CHAPTER III
ORGANISATION AND ADMINISTRATION OF
HIGHER EDUCATION AT THE CENTRE
AND IN TAMIL NADU

Human Resource Development calls for coordinated and all-round efforts for the development of human potential in the areas of Education, the Youth, Women and Children, Arts, Culture and Sports. The Ministry of Human Resource Development comprises:

- Department of Education
- Department of Culture
- Department of Arts
- Department of Women and Child Development
- Department of Youth Affairs and Sports

The Department of Education, one of the constituents of the Ministry of Human Resource Development (HRD), is under the charge of the Minister for Human Resource Development. The Secretariat of the Department is headed by the Secretary who is assisted by an Additional Secretary and Educational Adviser (Technical). The Department is organised into Bureaux, Divisions, Desks, Sections and Units. Each Bureau is under the charge of Joint Secretary/Joint Educational Adviser assisted by the Divisional Heads.
The Set-up of the Department of Education, Government of India is shown in the following Organisation Chart (Figure 1).
Over the years, a number of subordinate offices and organisations have come up under the Department of Education. The University Grants Commission was set up in 1956 by an Act of Parliament for co-ordination and determination of standards in higher education. Besides, a number of organisations have been set up to discharge specific responsibilities. The important organisations are:

- Indian Institute of Advanced Study, Shimla.
- The Indian Council of Social Science Research, New Delhi.
- The Indian Council of Historical Research, New Delhi.
- The Indian Council of Philosophical Research, New Delhi.
- The Indian Institute of Advanced Study, Shimla was established in 1965 as a residential centre for advanced research for providing to scholars an environment conducive to academic research in Humanities, Indian Culture, Comparative Religion, Social Sciences and Natural Sciences. The Indian Council of Social Science Research was established in 1969 as an autonomous organisation to promote and co-ordinate social science research in the country. The Indian Council of Historical Research was set up in 1972 as an autonomous organisation to promote the objective of specific writing of history, to sponsor historical research programmes and inculcate an informed
appreciation of the country’s national and cultural heritage. The Indian Council of Philosophical Research was mainly to co-ordinate and review the progress of research in philosophy, to sponsor or assist projects of research in philosophy and to take necessary measures for the promotion of research in philosophy and allied disciplines.

The Association of Indian Universities (AIU) is a voluntary organisation with all the universities as members. This provides a forum for university administrators and academics to come together to exchange views and discuss matters of common interest. The Association acts as a bureau of information in higher education and bring out a number of useful publications, research papers, books and journals on higher education. The Association is substantially financed from the annual subscription paid by the member universities. The Government provides grants to the Association for undertaking research/studies in matters of importance to higher education. Financial assistance is also provided for meeting a part of its maintenance expenditure including the activities undertaken by the research cell set up with the assistance from Government.
The important functions of the Department of Education of Government of India are:\(^4\)

(a) To evolve educational policy in all aspects and to co-ordinate and determine the standards of higher education and technical education;

(b) To administer Copyright Act;

(c) To improve the quality of text-books;

(d) To administer scholarships and other schemes;

(e) To co-ordinate programmes of assistance and other activities with the United Nations Educational Scientific and Cultural Organisation;

(f) To develop and co-ordinate research in social sciences;

(g) To foster and encourage studies and research in Sanskrit and other classical languages;

(h) To develop activities in the field of non-formal education; and

(i) To promote adult education.

