CHAPTER - IV

GROWTH OF EDUCATION

Education in the modern sense means the systematic instruction in a language or languages, trades, arts and sciences subsequently resulting in the development of characters and mental powers. The perfection or the growth of education in a region can be scaled by taking into account the number of educational institutions in the area, the involvement of the people in utilizing the institutions and the socio-economic development of the area. The importance of education was not realized by the people of South Travancore just like other parts of Travancore, due to the ignorance of the people, the caste barriers and the restrictions imposed on the low castes.

Earlier the Government had not taken steps for imparting education to all the sections of people. After independence education underwent marked changes not only in South Travancore but also throughout the state. The Government started schools here and there. But it did not satisfactorily fulfill the needs of the people for higher education. Understanding the backwardness of the people, most of the Christian organisations began to establish schools. Both the Catholics and Protestants contributed much to the growth of education in South Travancore. They founded schools and
colleges adjacent to their churches. This was followed by private individuals.

In early times, the village schoolmaster known as Asan, imparted education through the village schools. Remunerated by the villagers, the Asan taught reading, writing, arithmetic and the elements of astronomy necessary for the simple calculations. In the old village schools boys and girls studied together. Later there were three agencies running the schools namely Government, aided private managements and private managements. Primary schools, Middle schools and High Schools existed in South Travancroe for the promotion of education. Higher education developed only at a later period.

Primary Education

Government Schools

Modern education may be said to have started in 1817 with the declaration of Rani Parvathi Bai which gave support to indigenous schools. A proclamation of the Maharaja of Travancore issued in 1844 gave preference to persons with English education in the matter of recruitment to public service and consequently modern education in English began to

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spread very rapidly. In 1836 the Government established a free school at Trivandrum and several district English Schools were opened at various places and one of them was at Kottar in South Travancore. In English Primary Schools, the medium of instruction was English. The mother tongue, either Malayalam or Tamil was also taught as one of the subjects. 

Rev. Mead was appointed the Superintendent of Education in 1855 and he opened many schools and several vernacular (Malayalam and Tamil) schools were amalgamated by him in 1860 with the English schools with a view to extend the benefits of English education.

J.E. Lafranais succeeded Rev. Mead as the Superintendent of Education in 1862. When he entered service, there were only eight district schools, including the one at Kottar. Due to his continuous hard work during a period of twelve years their number rose to eighteen and all attained a high standard of progress. In 1864 the Government introduced the system of levying fees from the students.

During the year 1866-67 there were three District English Government schools in South Travancore. They were the schools at Kottar with 146 pupils and five teachers, at Thuckalay with 114 pupils and four

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7 Gopalakrishnan, M., Kanyakumari District Gazetteer, Madras, 1995, Pp. 1859.
9 Ibid.
teachers and at Eraniel with seventy eight pupils and three teachers. The number of district schools had doubled, that is, six in 1875-76 and the new schools were opened at Kuzhithurai, Colachel and Boothapandi.\textsuperscript{12} About the outstanding performances of the pupils at Kottar school\textsuperscript{13} Bnsley, an officer of the Department stated that they were well prepared and nearly all of them had taken good position in the High School.

The attention of the Government turned towards improving the vernacular education only in the year 1865-66. There had been indeed many private vernacular primary schools in the State before that time.\textsuperscript{14} One school at each taluk of the state was also opened. In South Travancore area in the five taluks namely Agasthiswaram, Thovalai, Vilavancode, Kalkulam and Eraniel five vernacular taluk schools were started in 1866 in the respective taluk headquarters.\textsuperscript{15}

During the period of Dewan T. Madhava Rao a Text Book Committee was appointed in 1867 for the development of the vernacular school system.\textsuperscript{16} This committee was in charge of preparing original or translated text books and the committee translated twelve books between

\begin{thebibliography}{99}
\item[12] Travancore Administration Report, 1875-76, \textit{Trivandrum, 1877, Pp. 75.}
\item[16] Letter of Dewan to Kerala Varma dated 21 March 1867, No. 1018.
\end{thebibliography}
1867 and 1872. The Government therefore deemed it necessary to sanction in 1867 a sum of Rs. 20,000/- per annum to meet the expenses for this purpose.\textsuperscript{18}

A new post of the Director of Vernacular Education was created and all the Vernacular institutions were brought under the control of the Director.\textsuperscript{19} The Director was assisted by two Inspectors, one for North Travancore and the other for South Travancore.

