CHAPTER III

ORIGIN OF HIGHER EDUCATION IN INDIA AND KERALA
Some World Perspectives

Higher education in the western world had its origin in the groups of students gathering around great thinkers like Socrates, Plato and Aristotle and later organised around the oratorial and rhetorical schools of Greece and Rome. During the medieval ages students, masters and doctors incorporated themselves as 'universitas'. Like any modern corporation they had to get a charter from the state or church. Four faculties were usually recognised, viz., Law, Theology, Medicine and Arts. The turmoil in one university sometimes resulted in the foundation of another university. Thus from Paris scholars migrated to Oxford and Cambridge and the first English universities were started.

The early English universities gave much importance to theological studies. They were also characterised by a tutorial system and lectures by eminent scholars.

Gradually the irrelevance of the old university to changing times was realised and few alternatives were attempted. From the Residential and Teaching Universities of Oxford and Cambridge there was a movement towards the affiliating type represented by London University. Still later scientific and technological studies were emphasised in industrial towns like Shefield and Manchester and still later varied and integrated offerings were made in social, scientific, linguistic, aesthetic and technological field. To the extent that England has been the model for Indian universities several alternatives have been available according to the times and economic conditions. But about the middle of the 19th century the natural model as well as the feasibility requirements would have favoured the affiliating model of the London University.

India had its own model of higher education. The forest schools were the hermitages where great teachers meditated and taught small body of students. This was the nucleus from which knowledge and culture sprang. Later they were organised into well known universities of
national importance like Taxila, Nalanda, Valabhi, vikramśila.\textsuperscript{1,2,3,4} Much less documented in the literature on history of Indian education are the scholastic centres in the south such as Vanchi (in the present central Kerala), Kanchi, Madurai (noted for Tamil Sangham deliberations).\textsuperscript{5}

By the 10th century salai stands out as a model for organised higher Brahminic learning as exempted by Kantalur Salai. By the time the British arrived, though there were many great scholars of eminence representing traditional Indian learning, the system tended to fall into decadence.

The changing conditions - economic, social and civic - demanded a new type of higher education to help people adapt to the new conditions. The ideal situation would be to take a live and flourishing Indian model of higher education in active transaction with the society around, and cross fertilize it by a virile and healthy model from modern culture. But in actual practice

\begin{itemize}
\item \textsuperscript{1}A.S. Altekar, Ancient Indian Education. (Varanasi: Nand Kishore Bros., 1965), pp.106-110.
\item \textsuperscript{2}Radha Kumud Mookerji, Ancient Indian Education. (Delhi: Motilal, 1960), pp.558-59.
\item \textsuperscript{3}H.D. Sankalia, The Nalanda University. (Delhi: Oriental Publishers, 1972), pp.207-298.
\item \textsuperscript{4}S.P. Chaube, A History of Education in India. (Allahabad: Nav Sahitya Press, 1965), p.139.
\item \textsuperscript{5}N. Vedamani Manuel, "Theory and Practice of Education as Revealed in Tamil Literature". In Interdisciplinary Approaches to Education. (Trivandrum: University Department of Education (Farewell Committee) 1983)
\end{itemize}
accidental encounters, imitations and transplantations, not necessarily of the best is likely to happen. This is the situation in which education and particularly higher education in Kerala found itself in the early 19th century.

The Beginnings of Modern Higher Education In India

The origin of the system of modern education in India can be traced to the beginning of the 19th century, when the declaration for the promotion of knowledge of science with a grant of one lakh rupees per year was made in 1813. At this point of time there was a controversy about how to utilize this amount to achieve the maximum educational benefit. The orientalists led by Warren Hastings and Princep felt that the money should be utilized for promoting Sanskrit and Persian learning, i.e., to organise and strengthen the culture which India had already possessed, represented in the Calcutta Madrassa and the Sanskrit college. On the other hand scholars like Raja Ram Mohan Roy who were no less well versed in Sanskrit and Indology felt that the greatest need for India was to modernise itself through English education while retaining the best of the past. There was another group of scholars who were ignorant of the merits of past Indian culture and pleaded for the use of English education for rejuvenating India. This group
however included a giant personality like Lord Macaulay who pleaded for a cultural renaissance through English. When Macaulay's Minute (1835) regarding the future educational policy was accepted by Bentick it was finally conceded that all the funds set apart for the purpose of education would be best employed on English education and the promotion of European literature and science. The education imparted in these institutions became a passport for entry into government services. This was mainly due to the proclamation issued by Lord Hardinge in 1844 that for service in public office, preference should be given to persons educated in English schools. As a result, education was imparted with the limited object of preparing pupils to join the service and not for life. As such, there is no denying the fact that some of the defects, persisting today owe their origin to the policy pursued in the past.  

A number of schools and colleges sprang up in the chief commercial cities in India, such as Calcutta, Bombay and Madras, and also some other places. It was soon found necessary to organise higher education and to provide for the granting of degrees by the setting up of universities. The old universities of Oxford and Cambridge in England

could not be used as models for this purpose in India. It appeared that the affiliating type University of London which had been newly established in 1854 provided a more suitable model.¹

The Despatch of 1854 And The First Universities

At the time of the renewal of the Charter of the East India Company in 1853, the House of Commons appointed a Select Committee to go into educational developments in India. The company sent out a despatch through Sir Charles Wood in July, 1854 to the Governor General in Council, directing the organisation of Universities in India. This despatch which came to be known as Wood's Education Despatch, has been described as "the Magna Carta of English Education in India".² It recommended for the first time that universities should be established in India. In pursuance of the scheme outlined in the despatch, three Universities were established at three metropolitan port towns in 1857. They were the University of Calcutta, Bombay and Madras.³

The three Universities were to be affiliating bodies without tutorial functions. The preamble to the University Act ran:

It has been determined to establish a University at Calcutta, Bombay and Madras for the purpose of ascertaining by means of examinations, the persons who have acquired proficiency in different branches of literature, sciences and art and of rewarding them by academical degrees as evidence of their attainments!¹

The notable fact is that all the three Universities were founded at the time of Indian Mutiny (1857).²

It is surprising to note that for more than half a century no new university was opened except that of Allahabad.³ The function of the first three universities was to lay down courses of study for the various colleges affiliated to them, to examine the candidates prepared by these colleges, and to grant them degrees. This system of affiliation of colleges to universities continued to this day in India, although a number of younger universities in the country are unitary and residential in character and are themselves teaching bodies.⁴

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1. ibid.
The Hunter Commission of 1882

The first Indian Education Commission was appointed by Lord Ripon in 1882 with William Hunter as its Chairman. The Commission was directed to report on the question of education in the country. The Government, however, contented itself with making only a few observations in connection with the improvement of the colleges. The Allahabad University came into being in 1887 to cater to the needs of the people of Northern India. "The establishment of new Universities seemed to have come to a standstill in 1887, at least for the period extending upto 1916."

