

Executive Summary of the U.G.C. sponsored Minor Research Project

Title of Research Project:

“The Role of Missionary Organizations in the Field of education – A case study of PutturTaluk”

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Executive Summary:

The education which brings about the all round development of the individual to its fullest extent in the best of his social interest is so dearer to the people of undivided Dakshina Kannada District (including the PutturTaluk). It was the Christian Missionary Institutions which toiled hard to make the people to be curious about the modern system of education and to show active interest in acquiring the knowledge through the formal system of education. When the people responded favorably, the Missionary Organizations reciprocated by establishing the educational Institutions from the primary level up to the higher level of educational Institutions from the primary level up to the higher level of education. As a result, Dakshina Kannada is able to acquire the status of the ‘Educational Hub’ of Karnataka. Along with the Missionary Educational Institutions, side by side, there are other private and Government educational Institutions which also tries to impart education to the people in its own way. But here, in its facilities, quality and the value of education, Missionary educational Institutions stood apart from the similar type of other educational Institutions.

So, in this backdrop, this micro-level study project is taken up to evaluate the contributions of MissionaryOrganizations in the field of education and its impact in terms of employment and income generation, to analyse its social impact both in the forms of eradicating the social evils and enhancing the social status, to know

its impact on other educational Institutions, on industry, trade and agriculture etc. in the semi-urban place like Puttur. In this regard, the investigator personally visited different places and interviewed the educationists to unearth the facts and figures. Along with this, a wide survey work has been undertaken in Puttur Taluk to collect the first hand information from the Management members and the staff of Missionary Institutions and the Government Schools. The views expressed and the opinion collected through the questionnaire in this survey work is given in the summary form in the Report.

In this research project, under the scope of the study, an effort has been made to reach out a précised conclusion on the objectives of the study. Hence, an attempt has been made to examine the pioneering works of the Missionary Organizations, their contribution in the field of education, their role in the modernization of the society, their role in the awakening of the people and a comparison with the Government managed educational Institutions.

Undoubtedly, it is proved that, in Puttur Taluk or in the Dakshina Kannada District. The Missionary Organizations are the pioneers in the field of education. They rightly played a major role in the economic and social transformation of the women, religious minority, depressed and other backward class people, Hence, the great Kannada writer S.K. Havanur while summarizing work of the Missionary Organizations in Karnataka gave this opinion in his book 'Hosagannadada Arunodaya' (1974). The educational opportunities imparted by these Missionary especially to SC/ST and backward class people not only helped them to get employment for their subsistence and survival but it also helped them to strengthen their economic base, living standard, social status and thereby to come out of the rigid frame work of caste system and 'untouchability'. But such problems are still persist in the rural India and they need to be answered. It is clear that, many of the people, organizations and Institutions are interested to give education only to the Urbanites and not to the rural folk. Missionary organizations are exceptions to this general trend. They particularly evolved different method and techniques about 'how to teach' and 'how to emphasis'. For the success of education one must know what to teach, why he is teaching and about the learning disabilities, behavior disorders and below average intellectual ability. In many of the cases, the Missionary Organizations before starting educational Institutions took all these things into consideration. Thus, the

education that they imparted to the backward class and the downtrodden people acted as a vehicle of employment provider, social development and status.

After undertaking this Research Project, the investigator is able to come to a following conclusion:

- Missionary Organizations are the Pioners in the field of education in Dakshina Kannada district or Puttur. Because, the first school was established by the Basel Mission in Mangalore in 1837.
- Basel Mission was followed by the Roman Catholic Organizations. Sisters of charity, Bethani Institutions etc.
- Including Puttur, Basel Mission established schools in all its stations and sub-stations.
- Exclusive schools for the Adi-dravidas or panchamas was established at Puttur by the Basel Mission in 1900. This school was started to give education to depressed class people to enhance their economic and social status.
- Basel Mission established exclusive school for the baira's at Belthangady. (Formerly part of Putturtaluk)
- Adi- dravida vocational training school at Puttur was started by the Basel Mission in 1904.
- First girls school and the first college in Puttur are established by the Roman Catholic Missionaries.
- Mai-De-Deus Higher Primary school was originally started to give education to the orphans.
- Basel Mission started exclusive schools for the drummers at Puttur in 1904
- Compulsory Primary education to the Christian Children up to 14 years of age.
- Missionary Organizations maintained Physically, culturally and politically non-polluted educational Institutions campus.
- They maintained clean educational environment in their campus, Which is lacking in the cities. Most of the times, polluted educational environment is the reason behind mental, moral degradation and agony of the students.
- Trend setters in the field of education

- Quality and value based education
- Good infra-structure facilities.
- Missionary organizations took the social responsibility while establishing Schools,
- In comparison with Government and other schools, the Missionary educational Institutions excels in all the capacities.
- The Missionary educational Institutions are well received by the general public of Puttur. General Public and staff of Government and other private Institutions expressed the opinion that, the Missionary educational Institutions may be accepted as the model by others.

