CHAPTER- III

GOVERNMENT POLICIES REGARDING HIGHER EDUCATION

The introduction of modern education was a great historical significance. It was definitely a progressive step of the British rule. The British administrators, by introducing liberal education made social mobility a possible dream.1 This social change was made possible by the introduction of English education. With the coming of Europeans from the beginning of the 17th century, not only the political system of India took a different shape, but the organization of educational institutions also deviated from its earlier course. The preservation of ancient heritage and culture was the most important aim of the ancient Indian system of education but the missionaries who came along with the European trading companies tried to spread Christianity and western education.2

The charter Act of 1813 marked a point of departure in the East Indian Company towards the education of its Indian subjects. Under it, the company, for the first time, assumed state responsibility for education. It provided that a sum of not less than a lakh of rupees in each year should be set apart for educational purposes. It laid the foundation for the English

1 Mukerjee, S.N., *Education in India Today and Tomorrow*, Baroda, 1972, p. 90
Educational System in India. The Government of Lord Munro 1811 – 14 marked an important milestone in the progress of education in Madras. To begin with, he ordered an enquiry into the state of indigenous education in the presidency. This was the first time that the government started any kind of educational enquiry in the province. In a minute issued in 1826, Lord Munro called upon several collectors to furnish lists of schools in their respective districts, the nature of education given in them, the number of schools in each and other matters of interest. Sir. Munro formed a Committee to further enquire into the education of the native schools. He found that 1,25,000 native schools were spread over to the Madras presidency. There were two schools of thought among the Britishers regarding the types of education to be imparted to the Indians. The first school of thought under Macaulay stood for English as the Lingua Franca (Medium of instruction) and the second school known as orientalists advocated for Sanskrit Medium.

The arrival of Lord Macaulay, as law member strengthened the hands of those who stood for the expenditure of money on English education. Even Indians like Raja Ram Mohan Roy, was infavour of the English language. By a resolution of March 1835, Lord William Bentinck, declared that the great object of British Government ought to be the promotion of literature and

6 Nizam Elahi, *Teacher Education in India*, New Delhi, 1997, p. 54.
science among the natives and that the funds appropriated for education
should be best employed on English education alone. It cannot be denied
that the English education gave the Indians a “lingua franca” and thereby
helped the course of nationalism in the country. The Indians were introduced
to the treasures of western knowledge.

The regency of Gouri Parvati Bai (1815 – 1829), was an era of
administrative and social progress in the history of Travancore. Col. Munro
who relinquished the post of Diwan in 1814 continued to guide the
administration of the state till he laid down office as Resident in 1818. In
1817, Rani Gouri Parvathi Bai, the then ruler of Travancore issued a Descript
by which it was proclaimed “that the state should defray the entire cost of the
education of its people in order that there might be no backwardness in the
spread of enlightenment among them, that by diffusion of education they
might become better subjects and public servants and that the reputation of
the state might be advanced there by”. The descript was issued, a beginning
was also made in the instruction of English Education.

The Queen’s proclamation of 1817, was popularly called by the
historians as “the Magna Carta of Education in Travancore”. This rescript of
the state was proclaiming its entire responsibilities to provide budgetary

7 Mahajan, V.D., India Since 1526, New Delhi, 1978, p. 135.
8 Aggarwal, J.C., The Progress of Education in Free India, New Delhi, 1977, p. 72.
accommodation for costs involved. This is the first formal recognition by the state to the right of education from public revenue.\textsuperscript{11} The direct involvement of the state in the field of education began in 1817 when Rani Gouri Parvathi Bai introduced Free and Compulsory Education in Travancore under state control. Guardians of children in the age group 5 – 10 were enrolled under this law inorder to sent their wards to primary schools which were started in the villages.\textsuperscript{12}

Macaulay’s minutes of 1835 was a severe blow to the vernacular languages. This minute solved all the problems created by the vague clause of the Act 1813. The Macaulay’s minutes was against the linguistic aspirations of the pro-sanskrit groups, who wanted that language to be one of the medium of instruction.\textsuperscript{13} The introduction of English gave a death blow to Sanskrit language. Sanskrit could not face the challenge. The concealed measures of the British Raj against Sanskrit was welcomed by the native lovers of regional languages. They felt that it could be free from the domination of Brahmanism and encourage the learning of their native and foreign language.\textsuperscript{14}

