CHAPTER - II

REVIEW OF RELATED STUDIES
Not many studies similar to the present one have been conducted in Kerala. Some studies throw light on the procedure. In some cases the content of the study is similar to the present investigation. Since only very limited studies relating to the present study are available, the Review chapter is also somewhat limited.

A review of the previous studies and researches in the areas related to the present investigation is attempted below. A few relevant studies in the area of history of education taken from the doctoral abstracts in the Review of Research (Buch) (ed.) and a direct analysis of some of the Doctoral and Master's studies from Kerala University have been reviewed here. The studies pertaining to Kerala covering different levels of education are reviewed here in the expectation that they will lend perspective to the study. Studies covering higher education from representative sample of different parts of the country are also reviewed.
Renu Devi\(^1\) investigated the "Progress of Education in Assam" for Ph.D. of Gauhati University in the year 1961. The aim was to survey and critically analyse the problem and progress of education in Assam during the period 1882-1937. The old records, reports, minutes and review publication of the Government were consulted as source material. A brief review of the progress of education in Assam from 1826 to 1881 was made to serve as the background for the study. The findings are:

The local bodies and private agencies made significant contribution to the progress of education in the State. Progress of primary education was slow and limited. Only 9.3% of the people became literate in this period. The Government failed miserably to provide compulsory primary education. Finance was lacking and wastage was high. The secondary education in this period aimed at producing a set of men suited to help running the administration. The stress on English language and thought produced an intelligentsia who were not practical minded and cut off from the people's stream of life. The secondary schools were under the jurisdiction of Calcutta University and the progress in quality and quantity at this stage was slow. Collegiate education in Assam was imparted up to 1930 in

\(^1\) In M.B. Buch (ed.), Survey of Research In India.(Baroda: Centre for Advanced Study of Education, M.S.University, 1977), p.75.
only two colleges. Private colleges could not prosper due to lack of official interest in regard to their needs. Another handicap was the lack of a separate University for the province.

Progress in the field of special education was rather slow, and none of the specialised institutions relating to law, medicine and technical and industrial education attained maturity even by 1937. The small percentage of trained teachers for the entire period of the survey revealed a sorry state of affairs. Government also closed down some training schools for a number of years. The increase in the number of all types of schools meant for girls, and the establishment of a separate college for women in 1936 were other important features relevant for women's education. But in terms of the needs of the entire women population of the province, not enough work was done. The Government's total amount of expenditure on education increased from a sum of Rs.31 lakhs in 1882-'83 to 57.4 lakhs in 1936-37. The amount was not sufficient to eradicate illiteracy among women. In 1882, the educational policy of the British India (and therefore, in Assam) was to produce minor civil servants but in the process of its growth during the next fifty years, the government had to expand the sphere of its activities and
thus modify its policy and in 1937 the climate of opinion forced the Government to recognise the imperative need for mass education.

R.A. Nabar traced "The History of Education in the City of Bombay (1820-1920)" in a doctoral study in the Bombay University conducted in 1964. The chief aim of this project was to find out as many factors as possible which had contributed to the progress of education in the City of Bombay during the period between 1820-1920. The sources of information consisted of official publications of the Government of India and the Government of Bombay and several non-official publications.

Some of the salient findings of the study are the following:

1. During the period under study, education in Bombay could progress most satisfactorily in various branches of knowledge such as primary education, secondary education and higher education in arts and science, technical, commercial and legal education, education of art, physical education and education of educators, because there had been a happy co-operation between the officers of the Government and private individuals.

1. ibid., p.66.
2. Medical and technical education was not only possible but popular, too, in Bombay but institutions for such education were not encouraged by the Government which wanted all education through the medium of English alone.

3. Among other findings the progress of literacy among different communities, the success of morning classes in professional schools; the percentage of literacy of Mohamedans deserve special mention here. The state of affairs might have been different in other parts of the country but as far as Bombay was concerned, the percentage of literacy among Mohamedans had been greater than that among the Hindus and yet they were demanding special favours for their children in schools and colleges.

Murughendrappa¹ (1972) in the R.V. Teachers College, Bangalore investigated "Twentyfive Years of Education in the State of Mysore (1947 to 1972)." The purpose of the study was to survey the progress of education in Mysore state during the post-independent period.

For the collection of data annual reports of Government, reports of the educational surveys, university reports, etc. were consulted. This project surveyed the progress of

education at pre-primary, primary, secondary, pre-university, colleges, university and professional education levels.

