



Educational Development Of Csi Vellore Diocese In Pre-Independence And Post-Independence Periods

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ABSTRACT

Education and Christianity have a complex and intertwined history in India. The introduction of Christianity in India dates back to ancient times, possibly as early as the 1st century CE, through interactions with traders and travellers. However, a more organized presence of Christianity can be traced to the arrival of European colonial powers, primarily the Portuguese, followed by the Dutch, British, and French. The development of education through Christian missionaries in Tamil Nadu, a southern state of India, has had a significant impact on the region's educational landscape. Christian missionaries, particularly from Europe and North America, played a crucial role in establishing schools, colleges, and other educational institutions that have contributed to the social and academic development of the state. The development of higher education through Christian missionaries in the North Arcot district of Tamil Nadu, India, has a significant historical background that traces back to the colonial period. Hence, this study is made an attempt to study the Educational Development of CSI Vellore Diocese in the Pre-Independence and Post-Independence Periods.

Keywords: Christian Missionaries, Pre-Independence and Post-Independence Periods

INTRODUCTION

Education and Christianity have a complex and intertwined history in India. The introduction of Christianity in India dates back to ancient times, possibly as early as the 1st century CE, through interactions with traders and travellers. However, a more organized presence of Christianity can be traced to the arrival of European colonial powers, primarily the Portuguese, followed by the Dutch, British, and French. The development of education through Christian missionaries in Tamil Nadu, a southern state of India, has had a significant impact on the region's educational landscape. Christian missionaries, particularly from Europe and North America, played a crucial role in establishing schools, colleges, and other educational institutions that have contributed to the social and academic development of the state. The development of higher education through Christian missionaries in the North Arcot district of Tamil Nadu, India, has a significant historical background that traces back to the colonial period. Christian missionaries played a crucial role in establishing educational institutions. The educational institutions under the Church of South India (CSI) Vellore Diocese have a rich history that spans both the pre-independence and post-independence periods. These institutions have played a crucial role in shaping the educational landscape of the region, promoting access to quality education, and contributing to social and economic development.

EDUCATION IN THE PRE-INDEPENDENCE PERIOD

India's development of higher education began in 1782 with the establishment of Indian Universities, including Calcutta University, which was founded by Warren Hastings. The first University Entrance Examination was held in Calcutta in 1857, with 162 successful applicants. The first-degree examination at Calcutta University in 1858 saw only two successful candidates, including Bankim Chandra Chatterjee. Punjab University was established in Lahore in 1882 and Allahabad University in 1887.

The Indian Education Commission, or Hunter Commission, was appointed during this period. The Universities Commission of 1902 made important recommendations, and the Calcutta University Commission of the Sadler Commission (1917) made far-reaching recommendations for university education in general. The first All India

Conference of Indian Universities held in 1924 led to the creation of the inter-university board in 1925 for the coordination of Indian Universities' work.

The number of university departments and constituents of affiliated colleges increased from 246 in 1921-22 to 446 in 1936-37, and the number of students increased from nearly 60000 to 120000. From 1937-1947, several new colleges and universities were opened, with the number of universities increasing to 20 in 1947.

India's higher education progressed during pre-independence and post-independence policies, with the Kothari Commission and Radhakrishnan Commission playing key roles. The country experienced significant growth in enrolment, from 3.6 lakh to 99.50 lakhs in 50 years, and the number of general and professional education institutions increased significantly, reaching 9427, indicating a rapid increase in higher education institutions.

EDUCATION IN THE POST-INDEPENDENCE PERIOD

India and Pakistan were partitioned in 1947, leading to significant improvements in scientific and technological education and research. However, illiteracy remained high. The new constitution did not change the overall administrative policy of the country, with education being the prime responsibility of state governments. The Planning Commission was appointed in 1950 to prepare a blueprint for the development of various aspects of life, including education. Subsequent plans were drawn and implemented, with the main goals being universal elementary education, eradicating illiteracy, establishing vocational and skill training programs, upgrading standards, modernizing all stages of education, emphasizing technical education, science, and environmental education, morality, and the relationship between school and work.

The Education Commission, UGC, and Review Committee played a great measure in guiding the development of higher education in India after independence. These committees included the University Education Commission (1948-49), Constitutional Bases of Education (1950), Three-year Degree Course Estimate Committee (1956), Examination Committee (1957), National Commission on Women's Education (1958), Committee on Student Indiscipline in Indian Universities (1959), Committee on Religious and Moral Instruction (1959), Review Committee for Education in Indian Universities (1960), Expert Committee on correspondence courses and evening colleges (1961), and Committee on Standard of University Education (1961).

From the 1950s to the '80s, the number of educational institutions in India tripled, with primary schools experiencing rapid growth due to states prioritizing universalization of elementary education. However, a large percentage of these schools were understaffed and did not have adequate facilities. The government revised the national policy for education in 1986, resolving that all children who reached the age of 19 years by 1990 would have five years of formal schooling or its equivalent. Plans were also made to improve or expand adult and nonformal systems of education.

EDUCATIONAL DEVELOPMENT OF CSI VELLORE DIOCESE IN THE PRE-INDEPENDENCE ERA:

Even before India's independence, the CSI Vellore Diocese recognized the importance of education as a tool for individual empowerment and societal progress. During the colonial era, educational opportunities were limited, especially for marginalized communities. In response, the diocese established a number of schools, both for boys and girls, to provide basic education and promote literacy.