Since Independence, there is a steady growth of educational institutions at the all India level. The following table-I on the "Growth of Recognised Universities for General Education in India" shows that during 1950-51 to 1960-61, 18 new Universities were started. During 1960-61 to 1970-71, there was a further addition of 37 Universities.
During 1970-71 to 1980-81, there was still a further increase of 28 Universities totalling upto 110 Universities throughout India. During 1980-81 to 1990-91, there was an increase of 36 Universities. The period from 1960-61 to 1970-71 shows the highest growth of Universities in India. During 1991-92, two State Universities namely, North Maharashtra University, Jalgaon and Manonmaniam Sundaranar University, Tirunelveli were established raising the total number of Universities in the country to 148.
# TABLE I

GROWTH OF RECOGNISED UNIVERSITIES FOR GENERAL EDUCATION IN INDIA SINCE 1951

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Universities</td>
<td>27</td>
<td>45</td>
<td>82</td>
<td>110</td>
<td>146</td>
</tr>
</tbody>
</table>

The following table-II on the "Growth of Recognised Colleges for General Education in India" shows that during 1950-51 to 1960-61, 597 new colleges were started. During 1960-61 to 1970-71, there was a further addition of 1318 colleges. During 1970-71 to 1980-81, there was still further increase of 1136 colleges totalling upto 3421 colleges throughout India. During 1980-81 to 1990-91, there was an increase of 1441 colleges. The period from 1980-81 to 1990-91 shows the highest growth of Colleges for General Education in India.
TABLE II

GROWTH OF RECOGNISED COLLEGES FOR GENERAL EDUCATION IN INDIA SINCE 1951

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>Number of colleges for General Education</td>
<td>370</td>
<td>967</td>
<td>2285</td>
<td>3421</td>
<td>4862</td>
</tr>
</tbody>
</table>

In 1950-51, there were 27 universities and 370 colleges of general education which increased to 146 universities and 4862 colleges and general education respectively during 1990-91. The increase is due to the popular demand for higher education and particularly for general degree education. The growth of Universities and Colleges is due to the large turn-out of Secondary School Certificate holders and socio-political pressures due to democratisation of politics making a bid for democratisation of higher education. The inability of higher secondary education to assume a terminal character which propelled the Secondary School Certificate holder automatically to higher education and the extreme dearth of an adequate number of attractive avenues of remunerative employment after Secondary School Certificate has also paved the way for increase in the number of universities and colleges. This has resulted in unrestricted admissions, particularly in general degree education, liberalisation of grants-in-aid, minimum conditions for opening new colleges in the mofussil and fee concessions to a large number of socially backward class students.6

There has been phenomenal expansion of educational opportunities for women in the field of higher education since Independence. The women enrolment has been 0.40 lakhs in 1950-51, 0.84 lakhs in 1955-56, 1.50 lakhs in 1960-61, 2.71 lakhs in 1965-66 5.95 lakhs in 1975-76. The women enrolment has grown from 5.95 lakhs in 1975-76 to 14.37 lakhs in 1990-91. The response
of women was overwhelming as reflected in the trend in women enrolment in higher education.\textsuperscript{7}

The total enrolment in the higher education including distance education has increased from 24.9 lakhs in 1975-76 to 44.0 lakhs in 1988-89. As against it, enrolment in distance education has increased from 0.64 lakhs in 1975-76 to 4.54 lakhs in 1988-89.\textsuperscript{8}

The UGC appointed two committees in June 1969 to consider the issues relating to governance of universities and colleges respectively. The committee constituted under the chairmanship of Dr. P.B. Gajendragadkar, Vice-Chancellor, Bombay University, was concerned with the governance of universities, while the committee constituted under the chairmanship of Rev. P.T. Chandi, then Vice-Chancellor, Gorakhpur University, was requested to deal with the governance of Colleges.

The terms of reference of the two committees were:\textsuperscript{9}

\textbf{COMMITTEE ON GOVERNANCE OF UNIVERSITIES}

To consider the structure of universities, functions, responsibilities and powers of the statutory body, conditions of service of staff, student participation and related matters.
COMMITTEE ON GOVERNANCE OF COLLEGES

Relationship of colleges with the universities, conditions of affiliation, procedure of selection and conditions of service of teachers, constitution and powers of governing bodies, university representation, student participation and related matters.

The two committees at their first joint meeting held on 4th October 1969, decided to constitute different groups or panels to deal with various aspects of the questions under consideration.

