

HIGHER EDUCATION IN TAMILNADU- AN OVERVIEW

R Suresh ¹

Abstract

The world has so many countries. Some of them are large and some of them are small. Due to multi level technological development, Tamilnadu, one of the largest State of India is now urged to have a systematic overhaul in the higher education with a long-term perspective. It is experienced by all countries that knowledge has become an increasing important determinant of the wealth of nations, because it is the driving force in the rapidly changing globalised economy and society, quantity and quality of highly specialized human resources determine their competence in the global market. This paper attempts to display the facts related to the higher education in Tamilnadu.

Keyword: Knowledge; Quality; Competence.

Introduction

It is well known that Tamilnadu is one of the best states of India having a special status. It has a hoary antiquity. Though early sangam classics throw historical references, Tamilnadu state passes to record only from the Pallavas. The southern states of India were under the ruling of the Cholas, the Cheras and the Pandyas for centuries. The Pallavas held supreme power from about the second quarter of the fourth century A.D. The originators of the famous Dravidian style of temple architecture were Pallavas. The last Pallava ruler was Aparajita, in whose reign the later Cholas under Vijayalaya and Aditya asserted themselves by about the 10th century. During the end of the 11th century, Tamil Nadu was under hegemony of several dynasties like the Chalukyas, Cholas and Pandyas and the imperial Cholas gained paramount over South India. Later, Bahamani Sultanate gradually strengthened their position, by the middle of the 14th century. At the same time, the Vijayanagar Kingdom quickly consolidated itself and extended its sway over the whole of South India, and at the close of the century, that became the supreme power in South. However, it crumbled at the battle of Talikota in 1564 to the confederate forces of the Deccan Sultans.

The Portuguese, the Dutch, the French and the English came in quick succession and established trading centres known as 'Factories'. East India Company, which had established its factory at Masulipatnam (now in Andhra Pradesh) in 1611, gradually annexed territories by encouraging

1. Principal, Madurai Kamaraj University
Constituent College, Aundipatti.

enmity among the native rulers using the divide and rule policy. Tamil Nadu was one of the first of British settlements in India. The State is the successor to the old Madras Presidency, which covered the bulk of the southern peninsula in 1901. The composite Madras State was later re-organized, and the present Tamil Nadu was formed, which is bounded on north by Andhra Pradesh and Karnataka, on the west by Kerala, on the east by the Bay of Bengal, and on the south by the Indian Ocean having area of 1, 30,058 sq. kms with a population of 7,21,47,030. Tamilnadu is one of the states that contribute more to G.D.P. of India from its agriculture and allied activities. Not only from agro based but also from industrial undertaking, the contribution is similarly more, comparing with others. Not only for a country, but also well understood that the development of any one is highly based on the education. Education plays a vital and essential role in the life. Accordingly, the Central and the respective states necessary measures for the development in education by all means. Provision at a large level is made by the Government for the development of education in a country. Particularly, in Tamilnadu, several steps are taken by the State Government for the development of education. This study mainly focuses on higher education. As far as Tamilnadu is concerned, the education ministry was common to elementary level, school and higher education, until 2005-2006. During 2006 it was bifurcated as ministry of school education and ministry of higher education to have core focus on the development of these two. This paper attempts to discuss the status of higher education in Tamilnadu.

Review of Literature

The Global Monitoring Report-The Quality Imperative (2005) – a committee report at international level on education presented a key policy statement about the concept. It defines two dimensions of keys of quality: “the first relating to the development of learner’s cognitive development, and the second to education’s role in promoting values and attitudes of responsible citizen”.

Limitations of the study

The present study considers having a focus on only the engineering, arts and science in higher education. It does not include any discipline other than these. Further the literacy rate, no. of higher education institutions and total budget allocation by Government of Tamilnadu is considered for analysis. It is essential to have in mind that the above three factors only does not be the factors for the development of higher education.