The Indian University Commission of 1902

The Indian University Commission was appointed by Lord Curzon in 1902 and consequently, the Indian Universities Act was passed in 1904. The Act of 1904 provided that the University should make provision for the instruction of students with powers to appoint University Professors and Lecturers and take other steps necessary for the purpose. The quality of higher education in India became a major concern in this document. The Act of 1904 thus brought

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1. P. Seshadri, op. cit., p.5.
about Universities constituting a very important landmark in the progress of Higher Education in India.¹

Origin of the Department of Education

In 1910, a separate Department of Education was established at the Government of India. In 1913, the Government of India passed a resolution on educational policy which served the twin objectives of restricting affiliations and satisfying the Indian opinion through encouragement to regional Universities. As a consequence of this sympathetic attitude towards Indian aspirations, Universities followed in quick succession not only within British Indian territories but also in the princely states.

The Banares Hindu University came into existence in 1916 to be followed by Mysore University in the same year, Patna in 1917, Osmania in 1918, the Aligarh Muslim University in 1920 and Lucknow University in 1921.

The Calcutta University Commission of 1917

The need for another University Commission was felt in spite of the establishment of Banares Hindu University in 1916 and Patna University in 1917, following the

separation of the province of Bihar, in pursuance of the Resolution of the Government of India on Education published in 1913. The Government of India thus appointed in 1917, the Calcutta University Commission with Dr. Michael Sadler, the Vice-Chancellor of the University of Leeds, as its chairman for the reform of Calcutta University, but the Commission made a thorough assessment of the entire University system in the country.1 Following the recommendation of the Sadler Commission Report, the Universities of Delhi (1922), Nagpur (1923), Andhra Pradesh (1926) and Annamalai (1929) were established.2

The Hartog Committee of 1929

The auxiliary Committee of the Indian Statutory Commission 1929 (better known as the Hartog Committee) was appointed in 1929. Its report was more in the nature of a review of the growth of education in British India than a document containing specific recommendations with regard to future development in education. During the period 1930-36, no new universities came up.

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Wood Abbot Report

According to the proposal of the Central Advisory Board, the Government of India requested Messrs. A. Abbot and S.H. Wood to visit India and to submit a report on vocational education. Accordingly, they visited India and studied the problems of vocational and technical education in the country and submitted their report in 1937. The number of Universities that came up during the period 1937 till the end of the World War II, was two, viz. University of Travancore (now University of Kerala) in 1937, and Utkal University in 1943.

The Sargent Report of 1944

This was the latest authoritative pronouncement on the educational policy of the British Government of India. University education occupied a very small place in the report but the suggestions deserve careful consideration. The Commission did not recommend any fundamental restructuring of the University system. The Report is known as Sargent Report after Sir John Sargent who was educational Adviser to the Government of India. Before the independence of India in August, 1947, two more new Universities were started, Saugar University in 1946 and Rajastan University in 1947. "When the Britishers left India in 1947, we had 933 colleges with nearly 4 lakh students on roll."  

Growth of Universities After Independence

Since the achievement of independence, there has been significant expansions in the field of higher education, evidenced by the increasing student enrolment in various sectors and the growing number of universities, institutions deemed to be Universities under Section 3 of the UGC Act, and the Colleges. This expansion is because the country needed large number of persons to work in the various fields of socio-economic development. The first University to be established after independence is the Punjab University (1947) at Chandigarh.¹

The Indian University Education Commission of 1948

The need for reorganising the educational system in India was realised soon after independence. Hence, the Government of India appointed a University Education Commission in 1948, under the Chairmanship of Dr. S. Radhakrishnan. So far as University Education in India is concerned, "the appointment of this Commission was the most important event from the point of view of giving a new orientation to our investigation in the context of the country's freedom."²

² S. R. Dongerkery, Memories of Two Universities (Bombay: Jayant Manaktala Publications, 1966), p. 3.
The Report of the University Education Commission is the first document which spells out the objectives of higher education in India. These objectives include Universities as the organs of civilization and intellectual adventure. Higher education provides an integrated life, wisdom and knowledge. In fact the report insists that university education should help in building the society according to our social philosophy which is based on the fundamental principles of democracy, namely, justice, liberty, equality and fraternity.¹

The Secondary Education Commission of 1952

The Secondary Education Commission was appointed by the Government of India in 1952 under the Chairmanship of Dr. A. Lakshmanaswami Mudaliar.

The Commission noted that Secondary Education is the weakest link in the Indian Education system and gave several suggestions for making it more dynamic, more relevant and more diversified. One point which is significant for the present study is that Secondary Education as it existed in the early 50's was too short and students were launched out at an immature age into higher education.

So they recommended the extension of Secondary Education into the higher secondary.


The Education Commission of 1964-66

The Education Commission was appointed by the Government of India by a Resolution dated 14th July, 1964 to advise Government on the national pattern of education and on the general principles for the development of Education at all stages and in all aspects excepting legal and medical education. Prof. D.S. Kothari was the Chairman of the Commission. The Commission submitted its Report on 29th of June, 1966.

The Education Commission was fully justified in calling its Report, Education and National Development, to highlight the interdependence of education and development. It also tried to indicate how Indian education will have to be transformed, improved and expanded to promote national development.

One of the significant characteristics of the new Universities established in the post independence period is that some Universities have been established for specialised studies, which makes a departure from the
traditional conception that Universities meant "University of Subjects". In addition to this, a number of institutions of Higher Learning - Institutions of National Importance and Institutions of the status of "Deemed Universities" - were recognised under the U.G.C. Act. Now in India, there are 194 Universities including Deemed Universities, Institutions of National Importance and Centres of Excellence.