An experiment in medium of instruction in English was done in 1853. In that year, the government started their first school for instruction in English

\textsuperscript{13} Desai, A.R., \textit{Social Background of Indian Nationalism}, Bombay, 1944, p. 176.
\textsuperscript{14} Bhagwon Dayal Srivastava, \textit{The development of Modern India Education}, Calcutta, 1963, p. 300.
at Zillah or provincial stations. This development brought the parliamentary enquiry into the educational conditions of India in 1853 for the renewal of company’s character.¹⁵ As a result, a separate department for the administration of education came to force and also the system of inspection in each presidency was started. Kumbakonam, Rajamundry, Calicut and Cuddalore were among the earliest centers chosen for this experiment.¹⁶

Before starting these institutions, the Government appointed Charles Wood to submit a detailed report into the feasibilities, needs, areas and other matters pertaining to the educational pattern, popularly known as ‘Woods Despatch’ of 1854, it extended the scope of education and prescribed these objects. This Despatch was usually called the “Magna carta” of Indian Education.¹⁷ This woods despatch firstly recommended the constitution of a separate department for the administration of education; secondly, the institution of three universities at the presidency towns; thirdly, it recommended the establishment of institutions for training teachers in all classes of schools; fourthly the maintenance of the existing government colleges and high schools; fifthly, the establishment of new middle schools; sixthly, increased attention to vernacular schools, indigenous or other, for

¹⁷ Ibid.
elementary education and seventhly, the introduction of a system of grants in-aid.\textsuperscript{18}

The above mentioned seven articles in the Dispatch of 1854, helped a systematic manner for the promotion of education in India. The English language became the medium of instruction in the higher branches and the vernacular in the lower levels. Aid was given from 1854 to all students taking secular education.\textsuperscript{19} As a result, more and more people began to enjoy the fruits of English education. Thus the educational system had enlarged itself to cover large circles of population.\textsuperscript{20}

Higher education in Tamil Nadu is considered to have commenced properly from 1840. Lord Elphinstone, the then Governor of Madras Presidency had laid foundation for higher education by establishing a central collegiate institute at Madras. It later developed into the presidency college which stands even now at Chepauk, Chennai. It was the first higher education institution in South India.\textsuperscript{21}

The most important is the recommendations of the wood’s Despatch of 1854 in the field of higher education was the establishment of universities in each of the three presidency towns of Calcutta, Bombay, and Madras and also the universities were established on the model of the London university. The

\textsuperscript{18} Pate, H.R., \textit{op. cit.}, p. 129.

\textsuperscript{19} Meenakshi Sundaram, A., \textit{Education in Emerging Indian Society}, Dindigul District, 2008, p. 17.

\textsuperscript{20} Aggarwal, J.C., \textit{op. cit.}, p.27.

woods Despatch had also recommended the establishment of departments of public instruction in the presidency towns to monitor the progress of educational institutions, including higher educational institutions. The despatch explained how English and Indian languages could jointly help to spread education throughout India. It stated firmly that English was to be used only in the higher branches of learning. The languages in India would be enriched by translation of European books, or by original compositions in English. The desire for liberal education, and the needs of an Anglo – Indian Community pointed to the importance of universities in India. The dispatch made it clear that “the examinations for degrees will not include any subjects connected with religious belief”. Among the subjects recommended for teaching were law, Engineering, Indian languages both vernacular and classical. Thus the educational system had enlarged itself to cover large circles of population.

The woods Dispatch also provided for the formation of the department of public instruction in Madras in 1854 and gave sanction to the liberal use of the grants-in-aid system. As a result, the department of public instruction was established in Travancore. All the vernacular Educational institutions were placed under a Director of Vernacular education. This offer was assisted by two inspectors one for North and other for South Travancore, whose duty

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was to inspect the schools and report upon their working.\textsuperscript{25} The department gave sanction to the liberal use of the grants-in-aid system. The government instructed the educational officials to impart secular education, all segments of society got opportunities, at least to a minimum level.

The formation of the department of public instruction in Travancore in the form of British system of education gradually removed from the curriculum, the instruction of Vedas, Manusmriti and Sastras.\textsuperscript{26} During the second half of the 19\textsuperscript{th} century, the educational structure prevailed in the Madras presidency were primary schools, Middles schools, High schools, and fine arts university of Madras and its affiliated colleges.\textsuperscript{27} It also encouraged oriental education, professional education in law, Medicine and Engineering should be given under the direct control of the universities.\textsuperscript{28} This type of educational structure prevailed in Travancore during the second half of the 19\textsuperscript{th} century.