While the work of the two committees was proceeding, Rev. P.T. Chandi, who was the chairman of the committee on governance of colleges, relinquished his office as Vice Chancellor, Gorakhpur University, and took another assignment outside India. Thereupon, the Chairman of the UGC amalgamated the two committees into one committee and asked Dr. P.B. Gajendragadkar to be the chairman of the larger combined committee.10

The problem of the governance of universities was examined on the principle that inflexibility or rigidity should be foreign to the organisational set up of the university and flexibility and capacity to change should be its characteristics. The structure of university organisation should be flexible enough to be able to adapt itself to the
changing needs of the society. To be effective, it should encourage innovation, experimentation and change.\textsuperscript{11}

At the State level, there is a Cabinet Minister in-charge of Education. The Department of Education, headed by a Secretary to the State Government, is responsible for formulation and implementation of all educational programmes in the State. He is assisted by Additional and or Joint Secretaries, Deputy Secretaries, Under-Secretaries and Section Officers and other supporting staff.\textsuperscript{12}

Tamil Nadu is presently being served by nine Universities, five of them being of affiliating type and other four Universities unitary and specialised types, as shown below:\textsuperscript{13}

**AFFILIATING TYPE**

(1) University of Madras, Madras
(2) Madurai-Kamaraj University, Madurai
(3) Bharathiar University, Coimbatore.
(4) Bharathidasan University, Thiruchirapalli.
(5) Manonmaniam Sundaranar University, Tirunelveli.
UNITARY AND SPECIALISED TYPES

(1) Alagappa University, Karaikudi.

(2) Mother Teresa Women's University, Madras (Originally it was started at Kodaikanal. Later on for administrative reasons it was shifted to Madras).

(3) Annamalai University, Chidambaram.

(4) Tamil University, Thanjavur.

Except Medical, Agriculture and Veterinary Universities, all the other Universities come under the administrative control of the Education Department.

The following table III - Number of Colleges Affiliated to the Universities in Tamil Nadu shows the University-wise break-up of the 274 affiliated colleges in Tamil Nadu.


# TABLE III

## NUMBER OF COLLEGES AFFILIATED TO THE UNIVERSITIES IN TAMILNADU

<table>
<thead>
<tr>
<th>University</th>
<th>District under its jurisdiction</th>
<th>Number of Colleges affiliated</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Madras, Madras</td>
<td>Madras, Chengalpattu-MGR. South Arcot, North Arcot-Ambedkar, Tiruvannamalai</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Sambuvarayar, Salem and Dharmapuri.</td>
<td></td>
</tr>
<tr>
<td>Madurai-Kamaraj University, Madurai</td>
<td>Madurai, Dindigul-Anna, Ramanathapuram, Pasumpon Muthuramalinga Thevar. Kamarajar.</td>
<td>52</td>
</tr>
<tr>
<td>Bharathiar University, Coimbatore</td>
<td>Coimbatore. Periyar and Nilgiris</td>
<td>39</td>
</tr>
<tr>
<td>Bharathidasan University, Thiruchirapalli</td>
<td>Thiruchirapalli, Thanjavur. Pudukkottai and Nagapattinam-Quaid-e-Milleth</td>
<td>40</td>
</tr>
<tr>
<td>Manonmaniam Sundaranar University, Tirunelveli</td>
<td>Tirunelveli-Kattabomman, Chidambaranar and Kannyakumari</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td></td>
<td>274</td>
</tr>
</tbody>
</table>

The following Figure II - Colleges in Tamil Nadu (University wise) shows the number of colleges, teachers and students in each district under each university jurisdiction in Tamil Nadu.
The most important functionary of the University is the Vice-Chancellor and he being the Chief Executive is solely responsible for the successful management of the University. The method adopted for appointment of Vice-Chancellor in most of the Universities is to set up a "Search Committee" which prepares a panel of persons for the Chancellor/Chief Minister to choose from. The Vice-Chancellor has to preside over the Executive Council (Syndicate), the Senate, the Academic Council and the Finance Committee and a number of other Committees. Besides, he supervises the entire system and attend to detailed administrative matters.

