

Educational System in Tiruchirappalli Through the Ages: A Historical Study

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Introduction

The legacy of the British rule in India was the kind of education they imparted to Indians. The native system of education was confined to mostly among the Brahmins were learned Brahmins religious education was an imperative necessity. Though the old Gurukula system had vanished, its vestiges remained in most of the agharams in Tiruchirappalli. The palm leaves were used for writing. After using the palm leaves they were thrown in the river Kaveri on the 18th day of the Tamil month of Adi. It was a ceremony followed by the Tamils since time immemorial. In the first stage of learning the script sand was used. The student revered their teachers. Until the fifties of 19th Century, education in Tiruchirappalli was left very much to the missionary enterprise and appeared to have been in a far less advanced condition. The diffusion of education among the people started under the educational dispatch of 1854. The woods dispatch acknowledged that the education of the masses had been neglected and so it was suggested that the government should spend more on popular education. In the article analyses the education system and developments through the age in Tiruchirappalli.

REVIEW OF LITERATURE

The primary source such extracts and gazetteers from the government and orders, manuals and gazetteers the government orders of the public department and education department also have been Extensively a part from the quite number of valuable of books such as *the history of Tiruchirappalli* by Dr. T.Sundararaj, Gazetteers of Tiruchirappalli, by K.S.K Velmani, *Higher Education* by V.K.Rao, *Women and Education*, by Ram Sharma, are some of the importance secondary sources have been consulted for this study.

OBJECTIVES

- To Explain the history of educational systems in Tiruchirappalli,
- To describe the educational condition through the history in Tiruchirappalli.
- To point out the contribution of Modern Education al System in modern Tiruchirappalli.
- To analyze the growth of education During the British Rule.

History of Tiruchirappalli

The history of Tiruchirappalli started with the early Cholas. They checked the intrusion of Cheras and Pandyas. Into surrounding of Tiruchirappalli, During the reign of Pallavas the Country was served by Aryanised. The Cholas were responsible for the introduction of Local Institution like Shobba Ur and Nadu

The downfall of the Cholas invited interference of the Pandyas from the South and Hoysalas from the west after that we find the expansion of Muslim power in Tamil Nadu. The Muslim rule did not last since the Hindu rule was revived Kumarakampana. After Mohammed Ali the Nawab of Arcot the rule Muslim Practically came to an end. In 1801,A.D the establishment of the British rule in India that marked the end of Muslim rule.

History of Education system in Tiruchirappalli

Ancient Period

Tiruchirappalli district shines as a prominent centre of education in Tamil Nadu on par with Chennai, Coimbatore and Madurai. The Chola Courts of Uraiyyur and Jayakonda Cholapuram, which were assemblages of learned countries, elder scholars and poets, the Srirangam temple where religious philosophers converged and propagated Vedas and Prapandham's the Rock fort, which show as a Jain monastery housing Jain Teachers and philosophers.

Tiruchirappalli and its suburbs grew steadily as one of the greatest centers of learning in the state and the culminations in this century being the proliferation of higher educational institutions such as arts, science, engineering law, and agricultural colleges and above all it has become the seat of a university and regional engineering college of the system of education in the ancient Tamil country. *K.A. Nilakanda Sastri* writes : "*We get more positive information on higher studies in Sanskrit than on popular of education. While the formed the subject liberal endowment records in inscriptions of considerable length, we have to make inference about the letter from mention of village teacher and his share in the arable land of the village and also occasional direct endowments. As for the teaching of Tamil, Marathi and Prakrite etc.,*

The technical or vocational education in the ancient Tamil country was purely a private affair. The father brought up his children in his hereditary profession. The construction of temples or palace must have been

the occasion as much for the discovery of fresh talent as for the application of known abilities. Judging from the monuments belonging to the ancient period. The intricacy and elegance with which of inscription were engraved while the literacy quality of many inscriptions as well as the volume of literature produced in all languages, shows that the cultivating people to speak each locality and its employment in administration and education was by on means neglected. The basic of reading, writing and arithmetic were taught in village schools which met under shade of a tree or in the verandas of temples.

The Italian traveler – Pietro Della Valle (1623) has left a vivid account of the village schools and the methods of instruction they followed including the process of learning by rote and the use of the sand strewn on the floor for writing, methods of which survived with full force till very recently in remote village.

In ancient period temples played a vital role in imparting education. They offered protection to the learned Brahmins. The itinerant Saiva devotees visited many temples in the district and verified the gods of the places they visited. Sambandar, Appar, and Sundarar. The authors of Devaram used to address the public during their itinerary of the value of Siva philosophy though there were found in Ahananuru, Purananuru and other corpus of Sangam literature and later during the age of the Bhakti movement such as Andal and Karaikal Ammaiyar, it is said that “*education was not so popular among women in the district*”.