Another measure taken by the Government to popularise and expand the vernacular education was the opening of proverthy or village schools. A scheme was launched in 1870 to open "one school for one village" and the instruction was to be similar to that of the taluk schools, though of primary standard. If there was need, more than one school in a village was opened.\textsuperscript{20} In 1871 T. Madava Rao introduced the Proverthy Schools.\textsuperscript{21}

The number of Village Primary Schools in 1871-72.

<table>
<thead>
<tr>
<th>Thovalai</th>
<th>Agasthiswaram</th>
<th>Eraniel</th>
<th>Kalkulam</th>
<th>Vilavancode</th>
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<td>7</td>
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\textsuperscript{17} Ibid.
\textsuperscript{19} Ibid.
\textsuperscript{22} Gopalakrishnan,M., \textit{op.cit.}, \textit{Pp.} 855.
In the year 1878-79, the villages in South Travancore area were divided into three ranges namely Thovalai Range, Kalkulam Range and Vilavancode Range each headed by an Inspector. In 1893-94 the next important change took place in the field of primary education. In 1894, the Government tried to co-ordinate and control the activities of various agencies and branches of education by means of the Travancore Education Rules and Grant - in - aid Code.

A notable change took place in 1902, when a revised curriculum of studies of the state was introduced. The classification of the schools that existed till then was done away with and a new pattern was introduced. Accordingly, the schools were classed as High, Middle, Upper primary and Lower primary. In the Upper primary and Lower primary vernacular was introduced as the chief medium of instruction while English was taught as second language, commencing with class III.

The Vernacular Curriculum Revision Committee, was appointed in 1920 to examine the provisions of the Education Code and to suggest modifications, recommended the amalgamation of the two sets of schools -

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Vernacular and Anglo - Vernacular and stipulated that all primary schools should teach English and be free.²⁶

**Compulsory Primary Education**

Even though the Government encouraged primary education there was poor response from the public. The Papworth Committee of 1945 recommended that Universal Compulsory Education should be introduced in the State area by area.²⁷

When Sir. C.P. Ramaswamy Iyer Aiyar was the Dewan of the state, he evolved a scheme for nationalizing primary education with the principal object of bringing all primary education under the direct control of the State.²⁸ The Travancore Primary Education Act 1946 was promulgated by His Highness the Maharaja Rama Varma Sri Chithirai Thirunal.²⁹

From the year 1947-48 compulsory primary education was brought into effect in South Travancore. The teacher pupil ratios in 1948 was about 1:50, later it was improved to 1:40.³⁰ Primary schools taught up to class V, the course of instruction being confined mainly to reading, writing,

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²⁶ *The Vernacular Curriculum Revision Committee, 1920*, File No. 34, 1922.
elementary arithmetic and simple lessons in History and Geography. Children who completed five years were admitted in the schools. Schools were not allowed to admit pupils of lower age. The cost of primary education per pupil was about Rs. 25 per annum.31

Another scheme for the introduction of basic system of education in primary schools was taken up by the Government during 1951.32 Preliminary work regarding introduction of basic education in the primary schools was done in consultation with the Director of Public Instruction, Trivandrum. Conversion of primary school at Kuzhithurai along with five other schools in the state into basic schools was taken up by the Government.33

Management Schools

Both the Catholic and Protestant missionaries had started a large number of primary schools. The importance of vocational education was borne in the mind of the missionaries and the fundamental knowledge of reading, writing and arithmetic was given and some schools planned their whole curriculum to train the boys for village life.34 Education was provided to all irrespective of caste and creed.35

34 Then Oli (Tamil), May 1959, PPpp, 1-2.
At the time of the erection of the Diocese of Kottar in 1930 there were seventy five primary schools run by the Catholic missionaries. The number of primary schools rose to ninety three in 1945. Among them the most important was the Carmel School started in 1922 by Bishop Benziger. He also founded in October 15, 1907 St. Francis School, Nagercoil to promote vernacular education. As per the 1955 statistics there were eighty one primary schools under Kottar Diocese.

