CHAPTER III

GENESIS OF HIGHER EDUCATION FOR WOMEN IN TIRUNELVELI DISTRICT

The history of Higher Education for women in Tirunelveli District had its inception in 1820 itself. There were 2 English and 11 Tamil schools with 497 students in all the mission stations in Tirunelveli District at the time of Hough’s (the first Government Chaplin at Palamcottah) departure.¹ Since it is the Pioneer district in Women’s higher education, much attention has been given by the researcher to find out the unknown facts. This Chapter throws light on the genesis of higher education for women in this district.

Margaret Cormack, a researcher in women’s education, stated that the tradition is growing that “a girl must go to school if she wants a chance for a good marriage.”² True to the saying of Margaret Cornack, the ambition of getting higher education for a woman was marrying educated better half. The above statements predicted the position of women in the mid 20th century. Definitely, education of women must be the toughest job for the pioneer missionaries for the cause of higher education by the beginning of 19th century in Tirunelveli district. Mission schools run exclusively to educate low caste women and trained them economically self reliant. After 1833, Missionaries concentrated on the establishment of Secondary Schools and Colleges, and the Medium of instruction was English.³ The government report of 1856-57 clearly stated that there were 273 government aided schools with 7,088 students in Tirunelveli district of Madras Presidency.⁴ In reality there was no Government girl’s school until about 1881 in Tirunelveli District. A large number

² Vinita kaul, Women and the Wind of Chance, (New Delhi), 2000, p.95.
of village schools for Hindu and Muslim girls were opened throughout the district by the authorities of Palamcottah Normal Female Training School who trained teachers. The appointment of women teachers paved the way for the development of women’s education. Tirunelveli district has 3 Colleges, i.e. two first grade and one second grade and 4 high schools and a Primary Schools for boys and girls with large numbers. One College, two High Schools, and a Secondary Training School were set up exclusively for girls.

THE FIRST GIRLS’ HIGH SCHOOL IN SOUTH INDIA

In 1820, the First Girl’s School was established by Rev. John Hough at Nazareth with 20 girls in South India and considered to be the third in India. It was maintained at an amazing cost of Rs. 18/- per annum. It is like a beacon light of knowledge in Tirunelveli District. At present it is in Tuticorin district. However, the school faded out of existence in 1826. In 1843, Mrs.Anne Cammaerar who succeeded in re-established Girl’s school against much opposition from men. This school began growing ever since Canon Arthur Margoschis was made superintendent of the school in 1876. A Boarding School was started in Nazareth providing a sound “elementary” education, so that its pupils received a good “middle class” education in 1880. Later a department had to be added to provide instruction for girls in preparation for the higher examination for women. As per Madras Diocesan Committee Report in 1884, Nazareth was the only place which sent students for the Middle School Government Examination and the students excelled in their performance due to the efforts of well trained teachers trained in St.

7 Muller George, D.S., & Jacob. R.S., Bicentenary of the Tirunelveli Church (1780-190), Commemoration Souvenir, (Tirunelveli, 10th July, 1980).
John’s Training School. Canon Arthur Margochis upgraded the Normal Elementary School to a High School in 1886-1887. In 1888, Rev. D. Periyayagam, B.A., L.T. was appointed as the Headmaster and the school became a full-fledged high school. But in 1890 the school was degraded to Higher Grade Middle School, when the high school classes were attached to Caldwell School at Tuticorin. The first set of seven girls from this School were appeared for the Matriculation Examination in the Madras Presidency. Five students were passed out from the institute out of seven. In 1908, the Director of Public Instruction on seeing the tremendous growth and the high standard of the school upgraded as a Government recognized Middle School in 1909. A few girls, who have passed the Matriculation Examination, were sent to the S.P.G. College at Trichinopoly. Two of them have taken the B.A., degree of the Madras University in 1910.

The main Building of the High School was opened by Rev. R. W. D Ashe Esq. I.C.S. and his wife on 15th September 1910. A room was named after him. Many Missionaries like Miss. Neadham, Miss Davidson, Miss. Marks, Miss Green, Miss. Evans, Miss Swingler, Mrs. Harris and Dr. (Mrs). Mac Donald had rendered commendable service to these Institutions. Until 1912 this school remained a Model School for Higher Grade Teacher Trainees. However it was upgraded again as High School in 1930. This school became the First High School for Women in South India. Again this school was upgraded as a Higher Secondary School on 1 July 1978 and grew from strength to strength as a seat of learning till date.

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9 Sherrock. M.A., **South Indian Missions Containing Glimpses into the lives and Customs of the Tamil People, S. P. G. in Foreign Parts**, (Westminster, 1910), pp.56-7.
11 Nazareth Margoschis College at Pillayanmanai, Golden Jubilee Magazine, 1878, p.11.
PREPARANDI SCHOOL AT NAZARETH

Preparandi School for Women was established by James Hough at Nazareth.\(^\text{15}\) The Missionary Societies appealed to the Women Missionaries to work among South Indian Women. Miss Sarah Tucker, wrote letters to her friends and collected 24 Sovereigns and sent to his brother John Tucker with the aim to educate women in South India.\(^\text{16}\) Mrs. Mary Sargent, the C.M.S. missionary appreciated the physically challenged Sarah Tucker’s deed and proudly called her as “the first promoter and supporter of female education in Tirunelveli.”\(^\text{17}\)

C.C. Giberne opened First Female Normal Teacher Training School at Kadachapuram in November, 1843 with the assistance of Miss. Sophia Hobbs.\(^\text{18}\) It had 22 girls in 1846.\(^\text{19}\) Some unmarried missionaries viz. Sophia Hobbs, H.T. Hobbs, Hawkins and Newman were also trained in this school. They induced the widows and elderly women to become teachers and the Bible women. All trained women were employed on the suggestion of John Devasahayam. In 1855, 12 women were admitted as students and in the subsequent year, 17 women were admitted as students.\(^\text{20}\) This institution was abolished in 1856 due to financial deficit and insufficient staff after C.C. Giberne returned to England in 1849. So, the girls were shifted to Palamcottah Boy’s Training Institution and female department was created and a shift system was introduced. However, Rev. Sargent realized and stressed the need for starting a separate training school exclusively for women. Unfortunately, due to the sudden demise of Miss. Sarah Tucker in 1857, the development of this school was hampered.

\(^{14}\) Madras Diocesan Committee Report, 1884, pp. 15-21.
\(^{17}\) Appasamy, Paul, The Centenary History of the C.M.S. in Tirunelveli, Palamcottah, 1923, p. 40.
\(^{18}\) The Church Missionary Record, 1844, p.97.
The Wood’s Despatch also emphasized the need for training of teachers, and adequate inspection system.\textsuperscript{21} There was a demand for well qualified trained teachers in government and private schools throughout the Madras Presidency. The trained teachers were not adequate for the demand, but a commencement was made in the direction of supplying trained teachers by the leading educational societies. As a result, a Vernacular Training School was established by the Church Missionary Society (C.M.S.) at Palamcottah in 1856, and the Society for the Propagation of the Gospal (S.P.G.) at Sawyerpuram and Vediarpuram.\textsuperscript{22} Subsequently, late Sarah Tucker’s friends decided to restart a Training School for girls by the close of 1858.