In 1854, the Universities Act was passed. But, they were implemented only in 1857. It was done during the Governor generalship of Lord Canning. The colleges located in the larger urban centers of the presidency were essentially teaching institutions affiliated to the university of Madras. The functions of examining and awarding degrees were entrusted to the university

\textsuperscript{25} Nagam Aiya, V., \textit{op. cit.}, p. 455.
\textsuperscript{26} Thirunavakkarasu, K., \textit{Dravida Iyakkathin Mudal Avanankal}, (Tamil), Chennai, 1991, pp. i – xii.
\textsuperscript{28} Travancore Administration Report (1857 – 58), Trivandrum, 1859, p.138.
of Madras in 1857 on the London University model. Except the Madras presidency college, all others were arts colleges offering instruction in the Liberal Arts or science subjects upto First arts (FA) or Bachelor of Arts (BA) degree. In the Madras presidency college, however degree courses were also available in law, Medicine and Engineering aswellas facilities for post graduate training in these fields. This institution through its senate, ensured that there was uniformity in curriculum, teaching methods and academic standards of its various affiliated college.

The Government under the Dewanship of T. Madhava Rao, 1862 – 1874 found it the essential to intervene directly and improve the vernacular school system. He introduced in 1865 to 1866 major objects for establishment of government schools including a central vernacular school at the capital, a school in each taluk of the state and a normal school for training teachers; encouraging private agencies to start schools through liberal grant-in-aid, upgrading and integrating the indigenous schools in the formal system, and the establishment of a Text Book Committee to translate and write books of all kinds. The main trust of the policy was the provision to spend every year, a sum of Rs.20,000 towards the establishment – vernacular schools in

31 V. Nagam Aiya, op cit., p. 453.
each of the 30 taluks of Travancore.\textsuperscript{32} The English and the vernacular schools flourished side by side, but independent of each other. Under both heads, there were government as well as aided institutions, the latter being mostly maintained by the missionaries.\textsuperscript{33} English was taught in these schools through the medium of the vernacular. The state aided English schools maintained by private agency were the two important institutions maintained by the London and church missionary bodies at Nagercoil and Kottayam respectively. Besides these, there were several private English and Anglo – vernacular schools, all over the state, mostly conducted by missionaries, which neither conformed to any standard nor received any aid from government.\textsuperscript{34} In (1875 – 76), a sum of Rs.15,000 was allotted for grants-in-aid and rates passed for the regulation of such grants. The grants were open to all schools, whatever be the agency of management, which taught vernacular upto a certain standard and which had an attendance of not less than 25 pupils. In every case, the grant was calculated to meet one half of the estimated salaries of the teaching staff, the payment being made half yearly on the report of the inspecting officer.\textsuperscript{35}

The educational polices of the government brought about great changes in Indian Education. But the christian missionaries were not happy about the

\textsuperscript{32}\textit{Ibid.}, p. 455.
\textsuperscript{34} \textit{Ibid.}, p. 551.
policy of the government after the Despatch. They were disappointed with the grant-in-aid system, the religious neutrality and the neglect of primary education. They formed an organization called “The General Council of Education in India” and agitated against the policy of the Government of India. As a result of their influence, Lord Ripon, the Viceroy of India appointed Sir. William Hunter as the chairman of the commission which was formed on February 3, 1882 is known as “Hunter Commission”. This was also known as “Indian Education Commission”.

**Hunter Commission Report, 1882**

In 1882, Lord Ripon appointed a Commission, “To enquire into the manner in which effect had been given to the principles of the Despatches of 1854 and to suggest such measures as it may think desirable in order to the further carrying out of the policy there in laid down”\(^{37}\). The Hunter Commission collected a lot of useful information and made the following recommendations.

1. While advocating the gradual withdrawal of the state from direct support of the management, the institutions of higher education, the commission felt that this withdrawal could only be by slow and cautious steps. A college or a secondary school were to be handed

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over to the Indians provided there was a reasonable prospect that the cause of education would not suffer through the transfer.

