INTRODUCTION

The Tamil speaking population in the Madras Presidency was confined to Madras, Chengalpattu, South Arcot, North Arcot, Tanjore, Madurai, Tirunelveli, Kanyakumari, Salem, Dharmapuri, Tiruchirappalli, Pudukkottai, Coimbatore and the Nilgiris as Revenue District.¹ These areas lay between 8°5¹ and 13°35¹ Of North Latitude and between 76°15¹ and 80°20¹ of East Longitude. It had a 912 km long coast.² In the southern most part of India, Tamil Nadu, lay these areas, and it extended up to Kanyakumari in the South. Karnataka and Andhra Pradesh were on the North, on the West, Kerala and on the East, the Bay of Bengal.

Mysore Plateau was in the North and North West, and the Tirupathi Hills, alias, Vengadam in the North East. It was bounded on the West by the Arabian Sea, on the South by the Indian Ocean and on the East by the Bay of Bengal.³ There was no distinction between Tamil Nadu and Kerala in the beginning. The distinction arose after the Ninth Century when Malayalam as a separate language grew by absorbing Non-Tamil Linguistic Elements and creating a distinct cultural ethos influenced by the ethnic mixture of the Arabs, the Syrians and the local population.⁴

⁴ Ibid., p.4
For administrative convenience, the British reorganised the boundaries of Provinces. At the dawn of Independence, the Madras Presidency consisted of Tamilagam, Andhra and two districts of Kerala and South Kanara. The erstwhile Madras Presidency had Sri Kakulam, Vishakapatnam, Godavari East, Godavari West, Krishna, Guntur, Kurnool, Bellary, Anantapur, Gudappah, Chitoor, Madras, Chengalput, South Arcot, Tanjore, Madurai, Ramanathapuram, Tirunelveli, North Arcot, Salem, Tiruchirappalli, Coimbatore, Nilgiris, Malabar and South Kanara as Revenue Districts. In 1951, the population of the Presidency was 58,612,449, with an area of 1,27,790 sq. kms. The Madras State Legislature passed a Resolution in 1957, which stated that the residuary state was to be called as Tamil Nadu in Tamil and as Chennai in English. The State had an area, after ceding areas to Kerala and Karnataka, of 50,222 sq. miles, with a population of 33,490,528 in 1958. On August 18,1967, the State Legislature again passed a Resolution to the effect that the Madras Presidency was to be called Tamil Nadu. Since then the State has been called Tamil Nadu.

7 Pillai, K.K., *op.cit.*, p.522.
9 Pillai, K.K., *op.cit.*, p.522.
Meaning of Education

Human life, the best creation of God, has acquired two distinct characteristics such as the biological and the sociological or cultural aspects. The biological aspect is maintained and transmitted by food and reproduction, whereas the sociological or cultural aspect, the rare distinction of human life is preserved and transmitted by education. Man is capable of being educated. Through education, he tries to seek new ideas and new ways of life and promotes his intelligence. As education is a continuous process it deals with ever-growing man in the ever-growing society. Education in India has passed through many stages since the Vedic period. Different philosophers, educationists, statesmen, politicians, artisans and priests according to their own outlook on life and circumstances, attempted to define the term 'education'.

Etymologically, 'education' means 'to bring up' or 'nourish'. It also means that the child has to be brought up according to certain aims and ends in view. It is derived from the Latin word 'educare', which means 'to lead out' or 'to draw out' - 'e' means 'out' and 'ducare' means 'to lead' or 'to draw out' rather than 'to put in'. There is yet another version according to which the term 'education' comes from the Latin word 'educatum' which means 'the act of teaching' or 'training'. By coining two words, 'educare' and 'educatum' what is derived is to draw out something, teaching is needed.
Synonyms of Education

A number of synonyms of the word *education* are available. The most important word *pedagogy* is used for education. Thus pedagogy is the science of introduction for the purpose of leading the pupil. The most common Indian word *Shiksha* is derived from the Sanskrit verbal root *shas* which means 'to discipline', 'to control', 'to instruct' or 'to teach'.

