



HIGHER EDUCATION IN TAMIL NADU : GROWTH AND DEVELOPMENT

Uma Maheshwari, M.A., MPhil,
Assistant Professor of History,
Sir Sarada College for Women
(Autonomous), Salem – 636 016

“Education is the manifestation of divine perfection already existing in man”

- Swami Vivekananda

ABSTRACT

India has excelled as a centre of learning from ancient times. Ancient Indian universities like the Nalanda, Takshashila, Vikramshila and Vallabhi attracted scholars from different parts of the world. India can take pride in claiming itself to have one of the largest educational system among developed countries of the World after China and U.S. After Independence motivated by the able leadership of Prime Minister Jawaharlal Nehru, the Indian system of higher education started expanding by various public policies and formation of different commissions and committees, like the University Education Commission (1948-49) and foundation of the University Grants (1950). The National Policy on Higher Education (1986) translated the vision of Radhakrishnan Commission and Kothari Commission in five main goals for higher education, which include Greater Access, Equal Access, Quality and Excellence, Relevance and Value Based Education. After Independence Tamil Nadu enjoys the privilege of being one of the most developed states in the country in the field of Higher Education. Since five decades after independence higher education saw a rapid expansion in introduction of new courses and development of universities and colleges. The higher education system in Tamil Nadu consists of several types of universities like Affiliating, Unitary and Deemed universities in professional and general areas of studies. Hence, there is rapid growth in the establishment of universities and colleges in Tamil Nadu in all fields such as arts and science and professional colleges. Therefore this paper exhibit the growth of Higher Education in Tamil Nadu.

Key words : Higher Education, University, Colleges, Planning Commission, Policies



*"Education should deepen our insight, Widen our horizon,
create a Meaningful outlook"* - Dr.S.Radhakrishnan

Introduction

India has excelled as a centre of learning from ancient times. Ancient Indian universities like the Nalanda, Takshashila, Vikramshila and Vallabhi attracted scholars from different parts of the world. The ancient system of education during Vedic period was based on the Brahmanical and the Buddhist systems of education. The Medieval era led to different cultures and to the advent of the Madrasa as the centre of education. Till the 18th century, India had three notable traditions like Hindu Gurukulas, the Buddhist Viharas and the Quranic Madarsas. A major transformation took place in Indian higher education through the invention of the British leaving both negative and positive impacts. The colonial system of education in India was developed in three stages: (1) Education under East India Company (1765-1813), (2) Education under British Parliament (1813-1853) and (3) the educational efforts under direct British rule (1854-1947). Any how Higher Education marched towards progress after independence (1947).

India can take pride in claiming itself to have one of the largest educational system among developed countries of the World after China and U.S. with the reputation of having universities like Nalanda and Taxla in the early times. The references which stand well supported by the historians have enough evidences to justify this claim thereby establishing that higher education in India had its roots in the early times as well. The Mughal period did not have much to claim as this was a period of wars and instability. During the early part of the colonial rule the Britishers were concentrating in establishing their power rather than caring for the education in the country. Hence, the British rulers were skeptic about the spread of education in India as it may not generate awareness and awakening among the Indian masses.

After Independence, the Government of India was much busy in grappling with issues and problems of Post-partition. Apart from being slow in progress and geographically uneven, this western form of education totally wrecked the indigenous form of learning by infusing a new system and a new language. However, neither London nor Cambridge could be replicated and thus the result was a heavily biased system. This forced inheritance made India feel the need for reconstruction far before independence, but it took effect during post-independence.

Motivated by the able leadership of Prime Minister Jawaharlal Nehru the Indian system of higher education started expanding by various public policies and formation of



different commissions and committees, like the University Education Commission (1948-49) and foundation of the University Grants (1950). However, the Government was very clear on the issue that till the human resources are developed and utilised in a manner to bring about socio economic development it won't be possible for country to be self-reliant. The need to revamp the whole education system was felt by the then National leaders and as a result Radha Krishnan Education Commission was established in the year 1948-49 to review the whole system of education in the country. Later on Kothari Commission was appointed by the union government and the reports of these two commissions made the base for the New Education Policy, 1986. The Government decided to review the growth and development of Higher education through five years plans.

