

## **The Challenges For Higher Education System in TamilNadu**

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### **ABSTRACT**

The first in an occasional series on India's education system. Places the current issues facing education in tamilnadu in a historical context since independence, successive Indian governments have had to address a number of key challenges with regard to education policy which has always formed a crucial part of higher education development. Improving access and quality at all levels of education. Improving literacy rates currently while indian institutes of management and technology are world class primary and higher secondary education system particularly in rural are a while new governments commonly pledge to increase spending on education bring in structured reforms now a days is very has been gradually decreasing its effect day by day rural means living in or characteristic of farming or country life. Literacy rate in tamil nadu is very decent compared to other states of india. As per 2011 census we stand at 11<sup>th</sup> position with a literacy rate of 77.13percent education in tamil nadu rural areas is rarely consider as an asset in the state. In order to provide as good quality of education in rural areas. Public higher education have established not only establishment but also proper functioning of higher education. There is more of an emphasis on the training of rural teachers whose educational background are generally not as sound as their urban counterparts.

### **1. INTRODUCTION**

This manpower advantage underpins India recent economic advantage but masks deep seated problems with in India education system. While India's demographics are generally perceived. To give it an edge over other countries with 35% of the population under age of 15 India education system faces numerous challenges successive governments have pledged to increase spending on education to 6% percent of gdp but actual spending has hovered around 4 percent for the last few years. While at the top end. India's business school Indian institute of technology (iit) Indian institute of management (iims) and universities produce globally competitive graduates primary and secondary school particularly in rural areas struggle to find staff.

Indian governments have seen education as a crucial development tool. The first part of this paper provide a historical perspective on the development of the education system in Tamil Nadu .High ting the changing emphases with in government of tamil nadu policy. Independence the education policy of successive governments have built on the substantial legacies of the

Tamil Nadu targeting the core themes of plurality and secularism. Uraiah a foals on excellence in higher education and inclusiveness at all levels.

## **THE EDUCATION POLICY TAMIL NADU**

British colonial rule brought with it the concept of a modern strafe. A modern economic and a modern education system in the three presidencies (Bombay , Calcutta And Madras) by living entrance and advancement in government service to academic education colonial rule contributed to the legacy of an education system geared to preserving the position and prerogatives of the more privileged. In the early 1900 the lydian national congress called for national education placing an emphasis on technical and vocational training. In1920 congress initiated a boycott of government aided and government controlled schools, and founded several national schools and colleges. The local elite benefited from the british education system and eventually used it expel the colonizers. Education for all and industrial development were seen as crucial tools to unite a country divided on the basis of wealth, caste and religion. And formed the cornerstones of the anti imperial minds of the indian people. The peruvian vision of a self reliant and modern indian states. This is happening because of lack of awareness to the parents about education every one should take intake and such people about the education and awareness must be created .so that every one could get education in tamil nadu. Another problems is the system of education of in tamil nadu in which is totally based on memorizing than conceptual learning. Today education is viewed only in aspect of employment but not for wisdom and knowledge. It has been argued that while access for some marginalized community continues to be limited .The upward mobility of a few dali and tribal households resulting from positive discrimination in educational institution and state patronage has created role models that help democracy survive in india.

## **THE NATIONAL POLICY ON EDUCATION IN INDIA**

In 1986 Rajiv Gandhi announced a new education policy , the national policy on education npe, which was intended to prepare india for 21 st century. The policy emphasized the need for change ,education in India stands at the crossroads today. According to the new policy, the 1968 policy goals had largely been achieved. More than 90 percent of the country's rural population were within a kilometer of schooling education structure. Change was required to increase financial and organizational support for the education system to tackle problems of access and quality .the new policy was intended to education standards and increase access to education. At the same time, it would safe guard the value of secularism socialism and equality which had been promoted since independence the key legacies of the 1986 policy were the promotion of privatization and sciences.

## **OPERATION BLACK BOARD (1987-88)**

Armed to improve the human and physical resources available in primary education restructuring and reorganization of teacher education (1998) created a resources of or the continuous upgrading of teachers knowledge and competence. Minimum levels of hearing (1991)hasid down levels of achievement at various stages and revised text book movement to

educate all (2000) aimed to achieve universal primary education by 2010 through micro planning and school social gaps.

### **FUNDAMENTAL RIGHT (2001)**

Involved the provision of free and compulsory education declared to be a basic right for children aged between 6 and 14 years other schemes specifically targeted at marginalized groups such as

disabled children and specifically incentive for farming. The plans within scheduled castes and scheduled tribes have also been introduced in 1992 when education policy was examined the NPE was founded to be a sound way forward for media education system the micro while the focus on education for minorities and women continued.

### **THE CHALLENGE FOR MID DAY MEAL SCHEME IN TAMIL NADU**

Why should the rural poor send their kids to school to put that question in to perspective there. An interesting story about how the mid day meal schemes started off Tamil Nadu in the 1960s who spear headed the mid day meal programmes was a very simple person seconding the kid to school gets him a meal a day sending him to work gets money to the family this holds true in urban areas where children do not provide suitable incentives to the parents to send their children to school.