The pre-independence era saw the establishment of several mission schools by the diocese. These schools aimed to provide education that was not only academically rigorous but also rooted in values and ethics. They contributed to the intellectual and moral development of students, preparing them to contribute meaningfully to their communities.

EDUCATIONAL DEVELOPMENT OF CSI VELLORE DIOCESE IN POST-INDEPENDENCE ERA:

The post-independence period in India witnessed a significant expansion and evolution of educational institutions, including those under the Church of South India (CSI) Vellore Diocese. The CSI Vellore Diocese, established in 1947, played a crucial role in the education sector by establishing schools, colleges, and other educational initiatives that contributed to the growth and development of the region. This essay will highlight the key developments in educational institutions under the CSI Vellore Diocese after independence.

- 1. Founding of Schools and Colleges:** After India gained independence in 1947, there was a renewed focus on expanding education to all sections of society. The CSI Vellore Diocese, recognizing the importance of education, established numerous schools and a college in the region. These institutions aimed to provide quality education and contribute to the intellectual and moral development of students.
- 2. Emphasis on Quality Education:** The CSI Vellore Diocese focused on providing a holistic education that combined academic excellence with moral values. Many of the educational institutions established by the diocese gained a reputation for their emphasis on discipline, character building, and the overall development of students.
- 3. Access to Education:** One of the primary goals of the CSI Vellore Diocese was to provide access to education for marginalized and underprivileged communities. The diocese established schools in rural and remote areas, ensuring that education reached those who were previously excluded from formal schooling.

4. **Women's Education:** The diocese placed special emphasis on women's education, recognizing the crucial role that educated women play in societal development. Several schools and college for women were established to promote gender equality and empower women through education.
5. **Women's Empowerment:** Post-independence, there was a renewed focus on women's education and empowerment. The diocese established institutions specifically for women, enabling them to access education and training that was previously denied to them. This contributed to the advancement of gender equality in the region.
6. **Holistic Development:** The educational institutions under the CSI Vellore Diocese continued to emphasize holistic development, combining academic excellence with character building and values education. This approach aimed to produce graduates who were not only skilled professionals but also responsible and ethical individuals.
7. **Professional and Technical Education:** As India's economy diversified and modernized, the demand for professional and technical education grew. The CSI Vellore Diocese responded by establishing colleges that offered courses in fields such as engineering, medicine, nursing, and management. These institutions contributed to producing a skilled workforce that could contribute to India's growing economy.
8. **Social Impact:** The educational institutions under the CSI Vellore Diocese had a significant impact on society. By providing education that emphasized values and ethics, these institutions produced graduates who not only excelled in their careers but also contributed positively to their communities.
9. **Role in Community Development:** Many educational institutions under the CSI Vellore Diocese actively engaged in community development projects. They organized health camps, vocational training programs, and other initiatives that benefited the local population and improved their quality of life.
10. **Continuing Legacy:** The legacy of the educational institutions established by the CSI Vellore Diocese continues to thrive. Several of these institutions have expanded their offerings, embraced modern teaching methodologies, and adapted to the changing educational landscape while upholding their core values.
11. **Modernization and Adaptation:** As education methodologies evolved and the demands of the job market changed, the institutions under the CSI Vellore Diocese embraced modern teaching techniques and curriculum updates. This allowed them to remain relevant and provide students with skills that were aligned with current industry needs.

It is concluded that, the educational institutions of the CSI Vellore Diocese have played a vital role in the region's educational development both before and after India's independence. The diocese's commitment to quality education, inclusivity, and values has left a lasting impact on generations of students and the communities they serve. Through the establishment of schools, college, and other educational initiatives, the diocese contributed to the intellectual, social, and economic development of the region. The emphasis on quality education, inclusivity, and values has left a lasting impact on the students and communities served by these institutions.

CONCLUSION

The educational development of the CSI Vellore Diocese has evolved significantly from the pre-independence period (before 1947) to the post-independence period (after 1947). Before 1947, the CSI Vellore Diocese had limited educational infrastructure, with religious emphasis and low enrollment rates. The education system was influenced by British colonial rulers, emphasizing English-medium education and not catering to local cultural and linguistic contexts. Post-independence, India adopted policies to expand access to education for all, including the CSI Vellore Diocese. This led to the expansion of education, secularization, gender equality, linguistic and cultural diversity, infrastructure development, higher literacy rates, inclusive policies, and modernization and technology.

The pre-independence period saw a focus on religious education and spreading Christianity, while the post-independence period saw efforts to promote gender equality, include local languages and cultural elements in the curriculum, and invest in infrastructure development. This led to a significant increase in literacy rates within the diocese and the region as a whole. Inclusive policies and reservations were implemented to ensure that marginalized and disadvantaged communities had access to quality education and opportunities. The education system also adapted to modern teaching methods and technologies, enabling students to access a broader range of educational resources. Overall, the post-independence period witnessed a transformation in the educational landscape of the CSI Vellore Diocese, with a shift from religious-centered education to a more inclusive, secular, and accessible system.

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