Objectives of the study

The objective of the present study is to make an endeavor to analyze the higher education system in Tamilnadu whether the higher education system has reached the desire goal of the Government and policy making bodies.

Survey Design

The study was undertaken to analyze the higher education in Tamilnadu. The analysis purely depends on the secondary data. It was collected from the Budget annual reports-policy notes of government of Tamilnadu, Census of India 2001& 2011, and the relevant

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websites, facts published in the journals, newspapers and magazines.

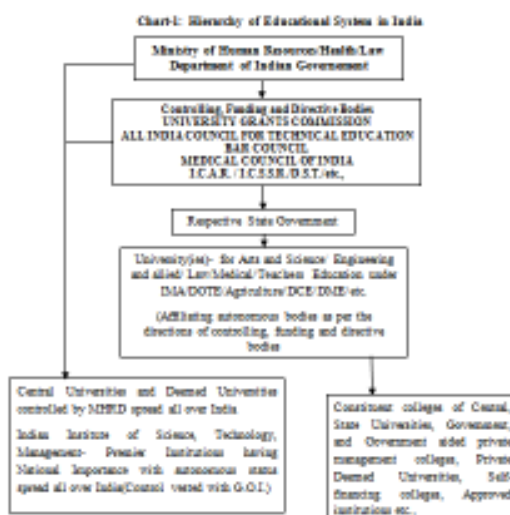
Data analysis

After the relevant data were collected for a period of 08 years from 2008-2009 to 2015-2016, the study was carried out which was preferred for assessment purposes. Finally, conclusion and recommendations were made accordingly. The statistical tools used for data analysis are percentage analysis, ANOVA test and Karl Pearson's coefficient of correlation.

Education system in India and Tamilnadu

Knowledge is the key resource for global competitiveness. Experience is the heart of any one. Any experience, at present, without the knowledge resource- the education is like a heart without blood. When the heart wants to work by doing its pumping activity, the blood is highly essential. It is necessary to maintain the adequate level of blood that is education at all level will lead any country or state for their further growth. Education highly helps to improve one's personality and gives valuable recognition in the society. It is clear that it makes us to recognize how education is socially and personally an essential part in the human life. Education, particularly the higher education is not just to run ahead in the life race or to learn the content in the syllabus but also that improves one's physical, social, mental wellbeing, developing of personality and to improve the skill level to become an outstanding personality and makes one as a good example in the society. The flow of funding, controlling and directive functions education starts from Government of India to respective State Governments. The following chart will illustrate the hierarchy of educational system in India.

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It is essential at this juncture to have comparative study on the literacy rate of Tamilnadu comparing it with national level.

**Table-1: Literacy Rate Trend - India & Tamil Nadu
Literacy Rate (1901 to 2011)**

Year	All India Literacy			Tamil Nadu Literacy		
	Male	Female	Person	Male	Female	Person
1901	9.80	0.60	5.30	14.10	1.00	7.60
1911	10.60	1.10	5.90	17.10	1.50	9.20
1921	12.20	1.80	7.20	18.60	2.40	10.40
1931	15.60	2.90	9.50	20.00	2.90	11.30
1941	24.90	7.30	16.10	25.60	6.90	16.20
1951	27.16	8.86	18.33	31.70	10.10	20.80
1961	40.40	15.34	28.31	51.59	21.06	36.39
1971	45.95	21.97	34.45	59.54	30.92	45.40
1981	56.37	29.75	43.56	68.05	40.43	54.39
1991	64.13	39.29	52.21	73.05	51.33	62.66
2001	79.56	54.28	65.38	82.33	64.55	73.47
2011	82.14	65.46	74.04	86.81	73.86	80.33

Note: Literacy rates for 1961 and 1971 to population aged five years and above. The rates for the years 1981 to 2001 relate to the population aged seven years and above

Source: Census of India 2001& 2011

It is evident from the above table that the literacy rate of the country and the state shows a gradual increasing trend from the year 1901 which is a positive sign for the growth of the country and the state. This situations shows that Central Government and State Government of Tamilnadu has taken steps as their part for the development of literacy rate at national and state level. Based on this situation a null hypothesis is framed that there is no significant difference between literacy rate at national and state level among the total persons, males and females for the development of the country and state and the same is tested with ANOVA one way classification.

