

ELEMENTARY EDUCATIONS OF DEPRESSED CLASSES IN SOUTH ARCOT DISTRICT SINCE INDEPENDENCE

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Abstract- The purpose of this paper is to development of elementary educational conditions of depressed classes in south arcot district was focus on the enrollment, hostels facilities, scholarships, midday meals and free of cost. South arcot districts lies on the east coast of Tamil Nadu with its headquarters at cuddalore. The large number of depressed classes was paraiyans, chakkiliyan, valluvan and malaiyalis living the south arcot district. The educational conditions of the depressed classes were very poor in early times after the coming of Europeans the educational development was made in south arcot district. The civil Disabilities Act of 1947 the depressed pupils have equal rights with other pupils for admission into all educational institutions. The Enrollment, Hostel and scholarship facilities of the depressed classes in Primary schools were increased British period and also double since independence. In the year 1950-51the enrollment of SC/ST in primary school was 17.60 percentages and increased to 25.75 percentages in 1991-92 was made.

Keywords: Depressed classes, paraiyan, chakkiliyan, thanglan, primary education.

INTRODUCTION

Education is a means of transformation of human nature and culture. The term Education has been derived from Latin word 'Educare'. Education is considered as one of the most important measures in improving the social conditions of any status of the society. Education given to an individual together with him useful to society, that education can be change the world and it to promote the equality, liberty and fraternity. The elimination of all forms of discrimination against depressed class especially in the light of the provisions of constitutional requirements, Social legislation of primary education is still too achieved. It is in this context that education of depressed classes has become a major policy concern for asserting human rights for education equality in system of society and for ensured success in achieving the levels of education for supportive and developmental activities is life.

Geography and Historical Background of South Arcot District

South Arcot districts lies on the east coast of Tamil Nadu with its headquarters at cuddalore. The word Arcot itself is derived from the tamil word 'arukadu' meaning 'Six Forest'.¹ The district its derives name from the fact that originally from the cession to the British in 1801 antill 1808, it consisted of that part of mughal subha of Arcot which lay to the south of the River paralar.² South Arcot District is very big in size covering an area of 10,899 sq. Kilometres and 35 blocks,13 taluks and 1766 villages in 1991.This district Surrounded on the North by the chengleput and north Arcot Districts, on the west by north arcot, Salem and Dharmapuri districts, on the south by Trichirapalli and Thanjavur districts and on the east by the Bay of Bengal.³

South Arcot district formed part of the Tondaimandalam. During the Sangam age, the district along with the reset of Tondaimandalam territory had passed into the hands of Cholas. The great chola king Karikala have extended his power over the local chieftain of the district called malaiyamans. The famous pallava king Mahendravarman-I build number of rock-cut temple all over the kingdom. He demolished the jain temples at padaliputhra (now in Thiruppathiripuliyur of south arcot district) and to have siva temple under the influence of Appar one of the 63 nayanmars.⁴

By 1378.C.E. South Arcot came under the rule of Vijayanagar Kingdom and petty Chieftains called Gingee Nayakas were appointed to rule the region. Later South Arcot was under the control of Bijpur generals. In 1677, Shivaji took Gingee area with the assistance of Golkonda forces. In 1680, Harji, the Maratha chief of Gingee area not only asserted his individual position, but also encouraged the British to settle down in his territory which caused the establishment of certain factories at Cuddalore and Porto-Novo, etc.⁵

After the death of Harji, the fort near Tindivanam fell into the hands of the Mughals in1694, the Mughal emperor Aurangazeb had an eye on Gingee and after prolonged fighting, The Gingee fort was stormed in 1697 by Zulfikar Khan and it fell into the hands of the Mughals in1698. During the Mughal regime, both the English and French acquired settlement in south arcot for their trading purposes. During the Anglo- French rivalry, Soth Arcot

district was turned into a cockpit of war.⁶ In the year 1801 captain Gragam the first collector of South Arcot along with other regions of the Carnatic passed into the hands of the East India Company. From that date onwards, south Arcot had remained under British authority till 1947 when the country became independent.⁷