The Directorate of Collegiate Education carved out of the erstwhile Directorate of Public Instruction is functioning from 1965 to cater specifically for planning and execution of programmes and activities relating to higher education in Tamil Nadu. Over the years, there has been a phenomenal growth in the number of colleges and institutions. As of now, there are 274 colleges in the State of which 233 are Arts and Science Colleges (Government : 55, Aided : 132, Private-Unaided : 46) 21 Colleges of Education (Government : 7 and Aided : 14) 15 Oriental Colleges (Aided : 9 and Unaided : 6), 3 Physical Education Colleges (Aided) and 2 Schools of Social Work (Aided) functioning under the jurisdiction of the Directorate of Collegiate Education.14 (Now it is redesignated as the Commissionerate of
Collegiate Education. It is headed by an IAS Officer as Commissioner of Collegiate Education).

Government colleges are administered directly by the Commissioner of Collegiate Education and the Aided colleges are administered by the Director of Collegiate Education through the Regional Deputy Directors situated at Madras, Madurai, Trichy, Coimbatore and Tirunelveli. The Directorate consists of, besides the Director, one Joint Director (P & D), Administration, Scholarships, two Deputy Directors (one for Personnel and the other for Finance), one Chief Accounts Officer drawn from the Treasury Department (in PAO Grade), one senior Accounts Officer (from the Finance Department), one PA to the Director, one Assistant Director, two Special Officers for Scholarships and 25 Sections. Besides, there is a Deputy Director and Special Officer for English Language Teaching. At the Regional Level, the Regional Deputy Directors (in the rank of Principals, Grade I Colleges) are assisted by one Assistant Director, one Assistant Accounts Officer and supporting staff.\textsuperscript{15}

The Teachers’ Organisations play a significant role in the furtherance of higher education and in the fulfilment of its objectives and for the betterment of service conditions of teachers. Prior to the formation of the Association of University Teachers (AUT) few teachers of colleges and universities in the Madras State had joined the South
India Teachers' Union and took part in its activities. Though South India Teachers' Union was an organisation of school teachers, it had represented the various grievances of college teachers and tried to redress them. The Association of University Teachers (Madras State) was established by Mr. A. Ramasamy Gounder, the Principal of Municipal College, Salem with the assistance of his colleagues in the year 1946. The Association was christened as the "College Teachers' Union" by the Founder and later on in 1949 the name was changed as "The Association of University Teachers". The aims and objects of the Association of University Teachers are many. The Association wants to promote a corporate feeling among its members. The teachers should be provided with fair conditions of life and work, uniformity in scales of pay and other rights and privileges enjoyed by teachers in various colleges and universities. It tries to establish fraternal contacts with the University Organisations with similar aims. The AUT constitution was amended in 1981. The Association wants to establish and maintain high academic standards in colleges and to suggest improvements in the curricula of studies and the examinations systems.16

The Madurai University Teachers' Association (MUTA) was formed on 19.4.1970. The aims and objectives of the Madurai University Teachers' Association are the following:
- MUTA wants to protect and promote the rights and welfare of its members.
- It intends to raise the social, economic and cultural status of the teachers:
- It wants that the teachers should be provided a place in planning and executing educational policies;
- In 1979, promotion of the welfare of the students and development in higher education were added as further aims of the Association.