**ST. JOHN’S TEACHER TRAINING INSTITUTE (1877)**

Margoschis Higher Secondary School, Nazareth had its humble beginning in 1839. It was started as a mixed Elementary School with the separation of Girl’s School in 1849, which continued to be a Boy’s Elementary School. In 1880, Rev. Canon Arthur Margoschis started a Lower Grade Teacher Training School as a part of Girl’s Boarding School at Nazareth and upgraded to the Upper Secondary or Matriculation Standard in 1877. Those who completed IV Form got the teacher training. The rural school which was started by Rev. James Hough became the model school for these trainees. Canon Margoschis’s letter to his Home Ministry, in 1878 clearly stated that Teacher Training Institute was started with 18 girls at Nazareth. Among them 12 girls were prepared and appeared for Government Examination. Out of 12 students 8 were secured first class and 2 were secured second class”.\textsuperscript{23} Three years later, the High School classes were transferred to the Caldwell High School, Tuticorin and this School was once again reduced to the Lower Secondary Standard.

\textsuperscript{21} *Wood’s Educational Despatch, 19th July, 1854*, No.49, Paras, 3-5,18, 74,83,93-94, TNA.
In the year 1900, the Higher Grade Training classes at Tuticorin was transferred to Girls’ High School, Nazareth by the efforts of Rev. Margoschis, who was a great academician and due to the efforts of Miss. Evans and Miss. Swingler. In the mean time the School was recognized as the Middle School under the Madras Educational Rules (DIS No. 5034 dt. 09.08.1909) in the year 1909. With the abolition of Secondary Grade Training in 1912, the School ceased to be a Model School. The Third class which was attached to the School was abolished in July 1912. The School continued as an efficient Middle School till 1930, when it was raised to the status of a High School and the Fourth Form was added. It became a complete High School in the year 1932 and was permanently recognized under the Madras Educational Rules vide DIS No. 3754/32 dt. 23.10.1932.

From 1943 onwards the training school was administered by women alone. Until 1953 Teacher Training School remained Higher Grade Training Institute. From 1956 onwards it had been upgraded to Secondary Grade Teacher Training School. In 1957 it was changed to a Basic Education Training Centre. The students made threads and weaved clothes in the Basic Education Training Centre. Cookery and gardening were compulsory activities in Basic Education Training. In 1973 the Basic Education system was removed from the teacher training schools and the training schools were known as ‘Teacher Training Institutes.’ The certificates which were issued as TSLC (School Teacher Licentiated Certificate) were changed as Diploma in Teacher Education. Still this institution promotes Diploma in Teacher Education in this district. Students were admitted from various pastorate of the Diocesan of Tirunelveli.

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From 1931 onwards buildings were constructed in the school campus. St. Gabriel Hostel for Teacher Training Girls and Guardian Angels Hostels for Lower Grade girls were completed in 1943. In 1943 classrooms for Kindergarten and Teacher Training were built. The high school classes were conducted in the upper rooms and the classes of Training in the lower class rooms of the large building of the Girls High school. As the number of the high school girls increased, separate buildings were constructed for Teacher Training, Nursery and Kindergarten girls. Again this school was raised to the status of a Higher Secondary School in July 1978. Margoschis Higher Secondary School is serving more efficiently in the field of education in Tirunelveli district.

**SARAH TUCKER GIRLS TEACHER’S TRAINING INSTITUTE**

After the death of Miss Sarah Tucker, her intimate friends Maria, Sovia and Sovana from England formed a Committee to fulfill her long cherished ambitions to educate women in South India. They donated 268 Sovereigns [Amount is equal to 8 lakhs] and $17 [Shillings] to Mr. John Tucker to start a permanent institution with the permission of Rev. Sargent in the name of Miss. Sarah Tucker. Rev. Sargent bought 16 acres of land at Palamcottah and established the same. Rev. Austin Dibb and Miss. Meredith were appointed as its teacher. This institution was opened in a temporary building in 1858, under the competent head of Miss. Mary Richards who served till 1865. In 1859, girl students were shifted from Palamcottah Boys Training School (already mentioned in this chapter) and admitted to the newly opened Sarah Tucker Normal Teacher’s Training School. This School, educate women up to III Form (VIII Std) in vernacular language. English

27 *Church Missionary Record*, 1858; *STC Girl’s Hr. Sec. School Centenary Souvenir 1890-1990*, pp34-35.
29 Mary Deva Packiam, *op. cit.*, p. 23
subject was not introduced, according to the statement of Mrs. J. Lilly Pushpam and Mr. M. Jesudoss, the Retired teachers of Elathur village in Shencottah Taluk. After III Form, girls were appeared for the Teacher’s Training Course Examination for Higher Grade Teacher’s Certificate. This Normal School for Teachers in the name of Sarah Tucker Teachers College was incorporated by the Act of the Legislative Council of India. One report stated that Hundred out of fifteen were widows due to child marriage and early death of their husbands in Tirunelveli district. The economic need of widows and their pitiable social status strive themselves to join and parent’s were also willing to sent them for teacher training. Since, women were appointed as teachers that led to the progress of women’s education in this district.

The Sarah Tucker Female Training School flourished rapidly under the competent guidance of Rev. Mr. & Mrs. Lash, the C.M.S. missionaries who took charge of the institution in 1867. Trainees had their teaching practice in the Model School, where they were taught with the help of illustrations, flowers, nuts or models from the museum, paper, coins, dolls and vessels. On certain occasions, they were sent to teach the illiterate neighbour’s to read and write. On 14th February 1869 the Sarah Tucker Institution was reopened in a permanent building by Rev. P.S. Royston, who was the Secretary of the Madras Corresponding Committee of the C.M.S.

The below Table No. 7 clearly stated about the total strength of Training Schools for Mistresses in the Madras Presidency during the academic year 1913-14. Madras secured the first place and the second place was Tirunelveli district with regard to the strength of the Mistresses. But the growth and development of women education was by a long way going further.

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educators in Tirunelveli district was far ahead than Madras District. There was no European scholar found in Tirunelveli district. So the native people of Tirunelveli were highly motivated and admitted their daughters for Mistresses than any other district in Madras Presidency. Hence, Tirunelveli was the pioneer district in women’s education. The following scheme of education was not only to educate the women of Tirunelveli district, but also to create educators to the entire Madras Presidency.