Depressed Classes in South Arcot District

The word 'Depressed' the term 'Depressed Classes' which denoted the untouchables, a perusal of the official record shows that this term was in currency between 1920 and 1935. In the census report of 1921 over six million people covering nine castes were listed as 'Depressed classes' in the madras presidency. The Round Table Conference, the British Prime Minister Mac Donald announced his famous 'Mac Donald Award' (Communal Award) in 1932, in which he clearly specified the term 'Depressed Classes' as Untouchables who were entitled for 'Separate Electorate'. The Term was freely used in Poona Pact signed on 24th September 1932. In 1931 based on the stigma of untouchability, the depressed classes were identified and enumerated and 15.5 per cent of the population of madras presidency was found to belong to this category.⁸

In 1951 census report there are 77 scheduled castes and 40 scheduled tribe in south arcot district. The large number of paraiyans, chakkiliyan, valluvan and malaiyalis living this district and the chakkiliyan has been making in leather work and music instrument (parai) through the dead cowhide. The term Paraiyar is said to be not found in ancient Tamil literature; instead, the term used in those days is said to be Pulayor or Eyinar. In ancient times they are said to have held a higher social status but today they rank low in society and are employed as agricultural laborers, grave diggers, village watchmen, scavengers, etc. They are most numerous in the district.⁹

The paraiyars or as they are commonly called Pariahs, some say, derive their name from parai which means a drum, since certain sections of the Paraiyars act as drummers at marriages, funerals, festivals, etc.¹⁰ There is a well recognized caste organization among the paraiyans in the west of the south arcot district, they have caste-headmen called the periya nattan and the china nattan or TANGALAN (our man) whose posts are usually hereditary. The tangalan carries out the sentences of castes panchayat administering a thrashing to the accused for example if such be the order of the court. Of the fines inflicted by these assemblies a fifth is usually handed over to the local mariamma shrine and the remaining four fifths laid out in drinks for the panchayatdars. Until recently a part of the fine was in some cases in these parts paid to the local poligar.¹¹ In the year 1941-51 a large number of migration of laboring classes from the south arcot district to madras during the second world war period, particularly from the northern taluks of Tindivanam, Gingee and Villuppuram.¹²

The Paraiyars are nominally Saivites or Vaishnavites but in reality, devil worshippers. They acknowledge the existence of a supreme, Omnipresent, spiritual being, the source of all, whom they call Kadavul. The devatas whom they generally worship are called Ammas (mothers). Sometimes the Ammas are worshipped as Virgins (Kanniyamar) or the seven Virgins. Some stones representing the Seven Virgins are placed on a little platform under margosa tree sheltered by a wattle hut or a small brick temple. This temple is called Amman Koil. More usually they worship in a similar temple one particular mother called Grama Devata, such as Ellamma, Mungilamma Padaiyattal or Pidariyamma. The goddesses whom they specially revere as titular deities are Gangammal and Mariyattal.¹³

Pallis the next most numerous communities are the paraiyans (Pariahs) who one - fifth of the total sub-division among the paraiyans who decline to intermarry with one another this is not the case in south arcot. The valluvans or domestic priests, who are to all intents and purpose now a separate caste and will, treated partisan.¹⁴

The valluvans who are more numerous in south arcot than in any other district they are domestic priests of the paraiyans. Valluvans are either saivitee, when they are called valluva pandarams or vaishnavites (ValluvaTadans) and the two classes intermarry and dine together. But the ordinary paraiyan would be puzzled to say whether he was a saivite or a vaishnavite and if he has a wedding coming on he calls in either kind of valluva impartially. Tiruvalluvar, the famous Tamil poet and author of the Thirukkural, belonged to this caste. Their Ceremonies at births and deaths are few, but weddings are celebrated with some pomp. The lucky day is fixed by the valluvan and puja is done to the god which the family chiefly affects. A bride price of varying amount is paid. As at ordinary sudra marriages in the district.