Differences are there in the constitutional framework of different universities, the functions of the various "authorities" being somewhat different in each case. But the general pattern is the same. The authorities of the Universities are the Executive Council (called the Syndicate in some Universities) and the Court or Senate, the Academic Council and the Faculties. The Executive Council (or Syndicate) and the Court (or Senate) have the responsibility to frame Statutes and Regulations and dealing with all matters connected with the organization and administration of the affairs of the University. They are composed of persons representing various interests in the life of the University and the community in which the University exists. Most of the members of these bodies are elected by different constituencies, but a few are nominated by the Chancellor.

2. Samuel Mathai, op. cit., p.5.
The Beginning of Higher Education in Kerala

TRAVANCORE

Velu Pillai summarises the development of higher education in Travancore in the following words:

The history of education in Travancore is a long one which divides itself into the various stages by which the disorganised pial schools were encouraged and brought to fit in with a welldevised scheme of primary, secondary and collegiate education leading ultimately to the establishment of the Travancore University. It was the talented Queen Rani Parvathi Bayi who laid the first foundations. A succession of illustrious rulers built upon those foundations until it became a splendid edifice in the reign of His Highness Sri Mulam Thirunal Maharaja whose long reign of forty years was a period of uninterrupted progress. It was, however, destined for His Highness Sri Chithira Thirunal Maharaja to place the coping stone on that majestic edifice.¹

From very early times, the village master, styled the Āsān, imparted vernacular education of a rudimentary character in the country. He was a self-constituted functionary and was remunerated by the people themselves. The principal subjects taught were reading, writing, arithmetic and the elements of astronomy necessary for the simple calculations required for domestic ritual and

for determining the chief periods of agricultural operations. The old village schools taught boys and girls together.\textsuperscript{1} The models of traditional higher education of the period could be seen in the Veda Pathasalas and Mathoms.

The pioneers of English education in the country were the Christian Missionaries who opened two English Schools, one at Kottayam and the other at Nagercoil in the year 1816-19 and they were given substantial aid from the Government in the shape of grants of land.\textsuperscript{2} The Portuguese and the Dutch who preceded the English and who were the first to visit this coast, left little impression of their influence in Travancore, and the early missionaries, who were Catholics, do not seem to have interested themselves much in the cause of education. Even after the appearance of the Protestant English Missionaries and their introduction of English education, the Catholics remained indifferent to the educational wants of their flock.\textsuperscript{3} Consequently "Rev. Norten (1816), Rev. Baily (1816), Rev. Penn (1818) and Rev. Barker joined the Seminary staff,

\begin{itemize}
\item \textsuperscript{1} T.A.R. - 1927-28, p.170.
\item \textsuperscript{2} T.A.R. - 1929-30, pp.195-96.
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with Baily as Principal. The curriculum included Sanskrit, Hebrew, Syriac, Greek, Latin, Mathematics, History, Geography and the like.\(^1\)

The chief Protestant Missions which took the lead were the London Mission Society (L.M.S.) in the erstwhile South Travancore and Cochin areas and Basel German Evangelical Mission in the Malabar Areas. They realised the fact that the best media for the propaganda of the glories of the Christian faith and thus preparing the way for evangelisation were the schools and colleges. This resulted in the enlightenment of the people of the State. These efforts of the Christian missions, no doubt, revived the encouragement and support of the Government, for they were shouldering the major part of the Government's burden of educating the people.\(^2\)

The Protestant Missionaries were the first to introduce English education in the State. The first Protestant Missionary to begin religious and educational work in Travancore belonged to the London Mission Society—the Prussian Rev. William Ringletaube. He built a church at Mylaudi in 1809. The benevolent Rani Lakshmi Bayi endowed the church with 100 acres of paddy land of which

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the revenue was then devoted to the support of the Nagercoil Mission College. From 1806, when he came to Travancore, till 1816, he devoted his whole energy to evangelistic work, and wherever he went he carried with him the mission of English education. In the course of ten years he established several schools for poor children, Christian as well as non-Christian, in which instruction was given in reading, writing and arithmetic. Ringletaube himself travelled tirelessly from place to place, instructing, exhorting, preaching to the Hindus wherever opportunity offered.¹

The most important name connected with educational work in the State is that of Rev. Mead, the successor of Rev. Ringletaube, who came as a missionary of the L.M.S. in 1817 and settled in Nagercoil. He was a very enthusiastic worker who threw himself heart and soul into the cause of education till his death in 1873. In 1818 he founded the Nagercoil Seminary which was the first institution to give regular English education in Travancore. English, Malayalam, Tamil and Sanskrit were taught with the prime object of communicating religious and useful knowledge. The seminary gradually grew into a second grade college. Rev. Mead established several other institutions including industrial schools and was also the pioneer of female education in the State.²

² T.K. Velu Pillai, op. cit., p.669.
Associated with the Seminary in the early years was a daring experiment in girls' education. Initially starting with a boarding within the Seminary, a separate school was started for girls by Mrs. Mead and Mrs. Mault in 1823. This effort at girls' education encountered fierce opposition. Many of the girls being slaves and orphans were under conditions of wretchedness and degradation and missionary endeavour was to improve the social position of the girls and provide them with marketable skills and to Christianise them.

The coming of Col. Munro as the British Resident for Travancore and Cochin in 1810 was an important event in the history of Church and of education in the States. The Syrian Seminary or College set up in 1813 was already in the field when the C.M.S. commenced its mission in 1816. It was thrown open for secular education. Being very much interested in the affairs of the Seminary, Resident Munro made an appeal to send out learned missionaries from England to teach in the Seminary.1 Her Highness's Government endowed the institution with Rs.20,000/- and a large estate at Kallada called 'Munro Island.'2

The State's activity in the field of education began in 1817. The duty of the State to impart public

instruction was recognised as early as 992 M.E. (1817 A.D.) when Her Highness Rani Gouri Parvathi Bhayi issued a rescript in which Her Highness resolved "that the State should defray the entire cost of the education of its people in order that there might be no backwardness in the spread of enlightenment among them, that by diffusion of education they might become better subjects and public servants and that the reputation of the State might be advanced thereby.¹