**TABLE NO. 7**

**STRENGTH OF MISTRESSES IN TIRUNELVELI AND MADRAS DISTRICTS ON 31ST MARCH, 1913 & 1914**

<table>
<thead>
<tr>
<th>Districts</th>
<th>1913</th>
<th>1914</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NonEuropeans</td>
<td>Europeans</td>
</tr>
<tr>
<td>Madras</td>
<td>118</td>
<td>13</td>
</tr>
<tr>
<td>Tirunelveli</td>
<td>50</td>
<td>-</td>
</tr>
<tr>
<td>12districts Total</td>
<td>452</td>
<td>13</td>
</tr>
</tbody>
</table>


**REV. LASH’S SCHEME OF EDUCATION**

Rev. Lash introduced a new scheme of education to attract the caste Hindus to join in the Christian Mission Schools. He opened Girl’s school in different places in and around Tirunelveli and Palayamkottai, to provide job opportunity for those who were trained from the portal of Sarah Tucker Teacher Training Institute. So, Rev. Lash established a network of Sarah Tucker Branch Schools all over the district.

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35 Caldwell.R., *op. cit.* p.27.
Miss. Usborne and Harriet Usborne gave a donation of $5,000 twice for these Branch schools and both the Usborne sisters gave annual subscription for the development of Lash’s Scheme of Education. Out of which, the first Branch School was opened at Adaikalapuram, on 1st April, 1870. The interest drawn from the donation of Miss Usborne, helped Rev. Lash to establish 40 branch schools throughout the district. Caste Hindus and Brahmin girls were prevented from attending the school due to long distance. So, Lash purchased a land near Agraaram to start a school. Since, the amount was donated by Usborne sisters, the school was named as Usborne Memorial School and the foundation stone was laid on November 4th, 1878 at Palamcottah and it was opened by the District Collector R.H. Buckle. It was interesting to note that Palamcottah Y. M.C.A. was also started here on the same day. The Usborne Memorial School was used for public lectures as well as religious meetings till the Centenary Hall was opened in 1903. About 100 students were enrolled in the first year itself and the strength increased steadily. Caste Hindu girls in Palamcottah used to wash and change their school dresses when they reached home so as to get freed of the contamination contracted through breathing the same air with their Christian teachers.

Rev. Lash wanted to implement his proposal to give job opportunity for the trained girls of Sarah Tucker Training School. At once Rev. Lash wrote a recommendation letter to one of the missionaries who was in charge of supervising school to give job to trained girls who were jobless. This shows his effort in recruiting all trained teachers to the schools, and trained teachers were exceeded in number than the need of this district. So, the well trained teachers were appointed in Madurai, Tanjore, Madras, Ceylon and Mauritius.

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38 The Hindu, English Daily dated 05.11.1878, p.3.
39 Caldwell. R., op. cit, p. 31.
40 Caroline Jebadurai, Contribution of the Church to the emancipation of women in India, consultation on the History and Heritage of Christianity, (Palayamkottai, 1992), p.8.
Sarah Tucker Model School became a High School in 1890 with first five girl students. The strength of the school rose to thirty four in 1897. This School had IV, V, and VI Forms, where the students were very poorly dressed. Some of them were nearly naked and wore only a piece of cloth round their waist. So the school management provided *petticoats and jackets to wear during class hours only*. In order to encourage the girl children to attend schools regularly, they were taught useful hand-work in Palmyra leaves and tapes, games like Badminton, Net Ball, and Kummi. *regularly distribute plantain fruits, sweetmeats* and introduced Gardening in school. In the opinion of Vasanam Ammaiar’s those who have completed tailoring were rewarded Scissors, measurement tape, needle and thimblet as gifts. Thus, the missionaries were taking care of the girl children’s personal health and hygiene. Miss. Walford, inculcated the reading habits in them and also motivated them to utilize the Library in a useful way.

Free Boarding and lodging facilities were provided to the students. A grass mat and a pillow were also provided free of cost. The Missionaries followed strict rules in the boarding. The students were asked to bring their own plate and tumbler. The daily menu was rice and pepper water in the morning, rice and curry at mid-day and mutton and fish in the evening. The students should wake up by 5.50 a.m. and beds were kept in the racks and were expected to sweep the rooms, verandahs and paths round the school. Some students were given the responsibility to bring water from the well for cooking and drinking. They performed the above mentioned work in turn duty and then took bath at the well. They must take oil bath on every Saturday.

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43 *STC Girl’s Hr. Sec. School, Centenary Souvenir*, 1890-1990, p.31.
OOZHIYASTHANAM TEACHER TRAINING SCHOOL

Sarah Tucker Girls Training School was bifurcated on the eve of 1934 and one was shifted to the C.M.S. Catechists Training Centre. So the school campus was named as Oozhiyasthanam.\textsuperscript{45} This school offered Teacher Training to women. Till 1947, there was no separate Governing Board for Oooliyasthanam Training School. A separate Governing Board for this school was framed on 3\textsuperscript{rd} September 1947. The proposal to collect Rs. 5/- per year for each student hailing from the girls was accepted.\textsuperscript{46} There was a separate Boarding House for the school. To overcome the financial burden in the Boarding House, the finance subcommittee decided to raise the Boarding fees from Rs.11/- to Rs.12/- from September 1947 onwards. The fee structure was accepted by the Executive Standing Committee on 12\textsuperscript{th} October 1948. There was a model school attached with this institution. The student’s strength was not enough for all training students to practice. So the school approached the Sarah Tucker Branch Schools to permit for teaching practice at Mathakoil and Putthahrathi.\textsuperscript{47}

SARAH TUCKER BRANCH SCHOOL AT MELAPALAYAM

During the tenure of Rev. Lash, there were 55 Branch schools with 1764 pupils on the rolls. When he left for England the entire management of Sarah Tucker Institution was left on the shoulders of Miss. Annie Jane Asqwith.\textsuperscript{48} She decided to start Sarah Tucker branch school at Melapalayam, which was a thickly Muslim populated area. They were socially and economically backward. So Annie Jane Asqwith wrote a letter to Mary Tucker, the niece of Sarah Tucker to donate liberally to start a school in Melapalayam area. Mary Tucker immediately sent a

\textsuperscript{45} Souvenir of One Twenty Five Year Celebration Sarah Tucker Training Institution, (Palayamkottai,1970), p.23.
\textsuperscript{46} Tirunelveli Diocese Minutes of Education Standing Committee, 1952, pp. 1-10.
\textsuperscript{47} Handbook of Oooliyasthanam Teacher Training Institution, Pettai, (Tirunelveli, 2002-03), p.5.
\textsuperscript{48} Lives of Christian Missionaries, p.18.
considerable amount to start a school and the children came in large numbers to this school. Their performance was good in the annual Government Examinations. By responding to the letter of A.J. Asqwith addressed to London Mission Society, London, in 1901, an unknown donor, sent 300 dollars to her. With this amount she purchase a land for the construction of Melapalayam Branch school. Thus, a school for Mohammaden children was started in the permanent building on 27th December 1901. In order to encourage the children, Miss. A.J. Asqwith wrote many letters to London Society to send Bibles, picture books, bags, and other small gift items to be as Christmas gifts or as prizes for good performers in their studies. All branch schools formerly supervised by Missionaries of Sarah Tucker Institutions were placed under the control of pastorates (sub division of diocese of a district) since 1927. The following table helps us to understand the development of women’s education in Tirunelveli district.