The protestant missionaries were the first to introduce English education in South Travancore. They founded schools and colleges adjacent to their churches. L.M.S missionaries were not only the pioneers of the Western or English education but also pioneers in female education. In 1859 there were 1,468 girl students in all the missionary schools of South Travancore. While this much of effort was taken by the Missions to encourage female education in the early years of 19th Century, the native Government of Travancore was supremely indifferent to the field of female education.

In 1872 through the influence of the Neyyoor Mission, a school for high-caste girls was opened by Mrs. Thomson at Eraniel. By 1882, a day school for the high caste girls had been established in Thuckalay, Thiruvomcode, Thalakulam and Neyyoor. The number on the roll in the five schools together was 222 and the average daily attendance 157. Most of the girls belonged to the Sudra, Chetty, Goldsmith, Carpenter and Potter communities. Schools for high caste Hindu girls similar to the Eraniel school were started at Kottar, Vadasery, Krishnankoil and Nagercoil (The Brahmin Street) by the wives of Missionaries.

During 1902 two Anglo Vernacular schools, one for boys and the other for girls, were opened at Neyyoor. In 1928 a primary school in Kadamalaikuntu in Mekkamandapam was started. The school became a full fledged vernacular school with class I to VIII.

In September 1945, the Government of Travancore stopped all Government aid to the private primary schools of the state. When the Catholics under Bishop Agniswami opposed to surrender the primary schools to the Government, the Education Committee of the LMS decided not to carry on primary classes without the regular grants.

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43 Ibid., P. 73.
46 Minutes of the LMS Education Committee, T. 6047, January-February, 1946.
Accordingly, out of forty five schools, twenty five primary schools were closed or transferred to the Government management. One hundred and sixty eight teachers were absorbed into Government educational service and were for the most part posted in the same schools where they were previously working.\(^{47}\)

Hence the Education Board of the L.M.S resolved to discontinue the responsibility for primary classes and concentrated its attention on nursery schools, middle schools and high schools, boarding homes and hostels.\(^{48}\)

Lutheran Church missionaries established a network of mission schools in addition to the opening of schools in Nagercoil area. Lutheran Lower Primary School at Saravila in Kalkulam taluk of South Travancore was started in the year 1931-32 and class III was started in the school in 1933-34. In 1934-35 the Government granted permission to start class IV and class V in 1954-55.\(^{49}\)

At Vettoornimadam in Nagercoil a Tamil Lower Primary School with classes from I to IV was started in 1934-35. But the southern Indian territorial commandant requested the Government in 1946 to take over the school\(^{50}\). As such the school buildings at Vettoornimadam and

\(^{47}\) Minutes of the Mission Council No. 6106, August 1946.
\(^{48}\) Minutes of the LMS Coordination and Finance Committee, No. 7022, July 1948.
\(^{49}\) DPI’s Order No. B1. 35/54, dated 09 June 1954 to the Manager.
\(^{50}\) Letter from the Manager, Salvation Army School, Trivandrum to DPI, dated 27 March 1946.
The school equipment were surrendered to the Government in 1946.\textsuperscript{51} The Evangelical Lutheran Mission had thirteen Primary Schools under its management.\textsuperscript{52}

The Malankara Catholic Church under Fr. Joseph Kuzhinjali and Mother Mary had contributed much to the growth of education in Vilavancode taluk.\textsuperscript{53} Mar Ivanios, Archbishop of the Malankara Syrian Church started schools. As a first step in this regard, he made a purchase of schools. Methukummel School in Kuzhithurai was purchased from K. Padmanabhan Nadar. In 1940 the Chellamkonam School near Thuckalay was purchased from Fr. Johan Aramachamy, the parish priest of Chellamkonam.\textsuperscript{54} The Daughters of Mary Primary school was started by the sisters in 1940.\textsuperscript{55}

**Technical Education**

An important educational institution, which continues to function even now is Sri. Muṣlam Rama Varma Technical School, Nagercoil. The S.M.R.V. Technical Institute is a memorial to the then Maharaja of

\begin{itemize}
\item \textsuperscript{51} Cover File No. 2354/46/Education, dated 07\textsuperscript{11}, November 1946.
\item \textsuperscript{52} Travancore Directory, 1948, Trivandrum, 1947, pp. 144-145.
\item \textsuperscript{53} Rev. Monchinjor Joseph Kuzhinjali Ninaivu Kathir, Malankara Vilakk, Kathir 9(Tamil), 1938, pp. 6.
\item \textsuperscript{54} Cover File No. 665/46, Education dated 3-04, April 1946.
\item \textsuperscript{55} Sr. Paulin, D.M, Personal Interview, dated 30-06, June 2004.
\end{itemize}
Travancore, His Highness Sri. Muham Thirunal Rama Varma. This institution has been serving a very real need in South Travancore.\textsuperscript{56}