The malaiyalis literally hill men are the inhabitants of the kalrayan hills of south arcot district. They speak Tamil and worship the ordinary gods of the low country.¹⁵ The Irular (also called villiyars, bowmen) are only approach to a forest tribe in south arcot district. They are chiefly found around about the Gingee hills. A few of them own land, mostly try land. They snare hares now and again and collect the honey of the wild bees by letting themselves down the face of the cliffs at night by ladder made of the twisted creepers.¹⁶

Early Education In South Arcot District

The depressed classes were social, economic and educationally weaker section. They were not allowed to schools. The Indian Hindu society is well known for its cast system. On the basis of manu sastra the whole stenture of the Hindu society has been divided into four Major Varnas called Bramanas, Kshatriyas, Vaisyas and sudras. The people of the first three varna were able to enjoy the educational benefits, the last varna of sudra was not enter schools. The coming of the Europeans and subsequently the English education created a new kind of social awakening

among the educated folks of the Hindu society. The emergence of social-religions reformers in the 18th and 19th century were eradicated many social evils and motivated to education for all especially depressed classes.¹⁷

The uplift of depressed classes through education for the government of Tamilnadu to introduced several activities in field of education of the depressed classes. The main activities such as scholarship opening many Hostels, supply of noon-meals books, slats, note-book and extra. The government of Tamilnadu opening many welfare schools including separate to boy and girls schools for depressed classes. Before the independence the private schools did not admit the depressed class people. In context introduce the civil disability act of 1947 the depressed classes had equal right with other pupils for admission into all educational institution.¹⁸

In the year 1891 the British government made primary education compulsory to the children of Harijan community. The government rendered scholarships, stipend and other forms of support of the boys during the training period. However, the idea of educating all the children of Harijan community remained a dream. There was high social pressure from the upper caste people against the idea. The education department of Madras state government reports that in 1901 there were only four Harijan boys throughout the state attending the college and only ten boys in the high school. There were no Harijan girls at all in the college and high schools. In the middle schools there were 214 Harijan boys and 31 girls. But most of them belong of Christianity. By the intensive efforts of the government towards the year 1910 the educational situation of the Harijan children got better. However, South Arcot was trailing behind. There was only 75% of literacy rate in South Arcot District.¹⁹

Swami Sahajanandha's plan of Nandanar institution had four aims first, to build up a temple in the place where Nandanar was put into fire, second to establish an educational institution basically for the Harijan children, third to organize a must to preach the moral ideas of spiritual purification and vegetarianism etc, fourth to construct a dharnasala to feed the poor Harijans. In this regard, Swami Sahajananda circulated a pamphlet requesting the public to render material help to raise Nandanar Temple, Nandanar Mutt and a school. He appealed to the Collector of South Arcot to grant him 30 cents of land for these purposes.

In 1910 as a first step of his grand plan he laid the foundation of Nandanar Mutt. In the premises of the same mutt in 1911 he started a primary school for the Harijan students. Marimuthu became the first head-master of the school that rendered service as teacher without any remuneration. It is interesting to note that the Harijan parents hesitated to send their children to this school. So much of efforts and campaign were needed from the side of Sahajnandha and Marimuthu to persuade the parents to send their children to the school.²⁰ In the Year 1916 the Nandanar Educational Society was inaugurated by Swami Sahajanandha. The Society had its branches in eight villages around. The Society propagated the rights and privileges allotted by the then government to the Harijan students. In this school apart from the public education according to the school programmed, there were professional courses offered in trades like weaving, carpentry etc as well as religious education.²¹