**TABLE NO. 8**

**FEMALE SCHOLARS IN NON-EUROPEAN SCHOOLS**

**ON 31ST MARCH 1913-14**

<table>
<thead>
<tr>
<th>District</th>
<th>Female Population of School age(Census of 1911)</th>
<th>Female Scholars in Non-European schools on the 31st March 1913-14</th>
<th>Percentage of scholars to population of school age</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1913</td>
<td>1914</td>
</tr>
<tr>
<td>Tirunelveli</td>
<td>1,38,723</td>
<td>18,358</td>
<td>19,093</td>
</tr>
</tbody>
</table>


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The above Table No.7 clearly stated that the total number of girls in schools were 19,093 in Tirunelveli. A considerable number of students enrolled in Tirunelveli than other parts of Madras Presidency in 1913-14. Approximately 1:6 of the female scholars were from Tirunelveli district in the year 1913-14. The growth of Higher Education in Non-European schools slightly increased even at the outbreak of First World War. Since Women’s education gained its importance much, the parents send their daughters to schools in Tirunelveli district without considering the threat of World War I.

SARAH TUCKER COLLEGE, PALAMCOTTAH

Another remarkable landmark in the field of Women’s Education in Tirunelveli District was the establishment of Second Grade College for Women which had its origin in 1885. The Sarah Tucker Institution was one of the earliest to be started in South India for women. Miss. Sarah Tucker’s friends were formed a committee and raised fund for this prestigious institution. Hence, this institution was named after her, who took great interest in educating young women in Southern India, though she never came to India. In 1893, a College Chapel had been erected and 5 new masters’ houses were built by Miss. Catherine Tucker, sister of Miss Sarah Tucker. Additional land had since been acquired and substantial buildings were erected for the college and high school departments.

There were 3 students in this college at the commencement. In 1891 students were appeared for the Matriculation Examination and in 1896 the Training department was raised to the rank of a Second Grade affiliated College of the University of Madras in 1895 and got its affiliation on January 1896.51 There were 40 students under training including primary and second grades, the college strength was 381 on the rolls, including all departments in 1907-08. The following faculty

51 University of Madras – Calendar for the Academic year 1907-08, p.29.
member were there in its inception Miss. Annie Jane Askwith, the Principal and Manager, Miss. G.M. Walford, Vice-Principal, Miss. A.M. Naish, B.A., Miss. M.L. Pawson, B.A., Miss. R.E. Howard, and Miss. E.T. Stevens, B.A. They all were worked as Assistants during the academic year 1906-07. Besides these ladies there were 2 Indian graduate Professors who were all Trained L.T.’s (Licentiated in Teaching or equivalent to present B.Ed.) and three other masters, also 4 F.A., 9 Upper Secondary and 10 Lower Secondary mistresses worked in this institution.

The below Table No. 9 clearly stated that the increasing strength of women in Sarah Tucker College in Tirunelveli district as compared with that of Madras Rayapuram college in 1912-13, 1913-1914. The women students were doubled in the very next year because the people of the Tirunelveli district realized the value of giving higher education to their daughters even at the threat of First World War.

**TABLE NO. 9**

**FEMALE SCHOLARS IN NON-EUROPEAN WOMEN’S COLLEGE IN MADRAS PRESIDENCY IN 1912-1913 AND 1913-1914**

<table>
<thead>
<tr>
<th>NAME OF THE COLLEGE</th>
<th>1912-1913</th>
<th>1913-1914</th>
</tr>
</thead>
<tbody>
<tr>
<td>Palamcottah Sarah Tucker College</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>Rayapuram U.F.U.M. College</td>
<td>15</td>
<td>14</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>28</td>
</tr>
</tbody>
</table>


For part III the College got affiliation in Geography and Mathematics in 1927. But Mathematics and Geography were not taught 1935 and 1936 respectively, due to lack of qualified lecturers. The Hoard Memorial Block, was erected from
locally raised funds in 1938. Affiliation to Physics and Chemistry was obtained in 1939. In 1939 the college was made as a **First Grade Institution** with affiliation in Part I English, Part II, Tamil and Part III, Group IV—a History and Economics of the B.A. Course. Further affiliation in Group V Tamil and Early South Indian History was granted in 1942. Geography in the Intermediate was suspended in 1942. It introduced science subjects in the intermediate course though the college had no laboratories for science. Hence the college utilized the laboratories of St. John’s College. Subsequently, Mrs. Laizzy Joseph was appointed as the Principal on 3rd Setember 1947 by the Sub – committee of the Executive Standing Committee for the college. She was the first Indian Principal of the college.\(^5^2\) In the same year, the Madras University Commission informed that unless science laboratories were not constructed and equipped before June 1948, courses with science subjects would be disaffiliated.\(^5^3\) A site of 40 acres at Perumalpuram, four furlongs south of Palayamkottai Railway Station, was purchased for the construction of the science block and construction was started in 1948 and completed in 1949. The new science block was opened on 30\(^{th}\) July 1949 by Mr. Alagappa.

The Diocesan Council\(^5^4\) resolved to give Sarah Tucker College the highest Priority in the Diocese, until the construction of science block was completed. The Diocesan council requested the Synod of the Church in an appeal through the South Indian Board for Christian Higher Education and the National Christian Council and for funds from America for building, equipping the library, furniture and for creating endowment for scholars.\(^5^5\) The 14 Dioceses of the C S I were asked to give a recurring grant to this college. The Government granted Rs. 75,000/- for building and Rs. 10,000/- for equipment.\(^5^6\) In anticipation of Government grants, the

\(^5^3\) University of Madras – *Calender for 1907-08*, p.27.
\(^5^5\) *The Tirunelveli diocese Minutes of Scholarship Work Standing Committee, 1947-1952*, p.2.
\(^5^6\) *Hand Book of Sarah Tucker Women’s College, Palayamkottai 2003-04*, p.3.
construction work was started with a loan of Rs.56,810/-. The account was audited and the report was submitted to the Executive Standing Committee. The Diocesan Council promised to give the Sunday collections of 16th October 1949 all over the Diocesan areas to the College. The Executive Committee meeting held on 21st October, 1949 resolved to authorize the Diocesan Treasurer to raise a sum of Rs. 54,000/- by pledging the necessary Government securities to the bank and advanced the amount to Sarah Tucker College as loan. The loan period was for only six months. The loan of Rs. 85,000/- was given to the college against the Government grant for building and equipment.

