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GRT THE QUALITY OF EDUCATION IN TAMILNADU

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Abstract:-A powerful weapon which can light the villages is "Education ".There is a strong need to improve the literacy rate and the quality in Tamil Nadu. Tamil Nadu is the most literate state of India according to the HRD ministry of India's 2003 statistics. Quality of education should improve rather than programs to drive children to school .This will lay off burden of cooperate school from parents. There should be legal guarantee for free and quality education. The time gap indeed come to Tamil Nadu to shift its attention from general rates of literacy rates, gross enrollment rates etc., to more serious concerns like the quality of education that the system provides and the underlying malaise affecting our educational system today Standard of Education offered in Tamil Nadu urgently needs reforms.

Keywords:Education ,HRD ministry ,gross enrollment , literacy rates.

INTRODUCTION:

Gandhiji said, "Villages are backbone of India". Any country progresses only when overall development occurs in both cities and villages, but still many villages are in darkness. A powerful weapon which can light the villages is "Education ".There is a strong need to improve the literacy rate and the quality in Tamil Nadu.

The structure of education in the state is based on the national level pattern with 12 years of schooling (10+2+3), consisting of eight years of elementary education, that is, five years of primary and three years of middle school education for the age groups of 6-11 and 11-14 years, respectively, followed by secondary and higher Secondary education of two years each besides two years of pre-primary education. The entry age in class 1 is 5+. Pre-primary classes form age group 3 to 4. The higher secondary school certificate enables pupils to pursue studies either in universities or in colleges for higher education in general academic streams and in technical and professional courses.

Present scenario of rural education in Tamil Nadu

Many schools have only one teacher, who deals with all the subjects.
Not even the basic infrastructural needs are satisfied.
Unwillingness of students to attend the school.
Even if there are more number of teachers, they are more indulged in money earning issues

How to improve quality of education in Tamil Nadu

For the quality education in Tamil Nadu (i.e., rather than having a single teacher for all subjects why not have different people to tackle various areas). The main idea here is that there are so many thousands of students pursuing their graduation. If each one of them can take the responsibility and the pain to go to the nearest Govt School and teach those children few things according to their age, this can make a lot of positive change. A better idea can be like this:

Quality Education A college/university can adopt the nearest school in rural area and can provide with quality education (voluntarily by the students and the faculty of that college/university).

Financial Support A rupee saved by a student (college) every day will sum up to thirty rupees in a month. When the saved money is collected and put together by a group of willing students, it will mount to a fairly large sum. A rupee a day is nothing much for a student but this money when brought together can make a difference to at least a single child, who need it the most.

Croud Puller With all these changes, the environment of the present rural schools is changed and the learning has become joyful. More number of children comes to school and get educated, thus raising the literacy rate of India.

An extracurricular activity called "work experience "has to be kept in rural school where agriculture, plumbing, carpentry works, computer can be taught. This will encourage illiterate parents to join their kids and also dropout children as employment can be ensured. Children who are dropping out after primary school are not benefited by regular curriculum as they opt out for caste professions like carpentry which does not need any knowledge of science or mathematics. Regular education and professional teaching will keep end to 80% children drop rate at primary level.

Rights and duties of a child should be explained to children as this will create awareness. This will help them in fighting against child employment and child marriages. Every child should know about educational rights and benefits given to them.

Job opportunities after secondary education like clerical jobs, police and navy should increase and each school have to be notified. Assurance of employment should be created in parents. This will reduce dropout rate after secondary. Even child marriages will reduce as employment opportunities increases.

Every government school should have information of number of kids in locality and number of school going kids. This information may be gathered by the teachers and parents should be educated about "right to education." Tamil Nadu Literacy Successes

Tamil Nadu is the most literate state of India according to the HRD ministry of India's 2003 statistics. One of the pioneers of the scheme is the Madras that started providing cooked meals to children in corporation schools in the Madras city in 1923. The programme was introduced in a large scale in 1960s under the Chief Ministership of K. Kamaraj. The first major thrust came in 1982 when Chief Minister of Tamil Nadu, Dr. M. G. Ramachandran, decided to universalise the scheme for all children up to class 10. Tamil Nadu's mid-day meal programme is among the best known in the country. Starting in 1982, Tamil Nadu took an approach to promote literacy based on free lunches for schoolchildren, " The then chief minister of Tamil Nadu, MGR launched the program, which resembled a similar initiative in 19th century Japan, because *"he had experienced as a child what it was like to go hungry to school with the family having no money to buy food"*.