2. Provision was to be made for ordinary and special grants to colleges.  
3. There were to be alternative courses in the great colleges.
4. Certain general principles were to be followed as regards college fees and exemption from them.
5. New regulations regarding scholarships were to be framed.
6. All attempt was to be made to prepare a model text book based upon the fundamental principles of natural religion such as may be taught in all Government and non government colleges.
7. The principal or one of the professors in each Government and aided college, was to deliver to each of the college classes, in every session, a series of lectures on the duties of a man and a citizen.
8. Special measures were to be adopted for the encouragement of education among the Mohammedans.
9. All elementary schools were to be inspected and supervised by the Educational officers of the Government.
10. The commission put emphasis on physical and mental education of the students.
11. According to the commission, primary education needed strongest encouragement. A part of the provincial revenues should be

38 Raychoudhary, S.C., op. cit., p. 197.
39 Aggarwal, J.C., Development and planning of Modern Education with Special Reference to India, New Delhi, 1982, p. 70.
exclusively reserved for primary education. Primary education should be given by the state, district boards and municipalities. Secondary education should be encouraged through local or private bodies. All secondary schools should be given to the private management wherever that is possible.40

The idea of a separate university for Travancore was there in the minds of administrators and educationists. The Indian Education Commission of 1882 had expressed the hope that Trivandrum part of Kanaykumari District might become the centre of a new university in course of time.41 The Hunter commission also recommended the native agencies of education should be preferred to missionary enterprises and each province must evolve its own rules taking in toe consideration the local situation. The Government of India accepted the recommendation of the Hunter commission and directed the preparation of an annual report reviewing the progress of education in the country. Higher education progressed at great speed during the next few decades.42

The reign of Travancore King Sree Moolam Tirunal (1885-1924 AD) witnessed giant strides in the field of education, private agencies were given encouragement and help in their educational activities. The principle of free

primary education was recognized. Director of public instruction was appointed to co-ordinate all educational activities. An education code was introduced. The education of the backward classes were given special attention. A Sanskrit College, an ayurveda college, a second grade college for women and a law college were opened at Thiruvandraum.  

**Travancore Education Code of 1070 ME (1894 – 95 AD)**

By the code of 1070 ME 1894 – 95, the educational activities of the state was co-ordinated. A new method of curriculum which introduced on the basis of Madras Educational rules in the district schools were implemented. Rules were laid down for the organization and management of schools, qualification of teachers, building and accommodation. 

According to the educational code, Educational Institutions were classified in to three categories. They were University Education, General Education and Special Education. The English and Vernacular schools were classified in to High school, Middle school and primary school. All colleges came under the direct control of the Government. A revised grand-in-aid code was introduced. The education of the backward classes were given special attention. Government schools were thrown open to the boys and girls of the untouchable communities. Educated men from these castes were

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44 Administration Report, Education for the year 1070 ME (Trivandrum, Government Press, 1896, p. 141.
appointed to the public service. Libraries and reading rooms were given liberal grants. A reformatory was established for the education of juvenile delinquents.\textsuperscript{46}

The commission made little changes in the policy of university education. The commission contented themselves with making only a few observations in connection with the improvement of the affiliated colleges. This commission also drawn the attention of the local governments for the need of “providing or extending the means of collegiate education” at several places and recommended that rate of aid to each college of determined by the strength of the staff, the expenditure and its maintenance, the efficiency of the institutions and the wants of the locality.\textsuperscript{47} Lord Curzon came to India as viceroy in 1899, the current of nationalism was strong in Indian educational field. Curzon who had some experience of the educational needs of the country felt that urgent attention should be made to reform the system of education in vogue in India, with this intention he convened “Simla Education Conference”. He accorded top priority in his programme to university reforms because, according to him, the most strenuous efforts were needed at this stage. To reform the universities of India, he appointed a commission on 27\textsuperscript{th} January 1902, headed by the Hon’ble T. Ralaigh. This commission is

\textsuperscript{46} Sreedhara Menon, A., \textit{op.cit.}, p. 344.
\textsuperscript{47} Report of the Indian Education Commission 1882, p. 28.
known as Indian Universities Commission.\textsuperscript{48} This commission take seriously
the point of Indian education commission, and the point was pressed upon the
universities commission of 1902 by Prof. R.S. Lepper of the Maharajas
college, Trivandrum. Dr. A.C. Mitchell in the course of his farewell speech
as retiring Director of Public instruction, also urged the starting of a univer-
sity for the state.\textsuperscript{49} This commission paved the way for the
establishment of university of Travancore for the benefit of higher education
in Travancore state. So this universities education commission became one of
the remarkable features in the Educational History at the state. Senate and
syndicate should be re-organized, curriculum and examination system should
be modified. Intermediate course were stopped and B.A. Degree course
would be conducted for duration are the main recommendations of this
commission.\textsuperscript{50}