Table-2: ANOVA One way classification

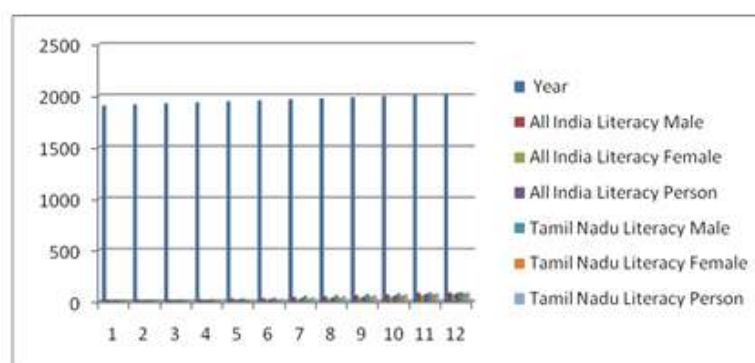
Source of Variation	SS	df	MS	F-value	P-value	F crit
Between Groups	5038.60	5	1007.72	1.536	0.19094	2.35
Within Groups	43318.08	66	656.33			
Total	48356.683	71				

It is evident from the above table-2, that the calculated f value is less than the table value that accepts the null hypothesis and hence it is concluded that there is no significant difference between literacy rate at national and state level among the total persons, males and females for the development of the country and state. Further, the correlation between the individual variables of national level and state level also reveals a high degree of positive correlation among them that reveals a positive sign of growth at national and state level which is evident from the below given table-3.

Table-3: Correlation between Variables

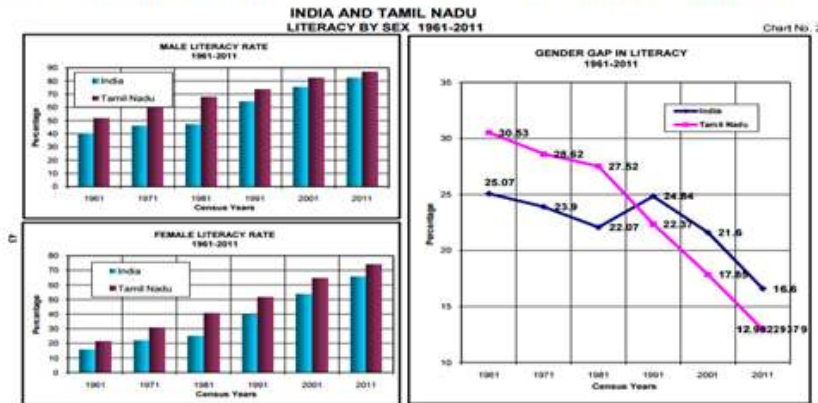
	NM	SM	NF	SF	NP	SP
NM	1					
SM	0.99011	1				
NF	0.978485	0.952686	1			
SF	0.989556	0.976184	0.994289	1		
NP	0.995738	0.980433	0.992819	0.997151	1	
SP	0.99561	0.994499	0.978196	0.993513	0.994191	1

Chart-2: Literacy Rate Trend - India & Tamil Nadu



The above chart-2 reveals the trend by considering all the factors that are given in table-1. The chart-3 shows the trend by considering the literacy rate among the male and female at India level and Tamilnadu state level.