S.M.R.V. Technical institute functioned as a private technical school not availing of Government aid up to 1902-1903.\textsuperscript{57} From 1904 onwards it began to receive an annual grant from the State Government and subsequently, from the year 1905-1906 this institution was taken charge by the state.\textsuperscript{58} The trades taught during these years in the technical school were Engineering (elementary, intermediate and advanced) Draughtman course, Surveying, Masonry, Blacksmithy, Carpentry and Weaving.\textsuperscript{59}

A power loom with its accessories was purchased in 1940. The Fact-Finding Committee (Handloom and Mills) of the Government of India, New Delhi, visited the institute in June 1941 and they were impressed by the working of the institute.\textsuperscript{60} During 1949 there were sixteen students on the roll and two students discontinued at the close of the year.

Training was imparted to the students in the theory and practice of hand-loom weaving according to the prescribed syllabus of studies. Demonstration in warping and sizing was also done for the benefit of the

\textsuperscript{57} Trivancore Administration Report 1905-1906, Trivandrum, 1907, \textit{Pp.} 55.
\textsuperscript{58} Ibid., \textit{Ppp.} 54-55.
\textsuperscript{59} Gopala-Krishnan, M., \textit{op.cit.}, \textit{Pp.} 867.
students. Special training in working of the power loom was also given to the final year students.  

Stipends were awarded to the students of this institution at the rate of Rs. three per month for the first year, Rs. five per month for the second year and Rs. seven per month for the third year during 1954. The institute took part in the Sri. Chithra Nagar Exhibition at Trivandrum and conducted demonstrations in improved methods of weaving. 

During the years 1903-1904 two other technical schools were also functioning in South Travancore. They were the Mulagumudu Carpentry School and Infant Jesus Technical School, Mulagumudu for lace making, under the Catholic management. I.H. Hacker the missionary at Martandam constructed a building near his bungalow for accommodating embroidery and sewing school. Mrs. Hacker supervised the embroidery school.

Problems faced by the managements and teachers

Due to the depression after 1939 the government encouraged private schools by private agencies. Hence many

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private managements willingly came forward to start new schools. The government recognized the service rendered by private agencies to the development of education. These agencies shared with the government the task of public instruction and received substantial grant-in-aid from the government.

The enthusiasm for education met with a rude shock when on September 1945, the Government of Travancore by a gazette extraordinary promulgated its decision to abolish all private primary schools of the state and stop all aid to them. It was master minded and piloted by C.P Ramaswamy Iyer, the Dewan of Travancore. He hesitated to start the scheme in the Central or North Travancore where he knew that the resistance would be stiff, to put it mildly and so he felt that the southern point, i.e. the two taluks of Agasteeswaram and Thovalai would be the weakest link and he struck. But he miscalculated.

By the circular dated 11 February 1946, Bishop Agniswami strongly declared that even if they won’t get government aid they won’t surrender the primary schools to the government and this was also the stand of the Bishop of Travancore.

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69 Bishop Agnisamy, Circular to the Parishes dated 11 February, 1946.
During the school year 1946-1947, while all other private agencies of the area surrendered their schools, the catholic schools reopened as usual. More children poured into the catholic schools than before though the parents knew that it was an illegal and punishable act against the law. Even the students of the Government schools joined the catholic schools with much sacrifice.

In the meantime the policy of the Government and the stand of the catholic managements and parents were flashed in some national newspapers. The public outside Travancore were sympathetic towards the catholic managements. The challenge was taken up by Rev. Fr. Murphy of Madras and Bishop Pothakamury of Bangalore.72

The Catholics in the state stood to a man, and even the financial burden of paying the teachers, which fell on the Bishop was to a great extent redressed from aid from the Northern dioceses of the state.73 This state of affairs continued till the integration of Travancore with independent India. It took some time, however, for the original recognition

71 Narchison J.R., Kumari Christhavarin Payana Pathai (Tamil), Nagercoil, 2000, Pp. 129.  
72 Francis, E., op.cit., Pp. 66.  
and grant-in-aid to be re-installed and for the arrears of Government grants to be realized.\textsuperscript{74}