Higher education includes education in general or specialized or professional areas. It would not possible for the researcher to examine the all areas of higher education, therefore concerted effort has been made in this article to confine on growth of general higher education. The Planning Commission (established in 1950 by Jawaharlal Nehru) with the Prime Minister as the ex-officio chairman, has formulated its five-year plans and the chief recommendations were:

Five Year Plans Covering the period 1951-1985

Five-Year Plan	Major strides in the area of higher education
First FYP (1951-1956)	<ul style="list-style-type: none">• UGC was set up in 1953 for proper funding, development and quality maintenance in higher education• Five Indian Institutes of Technology (IITs) were started as major technical institutions.
Second FYP (1956-1961)	<ul style="list-style-type: none">• With an overall shift in focus from agriculture to manufacturing, more stress was laid on setting up of technical and professional institutes to produce skilled manpower• The Tata Institute of Fundamental Research was established as a research institute• Eleven Rural Institutes were established to educate the rural youth
Third FYP (1961-1966)	<ul style="list-style-type: none">• Rapid increase in the number of universities and colleges led to deterioration of quality. Thus UGC tried to introduce reforms in the institutions through improvement in the teacher-pupil ratio, introduction of post-graduate courses, improvements in libraries, laboratories and other infrastructures• Facilities were provided for diverting students to vocational and technological education.



Fourth FYP (1969-1974)	<ul style="list-style-type: none">• Main emphasis was on improvement of higher education through the strengthening of staff, library and laboratory facilities.• Affiliated colleges which provide education to more than 88 per cent of the university students were helped.• Assistance for fuller development given to a few colleges selected on the basis of their achievements, existing facilities and potentialities.• Fostering equity by providing additional facilities to weaker sections of society and the backward areas
Fifth FYP (1974-1978)	<ul style="list-style-type: none">• Expansion of facilities through evening colleges and correspondence courses• Strengthening post-graduate and research by developing centres of advanced study• Introduction of programmes of faculty development, like summer institutes, seminars and orientation programmes.
Sixth FYP (1980-1985)	<ul style="list-style-type: none">• Low emphasis on expansion• Greater priority to improvement of quality of higher education• Regulation of admission• Stress on equity by assisting the disadvantaged groups• Restructuring of courses for practical orientation and greater relevance

The period since 1986 till 2015

The National Policy on Higher Education (1986) translated the vision of Radhakrishnan Commission and Kothari Commission in five main goals for higher education, which include Greater Access, Equal Access, Quality and Excellence, Relevance and Value Based Education. The NPE of 1986 revamped the higher education system by its recommendations of expansion of Higher Educational Institutions (HEIs), development of autonomous colleges, redesigning of courses, enhancing quality research, training of teachers, increasing coordination between national and state level bodies, fostering mobility between institutions. In 1992, the policy was revised by a committee under Janardhana Reddy, recommending planned development of higher education through different measures. The Action Plan of 1992 included schemes and programs which were directed towards expansion of intake capacity in general, and that of the disadvantaged groups such as the poor, SC, ST, minorities, girls, the physically challenged persons, and those in the educationally backward regions, in particular. The Schemes/Programmes were designed to improve the quality through strengthening academic and physical infrastructure, to promote excellence in those



institutions which have exhibited potential for excellence, and to develop curriculum to inculcate right values among the youth (Vrat, Prem, 2006). However, it must be pointed out that from 1986 onwards, the GOI emphasized more on elementary education than higher education, thus marking the beginning of a long period of two-and-a half decades of neglect of higher education.

Five-Year Plans covering the period 1986-2014

Five-Year Plan	Major strides in the area of higher education
Seventh FYP (1985-90)	<ul style="list-style-type: none">• More stress on speedy implementation of various reforms already initiated• Indira Gandhi National Open University (IGNOU) was established• Emphasis on quality and equity
Eighth FYP (1992-97)	<ul style="list-style-type: none">• After a period (1989-91) of political instability, this plan highlighted several weaknesses such as substandard institutions, outdated curriculum, lack of research• Focus on integrated and cost-efficient higher education without compromising excellence and equity• An information and library network “INFLIBNET” was proposed.
Ninth FYP (1997-2002)	<ul style="list-style-type: none">• Focused on the deterioration of quality, the resource crunch and the problems of governance in higher education• Stress on enhancing access and equity• Target to grant autonomous status to 10% of eligible colleges
Tenth FYP (2002-2007)	<ul style="list-style-type: none">• Target to raise the enrolment in higher education of the 18-23 year age group from the present 6 per cent to 10 per cent by the end of the Plan period through strategies of increasing access, quality, adoption of state-specific strategies and the liberalization of the higher education system• Emphasis on relevance of the curriculum, vocationalization, and networking on the use of information technology.