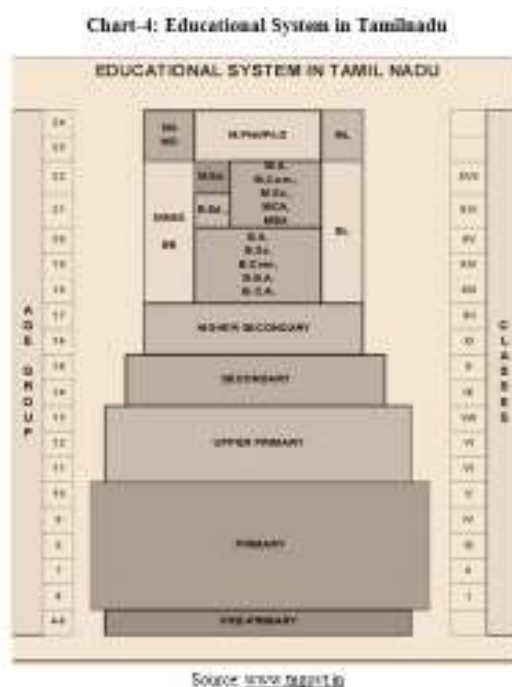
Chart-3: Literacy Rate Trend - India & Tamil Nadu among males and females



Source: <http://censusindia.gov.in/2011>

Higher Education in Tamilnadu

The higher education system in Tamilnadu comprises poly-techniques, law university and colleges, medical university and colleges, engineering and allied subject universities and colleges, teachers educational universities and college and arts and science based universities and colleges and also agricultural university and colleges. The following hierarchy of educational system will show how the higher education system is sailing in Tamilnadu.



The higher education in Tamilnadu is functioning under the ministry of higher education. It is headed by Tamilnadu State Council for Higher Education. It was established as an autonomous body by an Act of the Tamil Nadu Legislative Assembly in 1992 for the promotion and co-ordination of Higher Education at the State Level and to act as bridge in between Tamilnadu and U.G.C. for co-ordination of state level programmes with those of the University Grants Commission. The Honorable Minister for Higher Education is the Chairman of the Council. This council provide advise the Government, University/College or institution of Higher Education on any matter relating to Higher Education and research which they may refer to the Council; to forward the developmental programmes of Universities, Colleges and Institutions of higher education to the University Grants Commission along with its comments and recommendations and to monitor the progress of implementation of such developmental programme; to promote co-operation and co-ordination of institutions of higher education among themselves and explore the scope of interaction with industry and other related establishments; to suggest ways and means for augmenting additional resources for higher education in the State; to encourage and promote innovations in curriculum development, restructuring and updating of syllabi in Universities and autonomous colleges and suggest necessary reforms; to assist the University Grants Commission in respect of determination and maintenance of standards and suggest remedial action wherever necessary; and to promote and co-ordinate

programmes of Universities and Colleges, set up a monitoring system and monitor its implementation are the important functions of the Council.

Further several affiliating State Universities, affiliating councils and departments are controlling the Government, Government aided colleges, self-financing institutions academically in their respective regions. Requirement of funds for the development activities of the respective higher education institutions are routed directly by the funding agencies, Central and State Government

To develop the higher education in Tamilnadu, Government is taking necessary and appropriate steps every day. As per the thought of Hon'ble Chief Minister of Tamilnadu Dr. J. Jayalalithaa, "without a body of sufficiently skilled and balanced workforce, no economy can hope to develop to its potential. Vision 2023, under its Education and Skills mission, aims to establish a robust human resources pipeline." By keeping this vision in the mind, the Government of Tamilnadu works for the development of higher education. Several Government colleges, Constituent colleges, and State Universities are formed by the State Government of Tamilnadu led by Dr. J. Jayalalithaa, from 2011 to till date, to cater the long felt need of higher education among the rural mass. Further, approvals were given to private sector for starting higher educational institutions as self-supporting to spread the rays of higher education in all aspect. The following table-4 will illustrate the number of higher educational institutions in Tamilnadu that covers Engineering, Arts & Science, Education, Physical Education and Open University education.

