CONCLUSION

From this study, it becomes obvious that Kanyakumari District is known for education from yore. Situated on the Southern most extremity of the Indian subcontinent where the three seas converge, it is an enchanting land of scenic beauty and tourist attraction. Moreover, this part of the land is known for dense forest, thick plantation of coconut groves, vast stretches of paddy fields, rubber plantation, rich mineral wealth, long coastal line, enough rainfall, fine climate and varied flora and fauna. Consequent to its richness, physical features and strategic location, this part of the land became the cockpit of rivalry among various dynasties in the past and political parties in the present, either to occupy the coveted throne or to adorn the seat of power. A past of the erstwhile princely state of Travancore before 1956, the Tamil speaking taluks of South Travancore namely Vilavancode, Kalkulam, Agastheeswaram and Thovalai were got merged and formed the present Kanyakumari District on 1, November 1956, Its beautiful landscape offered settlement to the people of diverse communities, occupations and religious affiliation. The availability of sufficient water as a result of enough rainfall and other irrigational facilities motivated most of the hardworking people to engage in agrarian activities. And hence this district is once known as the granary of Travancore with Nanjiland as its rice bowl. Besides, this district is endowed with a long coastal belt, where fishing became a major thriving occupation of the people who settled in the sea shore area. Apart from these, this district is gifted with a post at Colachel, Liquid propulsion systems centre at
Mahendragiri, the Indian Rare Earth Factory flowered at Manavalakurichi, Spinning Mills at Nagercoil and Aramboly, a long array of Wind mills near the border areas of this district and various other major and minor cottage industries especially coir factories, bee keeping, Paul tree forming, livestock rearing and other business establishments sprung up in different pockets of this district. Though the society is orthodox, steeped in caste rigidity and ignorance, this tendency slowly began to change. In consequence, education which became the sole monopoly of the upper caste, especially the Nambudiri Brahmins with temple centered Vedic Curriculum and Colleges also withered away giving room for the emergence of other educational institutions meant for spreading knowledge to all irrespective of caste, creed and religion. The rulers and administrators of the subsequent periods encouraged the private agencies, individual members and other Christian Missionaries, Hindu leaders and Muslim groups to start educational institutions such as schools, colleges were established through out the pros and cons of Kanyakumari District to disseminate knowledge in various disciplines including medical and technical.

Education attained the present shape and form only through a process of slow evaluation. It underwent a through metamorphosis during the centuries. Primary education which is considered as the basic education does not start with school or stop with school but continues throughout life. Education which prevailed during the sangam period began to change due to the onset of Bhakthi movement and consequent spread of temple culture. Hence Kanyakumari District too has adorned with
Parthibasekharapuram Salai and Rajarajaperumalsalai which imparted education to Brahmins. But the subsequent periods witnessed the downfall of the temple centered education and the rise of other forms of educational institutions which began to flourish under royal patronage and the support of successive governments who administrated the state. From records it is understood that the establishment of primary schools at different centers concentrated on vernacular as well as western education. However, in course of time much importance was given to basic education which replaced the traditional bookish concept of education. Moreover, to equip the teachers they were given in service training, besides converting the ordinary elementary schools into Basic Schools. Kanyakumari District has the achievement of 30 government basic schools and 4 private basic schools in addition 81 primary schools under Christian Missionaries enjoying grant-in-aid from the government. Subsequently to number of such schools increased year by year to fulfill the educational aspiration of the minting population. In course of time, various committees such as Zakir Hussain Committee otherwise known as Wardha Scheme was introduced to modify the Curriculum and to enhance the quality of education compelled the government to appoint committees and commissions to analysis the waste and ineffective system of education. Since independence the respective state government attempts to improve the quality of education.

Accordingly, the recommendation of the Kothari Commission was incorporated. Primary importance was given to avoid dropouts in schools. With this objective, pupils were given
adequate encouragement by means of mid day meal scheme, distribution of free text books, uniforms, slates, fee concessions and motivated them to participate in extra curricular activities such as Scout, N.S.S., N.C.C. and Junior Red Cross Society. Required qualified teachers were also appointed with lucrative remuneration. In course of time, Kanyakumari District witnessed the germination of a number of pre-primary or Nursery, Kindergarten and Montessori Schools apart from elementary, primary and middle schools under private or public management. Thee schools strived hard to provide basic education and to maintain its quality too.