International Conference on Multidisciplinary approaches in Social Sciences, Humanities and Sciences

Sri S.Ramasamy Naidu Memorial College, Sattur, Tamil Nadu, India

(MASHS-18)



14th December 2018

www.conferenceworld.in

ISBN:978-93-87793-61-3

Eleventh FYP (2007-2012)	<ul style="list-style-type: none">• As a wake-up call to prolonged neglect of higher education, the GOI set targets for massive expansion• Also inclusion and rapid movement in quality by enhancing public spending, encouraging private initiatives and initiating the long overdue major institutional and policy reforms• Improve quality by working on a detailed reforms agenda including: a) admission, curriculum and assessment; b) accreditation & ratings; c) teachers competence and motivation; and d) restructure affiliated colleges and research for policy formulation.• Establish 30 new Central Universities, 16 in States where they do not exist and 14 as World Class Universities, 8 new IITs, 7 new IIMs, 10 new NITs, 3 IISERs (Indian Institutes of Science, Education and Research), 20 IIITs and 2 new SPAs (School of Planning and Architecture)
--------------------------	--



<p>Twelfth FYP (2012-2014) Planning Commission has been abolished in 2014 to usher in the NITI AAYOG</p>	<ul style="list-style-type: none">• Plans for inclusive expansion brought in under the RUSA (Rashtriya Uchchar Shiksha Abhiyan) which would include up gradation of autonomous and A rated colleges into universities, increasing the intake capacity of existing higher education institutions, encouraging existing universities to start undergraduate programmes or integrated UG-PG programme; and creation of small, affiliating College Cluster Universities at the regional level.• Other step would be to promote equal access to quality
--	---

Recent major initiatives in higher education

After the abolition of the Planning commission with the coming of the new Government in 2014, the Ministry of Human Resource and Development (MHRD) has taken some path-breaking initiatives in the field of higher education to make our young India competent enough with necessary skills. Understanding the drastic changes that the world and India have undergone, the GOI has felt the need for a New Education Policy in tune with the present challenges and demands. It has been democratic in its process to construct the NEP by a multi-level consultative process involving all stakeholders, recording their opinions on MyGov, a platform for citizen engagement towards good governance in India. The GOI appointed a five-member committee under the chairmanship of T.S.R. Subramanian to evolve a draft NEP, and it submitted its report in May, 2016. The GOI is now engaged in studying it. The draft policy has not been free from criticism. The main areas of intervention of the draft policy are: (i) access and participation, (ii) quality of education, (iii) curriculum and examination reforms, (iv) teacher development and management and (v) skill development and employability. Doubts have already cropped up on the effectiveness of the draft policy, particularly in the higher education sector. Apart from this, the current GOI has allocated a 13% increase in the funds for higher education in the budget.

The MHRD has also initiated the Swayam Programme, a Massive Open Online Course (MOOC) platform to provide online education to the citizens of India. In order to coalesce 'Digital India' programme with higher education, the GOI has decided to set up a National e-Library, thus making it possible for the nation to access rich educational materials. Another beneficial step by the government has been the launch of Pradhan Mantri Vidyalakshmi Karyakram – a fully IT based financial aid authority to help administer and



monitor all educational loans and scholarships, so that there is no hindrance to students applying for financial aid. Pandit Madan Mohan Malviya Mission for teacher training has been launched to enhance quality of teaching. Hence, the schemes and policies introduced at central level were implement in the states. Therefore Tamil Nadu was also benefitted by the schemes and policies related to education.

After Independence Tamil Nadu enjoys the privilege of being one of the most developed states in the country in the field of Higher Education. Since five decades after independence higher education saw a rapid expansion in introduction of new courses and development of universities and colleges. The higher education system in Tamil Nadu consists of several types of universities like Affiliating, Unitary and Deemed universities in professional and general areas of studies.

Under the universities there are colleges with constituent or affiliated or autonomous status offering under-graduate and / or post-graduate programmes in arts, science and humanities as well as professional disciplines. Many of the universities offer a large number of correspondence courses within and out side the country at under-graduate and post-graduate levels. There are also colleges for specialised studies and training in Music, Physical education, Teacher education etc., The Tamil Nadu State Council for Higher Education (TANS CHE) is a statutory policy making and advisory body concerned with the development of higher education in Tamil Nadu. Tamil Nadu has 48 universities (including Deemed and Central Universities) and 860 Colleges of Arts and Science Teacher Training, 358 Engineering Colleges; 264 Polytechnic Colleges and 275 Medical and Paramedical Institutions. Tamil Nadu accounts for the highest number of 29 Deemed Universities out of 110 in the country.

Development of Educational Institutions in Tamil Nadu

The first university was established in 1857 namely University of Madras by the British Government. Since then many universities were established in Tamil Nadu and hence university of Madras is rightly called as Mother of all the Universities in Tamil Nadu.