It was found that in 1947 there were nine districts and by 1972 the number went up to nineteen. The state had set up an efficient educational administrative pattern under Directors of Public Instruction, Collegiate Education, Technical Education, Text books, and Pre-University Board. There was an increase in the number of pupils, teachers and institutions at all levels. At pre-primary level the state had an aided kindergarten school as early as 1911-12 and there were at the time of the study 807 pre-primary schools. In the field of primary education, the state had made provision for universal, compulsory and free primary education as early as 1913.

At the time of the study there were 32,692 primary schools with a strength of 36,60,472 pupils. The percentage of wastage and stagnation which was at 72.50 in 1946-47 came down to 58.70 in 1971-72. The publication of books for primary classes had been nationalised in 1959-60. At the secondary education level there was an increase in the number of schools from 227 in 1947-48 to 2,060 in 1971-72. The number of universities increased from one to five; the colleges of general education went up from 4 to 197; and
the colleges of education increased from one to nineteen. There were, at the time of the survey, thirteen law colleges, fifteen engineering colleges, four medical colleges, sixteen commerce colleges, and twenty-five polytechnics. There were other professional and special education institutions, like medical and nursing school, physically handicapped, reformatory and industrial schools, etc., which showed slight progress. An Intensive Educational Development project was undertaken in the district of Bellary in 1969-70 under the Union Ministry of Education. The state adopted the three language formula and Hindi was compulsory subject in schools. There were special efforts to popularise Hindi by the voluntary organisations and by the state government.

"Growth and Development of Modern Education" was traced by G.C. Verma in a Doctoral Study at Rajasthan University in 1968. The study aimed at describing the growth and development of education in Rajasthan from 1819 to 1949. The investigator used all possible sources in carrying out the study.

The study reported the following findings:

i) the progress of education in Rajasthan largely depended on the views on education held by the ruler or

his adviser or minister. This accounted for the difference in the level of educational development in different states;

ii) the indigenous educational institutions in Rajastan were mainly of two kinds, namely, those dealing with elementary education, and those concerning higher education;

iii) there were no well-conducted primary schools in the neighbourhood to serve as models;

iv) the number of schools teaching up to the middle or final standards were found to be fifteen in Bharatpur, fifteen in Jaipur and three in Kishangarh;

v) efficiency of the secondary schools in Rajastan depended to a greater degree upon the condition of their lower classes. The large majority of pupils who swelled the total number of schools were found in the preparatory and primary classes and very few continued their studies up to the higher classes;

vi) there were three colleges functioning in Rajastan in the beginning of the present century. There was a very limited demand for higher education in Rajastan till the twenties of the present century and these colleges, located in three different distant places, fully met that demand. But in reality, the demand for collegiate education in the province was so small that even these colleges did not have,
for a long time, sufficient number of students in them; and

vii) women's education was extremely backward.

A. Chakravarthy\(^1\) traced the "History of Education 1826-1919" in a doctoral study in the Gauhati University in 1971. The main objective of study was to describe the nature and progress of education in Assam from the commencement of East India Company's rule in 1826 to the grant of provincial autonomy in 1919.

A large number of primary sources were studied and secondary works were reviewed. The study was mainly based on official documents, both published and unpublished, materials derived from indigenous sources and some contemporary works. Journals and periodicals were also utilized.

The study revealed that:

i) the motto of the government was English education for the few and the development of vernacular education for the many;

ii) there was a steady progress in various fields of education viz., number of institutions, enrichment of the curriculum, direct and indirect expenditure on education, etc.;

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1. ibid., pp.63-64.
iii) the secondary education system was excessively literary and insufficiently vocational in character;

iv) the condition of collegiate education was far from being satisfactory;

v) the provision for professional and technical education was extremely inadequate;

vi) the plans and programmes for the development of education were unrealistic; and

vii) a radical reorientation of the entire educational system was the urgent need of the hour.

Nagar's doctoral study (1975) in Gauhati University traced the "Development of Education in Manipur from 1891 to 1970". The objectives of the study were (i) to trace the cultural background of Manipur and its relation with various aspects of Indian culture, (ii) to trace the growth of indigenous system of education in Manipur and its relation with the mainstream of national culture, (iii) to trace the growth of education after Manipur's accession to India, (iv) to study the growth and impact of Western education on Manipur, (v) to trace the growth of education from 1891 to 1970, and (vi) to study the educational administration in Manipur.

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1. ibid., p.76.
The sources of data were the records of the government, the books written by the local authorities and the information collected by the statistical department. The research methods used were the historical and the library methods.