### **GENERAL EDUCATIONAL IN TAMIL NADU**

In Tamil Nadu there are 30 revenue districts 73 revenue divisions 206 taluks and 17,371 revenue villages on the development side there are 6 municipal corporations 102 municipalities 611 town panchayats and 64,846 habitations in the state the entire state has been divided in to 39 Parliamentary constituencies and 234 state legislative assembly constituencies. There are 385 CD blocks 64 educational districts 385 block revenue centres 43,113 village education committees 17,371 revenue villages and 13,230 panchayats in Tamil Nadu.

### **DISTRICT-WISE CD BLOCKS, EDUCATIONAL DISTRICTS, BRCS, CRCS, VECS, REVENUE VILLAGE AND VILLAGE PANCHAYATS**

S.NO	DISTRICT	CD BLOCKS	EDUCATIONAL DISTRICT	BRCS	URBAN BRCS	CRCS	VECS	REVENUE VILLAGE	VILLAGE PANCHAYATS
1	Chennai	0	4	0	10	110	758	55	0
2	Coimbatore	19	3	19	3	199	2069	531	448
3	Cuddalore	13	2	13	1	172	1592	929	698
4	Dharmapuri	8	1	8	0	100	1242	480	261
5	Dindigul	14	2	14	2	163	1562	436	330
6	Erode	20	2	13	0	142	1893	505	402
7	Kancheepuram	13	2	13	0	172	1563	1206	676
8	Kanyakumari	9	3	9	0	89	802	81	155
9	Karur	8	1	8	0	75	836	203	171

10	Krishnagiri	10	2	10	0	121	1540	636	344
11	Maduri	13	3	13	2	165	1450	752	446
12	Nagapattinam	11	2	11	0	100	1161	525	443
13	Namakkal	15	1	15	0	83	1056	446	351
14	Perambalur	10	3	10	0	107	993	390	331
15	Pudukkotti	13	2	13	0	145	1585	659	506
16	Ramanathapuram	11	2	11	0	124	1291	407	452
17	Salem	20	2	20	1	174	1736	639	419
18	Sivagangai	12	2	12	0	109	1179	504	443
19	Thanjavur	14	2	14	1	165	1601	859	611
20	The Nilgiris	4	2	4	0	45	569	55	48
21	Theni	8	2	8	0	80	730	113	153
22	Thiruchhirappalli	14	3	14	2	183	1566	320	426
23	Thirunelveli	19	3	19	2	192	2144	578	463
24	Thiruvallur	14	2	14	0	133	1552	730	558
25	Thiuvannamali	18	2	18	0	167	1996	1266	870
26	Thiruvaur	10	1	10	0	95	1008	564	437
27	Thoothkudi	12	2	12	1	108	1535	458	428
28	Vellore	20	2	20	2	202	2432	843	780
29	Villupuram	22	2	22	0	234	2297	1590	1120
30	Virudhunagar	11	2	11	0	134	1375	611	460
	Tamil Nadu	384	64	385	27	4088	43113	17371	13230

Source: Revenue Department & DISE 2005

**TABLE NO 1**

## **FUNDING AND HIGHER EDUCATION**

Under the constitution responsibility for education is shared between central and state governments. The central governments. Steps policy stimulation innovation and plans fare works. the state governments are responsible for running the education system on the ground. This has exacerbated problems since states have differing resources to allocate to education. It is the inadequacy of resources that has recently become the most pressing and central issue.

The central and state governments are hard put to mobilize 4 per cent of GDP for education. With 59 million children out of school and another 90 million in school learning very little. The common school system is not a utopian ideal dug out from the archives of the Kothari commission, but an imperative that will decide India's place in the comity of nation 36.

The standard of educational facilities, and the quality of education, are generally higher in primary and secondary school in richer states than poorer ones, such as Bihar and Jharkhand in higher education, differing availability has itself contributed to the economic differences. The IT-based success of southern states owes much to their higher number of engineering colleges, and consequent greater pool of graduates India. But the disparity these states and northern states is dramatic; Bihar, for instance, has less than one engineering colleges for every 10 million people in the state; Tamil Nadu has almost four colleges for every million people. The growth of the IT and BPO (business process outsourcing) industries and the concomitant spread of

computer use and application in the private sector has had a significant impact on the expansion of the highly skilled labor market and thus on higher education. In fact private sector is an education growing field in itself estimated to make up nearly 2 percent of GDP unfortunately this top quality education is restricted not only geographically to those areas where the IT industries are based (as we have already seen) but also according to ability to pay, the private sector educational institution charge prohibitive fees.