The educational status of South Arcot District at the dawn of the Twentieth Century was ranked eighth among the twenty two districts of the Madras Presidency Chidambaram Taluk was the most advanced taluk in education because of the Missionary schools, Pachaiyappa's school and other Hindu schools. Except the Missionary schools all the other schools did not admit the children of untouchable in their respective schools. Some of those schools located away from Chidambaram were English schools at Panruti, Tirukoillur, Kallakurichi, Porto Novo, Viruthachalam etc., had been under the Management of school committees. There was a private school called the Sanskrit Patasala and three private schools meant ofr teaching Tamil literatures and all were under the control of the Nattukottai Chettiars of Chidambaram. In Sanskrit patasala only Brahmins were admitted to learn Vedas and in Tamil schools both the Brahmins and non-Brahmins Hindus wre admitted to learn Thevaram and Thiruvassakam. The Depressed classes were totally rejected admission into any of these schools.²²

The higher caste Hindu groups who occupied progressively lower position in the social hierarchy. The British government the order of the spread of education among the people was the advanced Hindu caste Muslims and the backward Hindu Caste. The depressed classes (SC, ST) or the so called untouchables had more difficult battle for Education. In the beginning they were not admitted to schools at all for fear that the caste Hindus would boycott a school which admitted the depressed classes. But a firm decision was taken not to refuse admission to any depressed classes. This had its desired result and their presence in the school came to be accepted, although grudgingly. The traditional system of Indian Education was replaced by the colonial system. But no wear separate education institution for depressed classes. The coming of Europeans Christian missionary's activities to encourage depressed class education. After the attainment of independence the central and state government was expected to give the highest priority to education to all. Jawaharlal Nehru the Prime Minister of India to start the policy as "Education for all".²³

Primary Education in South Arcot District

The two acts mentioned above were further modified and amplified by three more acts passed by the National Government in 1947 and 1949 (Madras Act XI of 1947, Madras Act V of 1947 and Madras Act XIII of 1949). The first of these Acts prohibited all discrimination against the Harijans in secular institutions like refreshment rooms, hotels, boarding and lodging houses, laundries hair dressing saloons etc. The constitutions of India, which was soon afterwards passes, gave even greater facilities to the harijans. It declared that the educational and economic interest of

the harijans (the scheduled castes and scheduled tribes) should be promoted with special care and that the harijans should be protected from social injustice and all forms of exploitation. It is needless to say that the Harijans of south arcot enjoy all the benefits granted by these acts and the constitutions.²⁴

The National Government came to power in 1946 and they set apart one core of rupees as a special fund for ameliorative work among the Harijans. Separate department called the Harijan welfare Department under a director of harijan welfare has been organized. The collectors of the districts are primarily responsible for the work of the department in the districts and they are assisted by the district Harijan Welfare officers. The Director of harijan welfare however co-ordinates the activities of the collectors and formulates and controls the implementation of the various measures for Harijans welfare.²⁵ These measures in the main consist of the provision of house sites, the grant of special educational facilities, the provision of water supply and sanitary amenities and the assignments of lands for cultivation.²⁶

Education of the Harijans which had been more or less neglected has in recent times been fostered in various ways; the policy of the Government has been to get the Harijan pupils admitted into the existing schools and to open special schools for them only in exceptional cases. The authorities of the private schools were formerly compelled to take in the Harijan pupils on the threat of withdrawal of grants but since the passing of the civil Disabilities Act of 1947 the Harijan pupils have equal rights with other pupils for admission into all educational institutions. In 1952-53 there were in south Arcot 177 schools for the Harijans and eligible communities in which were studying 9,240 boys and 4,510 girls.