The major findings were:

i) some of the major problems facing the educational development in Manipur were underdeveloped economy, unemployment among the educated, the lack of qualified teachers, the introduction of tribal languages in schools and lack of continuity of school syllabus from the primary to the high school stages. The affiliation of educational institutions to the Gauhati University also presented problems; the high schools were affiliated to the Gauhati University whereas the higher secondary schools were affiliated to the Central Board of Secondary Education. Again, the colleges were under the Gauhati University and post-graduate education under the Jawaharlal Nehru University;

ii) the courses of study of the school stage were inadequate and ill-planned; and

iii) the teacher education institutions were inadequate in number and pre-service and in service education needed revamping.
Singh\(^1\) conducted "A Comparative Study of Educational Development in Madhya Pradesh and Uttar Pradesh during the Period 1947 to 1974" for Ph.D. in the year 1980. The aim of the study was to compare the progress of education in the first four five year plans, sectorwise, in terms of primary middle, higher secondary, higher and technical education in the states of Madhya Pradesh and Uttar Pradesh. It was also intended to study women's education and education of the scheduled castes and the scheduled tribes.

Data collected from the commission and committee reports and officially published periodical reports were tabulated and subjected to statistical analysis. Comparisons were based on plan-wise figures for Madhya Pradesh and Uttar Pradesh and also the Indian Union concerning the number of institutions, teachers and students, funds allocated, etc.

The study revealed some similarities and some dissimilarities. Both Madhya Pradesh (M.P.) and Uttar Pradesh (U.P.) were backward in economic and industrial developments, which was a major cause of their educational backwardness. In comparison with other states of Indian Union both were very low as regards income per capita and

1. ibid., pp.82-83.
educational expenditure per capita. In MP and UP there had been undue stress on traditional subjects at the cost of expansion of science and technical studies. They spent a much higher proportion of funds on directorates of education than most other States which earmarked more money for students and teachers. Similarly, higher education received more attention than elementary education, even though it was well known that the former yielded more personal returns and the latter more social returns. On the whole, MP had to make up much more leeway than UP because of the former's geography and political history in pre-independence period. For example, in MP the anxiety to preserve ethnic identities and the need for scattered, single teacher, small sized, and comparatively more expensive schools slowed down educational expansion. The contribution of local bodies and private agencies had also been comparatively low. This study also pointed to the desirability of decentralisation in educational planning, provided an over-arching all India perspective was not lost sight of.

Budhori\(^1\) conducted "An Evaluative Study of Educational Development in Garhwal Division since 1947" in the Garh University for Ph.D. in 1981. The main objectives of the

\(^1\) ibid., p.63.
study were: (i) to trace out the growth of educational facilities in the secondary, higher and technical institutions, (ii) to assess the existing facilities in relation to the educational needs of the region, (iii) to relate the educational requirements to the social, economic, cultural and physical factors which impinge upon the life of the local community, (iv) to find out the reactions of teachers, the political elite and educational administrators with regard to the various aspects of the existing educational facilities and structure, and (v) to suggest guidelines for the future educational planning.

The investigation was a historical survey and was exploratory in nature. The sample consisted of students, teachers, principals and the political elite selected randomly from various schools and towns of the Garhwal region. A schedule and a questionnaire were administered to these subjects to gather information.

The major findings of the survey were:

(i) the educational development in the Garhwal division was quantitative rather than qualitative in nature;
(ii) most of the intermediate colleges in the region started functioning in private initiative while no such initiative was revealed in the area of higher and technical education;
(iii) the upgrading of educational institutions to the status of higher educational institutions in a short duration appeared to have done harm to the standard of education in the entire region; (iv) the location of the institutions had been distributed unevenly; (v) the intermediate and the technical colleges had accommodation problems; (vi) the condition of libraries, hostels, laboratories, playgrounds, reading rooms, cultural halls, etc., was discouraging in all types of institutions; (vii) the increase in the number of teachers since 1947 was more than fourteen times in intermediate colleges and institutions of higher learning; (viii) none of the institutions either used admission tests or had programmes of guidance and counselling; (ix) in all institutions the student-teacher relations were normal; (x) the educational system was at variance with the existing needs of the community, (xi) the majority of the heads of the institutions laid emphasis on the vocational and technical education; (xii) the majority of the respondents felt the educational system was only fulfilling the objective of passing the examination and was not concerned with social welfare; (xiii) the respondents of all the categories accepted that the number of students should not exceed the available facilities in the institutions; and (xiv) the majority demanded a change in the existing examination system.
G. Kamalamma's study in the University of Kerala for Ph.D. (1969) covered the 'History and Problems affecting Primary Education in Kerala'. The data for tracing the history were gathered from government reports, state manuals, gazette and literature in Malayalam. Some folk songs of Malabar were also analysed. A schedule was used as a tool in the study of the problems. The schedule was administered in 70 schools in the state taking a one per cent sample from the lower primary schools in the state. To supplement the data collected by means of the schedule, interview and observation were also used. The study was limited to the classes one to four of primary stage of education.

