fertile soil, climate with sufficient rainfall and irrigation, mineral wealth, dense forest, long coastal line and rich flora and fauna, most of the landed property was in the hands of rich landlords belonging to the upper caste. The land less but hardworking depressed communities were under the mercy of the high caste. Treated as slaves, the landlords employed the landless salves in the farm as mere Labourers who were compelled to work under the scorching heat of the sun or under the chill weather from the dawn to dusk. However they were

given low wages, mostly in the form of poridge or tapioca. In such a situation the Labourers could not open their mouth asking more wages for their hard sweat and toil. Under this pernishes practice most of the Labourers were mourning and marring to free from their clutches of bondage and servitude. At this critical juncture thanks to the establishment of educational institutions opened new vistas to the depressed communities not only by providing admission but by helping them through free concessions scholarships and free boarding and lodging facilities. Utilizing this opportunity, the peoples of such community rose to prominence by equipping their skill and knowledge. The growth of large number of educational institutions generated large scale employment potentials. The employed youth have great respect in society.

In course of time, the educated people under one pretext or the other got employment opportunities either in private or public concerns to earn the honest living. Such employed people got high economic status in society. Motivation to earn avoided their laziness and provided mental solace, physical comfort and a tendency to work and to educated their wards. Consequently they developed a mentality to save money to meet their future expenses by opening saving accounts in the banks or to become policy holders of various insurance schemes. The growth of awareness due to education induced them to stand on their own legs. It avoided dependence on land lords. In course of time the educated employed people purchased properties. As a result, the high caste landed magnets, whose laziness to work but to seek pleasure deprived them from possessing landed properties for a
long period. Utilizing this situation the educated employed depressed communities due to their hard work purchased the landed properties of high caste landlords. This tendency in the long run resulted in the migration of the lazy run resulted in the migration of the lazy but aristocratic high caste people to the neighboring state of Kerala. So ones the land less people became land owners where as the earlier land owners became landless. Thus education provided scope for the rise and fall of economic activities.

The growth of education induces the educated unemployed people to concentrate more on agrarian activities. They adopted modern scientific techniques in tilling the land, adopting, scientific farming methods, planting hybrid variety seeds and seedlings, using chemical manures and fertilizers. These practices reduced the period of growth and increased the yield. Thus this extension work, marked a tremendous amount of enthusiasm on the part of the farmers and delivered the country into food security and modest exportable surpluses\(^\text{32}\). Moreover trade too flourished when the educated people engaged in trade and commerce. Utilizing the communication skill and pleasing the could win other traders in selling and purchasing goods. Using their advanced knowledge they could understand the availability of raw materials in the far and near places and as such able to establish industries small or big\(^\text{33}\). Above all the education motivated the people to avoid middlemen in trade and


commerce. Further they could preserve the agro products for a long period from decay. So also they could change their business depending on the knowledge on the seasons. Education induced them to form trade organizations to protect their rights and privileges. In addition education helped them to analysis the need and requirements of the customers which help them to gain more profit.

Education gives the people proper motivation to indulge in some sort of income generation activities. It helps them to earn, avoid laziness and provide mental solace and physical comfort. The tendency to work activated their life to engage in some activities or the other involving in self employment. It gives confidence to women whose economic empowerment freed them from their economic boundage. Proper education motivated them to safeguard their health either by using nutritious food or to get consultation from expert physicians to cure their ills. When their youngones are sent to the schools, it avoided unnecessary dropouts and avoided the use of child labour to a certain extend. Thus education helps the people to improve their economic position and status greatly.

**Political Impact**

Education has the tremendous impact on the political life too. Realizing this, perhaps Utthirameru inscription of Paranthaka Chola stressed certain qualification to the people who contest to become the member of Sabha. This practice is to be followed in the modern period also for education makes a man perfect. Education provides scope for political
coconsciousness and political awareness in consequence such people can judge which is right and which is wrong. As such, people can understand the policies and political ideologies of various political parties and decide upon right party to be elected to power. This could be possible only through proper education. For example due to high literacy rate the people of Kerala did not allow a particular political party to remain in power forever and therefore the political scenario in Kerala was ever changing and fluctuating. It is quite interesting to state that today’s ruling party can win the election single handedly in Kerala. People of Kanyakumari District once a part of Kerala very near to Tamilnadu imbibed this political culture who exhibit the same tendency during general election. It shows their political consciousness.

Extensive learning and reading of newspaper provide the knowledge about the world politics which to has the telling impact in political arena. Further education makes the people not only to demand their rights but protect the rights too. Education induces proper courage and faces any eventuality either political or otherwise in life. Similarly it gives self confidence to meet any challenges. Moreover the involvement of educated employed people in general election decides the success and failure of a party. Involvement of educated people in politics and in administration helps to introduce various progressive measures for the promotion and welfare of the people. Therefore it desirable to fix certain minimum qualification to become the members of the legislature as well as

---

34 Jose Chander, N., (Ed.), Dynamics of State Politics, Kerala, New Delhi, 1986, p.46.
parliament. Education provides political sense and knowledge which motivate the people to seek communal representation as well as reservation in politics, educational institution and employment. It resulted in giving equal opportunities to people of different community to make a state a secular in nature. Education avoids communal rights which are a specific future of Tamilnadu. The communal riots, lockouts and strikes can be avoided through education.