During the year 1948 also the private school teachers\textsuperscript{75} were not regarded as Government servants and they were also not governed by the rules of the Travancore Service Regulations. The responsibility to pay the teachers rested entirely with the managements who had employed them.\textsuperscript{75}

The growth of the schools had increased the number of teachers in the profession and the number of families dependent on the profession also increased considerably. Their problem became the problem of a major section of the population.\textsuperscript{76}

In 1950 teachers of the management schools, began to raise their voice, demanding equal scale of pay and other service amenities on par with the Government school teachers. The agitation sparked off many unpleasant incidents in schools and parishes.\textsuperscript{77} The Government examined the question from the various sides and prepared a scheme in consultation with all interested in the matter.\textsuperscript{78}

The scheme required private managements to remit eighty percent of the fee collection of their schools into the treasury for meeting the salary of

\textsuperscript{74} Francis, E., \textit{op.cit.}, \textbf{Pp.} 66.
\textsuperscript{77} Francis, E., \textit{op.cit.}, \textbf{Pp.} 66.
teachers. The remaining twenty percent was left with the management for contingent expenses.\(^7^9\) The teachers were given a satisfactory scale of pay uniformly in all the institutions and a teacher was to receive his or her pay from the managements who in their turn had to draw the same from the treasury by means of bills countersigned by the inspectors under whom the schools functioned. The money required to pay the teachers over and above the eighty percent of the fee collection was met by the Government.\(^8^0\) Private school teachers had also been given security of tenure under the Private Secondary School Scheme introduced in 1950.\(^8^1\)

In 1956 the Travancore Cochin Government passed a law according to which the managers of private schools should pay their teachers two annas more per month. Against this law and demanding that the Government should pay the entire amount of salary to the teachers of private schools, a resolution was passed in the teachers meeting presided by Mr. Kunjan Nadar at St. Francis School, Nagercoil.\(^8^2\)

As private schools were increasingly subject to pressure by the Government, in December 1956 the teachers of these schools decided to

\(^7^9\) *Ibid.*
\(^8^0\) *Ibid.*
\(^8^2\) *Then Oli* (Tamil), April 1956, PP. 10-18.
form a union in order to protect their rights and the legitimate privileges guaranteed by the constitution of India.\(^\text{83}\)

**Middle School Education**

Both English and vernacular middle schools existed in South Travancore. In 1890 the four English Government middle schools were located at Boothapandi, Eraniel, Thuckalay and Thiruvattar. The Government vernacular middle schools were at Suchindram, Kottar, Eraniel, Kalkulam, Thiruvattar and Vilavancode. In 1895-96 fifteen Government vernacular middle schools functioned.\(^\text{84}\)

In 1949 there were five fishery schools in Travancore. Among them one was the Kuzhithurai Fishery School in Vilavancode taluk. It was a middle school and fee at the usual rate was collected from the pupils. The benefit of the fee concession under the rules was given to them.\(^\text{85}\)

Before 1890 there had been one aided English middle school namely London Mission School, Martandam, and a private school at Nagercoil that was the Union English School. The two aided vernacular middle schools were at Nagercoil and Neyyoor under the L.M.S. In 1895-96

\(^{84}\) Gopalakrishnan, M., *op. cit.*, *Ppp.* 865-866.
forty two vernacular aided middle schools and six private vernacular middle schools served the pupils of South Travancore.\textsuperscript{86}

As per the 1955 statistics there were eighteen middle schools under the diocese of Kottar.\textsuperscript{87} During 1950 all the students of the middle school classes were given a grant of Rs.25.\textsuperscript{88}

### High School Education

After the completion of the middle school, high school education was provided. Kottar High School was the only Government high school in South Travancore. Nagercoil Seminary under the L.M.S was another high school that existed in South Travancore. Duthie Girls High School blossomed into a high school in 1918. From that period this school had gone from strength to strength under English and Indian Heads.\textsuperscript{89} Scott Christian High School for boys was another L.M.S management school.\textsuperscript{90}

