

GROWTH OF TECHNICAL EDUCATION IN KANYAKUMARI DISTRICT

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ABSTRACT

The prime function of education is to help students to become good human beings, motivated to fulfil their true potential for their own benefit as well as for betterment of the society as a whole. Education can develop capabilities which include behavioural, cognitive, spiritual and attitudinal components. Vertical mobility refers to the movement of an individual or people or groups from one status to another. It involves change within the lifetime of an individual to a higher or lower status than the person had to begin with.

Technology is a systematic knowledge which put into practice –that is to use tools and run machines to serve human purpose. Science and technology man bring social change.The term ‘Education’ has been clearly defined as the process of developing and training the powers and capabilities of human beings.

Key Words

Education , potential, capability ,technology ,human beings.

INTRODUCTION

In Kanyakumari District prior to 1956 , under technical education type writing and some other vocational technical subjects were imparted through private agencies and some government schools. It is a pity to state that no technical education existed in the past even after the formation of Kanyakumari District, except the government polytechnic at Konam established in 1959. However, one could witness a sudden spurt in technical education in Kanyakumari District recently, ever since 1980. At present the people of Kanyakumari District got the privilege of enriching their technical knowledge thanks to the establishment of number of engineering colleges.

Technical Education includes Technical Institutions like Polytechnic ,Industrial Training Institutions and Engineering Colleges both private and public. In the ancient time, the technical education was imparted hereditarily. The father's profession like medicines, gardening, masonry, weaving etc. became their family profession. But Indian education was theoretical in character and lacking invocational industrial and technical aspect.

But with the advent of Industrial revolution and the expansion of scientific advancement, it became necessary to select suitable persons to study various technical studies like Engineering and Medicine, mostly according to their taste. It is evident that there were many technicians and physicians served under the Monarchs who constructed massive building structures and provided best medical treatment The best standing monuments of this Districts Padmanabhapuram palace and subways between Padmanabhapuram palace and Vattakkottai and massive towers of Suchindrum Temple are best examples of the development of technical skill.

Evaluation of Technical Education

Historically speaking, Kanyakumari District formerly called South Travancore had a long history of Technical Education. Since 1820 Christian Missionary established the first technical educational institution. In 1820, Rev. C. Mead founded the school of Industry at Nagercoil for the purpose of promoting popular arts and instructing the children of industries. The boys were taught lesson in printing and book binding. A similar school was established at Neyyur, the art of weaving, rearing a silk worms and the manufacture of sugar, indigo and paper were taught in the industrial institutions managed by the missionaries. But this benevolent enterprise inaugurated by Rev. Mead was neglected by the mission for some times

From 1800 -1857 the company required some Indian Engineers for constructing roads, canals and government buildings under the public works department. Hence they included technical and vocational education as the chief branches of education This situation made immense need for the service expert engineers. So the educated got good jobs under the Britishers Public Work Department.

In due course of time missionary technical institutions faded away. Sri Moolam Ramaavarma technical institute is one of the oldest technical institutes in former Travancore state in 1905-1906. Since the re-organization of the states, it is under the administrative control of the Madras Government. It continues to function even today. This technical institute at Nagercoil provided three years course in wearing, carpentry and Black smithy initially. In the first decade of the 20th Century, the importance of the technical education was realized still more.

There more various commissions and committees were formed to look the establishment of technical institutions. The committee recommended appreciation and dignity to manual labour and promotion of technical skill for the development and advancement of industry and technology. Education should advancement of industry and technology. Education should emphasis on agriculture, technical, commercial and other practical courses besides the academic one.

After independence, the Indian Government adopted new industrial policy resolution in 1948, which aimed at rapid industrial development with the help of advancement in science and technology. In 1951 the Indian parliament passed the Industries Development Regulation Act. Accordingly at the end of the first five year plan, the Government of India adopted the new industrial policy resolution in 1956. it classified the industries into 3 categories with under lying note of predominant role of the state in industrial development.