Progress of Education

The progress of any nation rests upon the concept of educational process. This is very much insisted by the Kothari Education Commission (1964-66) in the following statement, "The destiny of nation is being shaped in our classroom". The educational scenario in India entered into a new phase when the Christian missionaries viz, the American Missionaries, Danish missionaries, London Missionaries landed on the soil. The backwardness of the natives provided them sufficient ground for conversion and the education served as a tool towards this cause. As the natives knew only vernacular languages, local teachers were required to teach principles of Christianity as prime objectives and other subjects as secondary objectives. It made them to open a series of training schools in different parts of the country for producing trained teachers both in vernacular and European languages.

Even since the English East India Company took over the reins of the Tamil Country in 1802, a number of commissions and committees have been
appointed which provided suggestions for the growth of teacher education. The modern secondary teacher education institutions began functioning, when the Normal schools were opened to prepare teacher-pupils for secondary schools. One such school opened in 1823, (now Teacher's college Saidapet) was the first secondary teacher training institution in Tamil Nadu. The Christian missions like London Missionary Society, the Church of Scotland Mission, the American Arcot Mission, the Madras Diocesan Council (Meston Training College, Madras), the Apostolic Carmel Mission (St. Ann's Training College, Mylapore etc.,), the philanthropists like T.V.Avinashilingam (Ramakrishna Mission Vidyalaya Teacher's College, Perianaickenpalayam) and Alagappa Chettiar (Alagappa Chettiar Training College, Karaikudi) and the government followed suit and did a lot in the field of education.

**Evolution of British Education Policy**

The growth of any nation rests upon the concept of educational process. The educational scenario in India witnessed a new phase when the Christian Missionaries viz, American Missionaries, Danish Missionaries, London Missionaries landed on the Indian Soil. The backwardness of the natives provided them sufficient ground for conversion and education served as a tool towards this cause. As the natives knew only vernacular languages, local teachers were required to teach Principles of Christianity as the prime objective and other subjects as secondary objectives. They opened a series of training
schools in different parts of the country for producing trained teachers, both in Vernacular and European Languages.

Ever since the English East India Company took over the reins of the Tamil Country in 1802, a number of Commissions and Committees were appointed to offer suggestions for the growth of education. The First Secondary Teacher Training Institution in Tamil Nadu was opened in 1823. Christian Missions like London Missionary Society, the Church of Scotland Mission, the American Arcot Mission, the Madras Diocesan Council (Meston Training College, Madras), the Apostolic Carmel Mission (St. Ann's Training College, Mylapore etc.), followed by philanthropists and the Government, opened secondary training colleges in different parts of the State in order to produce trained teachers.

The Wood's Despatch of 1854 was the first categorical and comprehensive declaration of the Education Policy of the Court of Directors. It was an important landmark in the history of education in Modern India. Realising the necessity to have an adequate supply of Trained Teachers, the Despatch recommended the establishment of Training Schools in each Presidency in India.  

As a result of the Despatch's Recommendation, the first Secondary Training School for Teachers in the country was established on 1\textsuperscript{st} March 1856

---

in Madras. It was then known as Madras Normal School and at present, it is known as the Teachers’ College, Saidapet. The Stanley's Despatch of 1859 rectified the defects of the Wood's Despatch. It laid greater emphasis on Teacher Education and the new Grant-in-Aid Code. Under this Code, no student could be admitted to a recognised training school of any grade without having passed the general educational test of the grade. The recommendation caused increase of training institutions rapidly. From the statistics available for the year 1882, it is revealed that "there were in all 166 Normal Schools in the country in the said year, with an enrolment of 3,886 trainees, and they were run at a cost of Rs. 4 lakh per annum".

The Education Commission of 1882, with its Report published in 1884, made a significant contribution to the development of education in the country. It urged the need for increasing the number of schools so that they might be widely spread throughout the country. The Commission’s Report drew the attention of the British Government in India for the first time to the necessity of providing educational facilities and the recommendation had the desired effect.

