

Growth of Higher Education in Tamil Nadu from 1991 to 2011

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Tamil Nadu has a rich and glorious tradition of higher education from ancient times. Madurai, Tanjore, Nagapatinam, and Kanjeevaram were some of the important and well-known Universities of ancient India and they occupy a special place in the history of higher studies in the country, which stretches over more than 2,000 years. They were venerable institutions, some of which were the oldest ones in the world and had a glorious record as centers of higher learning, attracted scholars from not only regions of India, but also several parts of the world, particularly China and central Asia. Their nature and ideals would make them 'first generation' universities centers to the 'modern' universities we have today. The first three modern universities were established in 1857 in Calcutta, Bombay and Madras. It was 30 years later the fourth – the University of Allahabad was established. Only after 30 years fifth and sixth, the University of Mysore and the Banaras Hindu Universities were opened.

The growth of university students in British India was exceedingly slow. By 1947 -1948, i.e., 90 years after the first three universities had been set up, the number of universities had increased to barely twenty and they had less than 200,000 students. Apart from the slow pace, the spread of higher studies during the colonial period was very uneven. More crucially, it supplanted the pre-colonial indigenous system with a new system, a new language, a new curriculum and a new purpose. The needs and prejudices of the colonial power determined the basic structure, shape and ethos of the Indian higher educational system. The British Indian educational policy was clearly subservient to imperial economic policy, which treated the

country as a source of raw materials and a market for British manufactured goods.

A few national universities founded by social leaders. Maharshi D.K. Karve established a women's university in Pune in 1916, which later developed into the SNDT Women's University, Mahatma Gandhi set up a few universities in 1920-23 with an altogether different focus (Gujarat Vidyapeeth, Kashi Vidyapeeth, Bihar Vidyapeeth, Tilak Maharashtra Vidyapeeth, and Jamia Millia Islamia). A New model university, Visva-Bharati, which aimed educating Asian and Women cultures, was established by Rabindranath Tagore in 1921. But these universities remained either isolated or gradually became run-of-the mill.

After Independence, India started almost from scratch. It was realized that university syllabus was essential for a cultural resurgence as well as for meeting the scientific, significant step taken by the government of India in the field of institution was the appointment of the University Education Commission in 1948 under the chairmanship of Dr. Sarvapalli Radhakrishnan (Ministry of Education). Its mandate was 'to report on Indian university education and suggest improvements and extensions that may be desirable to suit present and future requirements of the country'. Apart from making recommendations on the governance of universities and the setting up of a University Grants Commission (UGC), the commission urged the development of a university system that would have high standards and produce citizens who could take up responsibilities and provide leadership in various spheres of national life.

The emergence of a global economy due to increased trade, investment and mobility of people and, more recently, work across borders has forced nation states to adapt their systems of higher education to the changed global realities. Rather than continuing with their inward-looking policies, several countries are reshaping their systems of higher education for growth in the recent years. It has now become a major player in the global knowledge economy. Skill-based on the large pool of qualified manpower that is fed by its large higher education system. It is now widely accepted that higher studies have been critical to India's emergence in the global knowledge economy.

There has been a seventeen-fold increase in the number of universities and nearly five-fold increase in the number of colleges since Independence. In 2005-06, there were 335 including 20 central, 215 state, and 100 deemed universities, besides 13 institutes of national importance and 5 institutes established by the Centre and the States respectively. There were, by the end of 2006, early 17,625 colleges including some 1,849 women's colleges. The total number of students enrolled in these institutions of higher learning were 104,81 lakh, of which 13,88 lakh in university departments and 90,93 lakh in the affiliated colleges. Indian higher education system has expanded at a fast pace by adding nearly 20,000 colleges and more than 8 million students in a decade from 2000-2001. As of 2011, India has 42 central universities, 275 state universities, 130 deemed universities, 90 private universities, 5 institutions established and functioning under the state act, and 33 institutes of national importance. Other institutions include 33,000 colleges as government degree colleges and private degree colleges under these universities and institutions as reported by the UGC in 2012.

Growth of Higher Education in Tamil Nadu

Early development of education in Tamil Nadu contribution of the Missionaries, the role of Roman Catholic Mission, Tranquebar Mission, American Mission, Scottish Mission, London Mission, Women Mission, and English Mission in spreading education in different parts of Tamil Nadu, and the spread of Vernacular Education in Tamil Nadu. The salient features of Wood's Despatch (1854), its impact on education in the Madras Presidency, the establishment of

Presidency College, the formation of the Directorate of Public Instruction, the initiatives of the Government in the sphere of education, the introduction of Grants-in-Aid System, the establishment and maintenance of libraries, the beginning of the Government Normal School, and conduct of the Public Examination.

Growth of higher educational institutions traces gradual development of higher education in Tamil Nadu ever since the establishment of the Presidency College and University of Madras. The twentieth Century brought many changes in the fields of science and technology. They progress of education paved the way for the development of the society. Vast changes took place in the social, economic and political spheres. The State of Tamil Nadu and its districts witnessed an all-round progress.

After independence, there emerged a situation to overhaul the educational system of the country. Realizing this need, the Government of India constituted various commissions on education. The important educational commissions are Tarach and Commission (1948), Radhakrishnan Commission (1948), Secondary Education Commission (1952 – 1953), University Grants Commission (1953), Kothari Commission (1964 – 1966). To cater the needs of the women in higher education, two women universities emerged: S.N.D.T. Women's University (1951) and Mother Teresa Women's University (1984).