In 1009 M.E. (1834 A.D.) His Highness Swathi Thirunal Maharaja (1829-'47) visited the English Seminary at Nagercoil and was impressed with the necessity of increasing English education in the State. So, in consultation with his Dewan, Swathi Thirunal Maharaja sanctioned the opening of an English School at Trivandrum.² Mr. John Roberts was invited to take charge of this institution. The School was started with eight students. In 1012 M.E. (1836 A.D.) this institution was converted into a Sircar Free School and Mr. John Roberts was admitted into the Sircar Service. The then Resident Colonel and

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afterwards General J.S. Fraser, a gentleman who delighted in the patronage of science and learning also took great interest in the spread of English education in Travancore. The establishment of the Free School was followed by the opening of a few branch schools in the districts. Thus was English education introduced in Travancore by this illustrious sovereign, and thus was western knowledge offered the Maharaja's subjects free of any charge. The English school at Trivandrum was called His Highness the Maharaja's Free School.¹

Utram Thirunal Marthanda Varma (1847-'60 A.D.) did not neglect education. A school was opened at Trivandrum in 1859. Prizes were distributed among such students who came out successful in the annual examination in the Raja's Free School at Trivandrum. The Raja's Free School continued to be a free institution till 1863-64. During this year the strength was 500. So a small fee ranging from 8 annas to Re.1/- came to be imposed. This school presented its first batch of students for Matriculation examination of the University of Madras in 1866. Coaching for the F.A. (First-in-Arts) examination was also started.

Thus during the regime of Ayilyam Thirunal (1860-'80) the Raja's School was raised into Junior and Senior Departments, with preparatory school attached to the former. The senior Department sent up candidates for the examination of the University of Madras.¹

An English School for girls was opened at Trivandrum in 1863 by the Zenana Mission in the Fort in a building provided by the Government. In 1864 the Maharaja's English High School for Girls was opened at Trivandrum. This later developed into a first grade college for women.²

Mr. John Ross, the Principal of the H.H. Maharaja's College, presented the first batch of students for F.A. examination in 1868 and for the B.A. in 1870. At the Chemistry examination in 1869 fourteen students passed the First examination in Arts, and sixteen the Matriculation Examination, the number in 1868 being five and fifteen respectively. One candidate went up for the B.A. degree in February 1870 and was successful - the first student entirely trained in the school.³ The candidate

2. T.A.R. - 1933-'34, p.189.
3. T.A.R. - 1869-'70, p.75.
was V. Nagam Aiya who later became the Dewan Peishcar of Travancore. ¹ When B.A. classes were opened there was provision to teach only one optional branch, viz., Philosophy. Another branch, viz., Mathematics and Natural Philosophy was added in 1879. In 1875 provision was also made for the legal training of the rising generation by the establishment of a law class in the H.H. Maharaja's College, Trivandrum. Dr. Ormsby, a judge of Sadr Court, was appointed the first-Professor of Law.² In 1877 when the rules were framed, the college was affiliated to the University of Madras for courses leading to degrees in Arts and Law. The subjects taught for the degree courses were English, a second language (Sanskrit or Malayalam) Philosophy, History, Mathematics and Law. A Chemistry Chair was opened in 1884 with Mr. H.H. Reade as professor. The philosophy chair also had become popular under Dr. Harvey and his pupil, P. Sundaram Pillai. The Trivandrum College soon found a reputation throughout the Madras Presidency for efficient teaching and an academic atmosphere. A History Chair was added in 1900.³

The reign of Sri. Mulam Thirunal (1895-1924) witnessed giant strides in the field of education. Private agencies were given all encouragements and help in their educational activities. The principle of free primary education was recognised. A Director of Public Instruction was appointed to co-ordinate all educational activities. An Education Code was introduced. The education of the backward class was given special attention. Government schools were thrown open to the boys and girls of the so-called untouchable communities. Educated men from these castes were appointed to the public service. Technical schools were also opened. A Sanskrit College, an Ayurveda College and a second Grade College for Women and a Law College were opened at Trivandrum. The publication of Oriental Manuscripts was undertaken under the auspices of a separate department. An Archaeological Department was also formed. Libraries and Reading Rooms were given liberal grants. A Reformatory was established for the education of juvenile delinquents.1

In 1880, the Holy Angels' Convent started a high school at Trivandrum. The credit for having been the first Girl's School in South India to present students for

Matriculation (1888) of the Madras University goes to the Convent Girl's High School. In 1896 the School was raised to a second grade college with the formation of an F.A. class. But the F.A. classes in the Convent of the Holy Angels were abolished in 1906 and the institution was reduced to the High School standard.¹

The Maharaja's High School for Girls came to be known as H.H. Maharaja's College for Girls since it was given affiliation as a second grade college by the University of Madras in 1897. In 1894 the Education Department was reorganised revising the grant-in-aid rules to educational institutions. During this year, all vernacular and English schools were, for the purpose of administration and inspectoral control, placed under the Range Inspectors in direct correspondence with the Government. A Code of Rules known as the 'Travancore Educational Rules' and a revised 'Grant-in-Aid Code' were passed in 1895. In the matter of grant-in-aid, the policy of the Government was to utilise private effort, with due regard to efficiency to foster and to encourage it, and to supplement it where it fails adequately to meet the requirements existed, and thus freely start schools in districts which were backward from an educational point of view.²

¹ T.A.R. - 1905-'06, p.159.
² T.A.R. - 1893-'94, p.142.
Dr. Mitchell was appointed the first Director of Public Instruction in 1909. The institution of the School Leaving Certificate Scheme in 1909 was a significant step in the development of secondary education. The Matriculation examination of the University of Madras was substituted by the School Leaving Certificate Scheme. These Certificates were issued for the first time in 1086 M.E. (1910-1911 A.D.) under the supervision of a Board of Examiners, chosen from the professional and inspectorate staff, and controlled by the Director.¹

A new Education Code was introduced in January 1910. The Code brought about a thorough change in the educational set-up of the State. This Code defines the aims of the school final examination as follows:

Secondary School Leaving Certificate may qualify for admission to a course of University study in a college affiliated to the University of Madras. They may also qualify for such appointments to teachership in schools, for admission to such ranks of the public services of the State, to such other courses of further study, as may be notified hereafter. ²

The new curriculum for the intermediate was introduced during the academic year 1908-1909 and in the same year

