



THE EDUCATIONAL ADVANCEMENT OF WOMEN IN TAMIL NADU - HISTORICAL PERSPECTIVE

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ABSTRACT:

There was an exceptional surge in the educational development of women in Tamil Nadu during the period 1947 - 1967. The Ministry under Rajaji, Kamaraj and Bhaktavatsam in Madras strengthened academic measures for the advancement of women. As a result, excessive emphasis was placed on girl education in primary, secondary, greater expert and technical education. The Tamil Nadu government, in collaboration with the central government, took all measures to enhance the academic reputation of women. Throughout the Congress Period, various commissions and recommendations were formulated and excellently implemented. Women's training was once given a distinct role.

KEYWORDS: Advancement, technical education and commissions

INTRODUCTION

In the years following India's independence from colonial rule, extensive women's education was undertaken in the country, including in Tamil Nadu. Furthermore, the expansion of women's education aimed to improve the general education of women. Government of Tamil Nadu has been extending its efforts in this regard since Independence¹. The purpose was once to promote public education with the main objective of getting into school all the way through college for going girls and boys and to retain them there until they achieved a college education by way of completing the fifth grade. In addition, the coverage sought to divide publications at the secondary level according to the specific needs and interests of the female students². During Kamaraj's rule, the authorities accompanied a program of improving primary education and of providing free training, which alternatively spurred the development of secondary education especially in rural areas. Through this policy, poor female college students in rural areas have generally benefited.

There was once a fact that the expansion of free schooling up to the essential degree would now assist the negative girls to find a truthful living. On 1st April 1964, the authorities began offering free training to all, irrespective of caste and creed up to the secondary stage in order to help the unemployed find employment. A similar extension was once given up to the Pre-University course. Authorities have observed the coverage of bringing more training to rural areas for the benefit of rural people. Historically, there was an unusually high rate of education due to this trend. Government incentives such as free textbooks, free slates, discounts, scholarships, milk, meals and uniforms have been provided to the terrible woman college students so that they enter the gates of education. In November 1957, the complete scheme was once introduced as a component of the national educational program. In addition, the scheme was once fostered thanks to the generous economic resource of Rs. 3 crores supplied by means of CARE in 1960-1962³. Women's education has changed considerably due to these initiatives.

PRE-PRIMARY EDUCATION

Prior to independence, there was a moderate interest paid to Pre-Primary Education⁴. It was once intended to help teenagers develop extremely good habits such as personal cleanliness, precise manners, charity and decency in speech, kindness, consideration for others, and the encouragement of team consciousness. Following independence, some nursery faculties were established in Palayamkottai, Karaikudi, Kumbakonam, Mylapore, Washermenpet, and Tondiarpet⁵. Municipal governments interested in establishing nursery schools were given financial incentives. The Corporation of Madras received Rs. 8,552 from the State government in 1950⁶. In Tamil Nadu, there were nearly 30 pre-primary colleges in 1957-1958, and 1,516 women were educated⁷. During the period 1964-1966, the Kothari Commission advocated for the enrollment of at least 5% of children aged three to five years. It also warned that a phased programme would be implemented over the next 20 years. The fee was paid in response to the need for female instructors in these schools⁸. During the academic year 1967-68, Tamil Nadu had 32 nursery schools that provided education to pre-primary students⁹. As a result, pre-primary education was once encouraged.

ELEMENTARY EDUCATION

Similar to pre-school education, additional emphasis has been placed on basic education. Since independence, a boost to mass and more compulsory training was given to all boys and girls who went to school under a progressive program. In addition, movements have also been initiated to stop "waste and stagnation". As a result of these activities, in 1946-1947, there were 1776 basic faculties for women and 2,34,49,7¹⁰ university students acquired educational opportunities in these schools. This meant that the membership rate for a 611-year-old crew was 52.5 for girls. During the 1950s the Father God program and social betterment conferences were undertaken and as a result between 1947 and 1957 the number of women in the basic faculties increased from 2,34,497 to 8,76. 556¹¹. From 1960, the Madras government added a new curriculum of compulsory education for undergraduate students aged 6 to eleven to three years under a staggered curriculum. Aimed at providing all adolescent girls of school age with a level below that of schooling.