Table-4: No. of Higher Education Institutions in Tamilnadu

Year	Universities		Government		State University's Constituent colleges opened by Govt. of Tamilnadu		Government Aided		Un-aided (Self-Funding)		Total
	Engl.	Arts & Sci.	Engl.	Arts & Sci.	Engl.	Arts & Sci.	Engl.	Arts & Sci.	Engl.	Arts & Sci.	
2008-09	04	12	06	69	13	08	03	162	335	906	1519
2009-10	04	13	06	69	16	09	03	162	431	1014	1727
2010-11	01	13	06	69	18	24	03	162	464	1063	1823
2011-12	01	13	06	69	18	24	03	162	498	1068	1862
2012-13	01	13	07	69	18	35	03	162	525	1097	1930
2013-14	01	13	10	83	18	37	03	162	541	1100	1988
2014-15	01	13	10	83	17	37	03	162	546	1120	1992
2015-16	01	13	10	87	17	37	03	162	553	1178	2061
Average	1.75	13	7.625	74.75	16.875	26.375	3	162	486.63	1068.3	1860.3
St. Dev.	1.39	0	2.00	8.03	1.73	12.33	0	0	74.72	80.94	173.09
C.G.R.	Neg	No growth	5.05	8.84	8.80	3.44	No growth	No growth	8.67	9.42	9.32

Source: Policy Notes of Government of Tamilnadu, Dept. of Hr. Edn., www.tn.gov.in

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The average, co-efficient of variation, standard deviation, compounded growth rate of technical university in Tamilnadu shows a negative result. It doesn't mean the the decrease in technical university is due to mis-management of Tamilnadu Government. Since inception of this technical university i.e. Anna University, before 2006 it was the only technical affiliating university with centralized power of academic administration. Later, it was divided into four to cover four regions in Tamilnadu, which led for mal-administration and mis-management. After this bitter experience, the Chief Minister of Tamilnadu, Dr. J. Jayalalithaa took immediate measure to merge them and restored it in its previous status. With regards to Arts & Science Universtities, Tamilnadu is presently shows a static position during the study period. It shows the sufficiency of state universities that inculdes that an arts and science, engineering, medical and para-medical offering private university namely Annamalai University is undertaken by the Government of Tamilnadu for the improvement of quality in higher education. Further, if necessity arises in future for opening of new State Univesity with affiliating power, it will be undertaken by the State Government. At this junture, it is essential to empahsis the act of undertaking of unitary university by the Government is an achievement to prevent the monopoly of private party with autonomy in the field of higher education. Regarding Government aided Engineering and Arts & Science colleges, it shows no growth, because more numbers of self-supporting colleges are opened during the period of study and further, the government has taken a policy decision not to give aid to private colleges, due to expansion of government colleges and government funded constituent colleges of respective state universities. With regards to constituent colleges for engineering and arts & sceince, it shows a positive growth. Likewise a postive growth is evidence in self-funding colleges belonging to engineering and arts & science. Further, the growth of self-supporting arts & science colleges exceeds the compounded growth rate of total colleges in Tamilnadu.

Further a null hypothesis is framed that there is no significant development noticed in higher education in Tamilnadu with context to opening of univerisites and colleges both Government and private in engineering and arts & science during the period of study and tested with ANOVA one-way classification.

Table-5: Anova: Single Factor No. of Higher Education Institutions in Tamilnadu

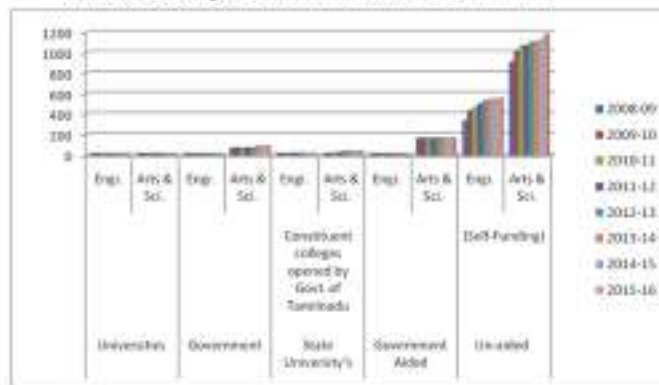
<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>
Column 1	8	14	1.75	1.928571
Column 2	8	103	12.875	0.125
Column 3	8	61	7.625	3.982143
Column 4	8	598	74.75	64.5
Column 5	8	135	16.875	2.982143
Column 6	8	211	26.375	151.9821
Column 7	8	24	3	0
Column 8	8	1296	162	0
Column 9	8	3893	486.625	5583.696
Column 10	8	8546	1068.25	6550.5