² File No.216 of 1911 (Education), Government of Travancore, (Trivandrum: The Directorate of State Archives, Nalanda).
additional accommodation was provided for the science classes in the H.H. Maharaja's College, Trivandrum.¹ The B.A. (Honours) courses in English and History were started at the beginning of the academic year 1914-15 with 15 students, 6 in English Branch and 9 in the History Branch in the H.H. Maharaja's College.² The College was affiliated to the University of Madras in Group II of the Intermediate course and the teaching of Natural Science was begun in the College at the commencement of the academic year 1921-'22.³

The Union Christian College, Alwaye, was started in 1921 as a second grade college and it had a strength of 59 students at the end of the year.⁴ The St. Berchman's College at Changanacherry was started on the 19th June, 1922.⁵ In the beginning it had a strength of 118 students. All these colleges eventually started degree courses and became first grade colleges affiliated to the University of Madras. The Union Christian College was raised to a First Grade College in 1923. It was affiliated in three branches, viz., Mathematics, Philosophy and History and Economics for the B.A. Degree course.⁶

¹ T.A.R. - 1908-'09, p.55.
² T.A.R. - 1913-14, p.61.
³ T.A.R. - 1921-'22, p.89.
⁴ T.A.R. - 1920-'21, p.91.
⁵ T.A.R. - 1921-'22, p.94.
The strength of the St. Berchman's College, Changanacherry increased from 188 in 1093 M.E. (1918 A.D.) to 262 in 1098 M.E. (1923 A.D.), the increase being mainly due to the opening of the Senior Intermediate class in 1923.¹

Provision was made for the teaching of Group II in the Senior Intermediate class in the college and a Professor of Natural Science was appointed. His Highness the Maharaja's College for Women was removed from the building in the cantonment to the old quarters of the Darbar Physician at Taikad. Group I was opened in the Junior Intermediate class and necessary additional staff was appointed for the purpose. Sanction was accorded to the introduction of a course of study in the Vedas in the Mahopadhyaya department of the Sanskrit College, Trivandrum during 1922-'23. The course of training for undergraduate teachers as prescribed in Rule 178 of the Education Code, was reduced from two years to one year in pursuance of a resolution passed by the Legislative Council. A scheme of fee concession to pupils of the depressed and backward classes was sanctioned and brought into force.²

¹ ibid.
The Senior Intermediate Class in Group I was started in the His Highness the Maharaja's College for Women, Trivandrum. With a view to providing additional facilities for collegiate education in the State, the Government at the beginning of the academic year 1924-'25, effected a bifurcation of H.H. Maharaja's College, Trivandrum, by removing the arts sections of that college to the new building in the Training College premises. The College of Arts comprised the History and Language department including an English department with Honours courses in English and History, the College of Science comprised the Mathematics, Chemistry, Physics and Natural Science departments together with a department for teaching of English upto the pass B.A. Degree standard. As a result of this arrangement, the total number of first grade colleges in the State rose from seven in 1098 M.E. (1923 A.D.) to eight in 1099 M.E. (1924 A.D.) and of students from 1,893 to 2,272. The bulk of the total increase of 379 was in the Arts and Science College together at Trivandrum which accounted for as many as 364. The H.H. the Maharaja's College of Science was affiliated to the University of Madras in Branch II (Botany Main and Zoology Subsidiary) subject of the B.Sc. Degree course and the Junior B.A. Class was started in July, 1924.¹

¹. T.A.R. — 1923-'24, p.82.
H.H. the Maharaja's College of Science was affiliated to the University of Madras in Branch I (Mathematics) of the B.A. Honours course during the academic year 1924-25. H.H. the Maharaja's College of Arts was affiliated to the University of Madras in all the departments of study transferred to that college from the old college and the college was also provisionally affiliated to the University in Group IV of the B.A. course viz., Psychology, Ethics, and Logic.¹

The Law College, Trivandrum, was a part-time institution. Consequent on the report issued by the Commission of Inspection appointed by the Madras University, Government sanctioned the college being converted into a whole-time institution with effect from the beginning of the academic year 1931-'32.²

Provision was made in H.H. Maharaja's College of Science for admission of post-graduate students taking up research work during 1932-'33. In the same period the Training College was separated from the administrative control of the Principal of H.H. the Maharaja's College of Arts and placed under the independent control of the Vice-Principal of the Training College.³ Provision had

also been made for the admission of a limited number of post-graduate students intending to work for research degrees in Physics, Chemistry and Zoology in Maharaja's College of Science.¹

The College of Arts was affiliated to the Honours course in Malayalam Language and Literature with effect from the academic year 1935-'36. Affiliation was secured for French as a second Language in the Intermediate and B.A. Course in the Science College. The Union Christian College, Alwaye, had B.A. Degree courses in Mathematics and Philosophy. In the same period the college was newly affiliated in history and economics of the B.A. Degree courses.²

The Sanskrit College was affiliated to the University of Madras for the Siromani course.³ From this college the first year Mahopadhyaya Class was abolished with the affiliation of the college to the Madras University.⁴

COCHIN

Prior to the administration of Col. Munro (1810-1819) the Government of Cochin did not at any time directly interest itself in the education of the people. The State

¹ T.A.R. - 1932-'33, p.216.
⁴ T.A.R. - 1936-'37, p.806.
did not maintain or aid any schools, but left the people to make their own arrangements for the education of their children. But, in accordance with a proclamation issued in 1818, 33 vernacular schools were established by Government in that year with the avowed object of training up young men for State Service as writers and accountants. These schools did not realise the expectations and they were consequently abolished in 1832. Three years later, six vernacular schools, one in each taluk were established, but these, too, did not prove much of an improvement upon private indigenous schools. And when English schools were established in all the taluks some years later, they became practically useless, although they were actually abolished only in 1870.¹

The first attempt to introduce the study of the English language was made by a missionary, Rev. J. Dawson, who opened an English School at Mattancheri in 1818, in aid of which he received a grant from the Sircar. The school did not thrive and had to be closed for want of pupils within three years. At the instance of the Resident Mr. Casamajor, another school was established in 1835 in the same place, where the children of the Jews were taught English, Hebrew and Malayalam. Two years later, an English School was opened at Trichur, and another at Tripunithura

¹ C.A.R. - 1936-'37, p.188.
for the education of the princes and others, and one was opened at Ernakulam in 1845. These were purely elementary schools, and continued as such till 1875.¹