A sub-committee consisting of 8 members under the Rev. M.C. Langton (Convener) was formed to raise the required amount of money. This committee told the college that no new building should be erected on the college campus until they repay the loan. When the Science laboratory problem solved by constructing laboratory of their own, another problem arose for the science students of the Intermediate classes, after the practical class at the new laboratory the students had to come back to the college for attending lectures in other subjects and had to walk for two miles or four furlong distance, since there was no transport facilities available. So the Governing Board of the college decided to built lecture rooms with hostel to accommodate about 200 students with the estimate of Rs. 1,60,000/-. The Government sanctioned Rs. 75,000 for hostel building. In order to meet the remaining expenses, the Decease of Tiruelveli in 1951 observed Sarah Tucker College Week from August 4th to 11th. The entire offerings of the week were spent for the construction of new buildings at Sarah Tucker College. It was completed and opened by Miss. Helan of the United States Information Service, in November, 1952.

58 Tirunelveli Dioceasan Executive Standing Committee, 54 Meeting on 16.9.1951, pp.9-11.
THE PROPERTY SUB-COMMITTEE & SCHOLARSHIPS

In order to encourage women’s higher education in this district, the Property Sub–Committee recommended the transfer of 57 acres in the Pannikulam circle, 8 acres and 37 cents of Pannikullam bungalow land, 120 acres at Udayathm in Radhapuram circle, 75 acres at Megnapuram as endowment to the Sarah Tucker College. The income from these properties was utilized for issuing scholarships. The year 1948 was the Golden Jubilee year of the college, which was celebrated on 4th November to 6th November 1948. Thus, the entire district was involved in the growth and development of this college, which is still well known for higher education in this district. Apart from collegiate education, the table No. 10 shows that there were two girls institution which promoted High School education for women approved by the Government till 1907-08 in Tirunelveli District.

TABLE NO. 10

DPI RECOGNIZED GIRL’S HIGH SCHOOLS IN 1907-08

<table>
<thead>
<tr>
<th>District</th>
<th>S.No.</th>
<th>Name of the Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tirunelveli</td>
<td>23</td>
<td>Nazereth, St. John’s High School for Girls</td>
</tr>
<tr>
<td></td>
<td>24</td>
<td>Palamcottah, Sarah Tucker College.</td>
</tr>
</tbody>
</table>

Source: Compiled from Madras University Calendar 1907-08, p.5.

To encourage higher education for Hindu and Mohammadan women scholars, the following scholarships and medals were given to women candidate for their academic excellence in Madras University in the year 1907-08.

THE GRIGG MEMORIAL MEDAL

The Grigg Memorial Medal was instituted by friends of Mr. Grigg, M.A., I.C.S., to commemorate his services in the cause of female education, and was accepted by the Senate at a meeting held on the 25th November 1898. The endowment consists of Rs. 2,000 invested in 3 1/2 per cent Government securities, the interest on which was awarded annually as gold, silver or bronze medal to the Hindu or Muhammadan female candidate who completed the B.A., degree examination and secured the highest marks in the English Language Division. In case if there was no qualified Hindu or Muhammadan, the medal was awarded to a Native Christian, Eurasian or European female candidate who fulfils the conditions. The terms and conditions of the award were as follows:

- In the event of the medal being made of silver or bronze, the balance of interest was given in the form of books.

- The medal has on the obverse the effigy of Mr. H.B. Grigg and on the reverse the words “The Grigg Memorial Medal”.

- The Senate shall have a power to make such changes in the conditions of award as new circumstances may render desirable.

The number of scholarships awarded by the Government was doubled in respect of those tenable in colleges, secondary schools and higher elementary schools. The rates of scholarships were increased from Rs. 3 to 4 in Forms I to III from Rs. 6 to 8 in High School classes, from Rs. 9 to 12 in Intermediate Classes and from Rs. 14 to 16 in Degree Classes.

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60 University of Madras –Clender for the academic year 1907-08, pp. 29-30.
GOVERNMENT POLICIES TO ATTRACT WOMEN TEACHER

When the Education Department of the Government of Madras began its work, it inherited very few Government institutions. It was evident that the government had given less importance in the field of education. Besides the Missionaries, the indigenous schools in the Presidency educated 1,61,687 children and native enterprise had already created 12 Secondary Schools, of which 9 were placed on the aided list.\(^{61}\) Thus at the outset, the Education Department of the Madras Government found a scheme of education already awaited judicious encouragement. There were only 3 Government Schools of Secondary Education in 1854. Therefore Provincial schools were opened in 4 important towns and Zillahs. The Government thus followed the policy of taking direct part in the provision of Secondary Education.\(^{62}\) By revision of grant-in-aid rules private managers had also to be encouraged to participate in the extension of education in the Presidency.\(^{63}\) However, evidences shows clearly that there was no school run by the government till the first Education Commission and the majority of the schools were monopolized by the missionaries in Tirunelveli district.

The Government introduced many schemes to attract women Teachers as follows:

- One such scheme was the introduction of Provident Fund Scheme to all recognized Secondary and Elementary schools for all certificated teachers, pundits, instructors, clerks and librarians whose pay was not less than Rs. 20 per mensem in 1923. The scheme was extended to members of the staffs of colleges. This scheme benefited the destitute and widows too.\(^{64}\)

\(^{63}\) Despatch of 1859, para.32.
\(^{64}\) Report on Indian Education Commission 1881, para.161, p.95.
An Advisory Board on Education was constituted by Government to advise on Secondary education and collegiate education in 1946, by which, the districts of Tirunelveli was bifurcated and placed in the charges of separate District Educational Officers\textsuperscript{65} and one additional Inspectress of Girls’ Schools were appointed.

To attract the girls, the government introduced regional language as the medium of instruction in Secondary Schools, which was implemented by Sarah Tucker Management in their institution to taught regional languages for certain period regularly.

With regard to the payment of dearness allowance to teachers in aided secondary schools, Government decided to permit managements to grant allowances at the rates at which Government servants in corresponding grades were paid, for the purpose of assessing the teaching grant.

Government agreed to pay one half of the dearness allowance to the staff, the remaining amounts had to be paid from the management funds. [STC management followed this method]

To increase the number of trained teachers, government granted stipends to teachers who were under training from Rs.8 to Rs. 12 for the higher elementary grade and from Rs. 12 to Rs. 18 for the secondary grade.\textsuperscript{66}

An important development in the sphere of education was the establishment of Boards for Secondary and Intermediate Education.\textsuperscript{67} Some of these boards were formed by executive orders of Government, legislative enactments; purely advisory in nature, while others prescribed courses of study and conducted

\textsuperscript{67} Report of Indian Education Commission 1881, para.46, p.29.
examinations at the end of the high school stage or the intermediate stage. The recommendation of the Calcutta University Committee relating to the separation of the intermediate classes from the University had been rejected throughout the greater part of India. In Madras, there was a Secondary School -Leaving Certificate Board which consists of the Director of Public Instruction as ex-officio President, six officers of the Educational Service and seven non-official members. Its members were appointed for a period of 3 years but were eligible for reappointment. The Secretary to the Commissioner for Government Examination acted as a Secretary to the Board. The Board conducted a Public Examination for pupils at the end of their Secondary School course and awarded school-leaving certificates in accordance with a scheme approved by the Government since March 1911. 68 The number of those who took School – Leaving Certificate examination was 9,786 against 8,961 in 1913-14.