The study revealed that:

1. Kerala is the only state which has achieved the target of 100% enrolment of children in the age-group 6 to 11 and it is in the most favourable position to reach the goal laid down that by 1975, there should be free and compulsory education for all children upto the age of 14;

2. the majority of government schools selected for study have no adequate enclosed area as per Kerala Education Rules;

3. playgrounds, sanitary arrangement and drinking water facilities are unsatisfactory;

4. provision of special teachers is unsatisfactory in almost all the schools;

5. very few teachers have taken advantage of refresher courses and in-service training;

6. in spite of many practical difficulties, the number of children benefitted by the noon-feeding programme is remarkable in the state;

7. although the expenditure in primary education has risen very high the headmasters are against the idea of adopting the shift system as a means to reduce expenditure;

8. the curriculum followed in the primary classes is not liked by the majority of headmasters;

9. the over-crowding of school subjects and the lack of systematic arrangements of the curriculum are considered as the most serious draw-back of the present curriculum;

10. frequent inspection by the headmasters is preferred to the annual inspection by assistant educational officers;
11. the government has succeeded much in overcoming the problems of wastage and stagnation;

12. stagnation is more in Grades I and II than in others. This is due to the lower admission age in Class I;

13. headmasters of government schools did not favour the idea of participation in school administration. A new venture has to be made in solving the problem. The teacher-pupil ratio must be lowered and provision should be made to appoint more women teachers. Teachers must be given refresher courses. The noon-feeding programme should be transferred from the headmasters. Local participation must be sought for constructing new sheds or temporary buildings. The overload of Assistant Education Officers must be reduced to enable them to pay frequent visits of the schools under their control. Refresher courses must be conducted for headmasters and A.E.O.s for efficient supervision. Incomplete primary schools must be abolished to prevent wastage and stagnation to a great extent.

Eapen\textsuperscript{1} conducted "A Study of the Contribution of the Church Mission Society to the Progress and Development of Education in Kerala". The main objectives of the study were:

(1) to assess the contribution of the Church Mission Society

(CMS) to primary, secondary and higher education, (ii) to estimate the missionary activities in such aspects of education as women's education, education of the backward classes and hill tribes, (iii) to examine the nature of special educational institutions organised by the CMS; (iv) to examine the relation between the government and the missionaries, and (v) to estimate the impact of its activities on the educational, economic, social, political, religious and moral life of the people in the erstwhile State of Travancore and Cochin.

Both primary and secondary sources of data were collected and documentary analysis done. The major findings were:

1) the CMS founded in 1799 in England played a vital role in spreading modern education in Kerala (the erstwhile States of Travancore and Cochin) between 1816 and 1947;

ii) it was in the field of primary education that the missionaries made the most of their opportunities;

iii) the missionaries were the pioneers of modern secondary education in Kerala;

iv) the CMS established the oldest institution of higher education in Kerala. The Syrian College at Kottayam
developed into a full-fledged college when the missionaries took charge of it;

v) the wives of the early CMS missionaries were the pioneers of modern women's education in Kerala;

vi) the missionaries established schools for the liberated slaves and boarding schools for the depressed classes as a gradual step for their admission to common schools;

vii) the establishment of the first printing press in Malayalam, the printing of the first Malayalam book in Kerala, the translation of the Bible into Malayalam, the compilation of grammars and dictionaries, the beginning of one of the oldest journals in Malayalam, the enrichment of the Malayalam language and literature, were also the contributions of the CMS missionaries to Kerala culture;

viii) the government co-operated with the educational activities of the missionaries and helped them with gifts of land and money. In course of time, the government promoted education in the state; and

ix) the missionary activities brought about great changes in the various aspects of life in Kerala.
"The History of Education in Cochin from 1800-1949" was traced by K.N. Kochuthresia\(^1\) in the Kerala University for M.Ed. in 1962.

The study dealing with the origin and growth of primary education in Cochin traced the contribution of Christian Missionaries to education in Cochin, the efforts they made for the education of the lower classes and the difficulties experienced. It was interesting to see that missionaries, from the beginning, provided opportunities for the education not only of Christian children but also of the children of non-Christians. Thus Christian missionaries, who considered it their duty to educate the illiterate, contributed greatly by their hard work and self-sacrifice to the uplift of the country.