The school at Trichur, which owed its origin to one Br. Braudenburgh, flourished for several years under Mr. Griffen Kelly. When it showed signs of decline, Government took up its management. In 1865, the school at Ernakulam was placed under the charge of a European Master of Arts, Mr. A.F. Sealy, who was on one occasion fitly styled by a competent critic as the 'Arnold of Education in Cochin.'² Mr. Sealy's name is associated with the progress of English education in the State in its earlier stages. Since his appointment, the number attending the school increased rapidly, and its standard was gradually raised. In 1868 pupils were for the first time presented for the Matriculation Examination and in 1875 the institution was raised to the status of a second grade college and affiliated to Madras University. Thus an Elementary English School

started in 1845 was its nucleus. This gradually developed into a High School, and in 1875 the First-in-Arts classes were started.¹

In 1873, English Schools were started in all important centres of the State, and in 1887 the first Government School for the education of caste girls was opened at Trichur in commemoration of the Jubilee of Her Majesty, where, subsequently, another girls' school was opened by the authorities of St. Teresa's Convent.²

In 1877 there were district schools of elementary or lower secondary grade in each of the seven taluks and the schools were placed under an officer then called the Director of Education. Mr. Sealy was the Director and these schools steadily rose in numbers and in standard, and most of them were subsequently raised to the status of high schools.³

In 1889 rules were framed for giving grants in aid of private schools, in consequence of which several schools sprang up under the management of private agencies.

In 1890, a great impetus was given to the education of the masses by the organisation of a department of vernacular instruction. State schools were opened for boys and girls in most of the Pravritsis, and a large number of indigenous schools were brought into the aided list. In the beginning of 1892, the vernacular and English departments were amalgamated, and placed under the control of a Superintendent of Education, since which the history of the department has been one of almost uninterrupted progress. In 1898, the high schools, both Sircar and Private, were removed from the control of the Superintendent and placed directly under the Dewan.¹

For long the Government Second Grade College at Ernakulam was the only institution in the State that provided university education and students who were desirous of pursuing higher studies had to betake themselves to Madras, Trivandrum or Trichinopoly. The Ernakulam College under the fostering care of its successive principals, Messrs. A.F. Sealy, D.M. Cruickshank and F.S. Davies, became one of the largest and most successful second grade colleges in Southern India. In 1870, the college was located in a specious and substantial building specially built for the purpose under Mr. Sealy's

¹ C. Achuta Menon, op. cit., p.292.
supervision, and another equally spacious building was constructed in 1898 for the additional accommodation rendered necessary by the increase in the strength of the institution.¹

A preparatory class was formed immediately after the declaration of the results of the University Examination of December 1874, the success attained by the boys who went up from the High School having been very encouraging. This class numbered 12 students at the end of the year, which was not only satisfactory, but there was every reason to hope that the class would steadily increase in numbers in future years.

Before the establishment of the F.A. Class students who desired to prosecute their studies beyond the Matriculation standard had to go either to Trivandrum or Calicut, involving great expenses and inconveniences to parents and guardians.²

During the year 1875-76 the High School at Ernakulam was found in excellent order under the management of the acting Principal Mr. D.M. Cruickshank B.A. of Aberdeen. He saw it fit to inaugurate college class in the institution. The previously formed preparatory class VII became

¹. ibid., pp.292-93.
². C.A.R. - 1874-75, pp.21-22.
class VIII and thus two F.A. College classes were established. F.A. classes seemed to progress steadily and favourably.¹

During the year 1976-77 the college division consisted of the F.A. class with 12, and a preparatory F.A. class with 10 boys. By the end of 1876 the F.A. Class was reduced to 9 boys, 2 having left and 1 removed to class VII. All these 9 students went up for the F.A. Examination, and although this was the first time that boys from the High School appeared for this Test, the result was at least encouraging.²

The High Schools and the District Schools were under the control of Mr. Sealy who was appointed Director of Education independently of his charge as Headmaster of the High School. The High School contained two fully developed College Classes, with thirty boys studying for the F.A. and thirteen lower classes consisting of 283 boys. The result of the University Examination of December 1877 showed that eight out of ten students sent up for Matriculation passed, and seven out of ten who went up for the F.A.³

Referring to the High School, the principal Educational Institution of the State, the work of the

¹. C.A.R. - 1875-'76, p.41.
². C.A.R. - 1876-'77, p.20.
college classes and that of the matriculation class, as tested by the result of the 17 students who went up for the F.A. Examination 10 were successful but only 4 passed out of 14 who appeared for matriculation during the academic year 1878-79. In consequence of this result difficulties had arisen in the formation of a Junior F.A. class for 1881 and it appeared doubtful whether the High School would be able to send up any students for the F.A. of that year. For 1880, however, the F.A. class though small was encouraging.\(^1\)

In 1056 M.E. (1880-'81 A.D.) two passed the Senior F.A. class Examination in the second class, one of whom was reading for his Degree at the Trivandrum College and the other was a student in the Madras College having received the Sirkar Scholarship in Medicine.\(^2\)

Mr. A.F. Sealy, after serving for twenty seven years as Principal of the Ernakulam College, retired on pension on the 31st January, 1892.\(^3\)

The Ernakulam College was under the charge of a Principal, who was directly responsible to the Dewan for its management.\(^4\)

\(^1\) C.A.R. - 1878-79, pp.18-19.
\(^2\) C.A.R. - 1880-'81, p.23.
\(^3\) C.A.R. - 1891-'92, p.42.
\(^4\) C.A.R. - 1894-'95, p.86.
The Darbar discontinued holding the Primary and Lower Secondary Examination in the State. Consequently, the only public examination for which pupils were presented during the year were the matriculation and First-in-Arts Examination.¹

In 1903, girls of all castes were allowed admission in the lower secondary department of the school at Trichur and in 1911 the restriction as regards admission to the Primary department was also removed. The first batch of girls from this school appeared for the School Final Examination in the year 1911. As a result of the passing of liberal grant-in-aid rules in 1889, several new primary and secondary schools under private management came into existence. In fact, the policy of the Government had always been to offer maximum encouragement to Private agencies in the opening and maintaining of schools, especially of those intended for the spread of elementary education among the masses.²

The most important event of the year 1883 M.E. (1907-1908 A.D.) was the restriction of the Government department of Education which was taken in hand and partly brought into force from 1908.³

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¹ C.A.R. - 1898-'99, p.73.
² C.A.R. - 1936-37, p.188.
³ C.A.R. - 1907-'08, p.50.
After the issue of the Dewan's note on Education in February, 1908 and the policy pursued and the measures adopted in accordance therewith, the Darbar, aided by the advice of the Special Educational Officer, continued their work of educational reforms. His Highness the Raja was pleased to place a sum of money at the disposal of the Darbar for the improvement of Sanskrit education in the State.