The growth of primary education necessitated the introduction of secondary education to provide berth to successful candidates of the middle schools in high schools and then higher secondary schools. Curriculum was framed in such a way to opt for medical, Technical and other courses depending on their aptitude, attitude and capacity to pay. To achieve this, much importance is given to equip each and every school with up to date infrastructural facilities including play ground, hostels, laboratory and library and by appointing qualified skilled teachers. Special importance is given to vocational stream with much emphasis on practical education. To boost the higher secondary education Government of Tamilnadu permitted to establish at least one higher secondary school within 8 kms radius. In the recent years, one could see that the student are encouraged by means of free concessions, free supply of bicycle, laptops and giving awards and prizes to the rank holders. Much importance was given to impart learning through regional
language in government schools. But most of the people prefer matriculation schools which impart education through English language. Therefore the craze for getting admission in Tamil medium schools is steady declining where as the anxiety for English medium is on the rise. The term days is also specified to cover the syllabus with in the prescribe time. Attention is bestowed upon to conduct the examinations strictly and announced the results with in the stipulated time frame work to enable the students to seek higher studies. However, the switch over to the plus two patterns led to mass redeployment of college teachers though there was a huge opportunity for P.G. teachers in Higher Secondary Schools. Now-a-days, teacher’s recruitment board appoints the qualified teachers through competitive examination. This prevented the opportunity of senior most educated people who registered their names in the employment exchanges, waiting for job. In order to attract meritorious teachers, they are paid handsome amount as remuneration and proper promotion avenues are also created to avoid stagnation. Based on the requirements, Kanyakumari District is studded with a number of High schools and Higher Secondary Schools under the Government and private management. Further necessary importance is given to non formal education as well as imparting learning to physically challenged persons.

The rise of higher secondary education has direct impact on collegiate education too. Though the discontinuance of pre university course from colleges was a nude shock, in course of it was pacified time by giving affiliation to start various U.G. and P.G. courses to avoid redeployment. Year by year a number of
colleges were sprung up in different parts of Kanyakumari District under the affiliation of various universities such as university of Madras in the beginning, University of Madurai from 1966 and finally to Manonmaniam Sundaranar University, Thirunelveli since 1990. In order to revamp the course to suit with the modern development, semester pattern was introduced with choice based credit system. The prominent colleges flowered in Kanyakumari District are Scott Christian College, South Travancore Hindu College, Sree Ayyappa College, Women’s Christian College, St. Judes College of Arts and Science Marthandam Christian College and Muslims Arts College are offering U.G. and P.G. Courses employed talented faculty members to enrich and empower the knowledge of the students. While the teachers are motivated to concentrate on research by Faculty Development Programme with full pay and leave facility, the students are motivated in extra curricular activities such as N.S.S., N.C.C. and similar other organization. Much importance is given to develop their personality through sports and games. In each college strict discipline is maintained to preserve the peace, pristine glory and tranquility of the campus, staff and students. Similarly special attention is provided to enhance the morale of weaker students by conducting extra coaching classes, through tutorial system and counseling. However, each college is trying their best to popularize their reputation through securing university ranks.

Besides arts, science and training colleges, Kanyakumari District has the credit of several engineering colleges, two medical colleges, besides a number of technical institutes and
nursing, Para medical, dental, Ayurveda, Siddha and Homeopathy Institutions, flowered in different rural and urban areas, they provided enough admission to the successful candidates of the higher secondary examination. In the beginning admission was based on entrance examination together with the marks scored in the Higher Secondary Examination. However, after heated arguments and court cases the Government of Tamilnadu dropped the entrance examination and merit is decided on the basis of Higher Secondary marks in the concerned subjects fit for technical and medical courses with due emphasis on communal reservation. In private Engineering Colleges Admission is not based on pure merit but the minimum eligible mark is looked upon with capitation fees as they fixed. However, in government institutions, admissions are made purely on the basis of merit. The emergence of large number of engineering colleges in Kanyakumari District though is a boon to the mediocre students in engineering colleges it is a blessing to the owners of the institutions to amass wealth. At present, owning a college of any nature is lucrative job. Most of the students prefer a technical institute according to its status and campus interview programme for their welfare and safe employment.

