



Available online at [www.jlls.org](http://www.jlls.org)

---

## JOURNAL OF LANGUAGE AND LINGUISTIC STUDIES

---

ISSN: 1305-578X

*Journal of Language and Linguistic Studies*, 16(4), 2289-2294; 2020

# Changing Landscape Of Higher Education In Tamil Nadu: The Role Of Christian Missionary

**Dr. O. Kasinathan<sup>1</sup>, Dr. T. Asokan<sup>2</sup>**

<sup>1</sup>Assistant Professor, Department of Education and Technology, Bharathidasan University, Tiruchirappalli, Tamil Nadu, India.

<sup>2</sup>Associate Professor, Department of History, Bharathidasan University, Tiruchirappalli  
Tamil Nadu, India.

### APA Citation:

Kasinathan, O., Asokan, T., (2020). Changing Landscape Of Higher Education In Tamil Nadu: The Role Of Christian Missionary , *Journal of Language and Linguistic Studies*, 16(4), 2289-2294; 2020.

Submission Date: 27/08/2020

Acceptance Date: 05/11/2020

---

### Abstract

This article explores the changing landscape of higher education in Tamil Nadu and the significant role played by Christian missionaries in its development. It highlights the historical background of Christian missionary presence in the state and their establishment of educational institutions. The article emphasizes their contributions in promoting inclusive education, providing quality education with global exposure, and engaging in social service and community development. The impact of Christian missionary institutions in shaping the minds of individuals and contributing to the overall progress of Tamil Nadu is emphasized.

---

### Introduction:

Higher education plays a pivotal role in shaping the future of individuals and societies, and Tamil Nadu, a state located in southern India, has witnessed a significant transformation in its educational landscape over the years. One of the key contributors to this evolution has been the active involvement of Christian missionaries in the establishment and development of educational institutions. This article explores the changing landscape of higher education in Tamil Nadu and delves into the remarkable contributions made by Christian missionaries in advancing education in the state.

Higher education in Tamil Nadu has undergone a remarkable transformation over the years, with Christian missionaries playing a crucial role in shaping its landscape. As an integral part of the state's educational development, these missionaries have established numerous schools, colleges, and universities, fostering inclusive education, providing quality education with global exposure, and actively engaging in social service and community development. This article delves into the significant contributions made by Christian missionaries in the changing landscape of higher education in Tamil Nadu, highlighting their historical background and the impact of their educational institutions.

**Objective:**

The objective of this article is to explore and examine the changing landscape of higher education in Tamil Nadu, focusing specifically on the role played by Christian missionaries. It aims to:

Provide a historical background of the presence of Christian missionaries in Tamil Nadu and their mission to spread education.

Discuss the establishment of educational institutions by Christian missionaries and their contribution to the development of the state's education system.

Highlight the efforts of Christian missionary institutions in promoting inclusive education, catering to the needs of marginalized communities, and providing opportunities to underprivileged students.

Examine the emphasis on quality education and global exposure in Christian missionary institutions, including collaborations with international universities and the impact on students' holistic development.

Discuss the social service initiatives undertaken by Christian missionary institutions, their impact on community development, and their role in shaping the overall progress of Tamil Nadu.

Recognize the ongoing significance and indispensable role of Christian missionaries in the current educational landscape of Tamil Nadu.

Present a comprehensive overview of how Christian missionaries have influenced higher education in Tamil Nadu and their contributions to the state's educational growth and societal advancement.

**Methodology:**

The methodology used for this article involves a combination of desk research and analysis. The following steps were undertaken:

**Literature Review:** A comprehensive review of academic journals, books, research papers, and credible online sources was conducted to gather relevant information on the changing landscape of higher education in Tamil Nadu and the role of Christian missionaries.

**Data Collection:** Data related to the historical background, establishment of educational institutions, inclusive education initiatives, quality education, global exposure, social service activities, and community development efforts by Christian missionary institutions in Tamil Nadu were collected.

**Data Analysis:** The collected data was analyzed to identify key trends, significant contributions, and the impact of Christian missionaries on higher education in Tamil Nadu. Patterns and themes were identified to provide a coherent and comprehensive understanding of the topic.

**Synthesis:** The findings from the data analysis were synthesized to present a cohesive narrative highlighting the role of Christian missionaries in the changing landscape of higher education in Tamil Nadu.

**Structuring the Article:** Based on the synthesized findings, the article was structured into sections, including an introduction, historical background, establishment of educational institutions, inclusive

education, quality education with global exposure, social service and community development, and a conclusion.

**Writing the Article:** The article was written, incorporating the gathered information, analysis, and synthesis, to present a well-rounded exploration of the topic.

**Review and Editing:** The article was reviewed and edited for clarity, coherence, and accuracy to ensure that the objectives of the article were met and the content was effectively conveyed.

By following this methodology, a comprehensive and informative article was produced, providing insights into the changing landscape of higher education in Tamil Nadu and the role played by Christian missionaries.