Table-6: ANOVA Result

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	8520027	9	946669.7	765.9328	3.14E-66	2.02
Within Groups	86517.88	70	1235.97			
Total	8606545	79				

The calculated f value is greater than the table value and hence it is concluded that the null hypothesis is rejected and proves that there is a significant development noticed in higher education in Tamilnadu with context to opening of univerisites and colleges both Government and private in engineering and arts & science during the period of study. Chart-4 represents graphically the number of higher education institutions in Tamilnadu.

Chart-4: No. of Higher Education Institutions in Tamilnadu



Budget allocation for Higher Education in Tamilnadu

Government of Tamilnadu, every year in its budget, allocates funds for the development of higher education through effective utilization of such allocated funds. It allocates under the heads Public Work Maintenance & Repairs – for the repairs and maintenance of University, Government College, higher education department office buildings and construction of new buildings, General Education, University & Higher Education- for the developmental activities to be carried out in the universities belonging to arts and science, medical, sports, education and so on, Technical Education- for the developmental activities to be carried out in the universities belonging to engineering and polytechnics, Sports & Youth Services, Arts & Culture Achieves, Social Security & Welfare, Secretariat & Social Services, Other Scientific Research, Census Surveys, Gazette & Statistical Memoirs, Capital Outlay on Education, Sports, Arts & Culture- for the development of education belonging to all category for which the allocation will be more every year, and the last head-Loan to Government Servants.

Even though there are eleven heads, the ultimate aim of the budget is provide funds for the development of higher education and allied in all spheres. The allocation is divided in plan allocation and non-plan allocation. The funds that are allocated under plan allocation are utilized for the developments that are planned and the non-plan allocation will be utilized for the contingency process that executed during the financial year. The budget allocation of funds for the study period is shown in table-7. Due to availability of voluminous data, it is compressed and shown as total budget allocation. For the convenience of the study the budget in the form of plan and non-plan allocation is merged.

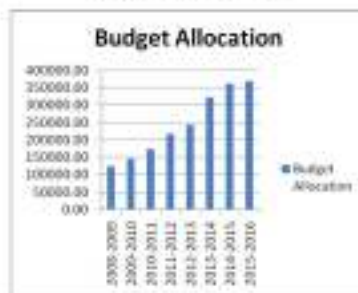
Table-7: Total Budget Allocation made for Higher Education by Govt. of Tamilnadu

Years	Budget Allocation for Hr. Edn. made every year (Rs. In Lakhs)	Increase in allocation every year comparing with the relevant previous year	Percentage taking relevant previous year as base year
2008-2009	125399.02	0	100.00
2009-2010	146305.63	+ 20906.61	116.67
2010-2011	175125.62	+ 28819.99	119.70
2011-2012	218718.06	+ 43592.44	124.89
2012-2013	243297.81	+ 24579.75	111.24
2013-2014	322410.26	+ 79112.45	132.52
2014-2015	362793.05	+ 40382.79	112.53
2015-2016	369681.56	+ 6888.51	101.90

Source: Website of Government of Tamilnadu

It is evident from the table-7; the allocation made by the Government of Tamilnadu to higher education is increasing trend that reveals the fruitful allocation is made for the development of higher education. Further the compounded growth rate shows 9.39 that reveals a positive growth. The following chart-5 will illustrate the total budget allocation made by the Government of Tamilnadu during the study periods for the development of higher education in Tamilnadu.