Administration is an important aspect of any establishment. From records and a visit to different places in Kanyakumari District one could witness the high towers of extensive building of medical colleges, engineering colleges and other educational institutions. Known for credibility and expertise learning, these institutions adopted a systematic
administration in them. While the government institutions strictly adhere to the government norms, the private managements adopt their own administrative procedures by giving due respect to governmental norms too. The school education is under the over all control of the Director of School education supported by the Joint Directors, Chief Educational Officers and District Educational Officers besides a host of subordinate officials. Similarly, all arts and science colleges are under the Director of collegiate education ably assisted by the regional joint directors whose offices are at Madras, Trichy, Madurai, Thirunelveli and Coimbatore besides the control of Manonmaniam Sundaranar University and University Grant Commission guidelines. In addition, each college evolves their own administrative mechanism under the principle helped by a hierarchy of administrative staff. So also, all medical institutions are under the control of the vice chancellor of Medical University. Apart from him, each medical college is managed by a Dean and his subordinate administrative officials. Likewise, Technical Institutes are under the over all supervision of Anna University, Chennai besides the control of Director of Technical Education abiding All India Council for Technical Education (AICTE) Norms with the help of administrative staff of different cadre. However, though each department has a group of efficient administrative staff with proper account and audit, records reveals mal administration too in some institutions.

The educational institutions so flowered and prospered are ably administered which left an ever lasting impact on the socio-cultural and politico economic life of the people. The educated
people from all these institutions developed a distinct culture. Under the influence of education, the age old social and economic taboos disappeared and a new culture began to dawn among them. Equal opportunity given to all in education irrespective of caste, creed make them to attain equal status. This enabled the people to forget the caste barrier, though communal reservation is strictly adhered in the government colleges and in some private institutions. Moreover, uniformity adopted in the mode of dress of the students made them to forget their social and economic disparity and help them to preserve the much expected unity in diversity in the secular state. Further, the educated employed people both in native and foreign land motivated them to imbibe the foreign culture which left an unforgettable imprint in their mother land too. This tendency enabled them to develop a cosmopolitan composite culture. Besides giving employment opportunities, the educated people learned the art of living either by serving in foreign or engaged in agrarian activities, trade and commerce and other income generating programmes in their native land. Under the influence of education, the money that earned is properly utilized and many of the landless people became land owners. Besides the establishment of a college in the rural pockets of the villages increased the land value of the local areas which is a blessing in disguise to local people. Many shopping complexes are ushered in such areas mode life active, brisk and flourishing. Similarly the educated people keenly engaged in political activities and in some places they acted as catalistic agents to activate political movements and other organizations which decide the much expected political scenario.
Thus the above study makes it clear that education plays a significant role in shaping the future of the people as well as the nation. Kanyakumari District known for education from the early period to the present day gifted with a number of educational institutions in every nook and corner at present. The sudden spurt of educational institutions motivated the economically weaker section to send their wards, to pursue higher education mostly in the local area. Though the government strictly objected to the collection of exorbitant capitation free, many of the private colleges not adhering to the government norms and receive maximum amount according to their whims and fancies. Another precarious situation prevails in Kanyakumari District is the appalling standard of education in government schools concentrated on vernacular education which give rise to the popularity of Matriculation Schools emphasizing on English Medium. Above all, the owners of educational institutions became multimillionaires by sucking the life blood of the economically weaker section. However, whatever may be the positive or negative aspects, one who could think positively without much reservation that government should take appropriate measures to establish at least one government Arts College and a law college in this tiny district known for cent percent literacy. In this venture, both the government and other private Philanthropists should come forward not only to open such institutions but to spread its fragrances to all to make this land of charity a fountain of knowledge and to reach education to the un-reached.