NUMBER OF UNIVERSITIES AS ON MARCH 2011

S.No.	Type of University	No. of Universities
1.	State Universities	21
2.	Deemed University	29
3.	Autonomous University	15
4.	Central and State Government joint support Institutions	5



Total	70
--------------	-----------

Table provides data about the number of universities in Tamil Nadu with reference to the nature of universities such as state universities (21), Deemed universities (29), Autonomous universities (15) Central and State Government joint support institutions.

CLASSIFICATION OF UNIVERSITIES BY THE YEAR OF ESTABLISHMENT

S.No.	Year of Establishment	No. of Universities	Percentage
1.	Before 1950	2	4.17
2.	1951 - 2000	16	33.33
3.	2001 - 2005	15	31.25
4.	2006 - 2011	15	31.25
Total		48	100%

It is seen from the Table that nearly 30 universities were established after 2000. It is to be mentioned here that, the existing self-financing colleges were upgraded as deemed universities and hence the number seems to be large.

**ARTS, SCIENCE AND SPECIAL COLLEGES IN TAMIL NADU
(MANAGEMENT WISE)**

S.No.	Type of Institution	Govt.	Govt. Aided	Self Financing	Total
1.	Arts and Science Colleges	62	133	353	548
2.	Physical Education	-	3	10	13
3.	Oriental	-	10	0	10
4.	School of Social Work	-	2	0	02
5.	College of Education	7	14	543	564
Total		69	162	906	1137

Source: Policy Note, Higher Education (2009-2010) Demand No.20, Government of Tamil Nadu (2009)

QUANTUM OF ENGINEERING COLLEGES IN TAMIL NADU BY YEAR OF ESTABLISHMENT

S.No.	Year of Establishment	Govt.	Private	Total
1.	Before 1950	4	0	4
2.	1951 - 1980	4	2	6
3.	1981 - 1990	2	20	22



4.	1991 - 2000	2	110	112
5.	2001 - 2005	0	91	91
6.	2006 - 2011	7	231	238
Total		19	454	473

Table presents the number of engineering colleges in Tamil Nadu by the year of establishment till 2011.

QUANTUM OF MEDICAL COLLEGES IN TAMIL NADU BY YEAR OF ESTABLISHMENT

S.No.	Year of Establishment	Medical	Dental	Para Medical	Total
1.	Before 1950	03	-	-	3
2.	Between 1951 and 1960	02	-	-	2
3.	Between 1961 and 1970	05	-	-	5
4.	Between 1971 and 1980	04	02	06	12
5.	Between 1981 and 1990	14	07	21	42
6.	Between 1991 and 2000	18	04	115	137
7.	Between 2001 and 2011	23	12	39	74
Total		69	25	181	275

Table presents the quantum of Medical colleges in Tamil Nadu by the year of establishment.

Conclusion

To conclude it can be said that the rich tradition of excellence in higher education that was initiated in the ancient era, has continued over time in India. Post independence India has witnessed tremendous effort by the Government of India and also the State governments to sustain this richness in higher education in the country. The period since 1947 to 1986 was a period of massive improvement in higher education. Higher education has again become one of the most important agenda for the Government of India, which is now actively involved in bringing about colossal transformation of the system through effective reforms, and the New Education Policy would hopefully be successful in this attempt. Hence there is rapid growth

International Conference on Multidisciplinary approaches in Social Sciences, Humanities and Sciences

Sri S.Ramasamy Naidu Memorial College, Sattur, Tamil Nadu, India

(MASHS-18)



14th December 2018

www.conferenceworld.in

ISBN:978-93-87793-61-3

in the establishment of universities and colleges in Tamil Nadu in all fields such as arts and science and professional colleges. Therefore this paper exhibit the growth of Higher Education in Tamil Nadu.

References :

1. A Biswas, Development of Education in India, New Delhi, 1986, p.1
2. Jain and Kapoor, Philosophical and Social Foundations of Education, Prakash brothers, Books Market, Lushiana, 1975, p. 3
3. A. Biswas, Development of Education in India, New Delhi, 1986, p. 10
4. Jain and Kapoor, Philosophical and Social foundations of Education, Prakash Brothers, Books Market, Lushiana, 1975, p. 10
5. S. Hasan, Challenges Education Cultures and Social Welfare, Madras, 1977, p. 13.
6. Deshpande S. Higher Education An Uncertain Policy Process, Economic and Political Weekly, 2016; L1(35) : 37-43.
7. Joseph T Commission versus Commission in Higher Education, Economic and Political Weekly, 2007 ; 15-20-23.
8. Pathak BK Critical Look at the Narayana Murthy Recommendations on Higher Education”, Economic and Political Weekly, 2014 : XLIX (3) : 72-74.