---

A significant development took place in the field of Secondary Teacher Education during the Twentieth Century. During the Viceroyalty of Lord Curzon, the Governor General-in-Council on 11th March, 1904, issued the Indian Education Policy. By its Resolution, the Government of India laid down the guiding principles for the further development of education in the country.¹⁴ The Government Resolution on Educational Policy, 1913, stated, “eventually, under modern system of education, no teacher should be allowed to teach without a certificate that has qualified him to do so”.¹⁵ The Government of India appointed the Sadler Commission, headed by Sir Michael Sadler in 1917. It made the recommendations for improving the existing educational system.¹⁶

Since 1921, the Government of India transferred Education to the Provincial Subject due to the Montage Chelmsford Reforms. The Government's retrenchment policy and the Non-Co Operation Movement had adverse effects on education.

The Hartog Committee of 1929 paid special attention to the problems concerned with educational system. As a result of the Committee's Recommendation, the system of education was gradually reoriented to more

---

¹⁵. *Indian Education Policy 1913*, New Delhi, 1913, p.314.
¹⁶. *Resolution on Education Policy, 1913*, Madras, 1913, p.15
progressive line. The Committee suggested some changes in the education system.\(^{17}\)

The Economic Crisis of 1931 generated a good deal of unemployment. A large number of university graduates could not find employment. Hence a Committee was constituted consisting of two educationists, namely, Mr. Abbot, the Chief Inspector of Technical Schools and S.H. Wood, the Director of Intelligence of Board of Education, England. The Report, for the first time, realised the social responsibility of the Government to go beyond passing of information. Hence the introduction of vocational teachers in college was proposed.\(^ {18}\)

By this time, Gandhi emphasized the importance of Basic Education called the Wardha Scheme of Education. A Basic Training College was established in Madras in 1936 and it was called Baler Kabir Nilayam. It was a Training Institute for Nursery School Teachers, which was visited in 1939 by Maria Montessori, the Founder of Kinder Garten Education.\(^ {19}\)

In 1937, the Meston Training College was established in Madras. This college imparted education exclusively to men. The St. Ann's Training College, Mangalore, started functioning from 1943, with twenty students on the rolls. It was the first training college in the Madras University area to be found outside

\(^{17}\) Rai, B.C., *op.cit.*, p.115.  
\(^{19}\) *Ibid.*
Madras City. In July 1945, the Government Training College, Trichur was opened. The college had the full strength of 80 students in the third year of its inception.

On the eve of the Second World War, an Educational Commission was created under the Chairmanship of Sargent. The Sargent Report of 1944 gave more importance to the educational development at the primary stage.

As the country was under the suzerainty of the British, one could not expect that they should have ruled for the betterment of people. However, they took utmost care for the promotion of education through Education Commissions appointed at various stages. Christian Missions, the vehicle for the development of Imperialism, opened the eyes of the people by opening educational institutions. Their services could not be underestimated.

Choice of the Topic

The theme of the research is the “Growth of Education in Colonial Tamil Nadu, 1854 and 1937”. Some scholars have carried out research on educational activities during the Justice Party and some during the Congress Rule. But there has been no concerted and consolidated study of education under the Colonial

---

Rule in a comprehensive way. Hence the choice of the Topic entitled, “Growth of Education in Colonial Tamil Nadu, 1854-1937”.

Universe of the Study

The Tamil Speaking Districts of the erstwhile Madras Presidency under the Colonial British Rule or the present Tamil Nadu, roughly forms the Universe of the Study Area. The Tamil-Speaking Parts of the Madras Presidency included Madras, Chengalpattu, South Arcot, North Arcot, Tanjore, Madurai, Tirunelveli, Kanyakumari, Salem, Dharmapuri, Tiruchirappalli, Pudukkotai, Coimbatore and the Nilgiris as Revenue Districts. This jurisdictional restriction enabled the Scholar to cut the size of the vast material available for the whole of the Madras Presidency into a manageable proportion for the purpose of a crisp and comprehensive study. This study attempts to examine the above theme within the chronologically scripted relevant events.