The Annamalai University Teachers' Association was formed in 1971. It wants to secure for the members of the association individually and collectively their rightful status. It intends to safeguard the professional interests of the members and to secure satisfactory conditions of work, service and emoluments. The Madras University Teachers' Association was formed in 1972. It is a registered association striving for the welfare of the teachers of the Madras University and for the improvement of the standards and betterment in the curricula. The Madras University Teachers' Association wants to promote a corporate feeling among its members and to secure for them fair conditions of life and work, uniformity in scales of pay and other rights and privileges as enjoyed by the teachers in various Universities.17
The teaching staff of the Presidency College, Madras, had formed an association in 1920s under the leadership of Mr. S. R. Ranganathan in order to discuss their problems with the Director of Public Instruction and to solve them. With the exit of Mr. S. R. Ranganathan who had joined the University of Madras, the Association became defunct. The post-Independent era had witnessed the starting of many colleges and with it grew the problems of the teachers. To deliberate over these problems of teachers and to enable the Education Department to solve them, the Government and Training College Teachers' at Pudukkottai took the lead in the establishment of the Tamil Nadu Government Collegiate Teachers' Association (TNGCTA). In 1980, the name of the Association was changed as the Tamil Nadu Government College Teachers' Association. To start with, TNGCTA was a registered association and later on it was recognised by the Tamil Nadu Government in 1980. Its objectives are:

1) To promote the professional and service interests of all the members of the association;
2) To suggest improvement in the conditions of service, pay and allowances of its members;
3) To promote an esprit de corps, sympathy and friendly relationship among members;
4) To foster a spirit of self-help, self-reliance and self-respect among the members;
5) To do all that is necessary for the improvement of Collegiate Education:

6) To do all such other lawful things as are incidental to the attainment of above objectives.

The Organisational set up of TNGCTA is shown in the following organisation chart (Figure III).
FIGURE III

ORGANISATION SET UP OF TNGCTA

It consists of

President

Vice-President

General Secretary

Joint Secretary

Treasurer
The expansion in the number of colleges and universities have brought with them numerous problems which necessitated the formation of various associations in Tamil Nadu. Initially, they fought for their causes individually. Later on, the absence of organised strength made them to form a Joint Action Council which is considered to be an important milestone in the history of Teachers' Movement in Tamil Nadu.

The Teachers' organisations are working for the improvement of the lot of teachers. Teachers' Association strike in August 1987 followed by successive strike indicated the amount of control and voice that these teachers' associations have gained in the administration of higher education. UGC has taken decisions regarding higher education in consultation with AIFUCTO. The teachers have organised and unionised themselves on the trade union pattern and have gained enormous influence in the decisions taken regarding higher education in India.

The need for autonomous Colleges has been stressed for a long time. The Kothari Commission (1964-66) gave a formal shape to the argument of autonomous colleges in the following words, "we should like to refer to the question of autonomous colleges which has been under the discussion for many years. Where there is an outstanding college or a small cluster of very good colleges within a large university
which has shown the capacity to improve itself markedly, consideration should be given to granting it an autonomous status. This would involve the power to frame its own rules of admission, to prescribe its courses of study, to conduct examinations and so on. The parent universities’ role will be one of general supervision and the actual conferment of the degree. The privilege cannot be conferred once and for all and it will be open to the University, after careful scrutiny of the position to revoke to autonomous status if the college at any stage begins to deteriorate in its standards. We recommend that provision for the recognition of such autonomous colleges be made in the Constitution of Universities. "19

In 1971, the UGC Committee on governance of universities and colleges under the chairmanship of Dr.P.B.Gajendragadkar, recommended that there should be a provision in the University Act for autonomy of colleges and departments. In 1972, the CABE desired that this Scheme of Autonomous Colleges should be implemented vigorously. The UGC has been sending innumerable circulars from 1973 onwards emphasising the urgent need for introducing autonomy in College Departments.