The Education Department was placed in charge of a Special Officer with effect from 9th November, 1909, Mr. J.V. Pope having been selected for the post. This was in pursuance of the Darbar's policy as fore-shadowed in the Dewan's note on the educational reforms published in 1083 M.E. (1907-1908 A.D.).

In 1911 an Education Code was first published for the State. Its introduction was from the date of re-opening of the several educational institutions of the State after the summer vacation. The main object of the Code was to make adequate provision for ensuring continuity of policy and for this purpose all rules and regulations necessary to carry it out had been embodied in the educational institution in the State.

1. C.A.R. - 1898-'99, p.73.
55 candidates appeared for the first Intermediate Examination of the Madras University under the new regulations of whom 27 came out successful with 8 in first class.\textsuperscript{1} Although the Cochin Education Code was brought into force from 15th June 1911, its provision came into full operation only from 17th August, 1911.\textsuperscript{2}

An aided Second Grade College, the St. Thomas College, was opened in Trichur from the beginning of the academic year 1918-'19 with group (iii) affiliated to the Madras University. This was expected to afford some relief to the Ernakulam College.\textsuperscript{3}

In 1920 a Committee of official and non-official gentlemen was appointed to revise the Education Code.\textsuperscript{4} The Committee's report was received and Government passed orders thereon and brought the new code into force with effect from 1921. All backward classes were allowed the concession of half fees.\textsuperscript{5} In 1908, when the F.A. classes were replaced by the Intermediate course, the college was expanded considerably, with additions to the teaching staff, accommodation and equipment.\textsuperscript{6}

\textsuperscript{1} ibid., p.38.
\textsuperscript{2} C.A.R. - 1911-12, p.16.
\textsuperscript{3} C.A.R. - 1918-'19, p.38.
\textsuperscript{4} C.A.R. - 1919-'20, p.16.
\textsuperscript{5} C.A.R. - 1920-'21, p.18.
\textsuperscript{6} Silver Jubilee Volume, \textit{op. cit.}, p.141.
With the increase in the number of students who aspired to higher University education and the consequent difficulty experienced by many of them securing admission to colleges of standing and reputation outside the State, the need for a first grade college within the state began to be keenly felt, and the question was seriously taken up for consideration by His Highness' government who were pleased to appoint a Committee in 1920 to conduct the necessary investigations and to formulate a scheme. The Committee after a full enquiry came to the conclusion that the establishment of a government First Grade College, providing instruction in several subjects of the B.A. pass course was an immediate necessity in the existing conditions of Cochin, and also recommended the ultimate transfer of the college to Anappara in the neighbourhood of Trichur. Accordingly the college at Ernakulam was affiliated to the Madras University in Group I (Mathematics), IIA (Physics), IIB (Chemistry), IIIB (Natural Science and Zoology), VA (History with Economics) and VB (Economics with History) and for Sanskrit and Malayalam courses, and the third University class was opened in 1925. The Golden Jubilee of the College also came off during the same year. In memory of that event the name of the institution was changed to 'The Maharaja's College'. The senior B.A. class was
opened in the succeeding year, making the institution a full-fledged First Grade College. As a result of these changes, the staff of the college was also considerably strengthened.¹

The Union Christian College, Alwaye started functioning on 8th June, 1921 in a rented building with 5 members on the teaching staff, and a Junior Intermediate class of 64 students all of whom were in residence. It was affiliated as a second grade college to the University of Madras.²

This is the reason why the strength of the college department of the Ernakulam College fell from 263 to 235 during 1921-22. This fall was due to the opening of 2nd year University classes in the Union College, Alwaye, and the opening of Group I in the St. Thomas College, Trichur. The St. Thomas College was affiliated in the year 1921-22 to the Madras University in Group I of the Intermediate course.³

The origin of Sri Ramavarma Sanskrit College, Tripunithura, is to be traced to the Sastra classes offered by the Asthana Pundits of Cochin Palace who were appointed

¹ T.K. Krishna Menon, op. cit., p.194.
² C.A.R. - 1921-'22, p.38.
³ ibid.
by the Maharajas of Cochin for imparting instruction in various branches of Sanskrit literature in the traditional way. On his sixty-first birth day, His Highness Sri Ramavarma constituted a Sanskrit Encouragement Committee. On the basis of the Report of the Committee, a Sanskrit College was established. It was formally opened on 14.1.1914. Sanction was also accorded for opening a Hostel with provision for free board and lodging for 24 students. The Palace Grantha Library was also transferred to the control of the Managing Committee for the College. The College offered advanced instruction in Nyāya, Vyākaraṇa and Vēdānta. The College was not affiliated to any university but students were allowed to appear for the Oriental Title Examination of the University of Madras. In 1919 the college was transferred to the control of the Education Department. In 1921 the Sanskrit College Committee was constituted. Bhooshana Title and Proficiency Certificate were instituted for award to those who passed the examination conducted by the Committee.¹

The raising of the Ernakulam College to the First Grade which had long been engaging the consideration of Government became an accomplished fact during 1925 and

the name of the college was affiliated to the Madras University in Group I, II, III B, V (a & b). The St. Thomas College, Trichur, also raised to First Grade, was affiliated in group V (a & b). In 1925 a second grade College for Women was started at Ernakulam under the management of St. Teresa's Convent and the college was affiliated to the Madras University in Group III.¹

In the Maharaja's College the chemistry section of the B.A. course was opened, and the St. Thomas, Trichur was further affiliated in Group I of the B.A. Course. The Senior Intermediate class was opened in the St. Teresa's College for Women where there was a striking increase in the number of students during 1925-26.²

The St. Teresa's Women's College was raised to the first grade by the opening of the Junior B.A. class in Group V(a) of the pass course.³

To facilitate the admission of Cochin students to professional colleges of the Bānares Hindu University, a donation of ₹.One lakh and an annual recurring grant of ₹.6,000 were sanctioned to the University during the year 1105 M.E. (1929-30 A.D.).⁴ In view of the remodelled

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1. C.A.R. - 1924-'25, pp.10-34.
intermediate course, the S.S.L.C. syllabus was revised in 1906 M.E. (1930-31 A.D.). It was finally decided by the Government to locate the Maharaja's College, permanently at Ernakulam.