The scope of the study covers the over all progressive educational activities under the Management of Missionaries, the Madras Government and the Imperial Government in the Tamil Speaking Districts of the erstwhile Madras Presidency during the Colonial British Rule. It also covers all types of education that were imparted by the Colonial Administrators with the help of Missionaries, Private Agencies and Philanthropists.
Period of the Study

The growth of education in the Colonial Tamil Nadu from 1854 to 1937 is the subject matter of the study. It covers a period of eighty-three years. The study commences its investigation with the Wood’s Despatch of 1854 which is called the ‘Magna Carta of the English Education in India’. It also marked the beginning of the education of the people in the western way. The Study ends with 1937 when the Congress Party formed Ministry in Madras Presidency in 1937. Occasional references have been made to the erstwhile Madras Presidency and other parts of India, because the topic under discussion spills over to Madras Presidency and the rest of India.

Hypotheses

This Study proposes to test the following hypotheses.

* There was gradual Educational Development in the Pre-Mutiny Period of the Colonial Rule.

* The Colonial British Rule laid the Foundation for the Modern Educational System in Tamil Nadu.

* The Wood’s Despatch marked the Turning Point which hastened the Educational Activities of the Colonial Government.
* The Seclusion of Lower Caste Women from learning was brought to an end and it was the Beginning of Learning for all Women irrespective of caste and religion.

* The Secondary, Higher, vocational, Scientific, Agricultural and Medical Education gained expansion and many educational institutions were started throughout Tamil Nadu.

* Subaltern People like Depressed Classes, Kallars and even the Prisoners received educational impetus due to the Educational Measures of the British Rule.

The Researcher attempts to test these hypotheses which constitute the body and findings of the study.

Objectives of the Study

The major objectives of the study are

- to expose the growth and development of Education ever since the implementation of the recommendations of Wood Despatch of 1854 and other Educational Commissions with particular reference to Tamil Nadu.

- to focus the major features of the education institutions in respect of the following,
  a. Growth in the number of education institutions.
  b. Imparting technical and technological and medical Knowledge and the advancement of the Indian society
c. Awakening and enrolment in of women in the educational institutions.

d. Problems and issues.

Scope of the Study

The scope of the study covers the Education Institutions run by different types of management as well as state run institutions in the colonial Tamil speaking districts of the erstwhile Madras Presidency. It also covers all the types of education that imparted by the colonial administrators with the connivance of the missionaries, private agencies and philanthropists.

Sources

For this Thesis entitled, “Growth of Education in Colonial Tamil Nadu, 1854-1937”, primary, secondary and tertiary sources are consulted.

Government Orders, Report on educational census, report on public instruction, administration reports, recommendations of the Educational Commissions' reports, proceedings, dispatches, extracts of the letters of the Court of Directors, Governor-General and Governor etc., and the publications of the Imperial and Madras Governments constitute the primary sources. The annual reports of educational departments and universities give much information on the growth of education in Tamil Nadu and they also give a lot of information about the development in different sphere. The government
proceedings provide good information about the various stages of development. The Educational Commissions reports are noted for the detailed findings about education in general and in particular.

sources like *Encyclopaedia, Webster's Dictionaries, Year Books* bestow immense information to define a handful of educational terminologies.

**Chapterization**

The Thesis is organized into eight chapters besides an Introduction and Conclusion. In the Introduction part the Physical and geographical features of Tamil Nadu, the administrative re-organizational measures, the meaning of education, the synonyms of education, the significance of teacher–student oriented education, the adopted methodology, objectives of the study, scope of the study, limitations, the consulted sources and the Chapterization is given.

The First Chapter entitled ‘Early Educational Development’ traces the growth of education ever since its inception in olden times. This chapter gives many details about missionaries’ work for the promotion of education. How the British worked for the rectification of the system through Education Commissions appointed from time to time is attempted.