The autonomous status for colleges is aimed at giving an opportunity to the teachers and students to make innovations, utilise
their creative talent, improve the standards of teaching, examination and research and to quickly respond to social needs.20

Prof. Yash Pal, former Chairman of the UGC, has given priority to the idea of autonomy. It is now envisaged that about 500 colleges will be developed as autonomous colleges in the coming plan and the existing affiliating system will be replaced permanently in the long run by converting the affiliating colleges into autonomous colleges and selecting a few as deemed universities. The UGC has also evolved detailed guidelines for implementing autonomous for colleges. To achieve this objective, the NPE - 1986 proposes to make, wherever necessary, provision in the University Act, to enable colleges to become autonomous. It also emphasises the framing of guidelines or pattern of assistance to autonomous colleges, the formulation of incentive schemes to colleges which become autonomous and the provision of special assistance to colleges in tribal/backward areas to enable them to develop into autonomous colleges. The NPE - 1986 also recommends making statutory provision, if necessary, to enable autonomous colleges award their own degrees or to confer deemed university status on them, and the development of appropriate instruments for review/appraisal of the scheme of autonomous colleges at regular intervals and interaction among colleges to promote the scheme.21
Autonomy should go hand in hand with accountability. Students and teachers must be involved in the academic process as willing participants with utmost freedom. But at the same time, they should be accountable to the State and the community which provide all the financial inputs needed for their functioning. Without accountability, autonomy would make the system dysfunctional. Therefore, administrative arrangements must be made by the autonomous colleges for their accountability for personnel, financial and physical resources in relation to the specific academic objectives and overall national development. There is one possible danger. Since each autonomous college will develop its own curriculum according to its needs, there may be slight differences in the types of education offered, while the Government may aim at a certain level of uniformity in curriculum and syllabi. A mechanism must, therefore, be evolved to co-ordinate the working of the various autonomous colleges and universities in each State so that a reasonable degree of homogeneity is ensured. The attempt to set up State Councils for Higher Education is a move in the right direction. The Councils must be in a position to co-ordinate the activities of the autonomous colleges.22

A Committee appointed by the UGC to review the functioning of eight autonomous colleges (which have completed three years under autonomy) of the University of Madras, Tamil Nadu in 1991. In its report, it was observed that Principals and staff members of various
autonomous colleges felt that a liaison officer of the State Government/Universities should be assigned with the responsibilities of realising the UGC Grants for all autonomous colleges in good time. Both the staff and students pointed out that autonomous college examination marks are not fully considered for the admission to the PG Courses and they expressed that the academic performance of the autonomous colleges are not suitably recognised. In some colleges, difficulties were pointed out in running two parallel systems, like autonomous courses and non-autonomous courses for a long period. The University may perhaps examine the feasibility of permitting the new courses also in the autonomous system provided the college has all the infrastructural facilities.23

In general, it was observed that there were perceptible and significant academic progress after the introduction of autonomous system at the under-graduate and post-graduate levels. The qualititative improvement in imparting higher education has not been consistently followed in every one of these institutions. The staff members of these institutions have uniformly reported that they enjoyed the grant of freedom in facing academic responsibility in revising and refixing their curricula, syllabi, preparation of suitable text material to translate the syllabus into reality and freedom to formulate proper evaluation procedures. The staff members felt that there was an increase in workload. The students felt that they were simply over worked, the
semesterised conduct of the internal examinations was really a bit too much and they should be given greater freedom to opt for other modes of performance in internal tests which should be other than written-memory-centered recall type of traditional written tests. The Tamil Nadu Government College Teachers' Association, Unit of Presidency College, is of the opinion that autonomy instead of leading to any supposed academic excellence stops with certain pronounced artificial change only at the administrative level and this clearly failed to achieve the desired effects. The idea of picking only a handful of institutions for the supposed academic excellence is in itself self-defeating and anti-people in nature. Thus, autonomy will end up in bringing about disparity in the field of education.24

Tamil Nadu tops all other States in having the maximum number of autonomous colleges. The NPE - 1986 envisaged a creation of ten percent of the then existing colleges as autonomous colleges. But, Tamil Nadu has far exceeded this target. There are 37 autonomous colleges in Tamil Nadu. This experiment has been in vogue from 1977-78 onwards.25 (See Appendix I - List of Autonomous Colleges in Tamil Nadu).