The only English Girls High School that existed in the diocese of Kottar was St. Joseph’s Convent High School for girls. The nuns of the

\begin{itemize}
  \item \textsuperscript{86} \textit{Ibid}, \textsuperscript{pp} 860.
  \item \textsuperscript{87} Francis, E., \textit{op. cit.}, \textsuperscript{pp} 56.
  \item \textsuperscript{88} \textit{Travancore-Cochin Administration Report 1950-1951}, Trivandrum, 1952, \textsuperscript{pp} 87.
  \item \textsuperscript{89} \textit{Scott Christian College, Nagercoil, Platinum Jubilee Souvenir}, November, 1967, \textsuperscript{pp} 23.
  \item \textsuperscript{90} \textit{Ibid}, \textsuperscript{pp} 43.
\end{itemize}
Missionary Canonesses of St. Augustine (ICM) started this school in 1906 at Nagercoil.\textsuperscript{91}

As per the 1955 statistics five high schools were under the diocese of Kottar either directly or through congregations.\textsuperscript{92} All the students of the high school classes were given sum grant of Rs. forty each.\textsuperscript{93} Thus before 1956 only a few high schools existed in South Travancore.

**Teacher Training**

Teachers were trained in the training schools. The course prescribed for teacher's training extended over a period of two years. At the end of the course, the trainees had to undergo written as well as practical examinations. For the first time in 1884 a Vernacular Normal school was opened at Kottar and it was one of the two such Normal schools in the state.\textsuperscript{94} By 1908 there were five aided Normal Schools in the State and one of those aided Normal Schools was in Nagercoil.\textsuperscript{95}

During 1913-14 in the state six lower grade training schools for the men were opened and two were in South Travancore, one at

\textsuperscript{91} Lawrence, V., *op.cit.*, pp. 172.
\textsuperscript{92} Francis, E., *op.cit.*, pp. 56.
\textsuperscript{93} Travancore-Cochin Administration Report 1950-1951, Trivandrum, 1952, pp. 87.
\textsuperscript{94} Gopala Krishna M., *op.cit.*, pp. 869.
\textsuperscript{95} *Ibid.*
Kuzhithurai and the other at Parur. After completion of the teacher training the students were eligible for getting appointment in primary schools as teachers. Since only a few got the chance for teacher training there was no unemployment problem.

**Higher Education**

Before 1956 Scott Christian College had been the only education centre which promoted higher education in South Travancore. Scott Christian College was opened in 1819 as a school under the name of Nagercoil Seminary. It gradually developed and became a Second Grade College in 1893.

The entire credit of establishing the first full fledged educational institution at Nagercoil goes to Rev. Mead. It was directly managed and maintained by the London Missionary Society. Then it was handed over to the care of the South Travancore diocesan council of the Church of South India. It is named as Scott Christian College in memory of Mr. Septimus Scott who, for many years was a highly honoured director of the LMS and by whose generous gifts large and important additions were made.

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James Duthie took charge of the College at the end of 1859. The standard of the seminary was raised and a class called 'College Class' was added.102 It flourished as an educational institution of great repute and produced several Christian and non-Christian leaders of whom the South Travancore Mission was legitimately proud. Two of the non-Christian young men educated here—Nanoo Pillai and Rama Rao became Dewans of the State of Travancore.103

J. Duthie, J.E Dennison, Sydney Cave, Parker and G.H. Marsden were the Principals of the college upto 1957. The permanent principal of the college was Mr. G.H. Marsden (1927-1957).104 The college buildings, in a large open compound were commodious and up-to-date. The two hostels accommodated over fifty students in single rooms and situated in a fine compound of about five acres. It was opened to students of all classes.105 The college was affiliated to the Madras University and the total strength of the college in 1927 was 143 and 138 in 1928.106 There was a well-stocked library of about 8,500 volumes in the year 1941.107 During the year 1948 the number of books in the library was raised to 10,500 volumes.108

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107 Travancore Directory 1941, Trivandrum, 1940, Pp. 269.
There were scholarships and prizes endowed to the memory of the Rev. J. Duthie and the Rev. G. Parker, former Principals, and Mr. Nanoo Pillai and Mr. Rama Rao, old students of the college who became Dewans of Travancore. There were also the Baylis Hacker scholarships available to Christian students from the Neyyoor District and the Paul Memorial prize for Mathematics. The Whitley Fund enabled Christian students living in the hostels to pay very low rents for their rooms. Rs. five per term was the maximum hostel room rent in the year 1941. The class fee was Rs. ninety with small science and games fees.\textsuperscript{109}

During 1950 Scott Christian College was raised to First Grade College.\textsuperscript{110} In 1950 the student strength of the college was 464 among them 426 men and thirty eight women.\textsuperscript{111} The Missionary Age of the college ended in May 1957 with the death of the last missionary Principal, Mr. G. H. Marsden. Mr. B. Arumai Raj, the seniormost staff, was appointed the Principal. From then the college has been under Indian principals, most of whom were old students of the college.\textsuperscript{112} Today it is a full-fledged postgraduate college with research facilities catering to the needs of thousands of young men and young women.