The University of Madras have found it necessary to issue certain rules and directions regulating the admission to affiliated college of holders of school leaving certificates. But, these rules came into full force only after 1915-16. 69 On 31st March, 1915, the number of girls in public institutions has increased from 1,019,544 to 1,054,161. The increase of 24,294 compares with one of 89,617 in 1914. The percentage of increase was 2.2, as compared with a decrease of 1.5% in the case of boys. The percentage of those under instruction to those of a school-going age was 6.3, as against 5.9 in 1913-14. 70

According to the Government Resolution of 1913, the need for a special curriculum of “practical utility” for girls was stressed. The report of public instruction stated the same fact that, the curricula for girl’s schools follow the curricula which was in use for boys schools. But modifications were made not only in different provinces but in different schools in the same province so as to make them more suitable for girls and to the local conditions and people.71 Already, the missionaries of Tirunelveli introduced separate curriculum for women and taught vocational oriented courses to make them to become economically independent after the formal education.72 (Mentioned in chapter IV)

The Hartog Committee (1929) and the Basic Education Committee (1938-1939), recommended to introduce separate curriculum for boys and girls. Even the All India Women’s Conference on Educational Reform (1927) demanded specialized education for women to fulfill their “peculiar” role in society. Though the women were treated as subordinates in the society, inculcation of obedience, chastity, patience and the joy of motherhood, formed an intrinsic part of the curriculum even after a century of introduction of women’s education in Tirunelveli district.

The Basic Education Scheme envisaged the opening of vocational courses and approved by the Secondary Education Board and the Government. In 1938, the Congress Ministries were bound to give effect to the Wardha Scheme. The main objective of Mahatma Gandhi “is free universal education in the whole country in about 20 to 25 years’ time”.73 This scheme basically had two revolutionary features. It envisaged a compulsory attendance of boys and girls from the age of 7 to 14 and

advocated that books were to be replaced by work, play, experience and concrete life-situations. Five years earlier than the scheme could be introduce, the Zakir Hussain Committee recommended that, a number of training schools in selected rural areas – where teachers would learn the technique of education through crafts and productive work and be trained to teach in the new basic schools. It was also recommended that the Education Departments should immediately undertook a survey of its requirements and “plan out a detailed programme of action.” When the Wardha Scheme was generally approved throughout the country, the churches in Tirunelveli district has also “plan out a detailed programme of action,” to use the existing agencies and training schools to make an effective contribution to the spread of education. Hence, the management of Churches of Tirunelveli district, convened the South Tamil Regional Conference and had discussion on the New Type Training School. It recommended the S.P.G., S.P.C.K., T.E.L.C churches to start as many experimental schools as possible at an early date and transferring all management schools to a central organization under T.E.L.C for easy implementation of a new type of training school.

THE NEW TYPE OF TRAINING SCHOOL

The new type of training schools had to offer one-year course to “specially selected and preferably experienced teachers from existing schools” and the regular three-years’ course, besides “specially organized refresher courses.” They insisted that properly trained teachers should be appointed to run new basic schools. However, the missionaries had started a training school at Pasumalai, with its 173 acres of land with equipment and already built agriculture, poultry and cattle farming and a score of crafts was also used to give training to the teachers.

The Appendix VII observed that the number of schools per village was largest in Tirunelveli South and lowest in Ramnad East. The backwardness of the latter area and the greater percentage of illiteracy in it make the people to introduce effective methods in the matter of ensuring attendance of school children. The lower average number of children per school in that area, according to local reports, was due to the indifferent attitude of parents to send their children to school. From this point of view, the position in Tirunelveli North was the most satisfactory – for, the average number of children attending school was the largest (56) in spite of the fewer number of schools per village (.38). But the need for promoting girls’ education was greater in this area as well as in that of Ramnad East and West. One of the causes for backwardness of education in all areas except Tirunelveli South was the levy of fees, and it would be noticed that fee-paying capacity was low in Ramnad West, lower in Tirunelveli Central, West and North and lowest in Ramnad East. The reason for the variations are as follows:

The old C.M.S. Circle of the Tirunelveli Diocease and the Madras Corresponding Committee areas, have failed to do their duty towards the teachers. The teacher should teach and proselytizing without pay in village church. Moreover the Churches were levied and collected certain fixed contributions from these teachers. Further, if the teachers failed to collect the fixed contribution from the church members’ the dues of the Church were debited to the accounts of the teachers and deducted from the salary of the teachers. To put an end to this practice and protect the rights of the teachers, the Government published Fort St. George Gazette dated 1st March, 1938 and passed certain rules. These rules were as follows:

- In future every teacher working in a school under private management must possess a teacher’s license issued by the Education Department.

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75 Madras Government Fort St. George Gazette dated 01.03.1938
• No deduction of any kind shall be made from the pay of an elementary school teachers except in the case of fines imposed for disciplinary reasons.

• The new rules provides for power to withdraw recognition from any school in which teachers were not being paid in accordance with the terms set out in their licenses.

• The District Educational Councils recommended the inspecting officers that pay the teachers’ salaries by way of a grant-in-aid directly to the teachers.

• The new rules also provide that not less than 90 per cent of the teaching grant received by a school should be paid to the teachers by way of salary.

A special scholarship fund was created for the benefit of teachers and clergy to educate their wards without difficulties in Tirunelveli Diocease. At Nazareth, the Home Board raised fund as “Special Indian Workers’ Fund” to meet the educational expenses of village school master’s wards. The Circle Chairman at Mukuperi near Nazareth in the Tirunelveli Diocese had started endowments for two village schools in his area by conducting ‘bhajana’ parties, entertainments, sports, shows and exhibitions during important Christian and non-Christian festivals and collections in cash and kind were made and built to start on endowments for each school in about ten years’ time.

**PROBLEM OF TEACHER’S AND INTRODUCTION OF WELFARE SCHEMES**

The teachers may be classified into three categories. “Scale teachers” who were drawing salary according to the old prescribed scale, although, a temporary cut had been enforced. Teachers on Government Grant receiving their grant in advance every month and in addition a small remuneration of Rs.2. They were called as
**Advance Grant Teachers.** The third type of teachers receiving their grant when Government assigns were called **Post Grant Teachers.** These teachers were very few. They were entertained at their own request, the reason being that they wish to complete their certificate or do not like to work outside their native villages”.