\textbf{Universities Act of 1904}

The Government of Lord Curzon accepted the recommendations of the
Raleigh commission and embodied then in the universities Act of 1904. This
act reconstituted the governing bodies of the universities. The senate of the
university was to have not less than 50 and not more than 100 members. The
number of elected fellows was fixed at 20 for universities of Calcutta,
Bombay and Madras and 15 for the other two. The university was given the

\textsuperscript{48} Lord Curzon in India (A collection of Lord Curzon’s Speeches on Indian
\textsuperscript{49} Thanappan, A., \textit{op.cit.}, p.2.
\textsuperscript{50} A University for Travancore, Memorandum, 1937, p. 40.
power of making provision for the instruction of students and the appointment
of university professors and lectures and to do all acts which tend to the
promotion of study and research.\textsuperscript{51} The Government was vested with certain
powers regarding the regulations to be framed by the senates and the
Governor. General-in-council was empowered to define the territorial limits
of the universities. The public opinion in India was very critical by this act.
The new regulations for affiliation of college were ragged as a means to
hamper Indian private effort in the field of education. The Indian opposition
was based on the growing conviction that Lord Curzon was bent upon
restricting the opportunities for higher education open to young Indians.\textsuperscript{52}

The Government issued order in 1913 and this clarified the policy with
regard to higher education. As India would not be able to dispense altogether
with the affiliating universities for along time, it was necessary to restrict the
area over which such universities would have control. New teaching and
residential universities were to be established at Dacca, Aligarh and Banaras.
New affiliating universities were to be established at Rangoon, Patna and
Nagpur. The out break of the world war delayed the implementation of the
resolution. But universities level started at Banaras and Patna in 1916 and
1917.\textsuperscript{53}

\textsuperscript{51} Mahajan, V.D., \textit{India since 1526}, New Delhi, 2000, p. 505 – 506.
\textsuperscript{52} G. Prem Kumar, “Educational Measures in Madras and the Non Brahmin
Awakening”, \textit{Journal of Indian Historical studies}, Trichy, 2009, p.63.
\textsuperscript{53} Vijayakumari Amma, M., \textit{op. cit.}, p. 220.
As time progressed, the demand for higher education in Travancore grew and a situation developed where the existing colleges could not meet the demand. The unprecedented increase in the number of the educated unemployed was a factor that called for urgent solution. Government pointed out that the solution was shifting the focus to the vocational and technological aspect.\(^{54}\) After detailed study, the Travancore University Committee made the following recommendations of founding a university with higher ideals. The university should initiate research into the local problems of the regions. The committee urged that one of the fundamental objects of the new university must be to make suitable provision for higher teaching and research to the extent to which funds are available. The committee opined the proposed university should be for the whole of Travancore, Cochin and Malabar. But they were unanimous in their recommendation that whether the other states joined or not, a university for Travancore with its head quarters at Trivandrum should be established. The fresh recommendations were accepted by the government in 1936.\(^{55}\) The Dewan Sir. C.P. Ramaswamy Aiyer was also highly in favour of a University in Travancore. The Dewan Sir. C.P. Ramaswamy Said; apart from the economic necessity of a university there is a great political and practical necessity also. I foresee as an administrator, I cannot but foresee that the middle class educational

\(^{54}\) Administration Report, Education for the year 1070 ME, Trivandrum, 1920, p. 141.