SECONDARY EDUCATION

In terms of secondary education, the government's policy has been to introduce bifurcated guides to meet the needs of girls since 1947. During the years 1948-1949¹², bifurcated publications were added, and for the girls, topics such as domestic science, music, and dance were covered for study. Due to a lack of funds, the recommendations of the Secondary Education Commission (October 1952-June 1953) concerning girls' education were no longer given much weight¹³. During Kamaraj's reign, new publications such as Engineering, Textile Technology, Secretarial Course, and Home Science were introduced¹⁴. In 1958, the Government of India established a National Committee to investigate the methods and capabilities for improving women's education. This Committee recommended that women's education be given special attention and that special funds be allocated for its expansion¹⁵. The Kothari Commission, emphasising the importance of women's education, advocated for the development of qualities and the shaping of adolescents' personas throughout their infant stage. It was thought that girls' education was more desired than men's"¹⁶. Secondary education grew phenomenally as a result of the Madras Government's initiatives. The number of secondary schools and students increased from one zero one and 32,861 at some point in 1946 - 1947¹⁷ to one hundred forty five and 68,762 in 1956-1957¹⁸, and then to 395 and 4,18,609¹⁹ in 1966 - 1967.

COLLEGIATE EDUCATION

There has been a significant increase in the number of women studying at the higher level. There were only 5 women's faculties in Madras State in 1946-1947. In these schools, 1,236 girls were educated²⁰. In 1948, the Government of India established the University Education Commission, chaired by S. Radhakrishnan, to investigate the problems of higher education. Its record is a necessary file that has highlighted all of the major issues in higher education, including women's education²¹. Since 1950, all Women's Colleges have begun to improve. They increased the size of their libraries, laboratories, hostels, and play areas. The collegiate training was reorganised in 1956. A new sample comprised of a one-year P.U.C., followed by a three-year diploma path and a two-year post-graduate path after the first diploma was initiated²². Refresher publications in English, Science, and World History have been launched in a number of locations, including Madras, Coimbatore, Madurai, and Tirunelveli²³, to improve the fashionable of university teachers. . As a result of these measures, the Ethiraj College for Women in Madras, Lady Doak College in Madurai, and Nirmala College in Coimbatore were all affiliated with Madras University in 1948²⁴. The intermediate guides in family arts have begun at Queen Mary's College in Madras. An evening university was established there for the benefit of employed women who desired to further their education. The energy in Women's Colleges began to rise. There were fifteen girls' schools in 1956-1957, and 4,939 girls received a higher education²⁵. During the school year 1966-1967, the number of schools increased to twenty-two, and the number of girls enrolled increased to 21935²⁶.

PROFESSIONAL AND TECHNICAL EDUCATION

Women also demonstrated their interest in expert and technical fields. They began to enter expert guides such as Medical, Engineering, Agricultural, and Law in 1947. There were approximately 552 girls enrolled in Medical

Colleges between 1956 and 1957. Three females have enrolled in Veterinary Science, and eight females have enrolled in Agricultural Science. There were also nineteen female students at Madras Presidency College²⁷. It's worth noting that there were 2976 women's college students in a variety of professional institutions between 1966 and 1967²⁸. Ladies, without a doubt, pursued technical education with zeal. As a result, there were nearly 375 female college students in polytechnics in 1964-1965²⁹.

IMPRESSIVE EFFECT

The spread of western education and ideas, as well as the growth of female education, paved the way for women to achieve outstanding social recognition. Because of women's education, the female came into existence today, and a significant shift in women's roles occurred³⁰. Women's advancement was encouraged by social reformers in order to emancipate them. This advancement is intended for social practices aimed at allowing girls to play a significant positive role in society. Equal rights for men and women are also frequently discussed. The meaning of equal rights was once to grant ladies the civil rights enjoyed by men in the political, monetary, and domestic spheres³¹. The women's uplift theory, on the other hand, is primarily based on education. It was also discovered that skilled humans, with the exception of skilled women, cannot exist. Ladies have entered the public eye as a result of the increase in female education, and they must face all of the challenges that have been set before them. They arrived as a result of their age-old constraints, which were imposed on them with the help of a male-dominated society³². Female celebrity today is primarily based on equality and dignity. The current generation of girls aspires to be empowered in all areas of public life. Because of the increase in the number of women, they were able to break free from their complete subordination and reliance on men. Women developed self-esteem and the ability to compete for jobs³³. To accelerate the system of women's emancipation, the elite ladies intellectuals engaged in public and political activities. Annie Besant, Muthulakshmi Reddy, and Sarojini Varadappan were among the first female leaders. The women's movement aimed at ensuring invincible equal rights in inheritance, marriage, and the right to perform duties alongside men in public and domestic affairs³⁴.

END NOTES

To summarize, academic advancement has placed women in a decent and equal role in modern Tamil society. In developing, advancing, and countries such as India, women began to enjoy complete freedom of movement. Thus, female education is regarded as a primary panacea for all the backwardness of girls who have gone through the trials and tribulations of a particular orthodox society's lifestyle. Without a doubt, the Madras Government's measures in Tamil area had been most recommended for the development of girls in modern Tamil Nadu.

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