There is a great demand for education in south Arcot district because it is economically and socially most backward district. About 85% of the total population is living in villages. Nearly 47.5% of the population is below the poverty line. The total literacy rate of the district is 53.4% Male literacy percentage is 66.88 and Female literacy rate 38.7. The scheduled caste literacy rate is 39.29% and the scheduled tribes' rate is 27.8%.²⁷

During the 1991-92 the school age (6-11) population is 6, 84,397. Out of this boys population is 3, 32,290 and girls population is 3, 52,107. The total enrolment of this age group is 5, 61,782. Boy's enrollment figure is 2, 86,434 and girls figure is 2, 75,348. The total percentage of enrollment is 82.1%. Boys rate is 86.2% and that the girls is 78.2% the scheduled caste & ST rate is 61.95. In south arcot district there are 2738 primary school, 483 middle school, 220 high schools, 112 higher secondary school in 1991. Primary schools in Kalrayan Kills-31 government tribal residency schools and 5 middle schools are functioning.²⁸

Primary schools SC/ST enrolment in south Arcot district²⁹

Sl. No	Year	Number of Institution	Total enrolment	SC/ST enrolment	SC/ST Percentage
1	1950-51	283	152491	26848	17.60
2	1960-61	101	110476	10831	09.80
3	1970-71	468	421613	103521	24.6
4	1981-82	675	550394	147142	26.4
5	1991-92	2730	517426	133244	25.75

In the year 1950-51 the enrollment of SC/ST in primary school was 17.60 percentages

And increased to 25.75 percentages in 1991-92 was made

Problems and issues in Primary Education

Achieving universal primary education has been a major aim of most countries since the early 1960. The universalization of primary education is visualized in terms of cent percent enrolment, retention, completion and most importantly providing effective learning access and infrastructure. The General administration has taken efforts in this regard and made provision in the budget for education. But more attention has to be paid to improve quality, teaching/ learning inputs and products. Hence non-enrolment, repetition, dropout and low learning achievement as well as their consequences and illiteracy are still major challenges particularly for the disadvantaged groups in all societies, the poor, rural and female.

The literacy rate in the district is only 53.4%. The percentage of male literacy is 66.88% and female literacy is 38.7%. Among the scheduled castes, male literacy rate is 44.38% and female literacy rate is 34.19%. Literacy percentage among scheduled caste is only 39.29%. The female literacy rate of south arcot district excluding cuddalore Municipal area is 38.7% which is less than the all india Female literacy rate of 39.4%. Gross enrolment ration, for all is 85.0%, 87% for boys and 83.1% for girls. Among scheduled castes, however it is 74% for SCs, 78.4% for SC boys and 70.8% for SC girls and for scheduled tribes it is 70.6% with 75.2% for boys and 65.7% for girls. The Figures shown above reveal that the district is facing problems of absence of quality of education in schools and achieved of different social economic groups as is indicated by the figures of enrolment and drop s of scheduled castes and scheduled tribes and girls.³⁰

Drop Outs

In this district Drop-out is due to family circumstances, poverty and feelings of social inferiority among school age children. Lack of effective teaching and schools remaining less attractive are also causes for children to drop out. Now the overall dropout rate is 22.67% in this district.

SC/ST drop outs class I to V

Year	SC	ST	Percentage
1988-89	18010	36877	34.06
1989-90	21272	42896	34.75
1990-91	23104	49353	35.96
1991-92	25228	53711	36.32
1992-93	26408	56325	37.01

The rate of dropouts (or wastage) at the primary school, for age group 6-11 has been coming down in recent years. The chief minister's nutrition's meals programmed there will be for the reduction in the rate dropouts.³¹

Midday Meals

In these schools, in south arcot as elsewhere mid-day meals have been supplied free to children and in 1952-53 in south arcot Rs.3, 54,229 were spent over these mid-day meals. The supply of midday meals to the school maintained by the Harijan Welfare Department was continued during the year 1952-53 and the department arranged for the supply meals in 1350 schools.³² The number of Harijan pupils for in these schools at the end of the year was 101589. The noble scheme of mid-day meals for the needy for children studying elementary schools was in 1973-74. The director of school education continued to release the midday meals grants to panchayat union council. To facilitate hygienic preparation of the midday meals 97 central kitchens equipped with electrical equipments are functioning in the three districts of shingle put, North arcot and south arcot. The food prepared in these central kitchens is transported to the surrounding schools in closed vans. A central workshop for servicing and maintaining the transport vehicles used under the scheme as well as kitchen equipments has been set up in Vikravandi in south arcot district with assistance of CARE at a total cost of about Rs.15 lakhs.³³