**Adult Education**

\textsuperscript{109} *Travancore Directory 1941*, Trivandrum, 1940, Pp. 269.
\textsuperscript{112} Joy GnanaDason, *op. cit.*, Pp. 128.
Adult education programmes were also carried on by the Government to eradicate illiteracy. In 1950 the Government took steps to improve the adult education. The adult education activities which were carried on by various organizations were brought under the direct supervision and control of a single authority. The Director of Public Instruction was appointed as the Adult Education Authority for the whole state. They also constituted an Adult Education Board for the implementation of the Adult Education Scheme.\textsuperscript{113}

In order to eradicate illiteracy, adult literacy classes and night schools were regularly conducted in the villages by the Marthandam Y.M.C.A. Lectures on topics of every day life were arranged in the villages. Three R’s were taught in these classes.\textsuperscript{114}

Education of Backward Communities

Right from the dawn of the 20\textsuperscript{th} Century, even earlier, the policy of throwing open all Government Boys’ Schools to Ezhavas (belonging to a backward community) was followed in all such schools with the exceptions

\begin{itemize}
\item \textsuperscript{113} \textit{Travancore Cochin News, 1- November, 1950, Vol. I, Pp. 5.}
\item \textsuperscript{114} Williams, I.S., \textit{Y.M.C.A. Publication, Marthandam, Pp. 4.}
\end{itemize}
of a few situated in localities inaccessible to Ezhavas. They too were thrown open to them in 1908.\textsuperscript{115}

From 1913-1914 onwards the adi-dravidas were extended the half fee concession in schools. The policy of throwing open the sirkar schools to all classes was steadily persisted. It was found that in some localities the provision of special schools for the backward classes was necessary.\textsuperscript{116}

Theoretically, most of the schools in the state were thrown open to the untouchables but in practice they were excluded. The rules issued by the Government for the education of the girls and boys of the untouchables were not implemented by the officials and authorities of the schools.\textsuperscript{117}

Ayyankali a leader of the untouchable caste was a member of the Sri. Mulam Popular Assembly of Travancore from 1912-1930. He represented the matter in the Assembly and the Government decided to encourage the education of the untouchable girls by the grant of half-fee concessions, stipends, scholarships and boarding grants.\textsuperscript{118}

Hence managers of the private schools were encouraged to open and maintain more schools for the education of the students belonging to backward classes and the minimum strength of twenty five required for

\textsuperscript{115} Travancore Administration Report 1907-1908, Trivandrum, 1909, Pp. 57.
\textsuperscript{116} Travancore Administration Report 1913-1914, Trivandrum, 1915, Pp. 56.
\textsuperscript{117} Proceedings of the Sri Mulam Popular Assembly, 1921, Pppp. 82-83.
\textsuperscript{118} Ibid.
grant-in-aid under code, was reduced to sixteen in the cases of schools for the backward classes.\textsuperscript{119}

The\textsuperscript{119} Government government encouraged the poor and deserving pupils of backward communities undergoing education. Facilities were afforded in the shape of grants, stipends, scholarships, clothes and text books.\textsuperscript{120}

Supply of primary readers to students belonging to the backward communities was done by the Government government. In Government high schools, with primary schools attached, the distribution was done by the headmasters and in other schools arrangement for distribution was made by inspectors of middle and primary schools.\textsuperscript{121}

Thus due importance was given to education both by the Government and the private agencies. Through education marvellous changes took place in the social, cultural and economic life of the people of South Travancore. There was a marked improvement in the position of women since women’s education was promoted by the missionaries. One cannot deny the fact that education is the passport to success in life and it is proved true in the lives of the people of South Travancore too.

\textsuperscript{119} Gopala-Krishnan, M., \textit{op.cit.}, Pp. 872.