### **Historical Background:**

The presence of Christian missionaries in Tamil Nadu can be traced back to the colonial era when they arrived in India with a mission to spread their faith and provide humanitarian services. Alongside their religious endeavors, missionaries recognized the importance of education as a means of empowerment and social upliftment. Consequently, they established schools, colleges, and universities, laying the foundation for modern education in the state.

### **Establishment of Educational Institutions:**

Christian missionaries played a pioneering role in setting up educational institutions across Tamil Nadu. They established numerous schools, colleges, and universities that focused not only on academic excellence but also on moral values and character development. Institutions such as Loyola College (Chennai), Madras Christian College (Chennai), and Women's Christian College (Chennai) have become renowned centers of learning, producing distinguished alumni who have excelled in various fields.

St Joseph's College was originally planned to be established at Tiruchirappalli owing to an epidemic and the consequent death of six priests the venue had been shifted to Nagapattinam. The College was opened in 1866 and in the same year, it was affiliated to the Madras University. It did not receive full salary assistance from the government. The College was long debarred from receiving government aid because the fathers being under a vow of poverty received no salary and the government grants were calculated on the salaries of the teachers.

### **Inclusive Education:**

Christian missionaries have played a crucial role in promoting inclusive education in Tamil Nadu. Recognizing the importance of providing opportunities to marginalized communities, they established institutions that catered to the educational needs of underprivileged and disadvantaged sections of society. Many schools and colleges run by Christian missionaries offer scholarships and financial assistance to students from economically weaker backgrounds, enabling them to pursue higher education.

### **Quality Education and Global Exposure:**

Christian missionary institutions in Tamil Nadu are known for their commitment to providing quality education and exposure to global perspectives. These institutions often collaborate with international

universities, fostering academic exchange programs and enabling students to gain exposure to diverse cultures and knowledge. The emphasis on holistic development, critical thinking, and ethical values in these institutions has contributed to producing well-rounded individuals ready to face the challenges of the modern world.

### **Social Service and Community Development:**

Beyond academics, Christian missionary institutions actively engage in social service and community development initiatives. They often run outreach programs, offering healthcare services, vocational training, and community development projects, thus empowering the local communities and contributing to the overall development of Tamil Nadu.

The year 1924 saw an important change in the history of health care in the Madras Presidency. For the first time, a scheme specifically designed to deliver health care to the rural people was introduced. This does not mean that prior to 1924 there were no dispensaries or hospitals in rural areas. The basic objective of this new scheme, called the Subsidised Rural Medical Relief Scheme (SRMRS), was two-fold: “to bring medical relief within easy reach of the rural population” and at the same time to encourage the private practitioners to settle down in rural areas. It was an attempt to attract private medical practitioners to rural areas by giving them monetary incentives instead of appointing permanent government medical officers. By early 1920s, the government realized that the existing facilities in rural areas were extremely inadequate: there was one medical institution of about every 250 square miles of area, each serving about 77,000 people in the presidency.

There were 510 medical institutions (dispensaries and hospitals), excluding those in Madras city and agency area). The vast majority of the rural population had no opportunity of coming into daily contact or even an occasional contact with ‘qualified’ medical practitioners. The government, therefore, felt that “amelioration of the conditions of the masses was urgent and that immediate steps should be taken to bring medical aid within comparatively easy reach of the villagers”. This new scheme, it was thought, would not only be “substantial (but) would not mean expenditure beyond the funds available” with the government. Alternative modes of health care were discussed but the SRMRS was finally considered feasible as it appeared to be the “cheapest and at the same time the best from many points of view”. As a result, the rural medical relief scheme was begun in 1924, as the best way to expand the health care delivery system in rural areas. It was essentially a scheme of subsidizing private practitioners who agreed to settle down in villages.

The scheme offered a subsidy of Rs. 600 per annum for graduates and Rs 400 per annum for licentiates, with an additional amount of Rs. 100 per annum for payment towards midwives if employed by them. In addition to this, the local boards concerned were to supply medicines worth Rs. 360 per annum to each of these subsidized dispensaries, to be given free of cost to the patients. The total cost of maintaining such a dispensary was estimated to be about Rs.1000 per annum. This was shared between the provincial government and local bodies in a ratio of 3:2. By this measure, it was expected that a large number of private practitioners now overcrowded in urban areas would be attracted to rural areas. By 1925, about 40 per cent of the 3,000 - odd allopathic medical practitioner including the graduates and licentiates in the presidency were employed as either assistant or sub-assistant surgeons in the medical department.

The rest were presumably practising privately in urban areas. The government felt that the subsidy should be “low enough to compel the medical men to earn themselves and earn the confidence of their neighbors, and high enough to serve as an attraction in the initial stage until they are able to build up a practice”.

The main conditions of the scheme were that (a) the medical practitioners should agree to settle down in a village specified by the local boards; (b) they should treat the 'necessitous poor' free of charge and (c) they would not be considered as government servants. The scheme commenced in 1924 with subsidizing about 200 new dispensaries. This was, in essence, the basic framework of the new rural medical relief scheme in the Madras Presidency.