Medieval Period

The medieval period saw the founding of many religious mathematics (or) monasteries which also took up the cause of education, though it was fully religious oriented. The Ahobila mathematics was taught at Srirangam in Tiruchirappalli which was the distinction of being the abodes of many distinguished Vaishnava Philosophers and Scholars including Sri Ramanuja has made distinctive contribution to the education. The beginning missionaries came and began to start schools and hospitals, which were used as media for propagating Christianity. Imparting adult education is not new to this land. It was provided throughout the country by endowments in temples for the epics and puranas. This form of popular instruction is not known even to the present day.

Education System In Modern Period

Even the earliest source of historical information provide evidence that from very early times, the tradition of teaching and learning had been continuously in vogue in Tamil Nadu. Indigenous education was universal in the district as in other part of the country long before the coming of the Europeans. The East India Company which slowly became the master of the land after 16 century, they found four ancient methods of education in south India

They were the instructions given by the Brahmins to their disciples the seats of Sanskrit learning the madrisa or schools run by Muslims and a large number of village schools. The village schools in the district imparted elementary education to the trading classes and to the children of the land holders and cultivations through the governments did not extend any grant to this mode of education. The court of Director of the East India Company while renewing the charter of the company in the Year 1813 Provided an annual allotment of the One lakh of rupees “for the revival and improvement of literature and encouragement of the learned natives of India and for introduction and improvement of knowledge of the science” through they did it with reluctance, it was the first milestone in the history of the western education in India.

Sir Thomas Munroe who was the Governor of the Madras Presidency between 1820 and 1827 passed his famous Minute on indigenous Education. The Secretary to Government communicated this Minute to the President and the members of the Boards of Revenue on 2nd July and directed to the Board to write to the District Collectors to furnish a list of schools existed within jurisdiction. The secretary Board of Revenue directed the Collector of Tiruchirappalli on 25 July 1822 to furnish the details of the education institution in the district. The collector of the district G.W.Saundar furnished the information require by the Board of Revenue on the 23 August 1823. He had reported that there were 790 indigenous schools with 10,191 boys and 140 girls and nine indigenous college with 131 boys in this district. The reports of the Collector of the presidency including that of the Tiruchirappalli District collector. Meanwhile there arose a controversy throughout the country whether the government had to patronize occidental or Oriental Education. Lord Macaulay the Law Member of the Governor General in council passed his famous Minutes on education which advocated the introduction of Occidental System of Education in India. William Bentinck, the Governor General passed a resolution dated 7th March 1835 favoring the introduction of Occidental System of Education in India. English Education introduced into India because the East India Company needed clerks and translators. From 1813 the company set aside some money for education, and after the Charter Act of 1833 English became the official language. In 1844 Lord Harding announced that English-educated Indians would be given preference government appointments.

Free traders voiced their support for this policy believing it help develop and Indian Population loyal to the British. The missionaries joined the chorus of approval. Eager to convert Indians from influential families missionaries recognized how much easier it would be with English as the language of professional advancement.

When a separated department for Educations administrations came into being the Presidency was divided into five divisions for administrative purpose and Tiruchirappalli district formed part of the fifth division. By 1860 through there were District school in the headquarters of some district like Salem, Cuddalur, and Madurai. The Tiruchirappalli district did not have one instead, there was a taluk school in Srirangam established on 23rd September 1857. Besides this Government Taluk school the other private school located in the district were the Anglo-Vernacular School in Kulithalai, Lalgudi, Thuraiur, Musiri and Uppiliapuram and the gospel society Village School in Tiruchirappalli. By the 1880 the only higher educational institutional in the district was the SPG, College established in 1873 by upgrading the Gospel Society. There were 56 student studying in the college during 1879-1880. The college received a grant of Rs.1981 from the Government during the year. Besides the educational institutions, there was a Government Normal School For Masters (Training School for men) in Tiruchirappalli and during 1879-1880, there were 27 Trainees in the School. The number of educational institutional in the Madras Presidency had been increasing and many changes also were brought in the administration. Now presidency was divided into four circle. Tiruchirappalli district became a part of South Circle.

Pial School

The village schools were known as ‘Pial’ schools since the “pials” of the raised platforms on both sides of the entrance of the master’s house served as the class rooms. Each village had a teacher the pupils paid tuitions fees which were a very phenomenal. The cultivators of the villages also paid a share to the teachers. The curriculum was framed to meet the intellectual need of the rural like. They were taught to read and write in their mother – language and trained to memories various mathematical tables and Tamil verses.

Conclusion

India had almost half of the population in the world. But the hegemonic masculine ideology made them suffer a lot as they were denied equal opportunities in different part of the world. At present women education in India plays a very important role in the overall development of the country. More over educated person can also help in the reduction of infant mortality rate and growth of the population in this region. The educational needs of the people are fulfilled by the various educational institution. A modern society needs more number of educated people if it has to withstand the growing demands of globalization. The educational institution of Tiruchirappalli are rendering a great service in nurturing the Youngster very talents to face have competitive mode both at the national and international level.

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