The Government of India appointed a committee in the year 1945, to advice on the provision of advanced technical education in the country under the chairmanship of N.R. Sarkar. The committee after reviewing the condition of technical education in India recommended the establishment of four higher technical institutions one in each in four regions of India North, South, East and West. The All India council of Technical Education fully endorsed the recommendation of the Sarkaria Committee. The Indian government accepted the recommendations of the Sarkaria Committee and gave its approval for establishing two institutions one at Calcutta and other at Bombay.

In 1948, the All India council of Technical Education conducted a meeting and considered the location of the institute in South and North and decided to locate Indian Institute of Technology at Kharagpur for the East and Bombay in the west to train 3000 undergraduate and 1000 post graduate students. thus the beginning of the technical education in India Institute of Technology. Further the Indian educational commission or Radhakrishnan Commission was appointed by the Government of India in 1948. The commission recommended in structuring the curriculum for the engineering courses. The Radhakrishnan commission opines that engineering course to study include general education, basic physical and engineering sciences fewer applied courses and towards the end of the course specialization in some specific field may be chosen by the candidate.

In addition the Radhakrishnan commission also classified the engineers in following categories namely. 1. Senior Administrators, 2. Engineer-Scientists, Design and Development Engineers, 3. Engineers-required for production operations and maintenances and sale, 4. Technical assistants and Designer draft men, 5. Draft men, Foreman and craftsmen and it recommended institution should be created to raising the stock of engineers in all these categories⁹ the planning commission appointed a working group on Technical Education.

During the first five year plan the Indian institute of science had developed and Fourteen Engineering Colleges were sprang up. Kothari Commission has made important observations for promoting technical and vocational education in India. As per the opinion of the commission number of polytechnics was started of which one in Kanyakumari emphasizing special attention to girl students.

In 14th October 1957 a new department for technical education was established under the control of Director of Technical Education. The Vice –Chancellor of the state Universities, Technocrats, State and Central Government officials and Heads of related departments (Industry, commerce and Education) from the Board with the Minister of Education as its Chairman. This Board advised the government in the matter of technical education granting affiliation, recognition to technical institution and formulating the government policy on technical education.

At the national level ,the top most policy making body in technical education is the All India Council for Technical Education. There are regional committees for the council.Tamilnadu comes under the purview of the Southern regional committee.

List of technical institutions in kanyakumari district

- Noorul Islam College of Engineering, Kumaracoil
- St. Xavier's Catholic College of Engineering, Chunkankadai
- SreeNarayana Guru College of Engineering, Manjalumoodu
- C.S.I. Institute of Technology, Thovalai
- Govenment Polytechnic College
- Moderator Gnanadason Polytechnic, Nagercoil
- Morning Star Polytechnic College, Chunkankadai
- Sree Krishna Polytechnic College, Chunkankadai
- N.M.S Kamaraj Polytechnic, Pazhavilai
- Kalauvanar N.S.K. Polytechnic, Chenbakaramanpudhur
- Government Institute Training Institute, Nagercoil
- S.M.R.V. Govenment ITI for Women, Nagercoil
- Nirmala Institute of Technology, Manalikai
- C.M.S Industrial Training Institute, Azhakiapandiapuram
- St. Lawrence Technical Institute, Nagercoil
- Nava Bharath Industrial Training institute, Kuzhithurai
- St. Matha Industrial Training Institute, Kuzhithurai
- Kanyakumari Diocese Church of South India Industrial training Institute, Kaliakkavilai
- Nesamony Transport Corporation Industrial Training Institute and Driver Training School, Nagercoil
- J.E. Industrial Training institute, Thuckalay
- Institute of Industrial Training , Munchirai
- St. John Industrial Training centre, Marthandam
- Friends Industrial Training Institute, Mathicode
- Bharath Engineering Training Centre, Nagercoil
- Technical Institute of Engineering and Industrial Trainig centre, Nagercoil
- J.M Industrial Training Institute, Colachel

CONCLUSION

Indian Government and Indian corporate sector has recognised the importance of technical education in the changing global scenario.Today under the reforming economic conditions,integration of the Indian economy with world economy presupposes efficiency and competitiveness on the

domestic front as well as in the international arena. As the process of globalisation is technology-driven, the very success of economic reform policies critically depends upon the competence of human capital.

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