Chart-5: Budget Allocation made by Government of Tamilnadu from 2008-2009 to 2015-2016



Conclusion

The present study reveals a positive signal regarding the development in higher education in Tamilnadu. But, some of the following facts tend to deteriorate the system of higher education in Tamilnadu that are to be eliminated as far as possible for the betterment in higher education.

1. Commercialization of Higher Education should be forbidden

Concisely, all over India and particular focus on Tamilnadu state, the higher education should be made as 100% government funded. Privatization of higher education should be discouraged and it will lead to the stage of higher education is only for high society and not for rural poor because most of exemplary performance by all means are from the rural mass comparing with ultra-tech cities. So it is said that commercialization of higher education should be forbidden. High cost of higher education due to privatization is not suitable for rural poor. For the social interest on higher education, the government may approach the social trusts and philanthropists to contribute for the higher education development instead of handing over the higher education system to the private without interference of them after such contributions.

2. Concentration in Gross Employment Ratio instead Gross Enrollment Ratio

Further, most of the policy makers are lagging in focusing the gross employment ratio of a higher education institution. Instead they focus on gross enrollment ratio. It is open that the Gross Employment Ratio from Arts & Science colleges is up to 3% and from engineering colleges is up to 7%. It is exclamation; the Gross Enrollment Ratios are higher. It is not clear whether the motto of higher education is achieved by the learners or not. The present practical experience shows that a bachelor engineering degree holder is employed as Village Administrative Officer with a negative correlation that exhibits that the aim is not achieved through higher education.

3. Quality Human Resource for Teaching and Research in Higher Education

A good teacher teaches, a better teacher exhibits and a best teacher inspires. From the early periods, teachers are considered as the role model of the public. An effective teacher kindles the intelligence and knowledge of the student for which he or she should be the best fit for the profession. To make them suitable for this profession, effective measures are taken by the government by conducting eligibility tests like NET/SLET/SET. Due to heavy shortage of such work force, a relaxation is given that Ph.D. holders are eligible for college level teaching. It has a warm welcome among the public. But, it is a universal truth that persons passed in the eligibility test will possess more competency on their subjects including research. No such deviations that may lead for using the exemption option by the incumbents should be stopped by putting a full stop to such deviation. Any person coming to any teaching category in higher education institutes should be compelled to enter with a pass in eligibility examination. It is requested that uniform norms should be followed to maintain the quality of education in future by restoring the old age education status and compelling that all the new teachers at college level should come across the eligibility test to improve their competency. Since teaching is a noble profession, eminent and suitable persons should be identified on merit basis for this profession.

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At the same time, syllabus should be framed according to the present need for the degree courses. Dynamic subjects should be upgraded and even the teachers of such subject handling teachers should also upgrade from time to time. Waiting for policy decisions will lead for deterioration. Apart from the regular specialization subjects, the subjects related to national importance such as Indian History, Laws, Environmental Science, Value education and basic science etc. should be given as an optional one and selection of the subject according to the students' interest irrespective of the courses.

4. General

According to Prof. V.R. Metha, "most of our institutions are characterized by poor teaching or no teaching, overcrowded class rooms, lack of competent faculty and absence of infrastructure". To put an end to these conundrums, the government should take necessary steps for higher education reforms. The following steps may be adopted to become as a best platform for eminent human resource.

1. One university in one district and an average of 15 colleges fully funded by Government in every district evenly
2. 100% fully funding by government for non-recurring and recurring expenses of the institutions for 100% higher education.
3. Periodical peer review by the committee formed for infrastructure development of the educational institution in partnership with the social trusts and philanthropists to contribute for the higher education development instead of handing over the higher education system to the private (Privatization).
4. Academician should be provided with full autonomy to some extent with correct definition of their liability for taking decisions in relation to curriculum change, teacher appointment etc.
5. Political interference in recruitment process should be avoided except the higher education department with some restricted norms.
6. In addition to the actual annual provision, additional provision is to be made from 3% to 5% of tax revenue for utilizing it to the development of the higher education.

It is expected that the new reforms in higher education to produce enlightened youths to the future prideful India.

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