A post-graduate course in English language and literature was started in the Maharaja's College during the academic year 1932-33.

Proposals have been made for the further affiliation of the Maharaja's College, Ernakulam, in the B.A. (Hon.) in English language and literature and the B.Sc. (Pass) in Science subjects during 1933-'34.

"To help our young men and women in attaining a more practical knowledge of science as applied to everyday life", proposals were made for the further affiliation of the Maharaja's College, Ernakulam, in the B.Sc. pass course in Groups I, II, III and V which were admitted to all the four groups during 1934-'35.

With a view to getting a greater number of trained graduate teachers, arrangements were made to reserve five

seats every year in the Maharaja's College, Mysore, in addition to the seven seats that used to be reserved in the Training College, Trivandrum, on payment of special contribution.¹

During the year 1936-37 orders were passed by Government to reserve two seats in each of the classes of the Maharaja's College, Ernakulam from the current academic year, for the admission of free scholars of approved merits and who secured high marks from the poor backward classes. Due to the great rush for admission and considering the good equipment and accommodation, the Syndicate of the Madras University had fixed the maximum strength of the Maharaja's College at 750 during the year.²

In the academic year 1935-'36, the Senior B.Sc. class was opened in Maharaja's College. The total enrolment of the year came to 691 of whom 182 were women.

Though the total strength was limited by the University to 700 with restrictions in the science groups, owing to pressure of admission into class I and III, the Syndicate permitted the admission of 10 more students in class I as in the previous year and to make admissions to the Junior B.A. class alone upto 150.³

¹ C.A.R. - 1933-'34, p.18.
² C.A.R. - 1936-'37, pp.120-23.
By the end of the 18th century Malabar came under the British rule. But Western Education did not start immediately there. The village system of Ezhuthupallis and the Namputhiri system of Matoms were major agencies of education. Later, in order to eradicate illiteracy a good deal of attention had been bestowed on schools and education. It was the Madras Local Board Act of 1834 which gave momentum to modern education in Madras.\(^1\)

In the 19th century the Malabar District made progress in the field of education. The Basel Missionaries were pioneers in this field also. The Basel Evangelical Mission which was founded by Dr. Herman Gundert opened a primary school at Kallayi (Calicut) in 1848 and it developed into the Malabar Christian College of later days.\(^2\) They have primarily focussed their attention on primary education. Along with them, local princes and British authorities also began to open schools on the primary level. The Mission opened at Tellicherry on March 1, 1857 the first English School in North Malabar. Dr. Herman Gundert was the first Government Inspector of Schools in Malabar and South Canara.\(^3\)

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2. A. Sreedhara Menon, op. cit., p.345.
3. ibid.
Many Malayali youths proceeded to Madras and elsewhere to complete their education owing to the lack of required centres of education in Malabar region.

Mr. Edward Brennen, master attendant at Tellicherry, left ₹12,000 for establishing a school for boys and girls of all castes, creeds and colours, a sound English Education. In 1872 the Government made it a District School. In 1883 the middle and high school sections were handed over to the Municipality for operation. It was in 1890-'91 that the humble school of Mr. Brennen grew to the stature of a college with F.A. Classes. Its trusteeship rested with the District Collector and other Government educational officials. In 1919, the Government took over the college and school sections of the Brennen School, and a secondary training school was attached with it in 1925. In 1947 the Government of Madras was pleased to issue orders raising the institution to a first grade college.

2. R.Dis. Files Municipality 1891, Sl.No.4-124 dated, 6.4.1891 Regional State Archives, Kozhikode.
Another institution founded during the British occupation is the Victoria College of Palghat. It was started as a rate school. In 1877 the school became a Government High School, and in 1884 it was handed by the Government to the management of the Municipal Council. In January 1888 the High School was raised to the rank of a second grade college and was affiliated to the University of Madras, under the management of the Palghat Municipal Council. Under Mr. C.M. Barrow, who was head-master from 1890 to 1903, the school achieved rapid progress and became the largest school in Malabar. In accordance with the resolution passed at a meeting of Palghat Municipal Council held in December, 1917, the institution was taken over by the Government of Madras with effect from 1st April, 1919. The college was raised to first grade college with effect from 1st July, 1925, leaving the primary and middle sections of the school to the municipality. The high school section was attached to the college as a feeding school.

An English school was started in 1877 by H.H. Sir P.K. Manavikrama Maharaja Bahadur, the Zamorin of Calicut. In 1878 it was thrown open to all and named Kerala Vidhyasala.

In 1879 it was raised to a second grade college and was affiliated to the University of Madras.\(^1\) In 1890 the institution was re-named the Zamorin College. The grants from the Guruvayoor Devaswam made it possible to raise the college to first grade in 1951 and the institution was re-named the Guruvayoorappan College.\(^2\)

During the British period there were eleven teacher training schools to meet the teachers' shortage in secondary and primary grades. Four of them were to train women teachers. All but one were run by the Government. One of them was intended for training Muslim Teachers. The Government training schools also gave manual training classes to the teacher trainees. There was a Government school of commerce which prepared students for the business of life with knowledge in commercial and technical subjects. There were also two aided schools run by private agencies meant for industrial and technical education. But on the whole, Malabar was not benefitted by a systematic technical and industrial education.\(^3\)

Malabar did not benefit sufficiently from modern education started by the British. The schools established

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1. File No.30/1878 dated 26.5.1879, Regional State Archives, Kozhikode.
in Malabar did not get sufficient impetus due to several reasons. One main reason is the Muslim indifference to modern education; and Malabar had the lowest ratio of Christians who took easily too modern education. Third, Malabar did not have indigenous leadership for competitions in modern education as it was not a princely state. Politically, it was under the direct rule of the British, and whatever the British offered was possibly received. The beneficiaries were the upper castes who knew sufficiently and well the worth of modern English education and they assumed covetable positions with the Government and British companies. However, English education in Malabar became instrumental in igniting nationalistic conscience and kindling movements of emancipation from the caste structure.  