The Government of Tamil Nadu felt it desirable to evaluate the functioning of these autonomous colleges. The Government of Tamil Nadu appointed a committee under the chairmanship of
Dr. S. Muthukumaran, Vice Chancellor of the Bharathidasan University, Tiruchirapalli, to evaluate the functioning of the autonomous colleges in the State. The committee was asked to assess the performance of the autonomous colleges, identify the problem areas and suggest ways to improve the quality of education in these colleges. The committee has submitted its report to the Government. The Government has accepted the recommendations of the committee and requested the universities to take follow up action on the recommendations of the committee after placing the report before their respective Syndicate.

The report of the state level review committee on autonomous colleges by Dr. S. Muthukumaran recommended that autonomous colleges be allowed adequate flexibility in the inter-disciplinary programmes and in the choice of subjects by students. The credit system could be introduced in the colleges at the post-graduate level to begin with and extra-courses made available with suitable time-table adjustments. Under administrative autonomy, the report said the management of autonomous colleges must ensure teacher participation in decision making and keep the system "open and responsive". Autonomous colleges should explore possibilities of generating their own resources by encouraging consultancy services by the faculty members to achieve financial autonomy.
In a seminar on "College Autonomy" : Past Experiences and Future Directions, organised by the Loyola College teaching association, Loyola College, Madras in the month of January 1993, the Education Minister of Tamil Nadu Mr. Aranganayagam said that "Autonomy offers a truly better alternative to achieve progress in education". Autonomous colleges had achieved positive results by organising socially relevant courses, contributing to the internal assessment system, adopting new methods of teaching and providing extension services. Autonomy had given the colleges greater independence in curriculum formation and freed them from the shackles of the university.  

According to the UGC guidelines, the privilege of autonomy may not be conferred once for all but will have to be continuously earned; the status may be granted for five years and reviewed at the end of three years. Prof. Yash Pal, Chairman, UGC, opined that autonomy is not a reward for past achievement, it is means for future achievement. If the autonomous colleges function satisfactorily and in conformity with the set goals, they could be converted into deemed universities at the end of five years. At the end, these deemed universities could be converted into model or major universities. Thus, the future development of universities must start from the development of autonomous colleges and deemed universities.
The Tamil Nadu Government has constituted the State Council for Higher Education in November 1992, keeping in view the recommendation of the National Policy on Education and the guidelines formulated by the UGC. The council, established under the Tamil Nadu State Council for Higher Education Act, 1992 will promote cooperation between institutions of higher education, encourage innovations in curriculum development and coordinate with universities, colleges and other institutions of higher education. The Council will facilitate training of teachers in the universities and colleges, identify centres of excellence in the universities and assist the UGC in determining and maintaining standards and suggest remedial measures wherever necessary. According to the Chief Minister of Tamil Nadu Dr. Miss. J. Jayalalitha, the establishment of State Council for Higher Education is sufficient proof of the Tamil Nadu Government’s desire to give the utmost importance to education.

The council will have Education Minister as the Chairman and former Annamalai University Vice-Chancellor Mr. S.V.Chitibabu, as Vice-Chairman. The Education Secretary, the Finance Secretary, the UGC Secretary or his nominee, the Commissioner of Collegiate Education and Director of Technical Education will be ex-officio members. Educationist Dr. Malcolm S. Adhisheshaiah, Former Director of Technical Education Dr. V. Srinivasan, Industrialist Mr. A.C. Muthiah, Bharathidasan University Vice-Chancellor Dr. S.
Muthukumaran and Mother Teresa Women’s University Vice-Chancellor Dr. K.S. Lakshmi are the other members with Mr. K. Aludiapillai, a retired IAS official as Member Secretary.31

The dedicated and sustained efforts of both the Central and State Governments is necessary to make higher education a sufficiently strong link in the total chain of education. The effectiveness and efficiency of the organisation and administration of higher education at the Centre and State levels depends upon this. This is the key to universal and all-round progress.
REFERENCES


3. Ibid. p.51.

4. Ibid. p 7.


10. Ibid, p.3.


22. Idem.