The Noon meal programme starting on 1 July 1982 Tamil nadu same beginning of one of the largest phased expansion of mid-day feeding through the noon meal programmed. This is a major hunger programme, for first time the state focused on the difficulties of reaching the preschool age group (2to5 Years).³⁴

Elementary school Expenditure per students in Rupees

Tamilnadu government has been allocation of expenditure was made in primary schools. Every academic year the actual expenditure was made from government and also for SC/ST students.

Year	Rupees in per SC/ST student	Actual Expenditure (Elementary)
1960-61	36	584577
1970-71	71.8	21746611
1980-81	143	100143615
1990-91	520	464778176
1991-92	567	529263121
1992-93	606	576329078

The actual expenditure for elementary schools has double since 1980-81 to 1992-93.

Dresses to boys and Girls

Every year two sets of dresses are supplied free of cost to all girls students irrespective of the community who are either studying in Adi-dravidar welfare schools or residing as Boarders in Government hostels run by this department at the beginning of the academic year 1984-85. Two sets of dresses are supplied free of cost to all boys students studying in standard I to VIII in Adi-Dravidar welfare schools and all the boy boarders residing in government hostel run by this department at the cost of Rs.10 per set.³⁵

Supply of Text Books Note Book and slates

Students studying in Adi-Dravidar welfare schools are supplied with text books note books and slate, free of cost irrespective of their community. All students studying in I to V STD are supplied with states. Students studying in standard III to X are supplied with note books. Students studying in standards I to X are supplied with text books. During 1984-85 a sum of Rs.60.18 lakhs has been spent for the supply of text books note books and states.³⁶

Hostel Facilities

Several government hostels for the harijan students have likewise been provided and where private hostels for such students exist they have been subsidized by the government at a cost of Rs.40, 350. Of these the victory

memorial scheduled classes hostels vriddhachalam and the Gandhi poor students Hostels, kattumannarkoil received grants amounting to Rs. 11,850 and Rs.6, 900 respectively.³⁷

There are 85 SC hostels and 8033 inmates. 1 ST Hostel and were 75 inmates in south arcot district. There are 713 government Hostels for SC/ST student in the state of tamil nadu with a sanctioned strength of 49233 boarders. Part-time tutors have been sanctioned for the hostel boarders in order to improve their standard of education and performance in their examination by way of coaching and teaching. The part time tutors have been appointed exclusively for Nandanar Institution for boys and girls at Chidambaram. The Government have fixed the rate of food charges. High school hostels Rs.60 per month in madras and moffussil. College and industrial Hostels Rs 95 per month in madras and moffussil Rs.80 per month 159 government Tribal residential school and new residential school are maintained by this department.³⁸

Scholarships and Awards

As for fees education in all elementary and secondary schools, whether special, public or private has been imparted free to all the harijan pupils irrespective of the income of their parents. Poverty certificates for fee concessions which were formerly required to be produced from Government officials are not now insisted upon, many scholarship including residential scholarship have been offered to the Harijan students in elementary and secondary schools. In 1952-53 in south arcot 559 Non-residential scholarship of the value of Rs. 10,322 and 77 residential scholarships of the Value of Rs.31, 790 were given to the Harijan students.³⁹

SC/ST scholarship during the year 1990-91 there were 5362 beneficiaries and amount sanctioned was in rupees 64.00 lakhs in south arcot district. The government of India and state scholarship scheme for the period from the 1st April 1984 to 31 March 1985. State Pre-metric scholarship including reimbursement of special fees to SC, STs. The reimbursement of exam fees Gandhi memorial awards to Hindu students and merit cum-means scholarships for SC children. 'A' sum of Rupees 364000 allotted for the year 1984-85. Merit com-means award to scheduled tribes was a sum of Rs.50, 000 was allotted for 1984-85 and also brought students awards were given.⁴⁰