The Appendix No.VIII shows the average number of schools per village in South Tirunelveli. However, these schools were discouraged due to lack of income from the village Christians as they were less in number. So the teacher-in-charge was unable to raise sufficient income for school work. The net annual deficit was about Rs. 12,000/-.

In order to wiping out the deficit the teachers have to collect a certain fixed sum from the members of the Church known as the “**Contract System**”.

The limitation of Contract System was that if the teacher failed to collect the sum of amount from the local church member’s, the deduction of the teachers’ salary was made by the Local Council and Madras Correspondence Committee’s General “Cuts.” For instance, a teacher on a salary of Rs. 25 per month pays out Rs. 11-10-4. Another way of hard case of a teacher and his wife on a salary of Rs.42 receive only Rs.24 after meeting the M.C.C. and the local cuts, and the losses under the contract system. This family was helped by his wife’s brother paid Rs.10/- per month to give education to their grown-up children.

A higher-grade teacher on Rs. 20 per mensem suffers a cut of Rs. 5-4-0 (General and Local) and a loss of Rs. 3-12-0 under different items, and his net receipt of his salary was only Rs. 11. It was out of this that he had to support his wife and two children. In certain pastorates, the teachers should wait for getting arrear of salary for more than four months. Only in an exempted area like M.C.C. headquarters, where the teacher had been given responsibility of school work alone.

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76 Ponnaiah, J.S., *op.cit.*, pp. 128-130.
The Contract System was not in force in few new villages. The above information made it clear that how the contract system affect the teacher and his family and pay status of a village teachers.

**VICTORIA GIRLS’ SCHOOL, MELUR [TUTICORIN]**

Rev. Caldwell and Mrs. Eliza Caldwell were interested in the education of the Indian women, and they had been very successful at Idaiyangudi. In 1861, Mrs. Eliza Caldwell informed S.P.C.K. to establish maximum number of Boarding Schools for Girls to educate them. In the mean time they were shifted to Tuticorin in 1881 and established 2 Day Girls’ Schools at Melur and Keelur, in 1883, and the third one at Vadakkur in 1884. Of all the 3 schools, Melur school was chosen for further development. Rev. Adamson, the S.P.G. missionary established an Institution for the Education of Girls in 1881, then known as a Normal School for teacher training. When the Golden Jubilee of Queen Victoria’s was celebrated all over the British Empire; Rev. Caldwell named this school after Queen Victoria and invited Rt. Rev. Bishop Johnson, the Metropolitan of India and Ceylon (Present Sri Lanka) to declare the School formally open on the 8th November 1887. Mrs. Eliza went in a round and the villages in that area and persuaded the parents to send their children to Victoria Girls’ School, so as to get rid of their illiteracy and shed their backwardness. Within 8 years, the School was upgraded as a High school, and the Normal School was shifted to Nazareth. Higher education for women was then stopped and the School had to continue only as a Middle School. In January 1906 lace making was introduced in this School and it was something very novel in India in those days. The School became a Higher Elementary School in 1910. Up to 1927, about 40 years from its inception, the School was under the management of the

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77 **Extract from Victoria Girls’ Higher Secondary School, Tuticorin 1887, A Centenary Souvenir, 1.4.1991, Tuticorin, pp.9-19.**
S.P.G. missionaries. It came under the management of the Tuticorin Circle Committee in 1927 and the Circle Chairman became its Manager. During the years 1934-1938, the strength of the School was 250 only up to VIII Standard. Lord Erskine, the then Governor of Madras visited this school in 1936. In 1937 the Golden Jubilee of the Victoria Girl’s School was celebrated with 350 pupils on its roll. There were 11 women teachers, all of them were spinsters. The Jubilee address was delivered by Miss. Thilakavathy Paul, B.A. B.T., the then Headmistress of Kshatriya Girls’ High School, Virdhunagar and later Headmistress of Bentinck Girls’ High School, Madras. She was also an alumni of Victoria Girls’ School. The School bagged Gold Medals twice consecutively in the examinations conducted by the S.P.C.K. There was a Girls Guide Movement with 2 Patrols and the Blue Birds got the coveted Stalin Shield in the very first years of its history. About 63 pupils resided in the Boarding. Miss. Santhosham, who was a strict disciplinarian, was in charge of the school hostel. Miss Lucy C. Western laid the Foundation Stone for a small building where instruction in cooking was given to the girls. Miss. Viana Philip, was appointed as the first Headmistress of the School in 1932 and she retired in 1952. She was succeeded by Miss. A. Solomon as the Headmistress in 1952, and Fourth Form was started in 1954. In 1955 V.G.S. became a full-fledged High School with the addition of the Sixth Form. The First batch of 50 students was presented for the S.S.L.C. Examination held in 1956. Only one girl had passed the S.S.L.C. examination. But there arrived on the scene as Headmistress Mrs. Annie Pandian who inspired the public confidence about this school. One of her students Miss. V. Saraswathi remarked that “Mrs. Annie Pandian was an excellent teacher of English, making the lessons interesting, humorous and lively, toned up the school’s standard to a very high pitch. She was equally interested in extra-curricular activities. She had a knack of finding out the talent of girls in music, drawing, acting, sewing, and arranged for their display and development. She made them to
keep their classrooms clean and tidy. She also stressed the need for personal hygiene. The students were grateful for the lessons which they have learnt from V.G.S. Still this institution was well known for its quality of female education in Tuticorin.

The M.C.C. introduced ‘common cooking’ and made the girls help in cooking and gardening to reduce the expenses and raising vegetables for the requirements of the boarders in this school. Further it also suggested introducing gardening at Elliot Tuxford Girl’s School, Nazareth.

The rural reconstruction activity at Mavidupannai was a proof of the possibilities of such a piece of extension work in several other higher elementary schools and implemented the same activities in every higher elementary school. One serious obstacle to the adoption of any progressive policy with regard to the reorganization of the higher elementary schools in the Tirunelveli Diocese was the absence of a single centralized management. However, there was a closer union between the various authorities with a view to the adoption of more efficient methods with regard to the organization and working of these schools.