\(^{55}\) Travancore University Committee Report, Trivandrum, 1923, p. 156.
unemployment which is everyday on the increase will necessarily lead to a situation which will be intolerable, a great political necessity for organizing our system of education.\footnote{A University For Travancore Memorandum, 1937, p. 18.}

The University of Travancore was established and incorporated under the Travancore University Act I of 1113 M.E. (1937 – 38), through a Royal proclamation by H.H. Sri Bala Rama Varma Maharaja of Travancore on 1\textsuperscript{st} November 1937. The control of the university was vested in the Chancellor, Pro-chancellors, Vice-chancellor, Syndicate and Senate. The Maharaja became the chancellor and Dewan Sir. C.P. Ramaswamy Aiyar was appointed as the Vice-Chancellor. On 19\textsuperscript{th} June 1938, the maintenance and control of the Government colleges were vested in the University and the four private colleges in the state Viz. Union Christian College, Aluva, St. Berchman’s College, Changanacherry, C.M.S. College, Kottayam and Scott Christian College Nagercoil were affiliated to the privilege of the University.\footnote{Eappen, K.V., \textit{Church Missionary Society and Education in Kerala}, Kottayam, 1985, p. 138.} The University of Travancore gave further fulfillment to the growth of higher education in the area. Though conceived as a teaching and residential university. It also began to affiliate new colleges.\footnote{Report of the Central Advisory Board of education, 1944, p. 23.}

After independence, India government appointed a commission under the leadership of Dr. Sarvlapalli Radhakrishnan in 1948. This commission is known as “Radhakrishnan Commission” or the University Education
Commission of 1949. The university Education Commission recommended
universities to take into account the changes in the socio political scenario of
India and formulate the aims of education. Training for leadership, social
efficiency, development of knowledge and wisdom, love for higher values of
life and cultural progress. The commission suggested 11 + 3 structure of
education throughout the country. Then existing structure was 10 + 2 + 2.
After 10 years of school education, the young students entered the colleges.
For a two year intermediate course which was followed by two year degree
course.\textsuperscript{59} The university education commission recommended Research,
professional education and the establishment of rural universities surrounded
by rural colleges to facilitate rural reconstruction with special reference to
agriculture and industry. Radhakrishnan Commission strongly recommended
a university grant commission should be appointed to supervise the
universities all over India and to allocate funds for their functioning.\textsuperscript{60}

On September 23, 1952, the Government of India, appointed a
commission under the chairmanship of Dr. Lekshmana Swami Mudaliar.
This commission is known as “Lekshmanaswami Mudaliar Commission”.
“According to the commission secondary Education is a self-sufficient course
preparing students to entire life after completing the course”. This
commission aims at the “creation of democratic citizens, developing

\textsuperscript{59} Mahajan, V.D., \textit{op. cit.}, p. 508.
\textsuperscript{60} Maddi Gurumurthy Reddy, \textit{Higher Education in India}, New Delhi, 1997, p. 7.
economic and vocational efficiency promoting leadership qualities, and above all preservation and enrichment of our culture heritage”.61

An Education Commission was appointed by the Government of India in July 1964 to “advice the Government on the national pattern of education and on the general principles and policies for the development of education in all states and in all aspects.” Dr. D.S. Kothari was appointed as its chairman. The commission recommended that the tuition fee at the primary stage should be abolished in all government, local authority and private schools as early as possible. Free text books and writing material should be provided at the primary stage. Special attention should be paid to the education of women, handicapped children, backward classes, backward tribes, tribal people and scheduled castes. Allocations for the construction of school buildings should be increased in central and state budgets.62

**The National Policy of Education 1968**

The National Policy of Education 1968 marked a significant step in the history of education in post – Independence India. It aimed to promote national progress, a sense of common citizenship and culture, and to strengthen national integration. It laid stress on the need for a radical reconstruction of the education system, to improve its quality at all stages. It

61 Mahajan, V.D., *op. cit.*, p. 509
gave greater attention to science and technology, the cultivation of moral values and a closer relation between education and the life of the people.\textsuperscript{63}

In 1976 in the 42\textsuperscript{nd} amendment, the central government shared higher education responsibility with the states. Funding, policy-making and monitoring of higher education became the responsibility of the Union government. However, the State Governments are mainly responsible to promote higher education. The state higher education department under the control of the minister of Education and statutory council for Education are looking after higher education and suggest innovative measures as far as the development of higher education in Tamil Nadu is concerned.\textsuperscript{64}

The government of India had formulated "National Loan scholarship scheme" in the year 1963-64, with the objective of providing financial assistance to needy and meritorious students pursue their higher education after matriculation or school leaving stage. This scheme was discontinued in 1991-92, since, the financial assistance was stopped. The government has now decided to continue the above scheme as a "state scheme" to provide financial assistance to the needy and meritorious students to enable them pursue their higher education. The scheme was implemented from the academic year 1994-95 with an annual outlay of Rs.25 lakhs.\textsuperscript{65}