A sum of Rs.2,28,816 was sanctioned to 24 students belonging to scheduled caste (Hindu) as bright students award. 1651 students belonging to scheduled caste Christians was sanctioned for sum of Rupees 1,50,080.26 student belonging to scheduled Tribes was sanctioned for sum of rupees 24,160.⁴¹

Measures of the Government

Tamilnadu labour welfare Board

Tamilnadu labour welfare Board has been constituted 1st April 1975. It has taken welfare measures centers in all district of Tamilnadu, including Villupuram in South Arcot District. Welfare schemes as follow 38 centers (1) Tailoring classes are conducted for the dependents (unmarried sisters wife and children) Kindergarten classes for the children of workers in the age group 2 1/2 to 5 years are also conducted. Nutrition's as mid-day meals and milk are given to the children. In addition the children are supplied with 2 sets of uniforms per year, free medical checkup one in a month and vitamin tablets are also given to them.⁴²

Labour Department and labour schools

In the beginning of 19th century English education was introduced and developed in madras state. In this circumstances socially backward class people did not easily reach at the educational institution. The British government of India was took the meaningful effort to provide the education for depressed class in the all provinces the Indian Territory. The labour department was created with the support of Justice Party in Tamil nadu. Though this department ameliorative work was carried on to the depressed class communities it was listed for the communities eligible for help through the labour department. In 1945-46 there were 1112 labour schools and enrollment of students was in 58,845.⁴³

Harijan Welfare Department

There is a separate of government is this state under the name of the Harijan welfare department specially set up for the amelioration of the scheduled caste and scheduled tribes. The ameliorative measures under taken by the department in the field of education were (1) Maintained of schools elementary and secondary. (2) Provision of scholarships, boarding grants and grants for the purchase of books and clothing and for the payment of exam fees. (3) Grant of stipends for the training of teachers and maintained of free hostels at important centers and grant of financial assistance to provide bodies for the maintenance of hostels, schools and for the benefit of all eligible communities.⁴⁴

Five year plan and Education

There has been phenomenal growth in the field of education in Tamil nadu since independence and its peace was accelerated by the five year plans. The most important educational development during the fourth five year plan was effect from 2nd October 1970.⁴⁵ the school education department at the district level was reorganized during 1968-69 increasing the number of educational district from 35 to 48. Pilot project scheme for reorganization of science education at primary level with the UNICEF assistance was introduced in 50 selected primary and 30 middle schools in the district of madras including south arcot district.⁴⁶

Conclusion

The elimination of all forms of discrimination against depressed class especially in the light of the provisions of constitutional requirements, Social legislation of primary education is still too achieved. It is in this context that education of depressed classes has become a major policy concern for asserting human rights for education equality in system of society and for ensured success in achieving the levels of education for supportive and developmental activities is life. The south arcot district literacy rate as per census reports of 1991 was in 53.4 percentages deferent from 1950-51 was in 16.53 percentage for total population in south arcot district. For SC/ST in the year 1950-51, the literacy rate was 5.84 percentages and increased to 27.38 percentages in 1991-92. Tamilnadu Government and welfare department have been many attempts for the past fifty years. The government of tamilnadu to help increase the quality of education for the scheduled caste and scheduled tribes in primary educations. In the year 1950-51 the enrollment of SC/ST in primary school was 17.60 percentages and increased to 25.75 percentages in 1991-92 was made.

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38. Tamilnadu administration report, 1984-1985, p.278.
39. B.S. Baliga, Madras district Gazetteers, South Arcot, Government of Madras, 1962, pp.265-266.
40. Tamilnadu administration report, 1984-1985, p.277.
41. Ibid, p.277.
42. Ibid, p.196-197.
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45. Report on the Public instruction 1973-1974, p.2.
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