Eventually, the program covered all children under the age of 15, as well as pregnant women for the first four months of their pregnancy. Tamil Nadu's literacy rate rose from 54.4% in 1981 to 80.3% in 2011. In 2001, the Supreme Court of India instructed all state governments to implement free school lunches in all government-funded schools, but implementation has been patchy due to corruption and social issues. Despite these hurdles, 120 million receive free lunches in Indian schools every day, making it the largest school meal program in the world.

Quality of education should improve rather than programs to drive children to school .This will lay off burden of cooperate school from parents

Literacy

“Tamil Nadu is an educationally better placed State with general literacy rate of 62.66% compared to the national average of 52.21%. It ranks third among major States with regard to general literacy and in female literacy rate.”

Ninth Five Year Plan Tamil Nadu : 1997-2002

Literacy rates in Tamil Nadu			
Year	Males	Females	Total
1951	31.70%	10.10%	20.80%
1991	73.70%	51.30%	62.70%
1994	74.88%	52.29%	63.72%

Source:WWW.Wikipedia.com

The literacy rate of Tamil Nadu (62.66%), in 1991, was higher than the national average (52.21%), ranking third in the country, behind Kerala (90%) and Maharashtra (65%). In 1994, It had reached to 63.72%, with a 74.88% male literacy rate and

a 52.29% female literacy rate. And as per NSSO Survey 1998, literacy rate in Tamil Nadu in 1997 was estimated at 70%, with an 80% male literacy and 60% female literacy.

Yet, in absolute terms, the number of illiterates in Tamil Nadu has increased from 238 lakhs in 1951 to 253 lakhs in 1991, as vouched by the Govt of Tamil Nadu, in its "Tamil Nadu – An Economic Appraisal". The growth of literacy has been very uneven over the decades in the State. The growth rate of literacy for the State was the highest in the 1950's (50.96%). It slowed down to 25.8% in the 1960's. The 1970's showed a relatively better performance, which has not been sustained in the 1980's and 1990's. Actually the near-stagnation in the 1990's has been a cause for much worry. The survey in 1994 reveals an insignificant increase in the rate of literacy. The total literacy increased by a mere 1.02% over the 4-year period

Literacy Rate variations

While the Government takes pride in over-all literacy rates in the State, the vast variations of literacy rates across different sections of Tamil society make one to sit up and take notice!

General 62.66%
Males 73.75%
Females 51.33%
Urban 77.91%
Rural 54.59%
Urban women 86.06%
Rural women 41.84%
Dalits 39.47%
Dalit women 29.50%
Tribals 23.35%
Tribal women 16.94%

Source : Statistical Handbook of Tamil Nadu 1998

While dalit literacy rates (for both males and females) have lagged behind general rates, female dalit literacy rates are lower than 30% even in districts like Erode and Coimbatore, where the other development parameters are above average. The district-wise inequalities too have been striking. In 1997, Dharmapuri had just a 46.50% literacy rate, compared to the then State average of about 70%. While urban literacy rates for almost all districts tend to hover in a band between 70-80%, the rural literacy rate varies unduly from 43.32% in Dharmapuri to 80.76% in Kanyakumari. The Tamil Nadu Literacy Mission is supposed to operate under the 3 phases of "Total Literacy Campaign" (phase I), "Post-Literacy Campaign" (Phase II) and "Continuing Education Campaign" (Phase III). In 1999, Tamilnadu Government claimed that Phase III has been started in 9 districts (Kanyakumari, Trinaveli, Virudhunagar, Ramanathapuram, Sivagangai, Madurai, Theni, Pudukottai and Vellore); that 5 districts are currently under Phase II and that Phase I was getting over in the districts of Chennai, Villupuram, Tiruvallur and Kancheepuram.