\textsuperscript{64} Tamil Nadu State Administrative Report, Madras 1977 – 78, p. 181.
\textsuperscript{65} Tamil Arasu, Published by the Government of Tamil Nadu, Madras, 1995, p.73.
The government bears the expense of the higher studies of the top three rankers in the 10\textsuperscript{th} and 12\textsuperscript{th} standard public examinations in the district as well as state level from the year 1996. The government will meet the entire expense of education of the students who have secured the first ten places from 1996-97, hail from families that have no graduate members are interested in pursuing professional courses.\(^66\)

The Tamil Nadu government has constituted a state council for higher education, following the enactment of the Tamil Nadu state council for higher education act, 1992. The main functions of the council was to promote cooperation and coordination of higher education institutions to encourage innovations in curriculum development to coordinate among universities, colleges and other higher education institutions and to facilitate training of teachers in universities and colleges. The council will encourage sports, games, physical education and cultural activities, identity centres of excellence in the universities assist the UGC for determination and maintenance of standards and suggest remedial measures wherever necessary.\(^67\)

In order to make regulatory provisions to secure excellence in education and efficiency in management of minority institutions and to ensure proper standard of education and to provide security of service to teachers, the


\(^{67}\) Tamil Arasu, Published by the Government of Tamil Nadu, Madras, May 1992, p.21.
Tamil Nadu private colleges Amendment Bill, 1992 has been prepared and introduced by this department in the last session of the legislative assembly. The Tamil Nadu private colleges Amendment bill has been passed by the legislative assembly on 28.04.1992.68

The government of Tamil Nadu, through the Anna University (Amendment) Bill Act, 2001 have brought all the 6 Government Engineering Colleges under the control of Anna University as constituent institutions from January 2002 onwards. Since these colleges are expected to function as regional centres in providing academic and research inputs for the colleges in the regions at a higher level. Based on the above amendment, all the aided and self financing engineering colleges, in all totaling 219 engineering colleges, in the entire state, have been affiliated to the Anna university, with effect from 31.12.2001. Anna University has conducted counselling for admission to the engineering colleges through single window system at Chennai centre only. Now this facility is extended to the students by adding one more centre at Trichy.69 The government entered into a consensual agreement with the association of the private unaided professional institutions and issued order for sharing of seats between government and the managements. The non-minority unaided engineering colleges consist of government Quota 65% and management Quota 35%. The Minority unaided

68 Tamil Arasu, Announcements made in the Legislative Assembly, Madras May 1992, p.20.
engineering colleges government Quota 50% and management Quota 50%.\textsuperscript{70} The fees in the government engineering colleges has been referred from Rs.12,550 to Rs.7,550 by this government from the academic year 2006-2007.\textsuperscript{71}

Students hailing from non-graduate families and who have secured the top 10 ranks in the professional colleges admission list, were given a special grant subject to a maximum of Rs.20,000 each towards meeting the educational expenses. A total sum of Rs.4.99 lakhs has been disbursed by government during this year to 40 top ranking students for the year 2003-2004 to 2006-2007.\textsuperscript{72}

Tamil Nadu government has the largest number accredited colleges in the state. As a policy, the government encourages every higher education institution in the state who opted for accreditation either by National Assessment and accreditation council (NAAC). In the sphere of technical education, the government is committed to improve the single window system of admission of students to engineering colleges. This year, apart from facilitating counselling from additional centres, a web enabled system is being used for application processing and issue of hall tickets for the Tamilnadu Professional Course entrance examination.\textsuperscript{73}

\textsuperscript{71} Tamil Arasu, One Year Achievement Special, Madras, 2006-2007, p.43.
\textsuperscript{72} Ibid, p.44.
For the benefit of students hailing from poor families who are studying in engineering colleges, a total sum of Rs.21.25 lakhs has been given to 85 students at the rate of Rs.25,000/- per student, during 2006-2007.\textsuperscript{74} The Tamilnadu government has reserved 15% of seats in all professional colleges for the rural students from 1997-1998. For the first time 864 rural student in 1997-98; 1,190 rural student in 1998-99 and 1,544 rural students in 1999-2000 have benefited by getting admissions in professional colleges. All these efforts of the government and its policy paved the way for the emergence of a new era in the field of higher education.

\textsuperscript{74} Tamil Arasu, One Year Achievement Special, Madras, 2006-2007, p.44.