C.Rajaji known as C.R Was an Indian lawyer, writer, statesman and spiritualist. He was Chief Minister of Madras Province from 1952-1954. On April 13, 1954, K. Kamaraj became the Chief-Minister of Tamil Nadu. K. Kamaraj nominated C. Subramanian and M. Bakatavasala, who contested his leadership, to the newly formed cabinet. During the Ministry of Kamaraj the State made immense strides in education. When Kamaraj cabinet succeeded Baktavachalam continued to be there as well. C.N, Anna Durai, Kalainar M. Karunanidhi, M.G. Ramachandran and Selvi.J. Jayalalitha were the chief ministers of the Tamil Nadu from 1987 to 2011. M.G. Ramachandran and Selvi.J. Jayalalitha gave importance to the Higher Education in the state.

Tamil Nadu State Council for Science and Technology, an autonomous body under Government of Tamil Nadu was established in the 1984. With the objectives of Tamil Nadu State Council for Science and

Technology are to popularize Science and Technology among masses and to develop scientific temper among the youth and promote research in science and technology in the State. Tamil Nadu State Council for Higher Education was established by an Act of Tamil Nadu Legislative Assembly in 1992 for giving advice to Government or any University/College or institution of Higher Education on matter relating to Higher Education and Research which may refer to the Government and for Co-ordination with University Grants Commission.

In 1991 a State Level Committee was formed by the Tamil Nadu State Government to review the working of the autonomous colleges in Tamil Nadu. The Committee recommended that autonomy may be extended on a selective basis. As a result, twenty-three Government Arts Colleges have gained autonomous status. It marked the beginning of the new trend in higher education in Tamil Nadu. During the study period, many historical developments took place in the field of higher education. The opening of State Council for Higher Education began to function on 9th November 1992. Many Universities and Academies were also established. The Universities such as Tamil Nadu Dr. Ambedkar Law University (1998), Periyar University (1998), Tamil Nadu State Urdu Academy (2000), Tamil Nadu Virtual Academy (2001), Thiruvalluvar University (2003), Tamil Nadu University (2004), Tamil Nadu Physical and Sports University (2005), Tamil Nadu Teachers Education University (2008) were established.

In an epoch-making move, the Hon'ble Chief Minister has ordered the opening of 11 Arts and Science Colleges during 2011-2012 in Srirangam, Harur, Pappireddipatti, Sattur, Thiruthuraiipoondi, Vedaranyam, Nannilam, Thiruappathur, Kallakuruchi, Nagalapuram and Nemmeli and 11 arts and Science Colleges during 2012 – 2013 in Edapati, Kanniyakumari, Veda sandur, Modakurichi, Thirumangalam, Thiruvottiyur, Parmakudi, Kadayanallur, Aruppukottai, Nagapattinam, and Arakkonam. Likewise, in the arena of technical education, 10 Polytechnic Colleges, at Srirangam, Gandarvakottai, Sankarapuram, Perunthurai, Ariyalur, Uthangarai, Jolarpet, Usilampatti, Andipatti, and Cheekanoorni and 2 Engineering Colleges at Sengipatti, Thanjavur District and Chettikkarai, Dharmapuri District are to be opened. One Engineering College at Bodinayakanur

has already been opened during 2012 -2013 and is functioning with 267 students.

During the year 2012-2013, 299 courses have been introduced in 51 Government Arts and Science Colleges and 841 posts of Assistant Professor have been sanctioned for a period of three years from 2012- 2013 to 2014-2015. About 5500 students have benefitted. The process of Distribution of priceless Laptop Computers to the Students studying in Government, Government Aided Arts and Science Colleges / Polytechnics / Engineering Colleges is in progress. 3,335,086 Priceless laptop computers were distributed to the students. This scheme is being implemented to ensure that the youth will enjoy the benefits of the best standards in education.

Socio-Economic IMPACT of Higher Education in Tamil Nadu

The development of higher education in modern Tamil Nadu paved the way for the emergence of many young graduates who hailed from both rural and urban areas. These educated graduates worked for the development of the society. The facility of free education in the sector of higher education enabled many socially and economically backward students to acquire higher education. As a sequence, the students of the Scheduled Caste and Backward Communities began to enter into public and private services in Tamil Nadu. The introduction of Tamil Medium upto the doctorate study enabled many rural students to enter in the higher educational institutions. It paved the way for the emergence of many engineers, doctors and scientists. They are working for then socio-economic development of the State and the Country. Thus, higher education creates socio-economic impact in Tamil Nadu. The spread and development of higher education provides scope for social consciousness and understanding of the world. Higher education also swept away many social evils.

Conclusion

Global economy has shifted from manufacturing centric to knowledge driven one prompting economist, Clark Kerr to observe that "on a global scale wealth and prosperity have become more dependent of higher education institutions traces gradual development of higher educational institutions in Tamil Nadu ever since the establishment of

the Presidency College and University of Madras. The Emergence of Universities, their development and educational institutions are working for the socio-economic development of the state and the country. Effecting transformation involves these things: substantial resources, a progressive regulatory environment in which higher education regulators being to trust universities, a new governance model for creating opportunities and space for research and scholarship, an enabling environment within universities that will significantly incentivize research and publication, and an attitudinal change all stakeholders in higher education sector.

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