Parameswaran Pillai\(^2\) studied "The History of Education in Travancore".

In the study, an attempt was made to present the history of the modern period of education in the erstwhile Travancore State from the year 1817 to 1949. The study stressed the important role played by the Christian

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Missionaries in the spread of education in the State. There has been rapid and steady progress in the spread of education with regard to the number of schools and that of pupils since 1869. The rapid advancement of the educational system and its manifold problems prompted the Government in 1908 to appoint a Director of Public Instruction to be in charge of the entire department. The growing demand for persons for white collar jobs helped the steady growth of English education in this state as in other parts of India. Many schools were started for the education of the backward class pupils. The attempt at giving systematic education to girls in the state began with the establishment of a boarding school at Nagercoil in 1819 by Mr. Mead. This was followed by enthusiastic missionary work in other parts of the state. The investigator established the fact that the contribution of private agencies, representing different sections of the people, which came forward to establish all kinds of educational institutions with a certain amount of healthy rivalry, has been mainly responsible for the rapid progress made by the State in the field of education. "The Contributions of the Christian Church to the Progress of Education in Kerala" was studied by Zacharia.¹

(1962) in the Kerala University. The investigator aimed to investigate the following areas: the relationship of the Churches to education in general; the Christian Churches in Kerala and their contributions to the spread of education, the Christian contribution to Malayalam literature, language, painting and journalism; and role of the Church in the general development of education.

The investigator used two kinds of tools: analysis of works in Church histories, and interviews with Christian leaders and other prominent educationalists. The study discusses in detail the contributions of the private sector to the development of education. The study also notes that in the private sector, the Christian Churches and Missionaries are important and have been mainly responsible for the advancement of education in Kerala.

The Silver Jubilee Volume of the University of Kerala published by the Silver Jubilee Committee, Trivandrum, 1963, throws much light on the history of Kerala University. A brief discussion was made in the book about the educational standard and growth before the

formation of Travancore University in the State of Travancore. Administrative measures, academic developments, functioning of certain important institutions, students welfare etc. were treated lucidly. Some other vital topics under study were colleges and courses, Council of Research etc.

Grace Annie Mathew\(^1\) conducted a study on the "Contribution of the Church Missionary Society to the Educational Advancement of the Erstwhile State of Travancore (1816-1947)" for M.Ed. in the University of Kerala, 1977. The data for tracing the contributions of the Church Missionary were gathered from a few original sources like Church Missionary Records, Proceedings of the C.M.S., Administration Reports of Travancore, State Manuals and Proclamations of the rulers etc. In addition to this, secondary sources like books, journals, pamphlets, magazines, souvenirs and other publications were used on a large scale. Interviews were also held.

The study revealed that:

1. the Church Missionary Society in India has played a vital role in the progress of education in the erstwhile State of Travancore;

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2. the credit of introducing English education in North Travancore goes to the C.M.S. Missionaries;
3. the Missionaries persuaded the State Government to take up the responsibility of education in the state;
4. the Missionaries actively participated in promoting primary and secondary education and they started several schools;
5. the C.M.S. Missionaries played an important role in women's education in Travancore;
6. the Missionaries were also responsible for having commenced the higher education in the State;
7. the C.M.S. Missionaries have done immense good to the people especially to the weaker sections of the society; and
8. they were the pioneers in introducing a printing press in the State and consequently in the development of the native language - Malayalam.

"Contributions of the London Missionary Society to Education in the Erstwhile State of Travancore (1806-1908) was traced by Hepzi Joy. The history of the educational work of the L.M.S. Missionaries in Travancore, according

to the study, reveals the remarkable contributions that the L.M.S. made toward the progress of education in this country. They were responsible for introducing Western education in the State, and popularised what they found to be successful and essential. Education was the most outstanding single factor which resulted in the total transformation of the society during the 19th century. Education was also responsible for creating a new consciousness in the people about the dignity of the human beings.

The contribution of the L.M.S. Missionaries is very much in evidence in the field of English education, vernacular education, journalism, education of the depressed classes, female education, vocational education etc. The Missionaries tried to combine the formal education with manual skills. Education was instrumental in enhancing the status of women. The missionaries welcomed the help from the government and co-operated with the government in the spreading of education. The study reveals that the L.M.S. Missionaries combined social concerns and evangelical work. They regarded it as part of their responsibility to spread education in the place of their work. The impact of their work was seen in all walks of life of the people of Travancore.