Literacy efforts

The right to education is a fundamental right, and UNESCO aims at education for all by 2015. India, along with the Arab states and sub-Saharan Africa, has a literacy level below the threshold level of 75%, but efforts are on to achieve that level. The campaign to achieve at least the threshold literacy level represents the largest ever civil and military mobilization in the country. *International Literacy Day* is celebrated each year on 8 September with the aim to highlight the importance of literacy to individuals, communities and societies

Government Schemes

National Literacy Mission

The *National Literacy Mission*, launched in 1988, aimed at attaining a literacy rate of 75 per cent by 2007. It imparts functional literacy to non-literates in the age group of 15–35 years. The *Total Literacy Campaign* is the principal strategy of the NLM for eradication of illiteracy. The *Continuing Education Scheme* provides a learning continuum to the efforts of the Total Literacy and Post literacy programmes.

Sarva Siksha Abhiyan

The *Sarva Siksha Abhiyan* (Hindi for *Total Literacy Campaign*) was launched in 2001 to ensure that all children in the 6–14 year age-group attend school and complete eight years of schooling by 2010. An important component of the scheme is

the *Education Guarantee Scheme and Alternative and Innovative Education*, meant primarily for children in areas with no formal school within a one kilometre radius. The centrally sponsored *District Primary Education Programme*, launched in 1994, had opened more than 160,000 new schools by 2005, including almost 84,000 alternative schools.

Mid-day Meal Scheme

Of the estimated 205 million child population in the age group 6–14 years on March 1, 2002, nearly 82.5% were enrolled in schools. However, the drop-out rate in 2002-03 was 34.9% at the primary level and 52.8% at the upper primary level. The high drop-out rate has been a matter of major concern. One of the pioneers of the scheme is the Madras that started providing cooked meals to children in corporation schools in the Madras city in 1923. The programme was introduced in a large scale in 1960s under the Chief Ministership of K. Kamaraj. The first major thrust came in 1982 when Chief Minister of Tamil Nadu, Dr. M. G. Ramachandran, decided to universalise the scheme for all children up to class 10. Tamil Nadu's mid-day meal programme is among the best known in the country. One of the most popular schemes adopted to attract children to schools is the *Mid-day Meal Scheme*, launched in 1995. Several other special programmes have also been launched with varying degrees of success.

Non-Governmental Efforts

The bulk of Indian illiterates live in the country's rural areas, where social and economic barriers play an important role in keeping the lowest strata of society illiterate. Government programmes alone, however well intentioned, may not be able to dismantle barriers built over centuries. Major social reformation efforts are sometimes required to bring about a change in the rural scenario. Several non-governmental organizations such as ITC, Rotary Club, Lions Club and Agaram Foundation have worked to improve the literacy rate in India.

Mamidipudi Venkatarangaiya Foundation

Shantha Sinha won a Magsaysay Award in 2003 in recognition of "*her guiding the people of Andhra Pradesh to end the scourge of child labour and send all of their children to school.*" As head of an extension program at the University of Hyderabad in 1987, she organized a three-month-long camp to prepare children rescued from bonded labour to attend school. Later, in 1991, she guided her family's *Mamidipudi Venkatarangaiya* Foundation to take up this idea as part of its overriding mission in Andhra Pradesh. Her original transition camps grew into full-fledged residential "bridge schools." The foundation's aim is to create a social climate hostile to child labour, child marriage and other practices that deny children the right to a normal childhood. Today the MV Foundation's bridge schools and programs extend to 4,300 villages.

Ten union territories, including Kerala, Lakshadweep, Mizoram, Tripura, Goa, Daman and Diu, Pondicherry, Chandigarh, National Capital Territory of Delhi and the Andaman and Nicobar Islands, have attained literacy rate of above 85 per cent, the target set by the Planning Commission to be achieved by 2011-12. Kerala has the highest literacy rate at 93.91 per cent followed by Lakshadweep at 92.28 per cent. Bihar is at the bottom of the ladder with literacy rate of 63.82 followed by Arunachal Pradesh at 66.95. Literacy rate of Rajasthan rise to 67% from 60%.

CONCLUSION

"There should be legal guarantee for free and quality education. The Yashpal committee Report's recommendations to improve the quality of education such as lessening the burden of children, learning in a happy atmosphere, etc., Should be implemented."

The time gap indeed come to Tamil Nadu to shift its attention from general rates of literacy rates, gross enrollment rates etc., to more serious concerns like the quality of education that the system provides and the underlying malaise affecting our educational system today!

Standard of Education offered in Tamil Nadu urgently needs reforms. The poor teacher-pupil ratio, the poor teaching skills of the teachers, the large number of vacant posts at primary schools could be some of the reasons for the low standard of education.

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