The second chapter entitled ‘Impact of Wood’s Despatch of 1854’. In this chapter an attempt is made to highlight the early educational reform measures of the British, the salient features of Wood's Despatch, its impact in the Madras Presidency, the establishment of the Presidency College, the formation of the Directorate of Public Instruction, the initiatives of the Government in the sphere of education, the introduction of Grants-in-Aid
System, the establishment and maintenance of Libraries, the beginning of the Government Normal School, and the conduct of the Public Examination. It also discusses the female education, the goals of Women Education, the condition of women's education earlier to 1854, the significance of the Magnacarta of education of 1854, the Department of Education, the officials’ support to female education and the establishment of the schools for Girls.

The Third Chapter ‘Educational Awakening of Women’ deals about the importance of female education, the services of the missionaries in the promotion of the female education, the role of Munroe, the opening of a number of Girls’ schools, the role played by the social reformers, the significant role of Arbuthnot, the increasing enrolment of the girls and the implementation of structural changes, the recommendation of the Education Commission and the later developments.

The Fourth deals with ‘The Secondary Education’. In this chapter the expansion of secondary education in various levels, the formation of the Zillah or District schools, taluk schools, private schools, the American Missionary Schools, the Schools of Private Agencies, and the Upper Secondary Schools are provided in detail.

The Fifth Chapter is ‘Higher Education and Premier Institutions’. It deals the emergence of universities, the establishment of higher educational institutions in the form of colleges, and the growth and contribution of the
premier higher educational institutions like American College and the Madura College, Madurai, Joseph College, Cuddalore and Annamalai University, Chidambaram.

‘**Vocational and Professional Education**’ is the Sixth Chapter. It describes the teaching English language and Sciences, the introduction of English Education and spread of western knowledge, the imparting of agricultural education, the vocationalisation of education, the Indigenous Industrial training, and the technical and industrial education. It also deals the allopathy education, ayurvedic and unnani medical education, the dawn of the first hospital, naval hospital, native infirmary, the Medical Staff, the native doctors and trainees, the establishment of the native medical institution and the emergence of Medical Colleges.

The Seventh and the Final Chapter is ‘**Education of the Subaltern Classes**’. In the first part of the Chapter, an attempt has been made to highlight the awakening of the Depressed Classes, the role of the British Government, the scheme of education to all people without discrimination, condition of the Depresses Classes as highlighted by J.H.A. Tremenheere, the Ameliorative Measures to improve the condition of the Depressed Classes, the Christian Missionaries and Depressed Classes, the Red Letter Day in the life of the Depressed People, the Montague-Chelmsford Reforms, the formation and function of the Labour Department and the activities of the Labour
Commissioner. The second part of the Chapter narrates the education of the Kallars. To divert the youngsters from their traditional habits, a Compulsory Primary Education was provided to the children of Kallars by establishing the Kallar Reclamation Schools in every Kallar Village. Free Education was imparted to the Kallar Pupils. The Panchayatars and the Parents were made responsible for the attendance of the pupils and they were punished for the absence of their wards. Along with this, Night Classes were conducted for the adults. They involved the Kallar Pupils in extra-curricular activities such as sports, scouts and Red Cross Society. It also explains the development and improvement of education among the Kallar Community due to the implementation of Kallar Reclamation Scheme. In the this part of the Chapter, the Government’s Educational Policy towards the prisoners is dealt with.

**Methodology**

For writing this Thesis both historical and analytical method is adopted and chronology is observed to the maximum level. This study analyses the various steps taken by the Colonial Government of Madras Presidency and the Imperial Government of India for the progress of education and its development between 1854 and 1937.
Limitations

The early growth of education and such other aspects of Education institutions are attempted only up to the year 1937. Statistical data related to the growth of different educational institutions are properly tapped by the colonial administrators and hence the scholar has not attempted. Administrative and financial aspect of the Education is not taken into account.