Negotiation the need to share the burden of funding higher education between the public and private sector has been a continual problem for the Indian government. For example, the 1986 reforms reinforced the independent status of higher education institution, but led to a gradual decline in government expenditure in this area the government faced a serious resource crunch and decided to reduce the subsidization of higher education by around 50 percent. Two committees were set up to mobilize additional resource for universities and technical education institution. Universities were encouraged to raise fees and turn to the private sector becomes

almost synonymous with a balance between excellence and access. While it is important for India to produce top quality graduates, it is equally important that the opportunity to gain a degree is not restricted to privileged communities. The university grants commission (UGC) holds a large measure of responsibility for negotiating this excellence/quality dilemma. It does not simply provide grants to universities and colleges, it also maintains, and tries to raise, academic standards in higher education, frames policies to this end and advises the central and state governments on the subject of expanding and improving higher education. However, the proportion of the education budget allocation to higher education has gradually decreased from 24 percent in the 1970s to around 9 percent today. This is posing a problem as Indian universities and colleges are of varying quality. Illiterate college and Universities managements to gradually become financially independent.

In the light of these recent trends and difficulties, the NDA manifesto pledged to ensure the independence of higher education institutions, but in fact control was centralized in the fast few years. The party's proposals represented a tip in the balance away from public funding towards the private sector, but at the same time displayed a commitment to controlling the upper echelons of higher education institutions by appointing party sympathizer (including RSS members) to the top posts. All democratic norms were flouted and the functioning and role of the statutory bodies such as the academic council completely undermined. Governing bodies of Delhi administration and other colleges were filled with known sympathizer of no academic achievement or interest in education with a view to ensuring appointment of affiliated persons as principals for the colleges appointment to teaching posts were similarly ensured through this process. These RSS filled Governing bodies were openly used for undermining the autonomy of the Universities, and giving support to corruption and goondaism [hooliganism] on the campus. In flouting and withdrawing many aspects of the agreement arrived at with the teachers last year, the BJP government is devaluing education itself. The personnel changes were not confined to Universities new appointees to the Indian council of Historical research (ICHER) supported the VHP campaign on Ajodhya while RSS supporters or sympathizer have been appointed to the council of social science research (ICSSER) the Indian institute of advanced

studies in Shimla, the Indian Institute of Mass Communication and the Indian Council for Technical Education. Moreover, the National Museum galleries have been renamed and the choice of items displayed reflects the Sangpariah's view of Indian history. As mentioned above, the authority and autonomy of the University Grants Commission was undermined with regard to teachers' salaries, promotion and working condition. The UGC was being used to commercialize education and to cut state funding personnel at the National Institute of Planning (NIEPA) and the NCERT were also charged.

Recent statistics on the expansion of tertiary sector education highlight the scale of the problem faced by the new government for creation and implementing policy in this area. The number of colleges and Universities across the country has risen from 565 and 25 in 1953 to 15,600 and 311 respectively in 2004. Simultaneously the number of students in higher education has risen from 230,000 to 9.28 million and the number of staff from 15,000 to 462,000. India produces over 2.5 million University graduates per year. The Commission for the Tenth Plan (2002-7) has set itself the target of identifying and designating 25 Universities with potential for excellence across the country. These institutions will be funded at a higher level to enable them to attain excellence in teaching and research according to the UGC concept paper. Along with a few hundred colleges, they will be given full academic freedom to experiment with the curriculum, introduce innovation in teaching, conduct their own examination and award joint degrees with affiliating Universities. In addition, quality control issues resulted in the creation of the National Assessment and Accreditation Council of India (NAAC) in 1994 with the objective of assessing and grading institutions of higher education on a scale from 1 to 5. These proposals appear to reflect the need to invest in higher education to attain the higher quality now demanded by the growing economy. The role of the NAAC is particularly important for achieving increased accountability for publicly funded institutions. Clearly, the government understands the need for University subsidies but it is not yet certain whether these subsidies will be directed so as to widen access to those communities traditionally excluded from tertiary education.

## **2. CONCLUSION**

The educational changes introduced by the BJP did not play a major role in the May 2004 general election while access to education was an issue in some rural areas, roads, power, water and jobs were more important. The NDA manifesto on education had changed in emphasis moving towards a more

- The focus on Indian culture, heritage and ethical values in syllabuses will be strengthened.
- The downgrading of Bharatiya languages in school and college education will be encouraged.
- Efforts will be intensified for the propagation of Sanskrit.

The government will have to deal with the inherent problems in the education system and, for its own long-term political survival. As mentioned above, in its common minimum programme, announced on 28 May 2004, the government pledged to raise public spending on education to at least 6 percent of GDP, impose a tax on all central taxes to universalize access to quality basic education and reverse communalization of school syllabuses of the past five years.

The president, Abdul kalam, has called for expenditure on education to be raised by 2.3 percent of GDP. The government has already experienced a number of criticisms from its parliamentary opponents the communist party. The new government has incorporated in the common minimum programme its selection on education. It also looks as if relations between the central and state governments will remain strained. In August 2004 the BBC reported that ministers from five BJP –run states walked out of a meeting called by the government to devise a new national education policy. The common minimum programme represents a welcome attempt to reassert the traditional vision of education in India concentrating on access, quality and secularism. Whether the current government can become the first administration to confront and manage the balance between excellence and quality.

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