The Madras Government was the first in British India to extend the course to five years; it was also the first government to abolish the course. With this decision, the future of the subordinate medical service (which employed as sub-assistant surgeons) was hanging in balance. Before the Congress ministry could decide as to what should be done to protect the interests of those already in the service as well as those who were about to complete the course, it resigned.

The avowed policy of the Government of Madras to develop an independent medical profession remained at best a pious hope. In fact, it left the independent medical profession, which consisted largely of the licentiate, if anything, highly dissatisfied and a disgruntled lot. The independent medical profession although large in size, was not healthy. There was a bitter rivalry between them and the graduates. The licentiates whose services were utilized to fulfill the object of minimizing the government's expenditure on health-care often found them highly discriminated. But it should be noted that the origin of the divisions within the 'scientific western medical profession' in colonial India lay in the government's policy of maintaining two standards of medical education in order to have a cheaper mode of delivering health-care.

### **Conclusion:**

The landscape of higher education in Tamil Nadu has witnessed a significant transformation, thanks to the contributions of Christian missionaries. Their tireless efforts in establishing educational institutions, promoting inclusive education, providing quality education with global exposure, and engaging in social service have made a profound impact on the state. As Tamil Nadu continues to progress, the role of Christian missionaries in the educational arena remains indispensable, shaping the minds of countless individuals and paving the way for a brighter future.

In conclusion, the landscape of higher education in Tamil Nadu has undergone a significant transformation, largely influenced by the active involvement of Christian missionaries. Through their historical presence and establishment of educational institutions, these missionaries have left an indelible mark on the educational fabric of the state.

As Tamil Nadu continues to advance, the role of Christian missionaries in higher education remains vital. Their contributions have shaped the minds of countless individuals, fostering personal growth, and paving the way for a brighter future.

In summary, the changing landscape of higher education in Tamil Nadu owes much to the dedicated efforts of Christian missionaries. Their establishment of educational institutions, promotion of inclusive education, provision of quality education with global exposure, and engagement in social service have had a profound impact on the state's educational development and overall societal progress.

### **Reference:**

1. Saykili, A. (2019). Higher education in the digital age: The impact of digital connective technologies. *Journal of Educational Technology and Online Learning*, 2(1), 1-15.

2. Thomas, S., & Rao, Y. S. (2019). Professionalization of Nursing Care in Colonial India. *Think India Journal*, 22(3), 986-996.
3. Jackson, N. C. (2019). Managing for competency with innovation change in higher education: Examining the pitfalls and pivots of digital transformation. *Business Horizons*, 62(6), 761-772.
4. Alexander, B., Ashford-Rowe, K., Barajas-Murph, N., Dobbin, G., Knott, J., McCormack, M., ... & Weber, N. (2019). Horizon report 2019 higher education edition (pp. 3-41). EDU19.
5. Mohabbat, M. D. (2017). OBJECTIVES OF CHRISTIAN MISSIONARY EDUCATION IN THE COLONIAL PUNJAB-A CRITICAL APPRAISAL. *AL-Qalam*, 22(1), 24-46.
6. Knight, J. (2013). The changing landscape of higher education internationalisation—for better or worse?. *Perspectives: Policy and practice in higher education*, 17(3), 84-90.
7. Erickson, R. A. (2012). Geography and the changing landscape of higher education. *Journal of Geography in Higher Education*, 36(1), 9-24.
8. Warner, R. S. (2012). My Formative Experiences with Christian Discipleship and Education as a Missionary Kid in the Dominican Republic. *International Handbook of Protestant Education*, 449-458.
9. Staley, D. J., & Trinkle, D. A. (2011). The changing landscape of higher education. *Educause Review*, 46(1), 15-32.
10. Rani, G. (2010). Changing landscape of higher education in India: The case of engineering education in Tamil Nadu (Vol. 36). New Delhi, India: National University of Educational Planning and Administration.
11. Lewis, A., & Lemmer, E. M. (2004). Christian missionary endeavour in education in South Africa (1737-1955). *Journal for Christian Scholarship= Tydskrif vir Christelike Wetenskap*, 40(1\_2), 57-73.
12. Chen, D. (2004). "Christian Gentlemen and Thorough Doctors": the Establishment of Medical Missionary Education in Guangzhou (Doctoral dissertation).
13. Jalagin, S. (2002). Education or Christian Education? Missionary Girls' Schools in Japan in the Transition Years of the 1930s. *Gender, Poverty and Church Involvement*, 185.
14. Woodard Jr, D. B., Love, P., & Komives, S. R. (2000). The Changing Landscape of Higher Education. *New directions for student services*, 92, 5-16.
15. Muraleedharan V. R (1992), "Professionalising Medical Practice in Colonial South-India", *Economic and Political Weekly*, Vol. 27, No. 4 (Jan. 25, 1992), pp. PE27-PE30+PE35-PE37 *The Madras Year Book*, 1923, p. 121.