The Holy Cross School for girls was started in 1906 and was raised up to high school in 1941. The year 1906 witnessed the birth of another school for girls, viz., Viagula Matha Convent School, the forerunner of present St. Aloysios Girls School. In fact it was reported that even before 1906 the school functioned within the convent and in 1905 the sisters had opened another school in the north of the town. The Bon Secours convent established in 1895 within the precincts of Our Lady of a Snows Church had its own school for girls. By 1909 the nuns of Holy Cross convent had two schools to take care of one for the European or Eurasian or Anglo-Indian girls and the other for Indian girls. St.Mary’s College for women was started in year 1948, immediately after the independence. St. Antony’s School at
V.E.Road for the benefit of scheduled caste children and Puckle Channel School was started in 1911 for the children of the ward. Besides St. Mary’s College, a pioneer institution [in present Thoothukudi] for the cause of women higher education, the Holy Cross High school was subsequently upgraded as Holy Cross Home Science College in the year 1975. This created new grounds in the diversification of women’s education too, priority was given in women’s educational institutions as the church could count five higher secondary schools for girls in the town as compared to four for boys. Besides these, 17 elementary and middle schools to complete the network of the educational institutions also maintained by the Catholic Church in Thoothukudi.78

**HIGHER ELEMENTARY SCHOOLS IN TIRUNELVELI DIOCESE**

The Tirunelveli Diocese of the Church of India, Burma and Ceylon maintained 44 higher elementary schools and 5 middle schools, of which 14 were for boys and 25 were for girls and only 10 were ‘mixed’ schools. These schools have grown up to meet local requirements and have been established mostly by local enterprise. Almost all schools were founded by the early missionaries with fewer infrastructures. Some schools had very low strength of the student and financial constrains. Many schools amalgamating the existing boys’ schools with the girls’ schools at Idaiyankudi and Nallur or by the admission of boys in the girls’ school and vice versa.

As per the Public Instruction of 1926-27 in the case of secondary schools, aided elementary school buildings were generally reported to be fairly satisfactory. It was also reported that in many places the schools were located in buildings which were not accessible to Adi –Dravida and Adi-andhras.79 But, in Tirunelveli district

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infrastructure of the school was better and special schools were opened for Adi-Dravida and they were admitted in other schools which were maintained by the local government.

The Vernacular languages [Tamil and Telugu] of the Presidency were used as the medium of instruction in the higher Forms in 434 schools which sent candidates for the SSLC Public Examination in 1946. Government permitted higher elementary grade trained teachers, with a minimum service of three years in recognized schools, to appear as private candidates for the Secondary School Leaving Certificate Public Examinations after passing the Training School Leaving Certificate Examination. For the Training School Leaving Certificate examinations 132 (148) dependants of persons serving in the armed forces were admitted without payment of fees. The subject of Carpet Weaving was deleted from the scheme of examinations and the last examination on that subject was held in April 1946.

The number of candidates examined for the English Standard Public Examination increased to 26,796 (26,487), of whom 7,514 (7,420) were girls, and of these candidates, 9,051 (11,487) including 2,715 (3,289) girls were successful. Dependants of service personnel admitted to the examinations, without payment of fees numbered 120. The examination fee was increased from Re. 1-8-0 to Rs.2, the remuneration for setting a question paper from Rs. 10 to Rs.15 and the remuneration for valuing answer papers from 2 annas to 3 annas for each paper, all these changes were to come into effect for the public examination in 1947.\textsuperscript{80}

MEDICAL EDUCATION

The examination in Indian Medicine were held in April and October 1946. The number of candidates appeared for Medical Examinations were 209 and 113 respectively. A Board of Examiners in Indian Medicines, consisting of 13

\textsuperscript{80} Report on Administration of Madras Presidency,1946, pp. 122-123.
members, were appointed for three years from 26th March, 1946. The Madras Medical College had on its rolls, 1,942 students. There were 195 women students out of a total of 837 in the M.B.B.S. Classes. In order to motivate women in the Medical Education, the following scholarships were announced by private and the Government in Madras Presidency.

**Bharati Lakshmi Scholarship** was founded in session 1883-84 by the then Maharaja of Travancore to encourage female medical education in Southern India.  

The **Balfour Memorial Medal** was founded by the Committee instituted to collect funds for commemorating the services of Surgeon-General E.Balfour, and was accepted by the Senate at a meeting held on the 30th April 1890. The endowment aimed to encourage medical study among women.

The Central Committee of the National Association for supplying female medical aid to the Women of India (commonly known as the Countess of Dufferin’s Fund), with a view to encourage the study of medicine among women, offered to award annually a gold medal, to be called the “Queen-Empress Gold Medal” to the female student obtaining the highest number of marks in passing either the L.M. & S. or M.B.&C.M. examination of the University of Madras. The committee’s offer was accepted at the meetings of the Senate held on the 15th October 1886, and the 24th February 1887.

Though many scholarships were introduced in the field of medicine the researcher was not able to find the recipients of the above said award and the list of women doctors from Tirunelveli district from the available sources. But the researcher identified a Lady Doctor Mrs. Leela Thambidurai, who was appointed as a Doctor at Vidivelli Ashram, Sayamalai in 1932. Midwives and Nurses were also

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82 Ibid.
trained under missionaries. One among them was Mrs. Gnanammal James, who studied up to 7th Standard. The young widow of Sivalaperi village took training as a mid-wife and attending dressing in hospitals and after a long thirty three years of service. She retired as a Government hospital worker at Ambasamudram.

The researcher reveals that the Higher Educational Institutions were under C.S.I. Tirunelveli Diocese in 1947 as follows: 110 Girls in Colleges, 289 women were in three Teacher Training Schools, 473 Girls were in three Special Schools, 22,503 girls were studied in Middle and Primary Schools. Compared with boys, girls were studied more in Teacher Training Schools and in Special Schools in 1947. It made the study very clear that women’s education focus on self reliency and economic independence. The researcher concluded that the growth of female higher education in Tirunelveli district between 1820-1947 was significantly high. The encouragement of Indian languages was only a wish and the language spoken and understood by the masses continued to languish. The desire of the Despatch was to evolve a policy to grant – in – aid which would enable the government completely to withdraw from the field of education. Up to 1884 Christian missions were the only private agency in the field of education and the government did not have the courage to entrust the work of education. There was no government institution for women found in Tirunelveli district. The event of 1857 and the Queen’s Proclamation of 1858, the Stanley Despatches of 1858 and 1859 had all made the officials in India precautions in their dealings with the missionaries and strained the relations between them to a considerable extent. The missionaries alleged that the officials of the Education Department made it difficult for them to work either within the system or independent of it. It observed that “the difficulties and the importance of women’s education were adequately appreciated by the officers of the Department of Education, and invited the view of the Governor –

84 Portrait of a Diocese Tirunelveli, (Palamkottah, 1992), pp.18-19.
General – in – Council as to the nature and degree of the influence which had safely and properly be exerted by the officers of the Department of Education, to promote the extension of education for women. Moreover, the C.M.S. missionaries, who were the monopolizes of women’s education in Tirunelveli district by established hundreds of primary schools, and few high schools and one women’s college, teacher training schools for women were established and introduced new policies for the welfare of women and teachers in this district. The first women’s College had its origin dated back in 1864, which was recognized as a Second Grade College by the University of Madras in 1896, and upgraded as a First Grade College in 1939. Still this institution promotes women’s education in this district. The First Girl’s High School started in 1820, The First Teacher Training Institute 1843 known as Sarah Tucker Teacher Training Institute and Oozhiyastonam Teacher’s Training Institute and Sarah Tucker Women’s College still catering to the needs of women in the field of higher education.