The above facts rightly clarifies the role played by the Missionary organizations in the field of education. The education scenario of Puttur or Dakshina Kannada in 19th century is not different from the rest of India. Those were the days that, getting education was considered as ‘luxury’ and the sole monopoly of the people of upper- strata of the society, and it was denied to the poor, backward and depressed class people. But the entry of Missionary organizations in the field of education opened new avenues to these people. When they acquired the modern education, that automatically enhanced their employment opportunities thereby boosting their economic condition and social status. That in turn, resulted in the birth of middle class society and indirectly helped, to eradicate the social evil of ‘untouchability’. Thus, the entry of Missionary organizations in the field of education not only changed the basic structure of education, but it also paved the way for the social transformation or changes within the limits of Puttur taluk or Dakshina Kannada district. The early entry, the rapid and vivid growth of missionary Educational Institutions in this part of Coastal Karnataka in a way is the main reason to achieve 100% literacy.

The following data shows the growth rate of education in Puttur. In 1921 the literacy rate of men was below 16%, but in 2001 it increased to 76.38% and in 2011 it is almost 87%, while in case of women in 1921 it was below 3.8%, but in 2001 it increased to 64.92% and in 2011 it is almost above 70%. In 1921 the average literacy rate of Puttur was 10% but in 2001 it is 70.64% and in 2011 it is 88.57%. . It is the vast number of Missionary Education Institutions which made it possible to achieve this. Because, other districts of Karnataka with few

Missionary educational Institutions are still lagging behind. Some of the districts are considered as educationally backward.

It is also appropriate to know the reasons behind the success story of the Missionary educational Institutions. After undertaking the wide survey work, the investigator of this research project is in a position to point out few of them. In case of Missionary Institutions, in the initial stage of recruitment of the staff itself due weightage is given not only to the qualification but also to their performance in the class and extra ability in the co-curricular and extracurricular activities. Along with this, in the Missionary Institutions importance is always given to the standard and quality of education imparted; to provide good infra-structural facilities; Playground, Library, Laboratories, giving benefits to the teaching staff, providing teaching aids in the school; learning friendly support base and environment; support to the students out of school activities; social integration programmes; boosting teachers morale; playing an active role in awakening the people or inculcating in them the spirit of reasoning. Above all, the Institutions, its staff, programmes, activities etc. are properly monitored through out the days by the management members and always solutions are given in the initial stage of any problem to nip them in the bud itself.

At the sametime, the Missionary educational Institutions are still suffer from some of the problems like poverty of the students, lack of transport facilities in the rural areas, lack of Government aid, delay in staff appointments, teacher centred education system, Government's policy of mass passing, Government interference in the school, growth of communal feeling etc. But most of them are out of control of the Missionary Institutions, and at the sametime, these are the general problems of all other educational Institutions in the State. The Solution to these problems rests either with the Government or with the Society and not comes under the perview of the Missionary Institutions.

Inspite of these out of control problems, if we draw a balance sheet of the total quality, standard and performance of the Missionary Educational Institutions and rest of them either in Dakshina Kannada District or in Puttur taluk, Missionary Educational Institutions always stand in the pinnacle of their achievements. In the field of education, they are always recognized as the trend setters. They conserved, giving education to the rural people and girls, education at the door steps of the homes of the poor and downtrodden in the Society as their "Dharma". Missionary Educational Institutions are established

on the principle of “Service to humanity” and not the places of minting money. Because, presently most of the Institutions considered education as the ‘commercial Business’, where the sole purpose is only to spin the money by exploiting the poor. This is the common phenomenon through out India.

Missionary Educational Institutions always try to maintain politically, culturally and physically non-polluted educational campus, with a clean educational environment, which is lacking in the city based and other educational Institutions. In this part of Karnataka, even after nearly 200 years of its entry into the field of education the Missionary educational Institutions still retained their original name and fame for the ‘quality and standard education’. This is almost become the ‘brand name’ of the Missionary Institutions. This is the ready answer, to the question in the field of education, why? this part of Coastal Karnataka (including Puttur) is always in the pilot’s seat. This is also reason why Dakshina Kannada is considered as the “ Educational Hub” of India or land of intellectuals and people with enterprising character. All these not mean, missionary educational Institutions are not without any short comings.

But in the absence of any other acceptable educational model, the Missionary educational Institutions put before us a well thought out system which is experimented for nearly 200 years in this region. So, on this background, the investigator of this research project, feels that, in this era of Liberalization and Globalization, the model of Missionary Educational Institutions of Puttur taluk or Dakshina Kannada District may be taken as a model and be implanted elsewhere in India not only to make India as free from the illiterates, but also to bring the system of Indian education to the world standard. That was the dream of our ‘Nation Builders’ during the freedom struggle before 1947, that is also the dream of the former president of India Dr. A.P.S Abdul Kalam and that will be dream of every citizen of India.